



**A RESEARCH STUDY OF TEACHER BELIEFS AND TEACHER
BURNOUT**

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İngilizce adı : A RESEARCH STUDY OF TEACHER BELIEFS AND TEACHER
BURNOUT

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Unvan Ad Soyad

Eğitim Bilimleri Enstitüsü Müdürü

--

To my sunshine, beloved daughter Zeynep Ela...

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ÖZ

Bu çalışmanın amacı, İngilizce Öğretmenliği bölümünde okumakta olan öğretmen adaylarının özyeterlik inanışlarını ve Yabancı Diller Yüksekokullarında halen görev yapmakta olan İngilizce öğretmenlerinin tükenmişliklerini araştırmaktır.

Bu tez, karma araştırma modelinin kullanıldığı iki aşamalı bir çalışmadır. Aşama I; Konya Necmettin Erbakan Üniversitesi ve Gazi Üniversitesi'nin İngilizce Öğretmenliği bölümlerindeki 208 öğretmen adayı ile yürütülen nicel araştırma bölümüdür. Bu aşama, öğretmen adaylarının özyeterliklerini araştırmayı amaçlamaktadır.

Aşama II; iki bölümden oluşmaktadır- Bölüm I; Konya Necmettin Erbakan Üniversitesi, Selçuk Üniversitesi ve Gazi Üniversitesi Yabancı Diller Yüksekokullarında halen görev yapan 70 İngilizce okutmanının katılımıyla gerçekleştirilmiştir. Bu bölüm, akademisyenlerin tükenmişliğini incelemeyi ve araştırmayı hedeflemiştir. Bölüm II; 25 okutmanla yürütülen yarı-yapılandırılmış görüşme (semi-structured interview) çalışmasıdır. Bu bölümün amacı, tükenmişlik kavramının altında yatan sebepleri incelemektir.

Aşama I nicel verileri, orijinali Tschannen-Moran, & Hoy (2001) tarafından geliştirilen “Teacher Sense of Efficacy” “Öğretmen Özyeterlik Ölçeği” (Çapa, Çakıroğlu & Sarıkaya, 2005) ile elde edilmiştir. Aşama II Bölüm I’de nicel veri toplama aracı olarak Maslach Tükenmişlik Ölçeği kullanılmıştır (Maslach Burnout Inventory Educators Survey-MBI/Maslach & Jackson, 1981/Maslach, Jackson & Leiter, 1996). Aşama II Bölüm II nitel verileri, Bölüm I MBI verileri ışığında geliştirilen yarı yapılandırılmış görüşme ile elde edilmiştir.

Aşama I veri analizi, öğretmen adaylarının özyeterlik ve gelecek kariyerlerine hazırolma/hazırbulunuşluk yönünden yeterli olduklarını göstermektedir, anlamlı farklılık gösteren tek değişken ise kadınların lehine cinsiyettir (ortalama: >50,2954; <54,7135).

Aşama II akademisyenler arasında 15 kişiyle yüksek seviyede, 24 kişiyle orta seviyede ve 31 kişiyle düşük seviyede tükenmişliğin var olduğunu göstermiştir. T-test ve Anova verileri tarafından desteklenmese de tükenmişlik açısından kadınların ve bekarların lehine bir farklılık eğilimi olduğu söylenebilir. Ayrıca genç yaş gruplarında (özellikle 31-35 & 26-30), üst düzey derecelerde ve daha az deneyimli gruplarda daha yüksek seviyelerde tükenmişlik eğilimi bulunmaktadır. Aşama II Bölüm II, tükenmişlik nicel verilerini desteklemek ve alt faktörleri/nedenleri detaylı incelemek amacıyla oluşturulmuştur. Detaylı çalışma ve yarı yapılandırılmış görüşme verilerinin analiziyle, akademik faktörlerin diğer zorlukların önüne geçtiği bulunmuştur.

Bilim Kodu:

Anahtar Kelimeler: Öğretmen Tükenmişliği, Özyeterlik İnanışları, Öğretmen adayları-İngilizce, İngilizce Öğretmenleri, Akademisyenler arasında Tükenmişlik.

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ABSTRACT

It is the aim of this study to investigate the self-efficacy beliefs of pre-service teachers-who are yet studying at ELT departments, and the burnout levels of in-service teachers who are currently teaching at School of Foreign languages.

The study is a two-phased research with a mixed methods design. The first phase is a quantitative one carried out with 208 pre-service EFL teachers yet studying at ELT departments to have their BA degrees at Konya Necmettin Erbakan University, and Gazi University. This phase aimed at studying the self-efficacy beliefs of pre-service teachers.

The second phase consisted of two parts- Part I is a quantitative one conducted on 70 in-service EFL teachers currently teaching at School of Foreign Languages at Konya Necmettin Erbakan University, Selcuk University, and Gazi University. Part I aimed at studying and investigating the burnout issue among academicians. Part II is a semi-structured interview carried out with 25 instructors. The aim of Part II is studying the underlying causes of burnout phenomenon.

The quantitative data of Phase I was gathered through “Teacher Sense of Efficacy” scale originally developed by Tschannen-Moran, & Hoy (2001). The Turkish version is developed by Çapa, Çakıroğlu & Sarıkaya (2005). Phase II Part I Quantitative data collection was through Maslach Burnout Inventory Educators Survey (MBI/Maslach&Jackson,1981/Maslach, Jackson&Leiter, 1996). Phase II Part II Quantitative data was gathered through a semi-structured interview developed in the light of MBI findings of Part I.

The data analysis of Phase I revealed that pre-service teachers were sufficient in terms of self-efficacy and readiness for their future careers, and the only significant difference was for gender variable in favour of females (mean scores: >50,2954; <54,7135). Phase II implicated that burnout existed among academicians with 15 high level of burnout, followed by 24 moderate level, and 31 low. Although not supported by independent

samples test scores and Anova results, it can be implicated that there is tendency towards difference in favour of females, and singles in terms of burnout. There is also inclination of higher burnout levels at young age groups (especially 31-35 & 26-30), higher degrees, and younger experience groups.

Phase II Part II was in use to support the quantitative data of burnout, and to study the underlying causes thoroughly. Throughout the detailed study and analysis of the semi-structured interview data findings, it was found that academic factors dominate the other challenges.

Science Code:

Key Words: Teacher Burnout, Self-efficacy Beliefs, Pre-service EFL teachers, In-service EFL teachers, Burnout Among Academicians.

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ELT	English Language Teaching
MBI	Maslach Burnout Inventory
TB	Teacher Burnout
NEU	Necmettin Erbakan University

1. INTRODUCTION

1.0 Introduction

This study investigates the self- efficacy of pre-service English language teachers who are yet studying to get a BA degree as senior students; and aims to study and explore the burnout of the in-service English language teachers who are currently working as instructors at School of Foreign Languages. In this regard, it is the main aim of this study to study the beliefs of pre-service EFL teachers, burnout levels of in-service EFL teachers and to find out whether there is relevance between them. This section basically covers background to the study, statement of the problem, purpose and scope of the study, and the importance of the study. Assumptions and research questions, limitations of the study, and definitions of some key concepts are also included in this section.

1.1 Background to the Study

As stated by Marshall McLuhan, the world has become some kind of a “global village” and English has had dominance in the world as it was claimed by Phillipson (1992) and Crystal (1997) in their books “Linguistic Imperialism and English as a Global Language”. English has been promoted to being the international language in this globalized world and even in different parts of the world it has been internalized and the term “World Englishes” has come into use. Therefore, teaching and knowing English has gained too much importance.

The problem arises here as how much and how well teaching English has been performed. There are many factors causing the problems of teaching English. As teacher is the key factor in teaching, the problems resulting from the teacher must be taken as vital.

The teachers can be studied under two main categories as “pre- service EFL teacher” and “in-service EFL teacher”. Pre-service EFL teacher is the individual who is not currently teaching but rather being trained for this aim at ELT departments. In-service EFL teacher is the one currently teaching English as his/her profession.

Beliefs have an important role in teachers’ academic lives as they lead the way mostly in the teaching period. Belief is defined by Wikipedia as the psychological state in which an individual holds a proposition or premise to be true. Beliefs are important in the way that they

directly indicate the individuals' decisions, actions, choices, reflections, and reactions. "Teacher beliefs...are important considerations in conducting teacher education designed to help pre-service and in-service teachers develop their thinking and practices (Zheng, 2009, p.73)". Therefore considering the facts given and explained above, it can be concluded that "teacher belief" is an eminent issue to be studied very carefully.

The next term to be focused on is "teacher burnout". Despite the fact that the issue of teacher burnout is a relatively new subject for educational research, the studies conducted on the point have shown the significance of it. Teacher burnout can lead to many big problems such as illnesses, leaving the profession at early ages, frustration for both students and the teachers, and the consequences can be worse than thought. To have a closer look at the issue, more studies are needed. Although teacher-burnout is becoming a popular research subject, however not enough number of studies have been conducted yet.

To have a closer look at the studies on these topics; the following ones from Turkiye and abroad can be seen as examples. Clark-Goff (2008) explains the purpose of his study as to look beyond the paths of ESL, bilingual, multicultural, and foreign language education to discover pre-service Pre-K through 8th grade mainstream teachers' beliefs about language learning in order to better inform future teacher preparation programs in his published doctorate thesis "Exploring change in pre-service teachers' beliefs about English language learning and teaching". However, the study mainly focuses on the ELL- English language learners, also lacking the point of pre-service& in-service relation.

Sibel Çimen (2007) studied the primary school teachers' burnout levels and perceived self-efficacy beliefs. However the study was not conducted on the EFL context, also lacked "the pre-service teachers' beliefs" part of the issue.

Derya Kulavuz (2006) studied burnout and participation in professional learning activities in a scope of university prep Turkish EFL instructors. The study aims to give an insight of the phenomenon from a university academic staff view. Also this study was lacking on the point of pre-service teachers.

As stated in "the significance of the study", there have been many published or unpublished studies on teacher beliefs or teacher-burnout, however through the research, no detailed research studying both beliefs and burnout levels within the pre-service and in-service context has been found. Therefore the topic issue is regarded as neglected. Thus, this was the starting point for this study.

1.2 Statement of the Problem

It has been accepted that teaching English has a vital importance in today's globalizing world. However, it is doubtful how much and how well teaching English is carried out. Many research studies show that teaching is a challenging and burdensome profession so it is very hard to perform. There are various factors causing the problems of teaching English: teachers, students, teaching experience, teaching methods, motivation, teaching environment, and so forth.

It can be taken for granted that "teacher" is the leading factor in teaching. The problems resulting from the teachers can be divided into two main categories as: pre-service problems and in-service problems. Pre-service teachers' problems are insufficient training, efficacy beliefs, lack of experience, and perhaps the most important one - beliefs about the forthcoming/future teaching career. The other side of the coin is the in-service teachers' problems. These problems may include extra work burden, administrative problems, low salaries, and mainly the lack of teacher development (in-service training), which all lead to teacher burnout.

As a conclusion, comparing pre-service teachers' beliefs and in-service teachers' burnout levels may give insight about the teaching problems and can help to find solutions to them.

1.3 Purpose and Scope of the Study

The study aims to shed light on the beliefs and the burnout levels of the pre-service and the in-service teachers. This study intends to focus on the beliefs of pre-service EFL teachers, the burnout levels of in-service EFL teachers, whether there is a relation between the beliefs and the burnout levels, and whether the burnout levels differ according to experience of in-service EFL teachers.

The research study is conducted on Gazi University and Konya Necmettin Erbakan University Senior students (4th grade) of EFL department, and lecturers at Selcuk University School of Foreign Languages, Konya NEU School of Foreign Languages, and Gazi University School of Foreign Languages.

1.4 Significance of the Study

Previous studies show how important teachers' beliefs and teachers' burnout levels in teaching. The research on these topics have been studied and no detailed research studying

both beliefs and burnout levels within the pre-service and in-service context has been found. Studying the previous research, it has been seen that the relevance of pre-service teachers' beliefs on teaching and in-service teachers' burnout levels is a neglected issue. So, the study is focused on this need in the field. The study gives insights into the field about the beliefs of pre-service teachers, burnout levels of in-service teachers, the relationship between beliefs and burnout levels, and the difference between the burnout levels according to experience (0-5 yrs/10+ yrs). In this way, it provides a closer and detailed look at the problem.

Therefore, finding out and examining pre-service teachers' beliefs and in-service teachers' burnout levels could be very beneficial for the field. Studying these, teachers' performance can be better understood, restored and improved. The findings can shed light on how effective EFL pre-service training and EFL in-service teacher development trainings currently are, and how they can be improved.

As a conclusion, this research is probably one of the first ones which pre-service teachers' beliefs and in-service teachers' burnout levels, and in-service teachers' burnout levels according to experience are studied. So it has vital importance in the field and is anticipated that it might be a contribution to the ELT field by providing valuable information, like the previous and the forthcoming studies.

1.5 Assumptions and Research Questions

All the participants in the study are assumed to have responded willingly, frankly, on purposeful voluntary basis and in a way representing their own/genuine ideas on their beliefs and burnout levels.

Another assumption is that the instruments are appropriate for gathering data on the beliefs and burnout levels of the pre-service and in-service teachers. It is also assumed that the pre-service and in-service teachers' beliefs and burnout levels can be fairly measured by the instruments.

The following research questions guide the study in achieving the purposes:

- What are the beliefs of pre-service EFL teachers?
- What are the burnout levels of in-service EFL teachers?
- What are the factors leading teachers to burnout in EFL context ?

- Is there a relationship between the beliefs of pre-service EFL teachers and the burnout levels of in-service EFL teachers?
- Is there difference between the burnout levels of in-service EFL teachers according to experience (0-5 yrs/10+ yrs) ?
- Is there high- level of burnout for the in-service teachers of 0-5 year-experience?
- Is there high- level of burnout for the in-service teachers of 10+ year-experience?

1.6 Limitations of the Study

The data collected in the study is only limited to the size of the sample group. Therefore, the findings cannot be generalized to all pre-service and in-service EFL teachers in Turkiye. However, it might give a different perspective of the problem/topic from an EFL perspective. In addition, the results are only limited to the items of the instruments.

The beliefs of the pre-service teachers are limited to the teaching in EFL settings, and the burnout levels of the in-service teachers are limited to the educational field.

The number of the participants is another limitation. The sample group is limited to Gazi University and Konya NEU Senior students (4th grade) of EFL department, and lecturers at Selcuk University School of Foreign Languages, Konya NEU School of Foreign Languages, and Gazi University School of Foreign Languages.

1.7 Definitions of Some Key Concepts

EFL: English as a Foreign Language

Pre-service Teacher: Student teacher still having training in a teacher education programme, not graduated yet [Senior (4th grade) student at the ELT Department]

In-service Teacher: A teacher who is currently teaching English as his/her profession

Teacher-training: Pre-service teacher training

Teacher development: In-service teacher training

Belief: Perceptions of pre-service teachers on teaching in the EFL context/ Self efficacy beliefs

Teacher-burnout: The experience of long-term exhaustion and loss of interest and motivation in teaching

2. REVIEW OF LITERATURE

2.0 Introduction

This chapter provides a conceptual framework for the study covering the literature on concepts of belief, burnout and the relation between them. A more detailed look at each concept is included in each section.

2.1 Belief

This section is presented through a very detailed analysis of the literature. The concept of “belief” is handled in this section in general sense. The definitions and views are presented first, followed by the underlying causes. Then getting a closer look at beliefs the types are explained, and the beliefs in pre-service teacher education is covered.

2.1.1 Belief: Definitions and Views

As mentioned before, teachers are vital and commonly accepted as the most important and valuable component of the ‘*education*’ concept. Without the teachers, it is impossible to compose the environment of learning and teaching. “It does seem to be the case that a strong commitment to certain shared values and beliefs is more or less part of an English teacher’s job description”(Davies,1998, p.11). Teachers are guided with their beliefs through the path of teaching. Thus, what the teacher means for the educational concept is just the same as beliefs for the teachers. The beliefs are vital for the teachers. DelliCarpini (2009) also emphasizes the importance of beliefs for the teachers within the teaching process: “Teaching practices are influenced by teachers’ prior experiences and beliefs”.

There have been many definitions and views on the concept of “belief”. Perhaps the simplest definition is made by Longman Dictionary of Contemporary English as follows: “the feeling that something is definitely true or definitely exists” (2006, p.124). However, it’s not the case at all, the term “belief” gains a stronger and deeper meaning in the field of education.

Bandura (1986, p.36) asserts that "... Beliefs are highly consequential in that they are the most reliable predictors of behaviours" (as cited by Seymen, 2010, p.5). As they lead to the behaviours of teachers, they directly lead to the teaching process. Cephe (2009, p.183) emphasizes the importance of beliefs as a part of being an effective teacher: "it can be said that an effective teacher blends the scientific knowledge with his/her own teaching skills in line with his/her personality".

According to Zheng (2009, p.74), "...beliefs are often defined as psychologically held understandings, premises, or propositions felt to be true. As a result, beliefs are the permeable and dynamic structures that act as a filter through which new knowledge and experience are screened for meaning...". As beliefs lead the way for the behaviours, "belief systems therefore serve as a personal guide by helping individuals define and understand the world and themselves." (Pajares,1992 as cited by Zheng,2009, p.74). "In particular, teacher beliefs are seen to constitute: 'a professional set of guidelines for teaching' (Combs, 1982, p. vii); a blueprint for what is or is not possible; an open or closed door to promote, inhibit or resist change, and a collective climate that can foster or inhibit innovation (Errington, 1985, 2001)" (as cited by Errington,2004, pp.39-40). However, it's not until the 1990s that teacher beliefs have gained so much attention as what we consider today. The focus previously was rather on the pre-teaching process.

2.1.1.1 Belief, Attitude, and Knowledge

Even experts on the area are not very clear about defining each concept and making a clear distinction among them. They personally indicated blurriness on categorising the concepts. "In 1992, Pajares lamented a lack of clarity and precision of expression in the literature, pointing to several words used in lieu of beliefs (e.g., attitudes, values, judgments, perceptions, opinions, conceptions, dispositions)" (cited by Maggioni, Riconscente, Alexander,2006).

Basically, to make a distinction among the terms of *belief*, *attitude*, and *knowledge*; *belief* can be defined simply as what we think to be true, *attitude* is responding to the outside world based on our beliefs. According to Ajzen (1991, pp.179-211), "Attitude can be considered the sum of beliefs. A person can have many beliefs about a phenomenon (positive and negative). This person will have an attitude toward that phenomenon based on the overall evaluation of her beliefs." Fishbein and Ajzen (1975, p.336) make the distinction obvious with the definition of attitude as: "a learned predisposition to respond to an object in a consistently favourable or unfavourable manner".

The notion of *knowledge*, in contrast needs facts and is based on truth. Bryan (2003) stated the difference between belief and knowledge as follows: “beliefs are psychological constructs that...differ from knowledge in that beliefs do not require a condition of truth” (cited in Irez, 2006).

It can be concluded that there is still no crystal clear consensus on the definitions and the differences; however, the notion of *belief* can be accepted as the umbrella term.

2.1.2 Underlying Causes of Beliefs

In his article, Zheng (2009, p.74) considers ‘*belief*’ as “a content of mental states; educational extension”, and refers to its relation to knowledge. Belief is such a strong concept that it shapes our behaviours, lives, styles... As a very broad and extensive concept, beliefs are shaped and influenced by many factors. Richardson (2003, p.5) offers three major sources with regard to teachers’ belief formation: (1) experience with schooling and instruction, (2) experience with formal knowledge- both school subjects and pedagogical knowledge, and (3) personal experience (as cited by Erdem, 2009, p.2). Reviewing the literature, underlying causes of beliefs can be categorised as follows:

2.1.2.1 Self learning experiences

Beliefs are maybe firstly shaped by self-learning experiences. Self-learning experiences include the ones that people personally have as learners and students. Teachers have once been students, after all. This is expressed with the term ‘*apprenticeship of observation*’ coined by Dan Lortie, “*School Teacher: A Sociological Study*”(1975). Borg (2004, p.274) explains the term as follows: “The apprenticeship of observation describes the phenomenon whereby student teachers arrive for their training courses having spent thousands of hours as schoolchildren observing and evaluating professionals in action”.

Throughout the process of learning, all through the years as students we observe our teachers. We develop beliefs about what teaching is, how it should be, what a teacher looks like, how to deal with everything, and so on. Beliefs are shaped through experience with schooling and instruction, “in other words, teachers inevitably internalize their teachers’ behaviour” (Erdem, 2009, p.16).

Self-learning experiences shape our beliefs by taking our teachers as models, even the teachers of today will admit that some of their behaviours unintentionally reflect their past teachers from time to time. Johnson (1994 cited by Zheng, 2009, p.78) found that pre-service teachers’ instructional during a practicum were based on images of teachers,

materials, activities and classroom organization generated by their own L2 learning experience.

2.1.2.2 Educational background

Beliefs are also shaped by educational background, namely *experience with formal knowledge*. Again as students, people individually develop beliefs about learning and teaching process through formal and pedagogical means.

Learners develop beliefs through their personal learning process, they conceptualise what is easy or difficult to learn, how to deal with the things, and so on. What they experience as a learner can shed light to how to teach it. Teachers are inclined to teach in the way they learn, or they understand.

2.1.2.3. Personal experience

Teachers also shape their beliefs throughout their teaching careers. Fed by their personal teaching experiences, they continue to develop, and alter beliefs. Starting with the experiences as a pre-service teacher, as years pass and becoming an in-service teacher; individuals develop and alter their beliefs throughout their teaching processes.

Even the cultural background, sociocultural and financial boundaries and some outside factors concerning learning and teaching environment are effective in developing beliefs.

2.1.3 Types of beliefs

As cited in Zheng (2009, p.75), Calderhead (1996) examined five main areas in teachers' beliefs: beliefs about learners and learning; about teaching; about subject; about learning to teach; about self and about teaching role, in which teachers have been found to hold significant beliefs. Teachers' beliefs about learners and learning are only confined to their beliefs on how to teach a concept. Their beliefs on the importance of a concept make them focus on that topic more. Also their beliefs about the learners create and alter the classroom atmosphere, and their standpoint in the class. Teachers' beliefs about teaching are developed and shaped especially at pre-service education period, and before as a student observing his/her own teachers. Teachers' beliefs about subject make them have a choice between what to teach and how to teach. "Students who major in English spend much more time on the course studying the language than on how to teach it" (Zheng, 2009, p.76). Teachers' beliefs about learning to teach are also confined to the years as pre-service teachers. The last but not the least, teachers' beliefs about self and about teaching role make a direct link to professional and personal development.

2.1.3.1 Pre-service and In-service Teacher Beliefs

It is wise to make a distinction between pre-service and in-service teacher beliefs. As mentioned in the sections before, beliefs are developed, shaped, and altered by many underlying factors.

Pre-service teacher beliefs are developed and shaped by self-learning experiences, educational background, and other outside factors; whereas in-service teacher beliefs are developed and may be modified by all including personal experience.

Our main concern in the study as beliefs is “*self-efficacy beliefs*” to give insights on the beliefs of pre-service teachers on their forthcoming future teaching careers.

2.1.3.2 Self-Efficacy Beliefs

Self-efficacy is one’s belief on their potential or capacity to cope with the prospective situations. Self-efficacy is a term coined by Bandura, within his “*Social Cognitive Theory*”.

Social Cognitive Theory is based on human acquisition through observing others within the limits of social interaction, social experiences, basically modelling. Bandura’s Social Cognitive Theory is in total contrast to behaviourism that simply sees human beings and human behaviours shaped by only outside factors. Rather Social Cognitive Theory emphasizes a complex mixture of personal, behavioural, and environmental forces.

“People are viewed as self-organizing, proactive, self-reflecting and self-regulating rather than as reactive organisms shaped and shepherded by environmental forces or driven by concealed inner impulses. From this theoretical perspective, human functioning is viewed as the product of a dynamic interplay of personal, behavioural, and environmental influences” (Pajares,2002). According to social cognitive theory, people are in control of their development as an individual, and they shape themselves through self-organising.

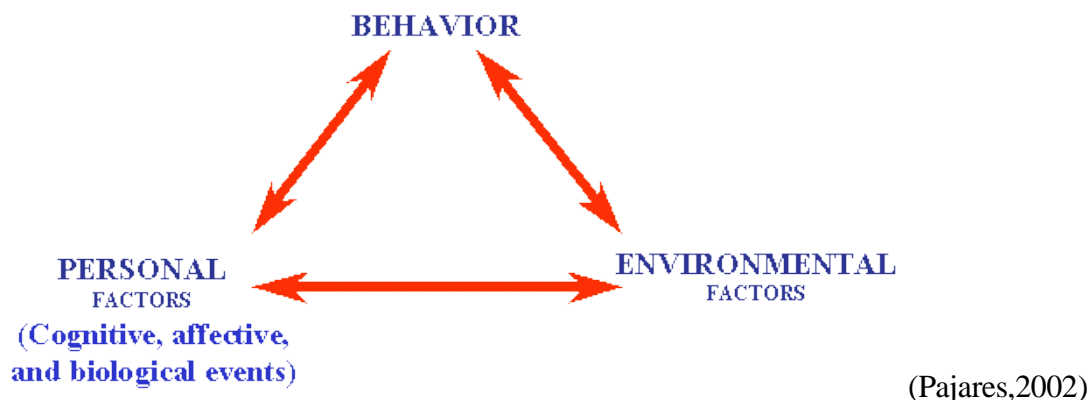


Figure 1: Human functioning

Bandura (1994) defines self-efficacy as: “...people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave.”

Bandura’s theory of self-efficacy is simply explained as “not one hopes to do- or what one says he/she will do, but on what one truly expects to do”

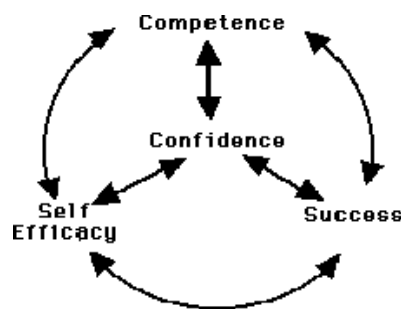


Figure 2: Bandura’s theory of self-efficacy

(http://www.science.smith.edu/exer_sci/ESS570/SE/Bandura_SE.html)

Self-efficacy is the belief that one has the power and the self-confidence to fully complete a given task. People with strong perceived self-efficacy beliefs are advantageous over the ones with weaker perceived self-efficacy beliefs in terms of self-actualisation and personal accomplishments.

A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. People with high assurance in their capabilities approach difficult tasks as challenges to be mastered rather than as threats to be avoided. Such an efficacious outlook fosters intrinsic interest and deep engrossment in activities. They set themselves challenging goals and maintain strong commitment to them. They heighten and sustain their efforts in the face of failure. They quickly recover their sense of efficacy after failures or setbacks. They attribute failure to insufficient effort or deficient knowledge and skills which are acquirable. They approach threatening situations with assurance that they can exercise control over them. Such an efficacious outlook produces personal accomplishments, reduces stress and lowers vulnerability to depression.

In contrast, people who doubt their capabilities shy away from difficult tasks which they view as personal threats. They have low aspirations and weak commitment to the goals they choose to pursue. When faced with difficult tasks, they dwell on their personal deficiencies, on the obstacles they will encounter, and all kinds of adverse outcomes rather than concentrate on how to perform successfully. They slacken their efforts and give up quickly in the face of difficulties. They are slow to recover their sense of efficacy following failure or setbacks. Because they view insufficient performance as deficient aptitude it does not require much failure for them to lose faith in their capabilities. They fall easy victim to stress and depression. (Bandura,1994)

“Self-efficacy beliefs provide the foundation for human motivation, well-being, and personal accomplishment. This is because unless people believe that their actions can produce the outcomes they desire, they have little incentive to act or to persevere in the face of difficulties” (Pajares, 2002). Self-efficacy shapes our lives in many ways, there is much evidence today supporting Bandura that self-efficacy is in direct relation with every part of our lives.

The sources of self- efficacy are defined and grouped according to Bandura (1994) as follows : Self-efficacy can be developed and shaped by four main sources of influence: through mastery experiences-successes and failures, through the vicarious experiences provide by social models, social persuasion (verbal persuasion), and somatic and emotional states- stress, tension, fatigue, aches, pain.

2.1.3.2.1 Teacher Self-efficacy Beliefs

“Teachers’ efficacy beliefs also relate to their behaviour in the classroom. Efficacy affects the effort they invest in teaching, the goals they set, and their level of aspiration” (Tschannen Moran &Hoy, 2001, p.783)

Teachers not only need the academic competence to teach, but also the self-efficacy that they can handle the forthcoming situations properly with. Our behaviours are the indicators of our beliefs. Therefore, teacher beliefs lead the way in the process of teaching. Focusing on the topic more, teacher self-efficacy is having the self-confidence on oneself for completing the task of teaching and having the desired outcomes. Tschannen Moran&Hoy (2001, p.783) explain teacher efficacy as an important factor in the lives of students : “A teacher’s efficacy belief is a judgement of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated (Armor et al., 1976; Bandura, 1977).” Teacher efficacy is thoroughly interrelated to each part of the lives of teachers and the students. “Teacher efficacy has proved to be powerfully related to many meaningful educational outcomes such as teachers’ persistence, enthusiasm, commitment and instructional behavior, as well as student outcomes such as achievement, motivation, and self-efficacy beliefs” (Tschannen Moran&Hoy (2001, p.783)

“Based on social cognitive theory teacher self-efficacy may be conceptualised as individual teachers’ beliefs in their own ability to plan, organise, and carry out activities that are required to attain given educational goals” (Skaalvik& Skaalvik, 2010, p.1059).

The difference between the teachers with high and low self-efficacy is stated as:

Teachers with low efficacy are associated with strict regulations and negative sanctions to get students to study and are generally pessimistic about students' ability to improve. Teachers with high efficacy seem to (a) be more open to new ideas and are more willing to experiment with new methods (Berman et al. 1977; Guskey 1988; Stein and Wang 1988); (b) exhibit greater levels of planning and organisation (Allinder 1994); (c) display greater enthusiasm for and commitment towards teaching (Allinder 1994; Coladarci 1992); (d) be less critical of students when they make errors and work longer with students who are struggling (Ashton and Webb 1986; Gibson and Dembo 1984); and (e) experience a greater number of teacher flow experiences (Basom and Frase, 2004). Hoigaard et al. (2011, p.2)

Tschannen Moran & Hoy (2001, p.783) summarize the characteristics of a teacher with a high self-efficacy: "Teachers with a strong sense of efficacy tend to exhibit greater levels of planning and organisation (Allinder, 1994). They also are more open to new ideas and more willing to experiment with new methods to better meet the needs of their students (Berman, McLaughlin, Bass, Pauly, & Zellman, 1977; Guskey, 1988; Stein & Wang, 1988)". "Greater efficacy enables teachers to be less critical of students when they make errors (Ashton & Webb, 1986), to work longer with a student who is struggling (Gibson & Dembo, 1984), and to be less inclined to refer a difficult student to special education (Meijer & Foster, 1988; Podell & Soodak, 1993; Soodak & Podell, 1993)" as cited by Tschannen Moran & Hoy (2001, pp. 783-784).

Studies show that teachers with a strong self-efficacy belief have a more tolerant way of teaching, are more understanding, open to new ideas, less critical of the errors, more motivating, encouraging, helper, and can create a tolerant, motivating classroom atmosphere where students are able to learn much more easily. "Teachers with a higher sense of efficacy exhibit greater enthusiasm for teaching (Allinder, 1994; Guskey, 1984; Hall, Burley, Villeme, & Brockmeier, 1992), have greater commitment to teaching (Coladarci, 1992; Evans & Tribble, 1986; Trentham, Silvern, & Brogdon, 1985) and are more likely to stay in teaching (Burley, Hall, Villeme, & Brockmeier, 1991; Glickman & Tamashiro, 1982)" (as cited by Tschannen Moran & Hoy, 2001, p.784).

There have been many attempts to measure and evaluate teacher self-efficacy. Researchers have been trying for years and still there are doubts about the clarity of measuring the construct, and the specificity in the measure of teacher efficacy. Teacher self-efficacy concept has been coined by a simple two-item measure: The Rand Measure. "Rand researchers conceived teacher efficacy as the extent to which teachers believed that they could control the reinforcement of their actions, that is, whether control of reinforcement lay within them or in

the environment” (Tschannen Moran & Hoy (2001, p.784).

Teachers who are convinced that students’ learning is rather affected and shaped by outside factors, are in the opinion that their teaching efforts are outside their control or external.

On the other hand, teachers who are convinced that students’ learning is rather affected by the teachers’ own ability and confidence to teach; are in the opinion that their teaching efforts are controlled by internal forces.

Rand item 1: “When it comes right down to it, a teacher really can’t do much because most of a student’s motivation and performance depends on his or her home environment.” A teacher agreeing the item above, states that environmental and outside factors affect student learning more. “Teachers’ beliefs about the power of these external factors compared to the influence of teachers and schools have since been labelled general teaching efficacy (GTE)” (Ashton, Olejnik, Crocker, & McAuliffe, 1982) as cited by Tschannen Moran & Hoy, 2001, p.785)

Rand item 2: “If I really try hard, I can get through to even the most difficult or unmotivated students.” A teacher agreeing the item above, states that a teacher’s self-confidence and ability to teach affect student learning more. “This aspect of efficacy has been labelled personal teaching efficacy (PTE); it is more specific and individual than a belief about what teachers in general can accomplish” (Tschannen Moran & Hoy, 2001, p.785).

“The sum of the two items was called teacher efficacy (TE), a construct that purported to reveal the extent to which a teacher believed that the consequences of teaching-student motivation and learning-were in the hands of the teacher, that is, internally controlled” (Tschannen Moran & Hoy (2001, p.784). Most of the items developed later were basically depending upon these two main items given above. Still, the efficacy scales take these two items as a starting point for the research.

Through a detailed literature review and previous studies made on the field, it can be concluded that self- efficacy is as much an important factor and crucial for teaching as lack of self-efficacy can lead to failure in teaching no matter how much academic knowledge and competence the teachers have. Lack of self-efficacy also leads to the feeling of inadequacy and insufficiency, intolerance, depression, burnout, and finally even quitting teaching. Consequently, self- efficacy is invaluable for teachers, which makes it an important concept for the pre-service teachers and their training.

2.1.4 Importance and Influence of Pre-service Teachers' Beliefs

Teachers are regarded as the most important component of the teaching process, their beliefs are important in that teachers have their beliefs as torchlights. Teachers are important for the students, so it can be easily inferred that teacher's self- efficacy beliefs are invaluable for the students, either. Teachers' sense of self-efficacy is directly related to student success, motivation, and self-efficacy.

When teachers have nothing, they have their beliefs to lead the way. "It is not surprising that teachers with similar knowledge, the same textbooks, context, and time limitation and similar teaching materials teach in different ways" (Ernst 1989; Yero 2002 as cited by Erdem, 2009, p.17). Pre-service teachers also have such expectations as to: motivate students, being warm and personable, (Holt Reynolds, 1992; Collins, Selinger and Pratt, 2003), to be able to maintain interest and control to be an effective teacher (Joram and Gabrielle, 1998) (as cited by Seymen, 2010, p.49). They hold some expectations and alter them during the training period. Pre-service teachers' beliefs and expectations are important as they are forthcoming teachers of the future. As beliefs and expectations cannot be developed and altered in a flash, it needs patience, time and persistence to gain the desired outcomes.

Through the review of literature, it has been concluded that pre-service teachers have positive efficacy beliefs towards teaching. Pre-service teachers' efficacy beliefs may vary according to many factors such as gender, age, grade, department, programme, socio-economic status, perceived academic achievement, and such. The results of much research regarding these factors differ greatly in terms of self- efficacy beliefs of pre-service teachers. In some research, self-efficacy beliefs, and attitudes towards teaching differ according to gender (Bozdoğan& Aydın& Yıldırım,2007; Güneyli&Aslan,2009; Yeşil,2011; Gürbütürk &Şad,2009; Çakır,2005; Üstüner &Demirtaş &Cömert,2009); according to grade (Küleççi,2011); according to department (Gürbütürk &Şad,2009; Üstüner &Demirtaş &Cömert,2009); according to socioeconomic state ((Üstüner&Demirtaş&Cömert,2009); according to perceived academic achievement (Küleççi,2011); programme (Üstüner& Demirtaş& Cömert,2009 ; Oğuz&Topkaya,2008).

However; the findings of other studies indicate self-efficacy beliefs, and attitudes towards teaching do not differ according to gender (Küleççi,2011; Akıllı&Seven,2010; Oğuz& Topkaya,2008; Akbulut,2006; Oğuz&Kalkan,2011); according to grade (Güneyli& Aslan,2009; Yeşil,2011; Çakır,2005; Üstüner& Demirtaş&Cömert,2009; Akbulut,2006;

Cerit,2011); according to department (Külekeçi,2011); according to socioeconomic state (Yeşil,2011); according to sort of high school graduated from (Akıllı&Seven,2010; Bozdoğan& Aydın& Yıldırım,2007); according to age (Oğuz&Topkaya,2008).

Throughout the literature review, it has been seen that there have been many studies so far on self- efficacy beliefs; however, not at the adequate level. Studies are generally restricted to areas and not much detailed and longitudinal studies have been composed yet. As pre-service teachers are the backbones, future teachers of the *education* concept, their efficacy beliefs should also be handled and studied more with care.

2.1.5 Beliefs in Pre-service Teacher Education

“Since beliefs are thought to be a kind of filter that individuals use while understanding, interpreting and processing the new information, finding out what beliefs student teachers bring to initial teacher training has been considered to be a good start for reinforcing the impact of the programmes” (Erdem, 2009, p.24). Pre-service teachers are at the beginning of their careers as teachers, so they are in-experienced in the area in a way. “They generally have strong self-efficacy beliefs, and high expectations for becoming good English teachers” (Chan 1999; Yang 2000; Mattheoudakis 2007; Harrington 2000; Nietfeld and Enders 2003; Saraç-Süzer 2007; Tercanlıoğlu 2001-2005; Richardson 2003; Cabaroğlu 2000; Angelova 2002 as cited by Erdem, 2009, p.25). They have their theoretical background, but no real experience in the field; which makes them rely on their beliefs and especially on self- efficacy beliefs at the very beginning.

Teachers’ classroom practices are the extensions of their beliefs. Teachers teach in the way they think to be true. They behave in the way they think to be true. Studies show that pre-service teachers’ self-efficacy beliefs are in great control of their classroom attitudes and manners, classroom control, interaction with the students, and even their methods, strategies and materials to use. “...there is considerable evidence that the entering beliefs of teacher candidates strongly affect what and how they learn, eventually how they approach teaching in the classroom” (Calderhead, 1991, p. 9 as cited by Seymen, 2010, p. 20).

It’s not very easy to change the beliefs. Beliefs are not open to alterations in the twinkling of an eye. Even, it’s still a doubt whether beliefs can really be changed. “Individuals’ prior educational beliefs about teaching are augmented by the stability of such beliefs and their resistance to change (Joram & Gabriele, 1998; Kagan, 1992; Marso & Pigge, 1989; Mertz,

1991), resulting in important implications in pre-service teacher training. Although some researchers have shown that some individuals change their beliefs in certain situations, personal knowledge or belief is often maintained even in the face of contradictory evidence that can be verified scientifically” (Wilke, 2004 as cited by Chong, Wong, & Lang, n.d.). Erdem (2009, p.26) provides two studies supporting the impact of pre-service teacher education on belief development and change as follows:

For instance, a study which measured student teachers’ beliefs at the beginning and the end of the two foreign language methods courses at different universities revealed that some teacher candidates were affected by the information and ideas presented in the class and significantly changed beliefs (Harrington and Hertel, 2000). In another one pre-service EFL teachers’ beliefs during a 3-year teacher education programme were questioned and the results indicated that during the programme majority of the student teachers’ beliefs gradually changed and the change occurred due to the courses in which they were exposed to recent research findings and theories regarding the teaching and learning (Mattheoudakis,2007).

What makes self-efficacy crucial in pre-service teacher training is that it’s very difficult to change beliefs once they are acquired, and takes much time and care to alter. Four-year training is a period of time that cannot be underestimated at the hands of well-qualified teacher-trainers at the faculties. As social models, teacher trainers’ beliefs, attitudes, teaching styles are also effective and they should be mentors to help future teachers find their ways through their teaching careers.

Beliefs have much importance in that they have great insights on teacher-training (pre-service teacher training). Self-efficacy development leads the way to the future teachers’ willingness and eagerness in their forthcoming careers. “Furthermore, a growing body of research suggests that not only must teacher educators address issues of course structure, content and articulation in improving teacher education, they must also take into account the beliefs, attitudes, expectations and perceptions that pre-service teachers bring with them prior to the teacher education programme and how they develop during their training years” (Pajares, 1992 as cited by Chong, Wong, & Lang, n.d.).

Perhaps the only time when pre-service teachers’ expectations, beliefs, and motivations can really be shaped is at the pre-service teacher education process and period. Apart from being trained for teaching the academic content, the prospective teachers also need the beliefs they’ll need thereafter. “Pre-service education often provides the first step in the professional development of teachers. It exposes pre-service teachers to new perspectives as well as prepares them in knowledge and skills” (Wilke, 2004 as cited by Chong, Wong, & Lang, n.d.). Consequently, teacher training programmes have a great deal of importance

for the fact that they shape the self-efficacy beliefs of pre-service teachers. It must be the aims of the pre-service teacher education programmes to equip the pre-service teachers with adequate knowledge, competencies, and the last but by no means the least, self-efficacy beliefs.

Keeping the social- cognitive theory in mind, self-efficacy beliefs can be shaped and altered or developed by experiences such as personal successes and failures, social models' experiences, social and verbal persuasion, and emotional states such as stress, tension, fatigue, aches, pain. Also, "Pre-service teacher education programmes, staff development courses, seminars, conferences, networking, collaboration, new curriculum, trial and error, student feedback have been reported as some possible reasons for belief change by several researchers (Peterman 1991; Richards et al. 2001, Sato and Kleinsasser 2004; Mattheoudakis 2007)" (as cited by Erdem, 2009, p.22). Oğuz & Kalkan (2011, p.913) also asserts seminars, workshops, communication with the pupils, observation, and application-oriented courses for an effective teacher training. Consequently, all of them are the factors that are very important for pre-service teacher training and should be taken into account carefully.

It is seen from the findings of the study conducted by Woolfolk Hoy& Sperro (2005), that efficacy rises during teacher preparation and student teaching, but fell with actual experience as a teacher. So, perhaps the only chance to develop and modify self-efficacy beliefs is the time of pre-service teacher education.

Studies show that direct and mutual, even face-to-face relation with the students, having interactions with them makes pre-service teacher education more effective having positive and favourable results. "School experience and teaching practice courses are gaining importance in teacher training and the role of mentor teacher/ cooperating teacher is the most vital one having a direct effect on teacher efficacy as a professional development tool (Yost, 2002) in preparing the student teacher for a smooth transition from being a university student to being a teacher" (Er, 2009, p.6). School experience and teaching practice courses and combining them with the theoretical courses seems the cure for developing required and desired self-efficacy beliefs. "When the theoretical courses are associated with the teaching experience of the STs in the practicum, they may be influential and convincing in adopting an academic approach to developing effective teacher behaviour"(Özmen, 2012, p.11). It's because "student teachers feel there is a lack of 'connection' between the theoretical knowledge they learn in teacher education

programs and the school-based teaching experiences (Hobson&Brian, 2006 as cited by Sharbain&Tan, 2012).

Adequate field experience, practicum, micro teaching sessions, mentor teachers support theoretical background of the pre-service teacher education programmes. “Field experiences are considered to be the most powerful component of teacher education programs and cooperating teachers appear to have the greatest influence on a student teacher's professional development (Guyton, 1989; McIntyre, Byrd, & Foxx, 1996)” (as cited by Er, 2009, p.6). Also, it provides a base for the knowledge pre-service teachers will need in the classes. “Pre-service teachers believe that most of their knowledge about teaching will come from practice in the field or through trial and error when they enter the classroom”(Chong, Wong, & Lang, n.d.).Pre-service teachers have the chance of getting real-world, actual classroom experience, not an artificial one. When they have more of this experience, they have the chance of performing *teaching* in real atmosphere, with real students. Hancock and Gallard (2004) assert that “It is proved that field experiences both reinforce and challenge the beliefs held by pre-service teachers” (cited by Erdem,2009, p.27). This has so much importance that if the pre-service teachers have lack of enough field experiences, practice, and chance to *take the stage*; when they get in-service teachers, they get shocked, surprised, and disappointed because their theories do not overlap with the real issue.

“The importance of teacher beliefs within teacher education rests with the constructivist’s conception of learning; that beliefs are thought of as critical in terms of what and how the student teacher makes sense of their learning in the teacher education programme” (Chong, Wong, & Lang, n.d.). As a result, even views of education programmes are highly effective in development of beliefs of pre-service teachers. Özmen (2012, p.11) asserted an education program based on a constructivist view of education might have a significant impact on the belief development of the pre-service STs. In his research study, Cephe (2009:190) suggested that the reflective practice in teacher training do have a very strong effect on the beliefs of trainees, which can be considered as a momentous development in their professional self. He also considered teacher autonomy and developing a personalised and humanistic interaction as the main pillars of teacher education (2009, p.183).

It can be easily concluded here that it's inevitable to take beliefs into account in pre-service teacher education as beliefs can be developed and altered throughout this period, which constitutes the backbone of future teaching careers.

“Consequently, if “beliefs are developed and learned, not genetically endowed” (Yang 2000), it is possible to replace erroneous and mistaken beliefs with newer ones although it takes much time and effort” (Erdem, 2009, p.24)

2.2 Burnout

This section is also presented through a very detailed analysis of the literature. The concept of “burnout” is handled in this section within theoretical foundations. The definitions and views are presented first. Then getting a closer look at burnout by explaining the types and dimensions, the concept of burnout is covered thoroughly.

Coming to the point, burnout in teacher education is studied in a detailed way. The concept to be focused on is “teacher burnout” in general sense. The theoretical foundations are given first of all; and then it moves to the variables and the factors causing burnout. Also, the results of burnout and the cures/ remedies for burnout are put forward.

2.2.1 Theoretical Foundations

2.2.1.1. Definitions & views

Burnout is simply the feeling of being tired of work. It is long-term exhaustion and loss of both energy and motivation to work. This physical and emotional syndrome of feeling tired and exhausted is caused by long-term exposure to undesired conditions of work. Work-related stress, ‘burnout’ in essence; is described as a feeling of ‘doubt about being able to cope’ and also a perception that the resources available do not match up-to the demands made (Bonn et al, 2000)”.

Similarly job stress is defined according to different results within two models: “The Demands–Control Model (DCM) articulates job stress as the result of high workplace demands coupled with a perception of low control (Karasek, 1979). In contrast, the Job Demands–Resources model (J D-R) proposes that stress results from interaction between job demands (such as work overload and disruptive students) and inadequate social, organisational, physical or psychological resources to meet these demands (Bakker et al.2003)” as cited in Watts&Robertson (2011, p.34).

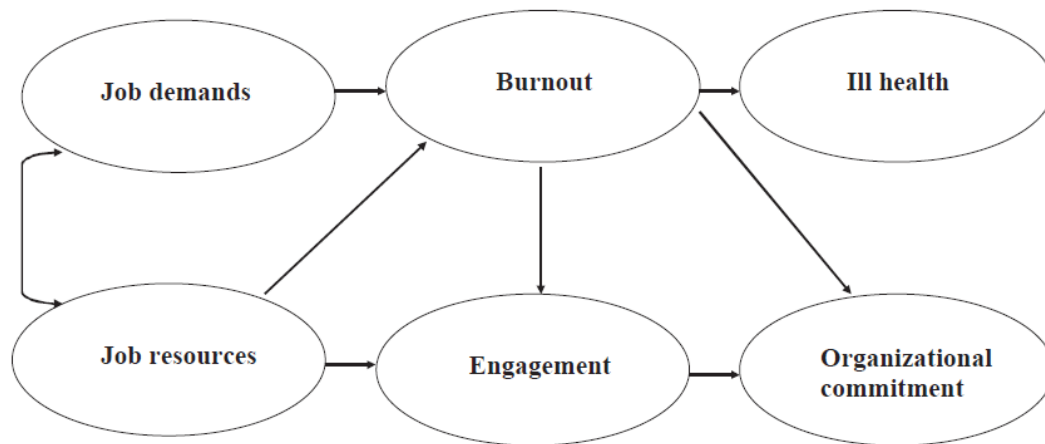


Figure 3: Hypothesized Job Demands – Resources Model

(Hakanen, Bakker & Schaufeli, 2006).

Although the terms of “burnout” and “job stress” are used interchangeably; Engelbrecht, Berg, and Bester (2009, p.3) explain the difference as: “The most important difference is that burnout is characterised by a multi-dimensional symptomatology and develops due to a protracted period of job stress (Maslach,1993)”.

Rudow (1999, p.54) distinguishes the distinction between burnout and stress by defining burnout: “Burnout is a phenomenon that takes years or even decades to evolve. It is often a lingering process unnoticed or underestimated by the teacher. Burnout is thus in large part a function of years of employment. The syndrome typically does not show clearly until after fifteen or twenty years on the job.....According to our concept, stress plays an important role in the burnout process”. Also Rudow (1999, p.49) simply illustrates all the items related to ‘stress’ and ‘burnout’ in an all-in-one figure:

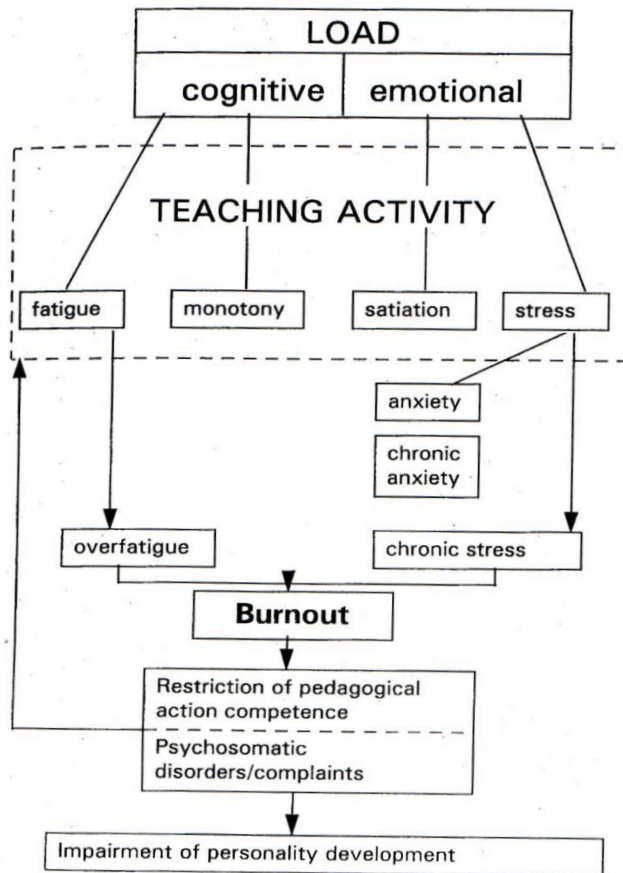


Figure 4: Maslach and Jackson Burnout Model

Specifically, having a deeper look at burnout, “... according to the Maslach and Jackson model, relates to a feeling of weariness, disinterest and reduced performance” (Maslach and Jackson 1981, 1993 as cited in Watts&Robertson (2011, p.34).

Although the term “burnout” has been under research for over a period of 50 years, the term was only introduced to the world of social sciences in 1974. The term was coined by Herbert Freudenberger: “Freudenberger (1974) used the term to describe the phenomenon of physical and emotional exhaustion with associated negative attitudes arising from intense interactions when working with people (Chan, 2007, p.34)”. He used the term to describe gradual emotional depletion and missing the motivation and commitment in young volunteer workers with high commitment who work in a clinic (Freudenberger, 1974; Maslach&Leiter, 2005 as cited by Anvari, Kalali& Gholipour, 2011, p.115).

Although Freudenberg was the pioneer, Maslach is more popular and much more widely known. Maslach and Jackson (1981, p.99) define burnout as the syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do ‘people-work’ of some kind.

Brummelhuis(2009, p.65) strongly suggests and supports the idea that work demands and household-family demands come together and become the elements increasing burnout: “Previous studies have confirmed that job demands, such as physical workload and time pressure, as well as family demands (e.g. mental home demands and household tasks) enhance burnout (Demerouti, Bakker, Nachreiner&Schaufeli,2001; Peeters et al., 2005; Ten Brummelhuis, Van der Lippe, Kluwer& Flup, 2008)”.

However; Byrne (1999, p.15) asserts that there is still no universally accepted definition of burnout (e.g. Dworkin,1987;Farber,1991a; Handy,1988;Jackson, Schwab, and Schuler,1986;Shirom,1989). The long and the short of it, the term “burnout” has been defined through years by many different psychologists, researchers, physicians, medical scientists, academicians, and even economists; which has attributed a distinctive meaning to it in so many different fields.

2.2.1.2 Types of Burnout

Burnout has become one of the most popular trending topics recently although it dates even back to 1960s. It’s acknowledged that people who work face-to-face are in bigger danger of suffering from burnout resulting from the fact that they come along with the emotional strain. “Burnout manifests itself as an extreme form of stress, one most often experienced by those who work in interpersonally intense occupations, such as nursing, teaching, and the service industries more generally (Leithwood&Beatty,2008, p.33)”.

Chan (2007, p.34; 2009, p.40) provides a variety of human service occupations, including among health care and mental health care professionals, social welfare workers, lawyers, and business organisation employees; in which the phenomenon was found to be quite common (e.g. Golembiewski,Munzenrider & Carter 1983; Maslach& Jackson, 1978,1982; Pines& Maslach,1978; Raquepaw&Miller, 1989; Stevens& O’Neill,1983). In these interpersonally-oriented professions “the relationship between providers and recipients is central to the job, and the nature of the work (be it service, treatment, or education) can be highly emotional. Education is a prime example” (Huberman& Vandenberghe 1999, p.2).

However; the results of the studies on burnout seen as a threat for the social or face-to-face workers –conducted by Maslach,1982,1998; Pines,1993; Vandenberghe&Huberman,1999- have shown that the threat has even started to spread about the workers of other fields either (Çapri, 2006, p.63). Still, among all, the most important to our concern is that of the teaching; what makes teacher burnout our focus.

2.2.1.3 Dimensions of Burnout

The phenomenon has basically three dimensions: emotional exhaustion, depersonalisation, and reduced personal accomplishment. As cited by Engelbrecht, Berg& Bester (2009, p.4); Payne (2001) explains the dimensions as three stages of burnout: *emotional exhaustion* comprises burnout in the first stage, followed by *depersonalisation* which is used as a coping strategy, and finally feelings of *reduced personal accomplishment* are experienced.

2.2.1.3.1 Emotional exhaustion

Emotional exhaustion is regarded as the first and basic stage of burnout. The individual has the feeling of being emotionally insufficient. Although stated within the medical field, emotional exhaustion is presented in the same way as in educational field by Engelbrecht, Berg and Bester (2009, p.4) as “the depletion of emotional resources, and can leave the healthcare worker feeling that they are no longer able to give of themselves on a psychological or emotional level (Schaufeli, 2003; Schaufeli&Enzmann,1988)”.

Perhaps the most important of all, emotional exhaustion is explained by the ‘creator’ herself as the feelings of being emotionally overextended and depleted of one’s emotional resources (it has also been described as wearing out, loss of energy, depletion, debilitation, and fatigue) (Maslach,1999, p. 215). As their emotional resources are depleted, people feel they are no longer able to give of themselves at a psychological level and emotionally unable to cope (Maslach & Jackson, 1981, p.99).

2.2.1.3.2 Depersonalisation

Followed by the depletion of emotional resources and the feeling of emotionally inadequate; the individual begins to have negative and undesired attitudes towards the people they work with; which is later defined as “depersonalisation”. Maslach (1999, p.215) defines depersonalisation as a negative, callous, or excessively detached response to other people, who are usually the recipients of one’s service or care (depersonalisation has also been described as negative or inappropriate attitudes toward recipients, loss of idealism, and irritability). These reactions may be taken as the results of emotional

exhaustion so that emotional exhaustion and depersonalisation may be seen as interrelated.

Also for the medical field, Engelbrecht, Berg& Bester (2009, p.4) explain the second stage of burnout as “negative, cynical, and impersonal attitudes towards patients (Schaufeli, 2003; Schaufeli&Enzmann, 1988)”.

2.2.1.3.3 Reduced Personal Accomplishment

In this last stage of burnout, people feel dissatisfied with themselves and the work they do. They begin to have a negative perception of their performance. Maslach (1999, p.215) refers to reduced personal accomplishment as a decline in one’s feelings of competence and successful achievement in one’s work (it has also been described as reduced productivity or capability, low morale, withdrawal, and an inability to cope).

As in the same way, medical field defines the last stage as follows: “reduced personal accomplishment is associated with the tendency to judge and evaluate work with clients in a negative manner (Schaufeli, 2003; Schaufeli&Enzmann, 1988 as cited by Engelbrecht, Berg& Bester, 2009, p.4)”.

2.2.2 Burnout in Teacher Education

From the very beginning of this part, our real concern – apart from having a general look at “burnout”- has been “burnout in teacher education”. As far as it has been mentioned, burnout has gained meaning in many different fields. Being the real concern of our study, teacher burnout is going to be handled thoroughly from now on. As a result, the term “burnout” is going to be used in the sense of “teacher burnout” as of this moment.

2.2.2.1 Teacher Burnout

Being the real concern of our study, teacher burnout is accepted perhaps as one of the most important type of burnout for the fact that it matters a lot for the educational field.

Watts&Robertson (2011, p.34) underline teacher burnout as follows: “although any employee may be vulnerable to burnout, human service occupations appear particularly susceptible (Schwab,1993) with teaching no exception (Brouwers and Tomic 2000; Farber,2000). Being the most important element of the teaching process, teachers should be really safe from “burnout” for the sake of an effective teaching because “as a profession realised in front of people, the consequences of burnout may be frustrating for both teachers and learners in the teaching and learning process (Cephe, 2010, p.25)”.

The notion of teacher burnout has been studied under macro (governmental regulations,

financial state of the profession, professional rights, societal value given to the job, etc.) and micro (institutional applications, lack of in-service training, influence of work hours, working overtime, student pressure, etc.) levels. Underestimating all these, “even if many teachers are fond of their job and experience little strain, several surveys have documented that up to a third of the teachers consider teaching as highly stressful (Borg& Falzon, 1989 as cited by Hoigarrrd, Giske& Sundsli, 2011, p. 1)”. As a result, even regarding the profession as “stressful” is enough to be a victim of burnout.

Here is how “burnout” works for teachers as explained by Byrne (1999):

According to Schwab and Iwanicki, teachers exhibit signs of emotional exhaustion when they feel that they can no longer give of themselves to students as they did earlier in their careers. They become depersonalised, developing negative, cynical, and sometimes callous attitudes toward students, parents, and/or colleagues. They have feelings of diminished personal accomplishment when they perceive themselves as ineffective in helping students to learn and unmotivated in fulfilling their other school responsibilities. Overall, teachers who fall victim to burnout are likely to be less sympathetic toward students, have a lower tolerance for classroom disruption, be less apt to prepare adequately for class, and feel less committed and dedicated to their work (Farber& Miller, 1981). These symptoms can lead ultimately to increased neurotic and psychosomatic illnesses, absenteeism, and early retirement. (p. 15-16)

Therefore, taking burnout from the very beginning phases; it follows the sequence of emotional exhaustion, depersonalisation, and diminished personal accomplishment. Having completed all the stages of burnout, the situation is followed by symptoms of bodily, mental, behavioural, and mental discomfort; ultimately illnesses and finally quitting the job.

2.2.2.2 Variables of Teacher Burnout

Genoud & Reicherts (2009, p.167) explain the factors which influence burnout according to Duquette, Kerouac, Sandhu and Beaudet (1994, p.346) as an overview of the issue:

The first category covers the organisational stressors inherent in the nursing professions which are thought to produce emotional exhaustion in the individual. The second category comprises socio-demographic factors (age, civil status, education, type of employment, etc.) which may also interact with factors from the first category, the third category contains the so-called ‘buffering factors’ (for example coping or social support) which ‘may be viewed as factors that moderate the impact of stressors and protect nurses from burnout’.

However, in this part of the study; variables of teacher burnout, factors causing burnout, and remedies/cures for teacher burnout are handled separately. To start with; all throughout the studies and research, variables have differed. Still; age, gender, marital status, department, degree, experience in profession, institution, and such have been the most common ones.

2.2.2.2.1 Age

Age is seen as a personal factor/variable for teacher burnout. Although the findings may vary throughout the literature according to different dimensions of burnout – emotional exhaustion, depersonalisation, personal accomplishment- most of the findings show that younger teachers are more affected by burnout compared to older ones (Byrne, 1991; Lackritz, 2004; Anderson& Iwanicki,1984; Maslach&Jackson, 1981; Ghorpade,Lackritz& Singh,2007) while some research show no meaningful difference in terms of emotional exhaustion and depersonalisation (Dericioğulları, Konak, Arslan &Öztürk; 2007).

2.2.2.2.2 Gender

Gender is another variable correlated with teacher burnout. It was found out that females had higher scores on emotional exhaustion and depersonalisation compared to males; whereas males had higher scores on personal accomplishment (Dericioğulları, et al. 2007). The findings here contrast to the results of Maslach &Jackson (1981), where females scored higher only on emotional exhaustion and Chan (2007), where male teachers had higher levels of depersonalisation. There are also some other studies showing that females suffer more from burnout (Byrne, 1991); or vice versa (Anderson& Iwanicki, 1984).

2.2.2.2.3 Marital Status

Some studies show no significant difference, in terms of marital status and burnout (Byrne,1991,1999; Maslach& Jackson,1986) whereas others (Maslach&Jackson,1981) show that marital status was found to be significantly related to emotional exhaustion, and single teachers scoring higher on emotional exhaustion in contrast to married ones scoring higher on personal accomplishment (Dericioğulları, et al. 2007).

2.2.2.2.4 Self efficacy

As defined by Bandura (1994) self-efficacy is: “...people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave”. Having the self-confidence of fully and thoroughly completing a given task, people

with a strong perceived self-efficacy are in control of greater chance in terms of self-actualisation and personal accomplishments. Directly related to personal accomplishment, studies (Hoigaard, Giske& Sundsli, 2011) show that there is a significant negative relationship between teacher efficacy and burnout.

2.2.2.2.5 Locus of Control

Locus of control is “a personality variable that concerns people’s generalized expectancies that they can or cannot control reinforcements in their lives (Janssen& Carton, 1999) and the extent to which individuals believe that they can control events affecting them (Rotter, 1966)” as cited by Sünbül (2003, p.59). People with internal locus of control are considered to be in the idea that they can control and shape reinforcements, and the events in their lives; in contrast to people with external locus of control thinking that events in their lives are determined by outside factors such as chance, fate, or other people rather than themselves.

Similar to the correlation between self-efficacy and burnout; as it can be assumed, there is a significant negative relationship between internal locus of control and burnout.

2.2.3 Factors Causing Burnout

“The teaching profession is among the most stressful of all occupations because of the daily unrelenting pressures and fragmented demands from a number of sources- students, parents, and administrators as well as from the teachers themselves” (Blasé,1991; Blasé&Kirby,1999 as cited by Kottler, Zehm & Kottler, 2005, p.116). Burnout arises when there is a mismatch between all these demands and what’s available. “Burned-out teachers feel discouraged and disillusioned because they are not satisfying their own needs for challenges, recognition, and appreciation. They feel discouraged about themselves because their work does not provide them with sufficient feelings of fulfilment” (Kottler, et al., 2005, p.116).

Factors causing burnout can be categorised in many different ways such as: the teachers’ personality characteristics and the conditions of the workplace (Gold-1988 as cited by Kottler, et al., 2005, p.116); internal and external factors; micro (academic & administrative) and macro (governmental & personal) factors (Cephe, 2010, p.229-30), and so forth.

Cephe (2010) explains the factors as micro and macro. ‘Academic’ and ‘Administrative’ provisions of the institution are identified as micro variables: “Academic variables are

related to the frequency and quality of in-service training, clinical supervision, existence and function of a mentor or a supervisor and number of courses and work load. Administrative variables are those which may be summarized as the tune, mood and the quality of the administrative body functioning in the institution” (Cephe, 2010, p.29).

The ‘Governmental’ and ‘Personal’ variables are identified as macro variables. “Governmental variables included the salaries, the economic conditions of the English instructors, and their need for extra work. Personal variables involve depersonalization, emotional exhaustion and reduced personal accomplishment (Cephe, 2010, p.29)”. Here is a detailed table of the factors explained above:

Factors Identified as Influential in Burnout

<p>A. ACADEMIC (MICRO)</p> <ul style="list-style-type: none"> · Lack of Clinical Supervision · Little or no in-service training · Number of courses given · Overloaded work of the courses – evaluation and feedback of writing assignments, quizzes, material preparation · A need for a mentor, a guide for both linguistic and methodological problems 	<p>B. ADMINISTRATIVE (MICRO)</p> <ul style="list-style-type: none"> · Rules and regulations without an explanation · Communication styles of the administrators · Supportiveness and guidance of administrators · Little or no right of intervention in the development and improvement of the system · Caring to personal needs and situations · Feeling of being respected · Unfair work distribution · Feeling of cooperation and group work · Competency and qualification of the administrators
<p>C. GOVERNMENTAL (MACRO)</p> <ul style="list-style-type: none"> · Wages and salaries · Economic power – value of the salary · Extra work – a burden or a chance? · Universities contributions to social life – clubs, athletics, alumni communities etc. · Social status of being an instructor · Professional rights · Civil Society Associations 	<p>D. PERSONAL (MACRO)</p> <ul style="list-style-type: none"> · Feeling of belongingness to the profession · Social prestige of being a language teacher · Feeling of depersonalization · Happy or sad to choose this career · Feeling of improvement · Feeling of success and achievement · Feeling of alienation

Maslach & Leiter (1999, p.297) explain the issue of burnout through a table of the proposed model; providing the dimensions, factors, sources, and outcomes:

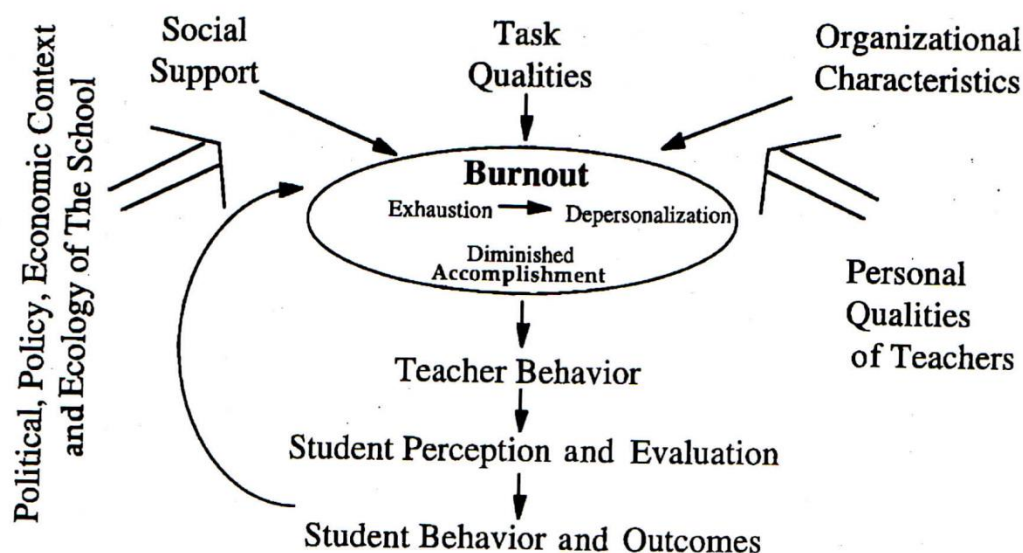


Figure 5: Maslach & Leiter's Proposed Model of Burnout

According to this proposed model of teacher burnout, the issue of burnout is considered to be “a factor contributing to both teachers’ and students’ behaviour and experience” and which is also depicted as an element “influenced by many, ranging from qualities inherent in the social environment and the school setting, to the nature of the work itself, to the personal characteristics of teachers and students”. The model suggests that interacting and being mutually in contact, ‘the teacher’ and ‘the student’ are seen individually as central to the teaching. It can be concluded from the model that burnout consists of three dimensions- two of which are in parallel development. Burnout is affected by a number of factors- task qualities; organisational characteristics; personal qualities of teachers; political, policy, economic context and ecology of the school; and the social support; and finally leads to teacher behaviours. The behaviours are linked to the student perception and evaluation, and student behaviour and outcomes; which in turn affects teachers and causes burnout; making it a vicious circle again and again.

Similarly, Rudow (1999) mentions “a theoretical model on teacher stress by Kyriacou and Sutcliffe (1978a) and later by Rudow (1990a, 1995)”. The models consider stress as a process, the centre of which is ‘the appraisal of and coping with work’. The other elements are personality characteristics, organisational factors, and daily activity.

Other factors stated in many studies are the societal influences and teachers' workplaces (Kelchtermans & Strittmatter, 1999); difficult/ disruptive students (Kottler, Zehm & Kottler, 2005); classroom discipline, influence of interpersonal interaction (Watts & Robertson, 2011); working conditions; work overload, lack of autonomy, emotional demands, low social support, role ambiguity (Chan 2009, Schaufeli & Enzmann 1998, Lee & Ashforth 1996 as cited by Hoigaard, Giske & Sundsli, 2011). "These stressors include students' misbehaviours and discipline problems, poor motivation for work, heavy workload and time pressure, role conflict and role ambiguity, conflicting staff relationships in school administration and management, and pressure and criticisms from parents and the wider community" (Dunham 1992, Travers & Cooper 1996 as cited by Chan, 2009, p. 40). Smylie (1999) also emphasised significant relationship of role conflict (trying to perform different roles at the same time) and role ambiguity (unclear about the needs or the limits of the role to perform) to burnout, psychological tension, and anxiety.

The educational system is also seen another leading factor by Chan (2007): "...teachers are pressed to do more work with no additional or even fewer resources, while receiving fewer rewards and less recognition for their efforts. Worse still, teachers are also blamed for ever-declining academic standards and student achievement, as well as the increasingly severe behavioural problems of students in primary and secondary schools."

2.2.4 Results of Teacher Burnout

"Teacher burnout could be a problem with potentially serious consequences for the teaching careers of the teachers concerned as well as for the learning outcomes of their students" (Chan, 2007, p.35). As a result, teacher burnout should be seen as a threat concerning both sides of the teaching & learning process. Cephe (2010, p.25) explains the consequences of burnout as follows: "To give a clear portrait of the consequences of the issue, burnout and other stress related costs were estimated around \$60 billion each year in the US (Wallis, 1983), and it can lead one to drug and alcohol abuse, and emotional and psychosomatic illnesses (Farber, 1991; Ray, 1991)".

Having an overall view of the issue; Maslach & Jackson (1981) states the significance of the consequences of burnout as its being a bidirectional case:

“The consequences of burnout are potentially very serious for the staff, the clients, and the larger institutions in which they interact. Our initial research on this syndrome (Maslach, 1976, 1978a, 1978b, 1979; Maslach and Jackson, 1978, 1979, in press; Jackson and Maslach, 1980; Maslach and Pines, 1977; Pines and Maslach, 1978, 1980) along with the work of Freudenberger (1974, 1975) suggests that burnout can lead to a deterioration in the quality of care or service that is provided by the staff. It appears to be a factor in job turnover, absenteeism, and low morale. Furthermore, burnout seems to be correlated with various self-reported indices of personal distress, including physical exhaustion, insomnia, increased use of alcohol and drugs, and marital and family problems” (p.100).

To have a clear view of the consequences of burnout, it's wise to handle them in categories. To start with, Letihwood, Menzies, Jantzi, Leithwood explain the issue as *organizational symptoms* concerning the symptoms related to the workplace and the performance: “Organisational symptoms include increased absenteeism, performance decline, poor interpersonal relations with co-workers and, in the case of teachers, with students (Cunningham, 1983)”; and *personal symptoms* concerning the ones related to the individual: “At a personal level, teachers who experience burnout are less sympathetic toward students, are less committed to and involved in their jobs, have a lower tolerance for classroom disruption, are less apt to prepare adequately for class, and are generally less productive (Blase and Greenfield, 1985; Farber and Miller, 1981). Perhaps even more germane to school restructuring is the evidence, reviewed by Cunningham (1983), that teachers experiencing burnout tend to be dogmatic about their practices and to rely rigidly on structure and routine, thereby resisting changes to those practices” (1999, p. 85).

Engelbrecht, Berg, and Bester; on the other hand, define burnout as a combination of negative behavioural, attitudinal and physical changes in response to work-related stress. The *behavioural and attitudinal symptoms here correspond mostly to the organizational symptoms*: “loss of concern for the client; fatalism about one's work; decline in motivation, effort and involvement in work; apathy; negativism; frequent irritability and anger with clients and colleagues; preoccupation with one's own comfort and welfare on the job; a tendency to rationalise failure by blaming the clients or the institution/system, as well as resistance to change, growing rigidity, and loss of creativity”. The *physical symptoms fit the personal symptoms*: “chronic fatigue; frequent colds; flu; headaches, gastro-intestinal disturbances and insomnia; excessive use of drugs; decline in self-esteem, as well as marital and family conflict [Chemiss 1980]” (2009, p.4).

Brummelhuis handles the categories as *family outcomes* and *work outcomes*. As in personal symptoms, *family outcomes* include “diminished positive affect, increased marital conflicts, and feelings of stress among family members (Bakker, Demerouti & Schaufeli, 2005; Westman, 2001)” whereas *work outcomes* include- similar to organizational symptoms- “diminished work performance and organizational commitment and increased absenteeism levels (Eby, Casper, Lockwood, Bordeaux & Brinley, 2005; Hobfoll & Shirom, 1993)” (2009, p.64).

A symptom which cannot be underestimated and should be taken as a category perhaps is *psychological symptoms*. The symptoms are anxiety, anger, frustration, depression, tension, powerlessness, hopelessness, failure, detachment, and feeling of inability (Pines, 1982 as cited by Cephe 2010, p.26). These symptoms belong to *personal symptoms*; however, they also perform in the *organizational* levels as cited by Lourel, Mouda & Chevaleyre (2009, p.231):

“Among other things, burnout is assumed to be the manifestation of psychological and physiological distress related to how an individual perceives his/her job situation. This distress, caused by perceived stress, plunges the worker into a dynamic of disengagement, absenteeism, and health-related complaints. For example, physicians experiencing job burnout are known to make mistakes that cannot be attributed to a lack of knowledge or experience (Shanafelt, Bradley, Wipf, & Back, 2002). And general practitioners having an increased level of emotional exhaustion have been shown to make decisions involving less time and effort, and less concern for their patients”.

Chan (2007, p.34) also lists the psychological symptoms as “varying from mild frustration, anxiety, and irritability to emotional exhaustion and more severe psychosomatic and depressive symptoms (e.g., Dunham, 1992; Farber, 1984a, 1984b; Kyriacou & Pratt, 1985; Kyriacou & Sutcliffe, 1978b; Schonfeld, 1992; Seidman & Zager, 1991)”.

Without categorizing, Rudow explains the consequences as: “sickness (neurotic and psychosomatic disorders, fatigue, sleeping disorders, depression, abuse of alcohol or drugs); absence; early retirement; teachers’ low performance; bad mood (job dissatisfaction, depressive moods, dullness, lack of drive); social behavior (lack of involvement, charisma, warm emotions)” (1999, p. 38).

“Emotional exhaustion can be considered the core symptom of burnout (Shirom, 1989 as cited by Greenglass, Burke& Konarski,1998, p.1088). Starting with emotional exhaustion, depersonalisation and finally reduced personal accomplishment; the case ends in dead lock. Maybe accepted as the final step of burnout, comes *quitting the job*. When not being able

to cope with the consequences of burnout, the “victim” comes to the end of the road. The only solution *quitting & letting the burnout win* seem as a life-saver. Chan (2007, p.35) explains the path to the final step of burnout- leaving the profession: “More specifically, teacher burnout might impair the quality of teaching, and adversely affect teachers’ appraisal and tolerance of students’ misbehaviour, possibly leading to job dissatisfaction, work alienation, physical and emotional ill-health, and teachers leaving the profession (see Kokkinos, Panayiotou, & Davazoglou, 2005; Vandenberghe& Huberman, 1999; Wong, 1989; Wong & Li, 1995) ”.

“Other unfortunate consequences may be dissatisfaction with the job, undermining of tasks, problems with sleep, and the emergence of aggressive or addictive behaviours” (Lourel, Mouda& Chevaleyre, 2009, p.230).

Step by step, although not necessarily followed sequentially, *burnout and the symptoms develop gradually as: the compulsion to prove oneself, working harder, neglecting their needs, displacement of conflicts, revision of values, denial of emerging problems, withdrawal, obvious behavioural changes, depersonalisation, inner emptiness, depression, and finally burnout syndrome* (Kraft, 2006, p.30).

To conclude, burnout may lead to many consequences including symptoms such as: stress, physical and psychological illnesses, diseases, depression, fatigue, absence, low performance, lack of involvement and excitement for work; none of which can be underestimated.

2.2.5 Remedies/cures for Teacher Burnout

Pre-service teachers may be the most vulnerable ones to burnout as they are at the very beginning of their careers and most of the time feeling “alone” without any support. “Studies indicate that the period when teachers are newly qualified is a peak time for leaving the profession” (Hoigarrd, Giske& Sundsli, 2011, p. 1). Starting from the early days of teaching, beliefs of teachers especially *self-efficacy beliefs* play an important role in the teaching career. Beliefs are somewhat a rigid case; yet still open to change. “Several studies have showed that teachers change their beliefs due to the effects of reflection, staff-development courses, seminars, conferences, student feedbacks, self-discovery, trial and error, collaboration, new curriculum, contact with others, research, being tired of doing the same thing, teaching experience, interaction with colleagues and networking (Peterman 1991; Muchmore 2001; Richards et al. 2001; Crookes and Arakaki 1999 cited in Borg

2003; Sato and Kleinsasser 2004; Kirazlar 2007; Augus 1995 cited in Kuo 2008)” (cited by Erdem, 2009, p.28). Changing beliefs is the key to cure burnout in a way. Getting rid of negative attitudes towards the profession, teaching process, students, colleagues, the problems within the environment; it is easier to erase the early symptoms of burnout. Focusing on the items; it can be concluded that with *early diagnosis* of burnout and changing beliefs, it becomes much easier and less threatening to be a teacher away from burnout.

- Reflection

- Self-discovery (self-reflection)

Internal locus of control, self-discovery, self-consciousness, self-reflection in a way, leads to personal accomplishment in direct contrast to burnout. Keeping a journal is a way of self-reflection and a stress-management strategy because “most of all, a journal is a place where you can talk to yourself” (Kottler, Zehm & Kottler, 2005, p. 132).

- Interaction with colleagues / Collaboration

A kind of social support is that of the colleagues’. Collaboration, mutual reflection, and getting support from organisational sources are mostly popular with males because it is suggested that “unlike women, social support from co-workers and supervisors alike led to higher personal accomplishment in men (Greenglass, Burke& Konarski, 1998)”.

- Professional development (In-service training / Development courses / Seminars / conferences /

Kelchtermans and Strittmatter (1999) have suggested that the symptoms of burnout would be reduced in environments in which teachers experience professional growth, self-efficacy, and perceived success in their career progression (as cited by Chan, 2007, p. 36).

Kraft (2006) also suggests coping strategies including both organisational and individual aspects such as assistance programmes, trainings, interventions, problem-based coping, appraisal-based coping. Innanen, Juvakka & Salmela-Aro (2009, p.135) explain the appraisal-based model as:

“The original cognitive theory of stress and coping first developed by Lazarus (1966) is an appraisal-based model. The appraisal process comprises primary and secondary appraisal. Primary appraisal is as the evaluation of an event and its personal significance, whereas secondary appraisal includes the evaluation of options for coping. These two forms of appraisal together determine whether the event is perceived as harmful, a threat or a challenge (Lazarus & Folkman, 1984). Harmful appraisals include negative emotions such as anger; threat appraisals include emotions such as anxiety, while positive emotions such as eagerness and confidence are related to challenge appraisals (Folkman & Lazarus, 1985; Fredric 1998)”.

Kelchtermans (1999, p.188) also highlights coping strategies from the perspective of teachers’ professional development.

- Supervision and leadership

Supervision and leadership are also seen as indispensable factors in buffering burnout. As cited by Engelbrecht, Berg&Bester (2009, p.10), Cherniss (1980) provides a study supporting that all of the factors contributing to staff burnout, leadership and supervision appear to be most strongly associated with burnout. Leithwood&Beatty (2008) assert the considerable effects of school leaders on teachers’ job satisfaction; morale; especially for beginning teachers; combating stress, anxiety, and burnout; commitment and engagement; motivation; and self- efficacy.

- Contact with others/ Family and friend support

“Women are more open to utilize support from others to overcome the outcomes of burnout (Greenglass, Burke& Konarski, 1998)”. It is easier for women to turn to support of people close to them. However, as it was stated beforehand, males prefer getting support from their professional environment.

- Self-efficacy

Directly related to burnout in reverse, developing self-efficacy is also seen perhaps as the most important intervention strategy to cope burnout. Based on the findings of self-efficacy, Chan (2009, p.43) asserted that “...in developing effective intervention strategies for combating burnout, Bandura’s (1997) conceptualisation of the four sources of efficacy beliefs (enactive mastery experiences, vicarious experiences, verbal persuasion, and affective states) might be useful”.

“Self-efficacious teachers set realistically high goals for themselves; they develop strategies and maintain a course of action even when obstacles occur or when failures mount” (Schwarzer& Greenglass, 1999, p.243), which directly acts the other way round as

burnout does. “Low levels of teacher self-efficacy, on the other hand, have been associated with an increased probability of leaving the profession (Glickman& Tamashiro, 1982 as cited by Leithwood(Beatty,2008, p.52).

- Pre-service and in-service teacher education

Covering up nearly all the items above, pre-service and in-service teacher education, perhaps stands as the umbrella term; and preventive notion.

To conclude; keeping the personal, organisational, and the academic factors in mind; Friedman (1999, pp.174-175) suggests 3 steps of establishing healthier schools to prevent burnout as: providing a warm relationship between teachers and the pupils; improving school climate and culture; and finally making parents active partners in the teaching process.

2.3 Beliefs and Burnout

This section is also presented through a very detailed analysis of the literature. The last but not the least, the concepts of belief and burnout are compared, and the relation between them is discussed.

2.3.1 Relation between Beliefs and Burnout

Covering up what has been said and reported so far; it can be easily concluded that beliefs and burnout are interrelated items; affecting and exposed to each other. Focusing on the notion of *beliefs*, and taking it as *self-efficacy beliefs*; the relation between *self-efficacy beliefs* and *burnout* can be better explained.

Self-efficacy beliefs and burnout stand for two items affecting each other in reverse. To start with; negative feelings of self-efficacy beliefs or having lack of self-efficacy has the key role on the path to burnout. Within each dimension of burnout; *emotional exhaustion*, *depersonalisation*, and *reduced personal accomplishment*; self-efficacy beliefs have a word to say. To the point; “Proposed work engagement and teacher efficacy are positively related to job satisfaction but negatively related to job burnout and the intention to quit” (Hoigaard, Giske & Sundsli, 2011, p. 1).

Coming back to the real aim of the study; understanding and studying the relation between self-efficacy beliefs and burnout helps dealing with the problem of burnout and producing coping mechanisms much easily.

There have been many studies on beliefs, self-efficacy beliefs, and teacher burnout. Some of them focused on pre-service or prospective teachers' beliefs and self-efficacy beliefs: Akbulut (2006); Akıllı & Seven (2010); Bozdoğan, Aydın & Yıldırım (2007); Cerit (2011); Chong, Wong, & Lang; Clark-Goff (2008); Çakır (2005); Demirtaş, Cömert, Özer (2011); Er (2009); Erdem (2009); Güneyli & Aslan (2009); Gürbüz Türk & Şad (2009); Külekçi (2011); Maggioni, Riconscente, Alexander (2006); Oğuz & Topkaya (2008); Oğuz & Kalkan (2011); Özmen (2012); Seymen (2010); Sharbain & Tan (2012); Tarkin & Uzuntiryaki (2012); Üstüner & Demirtaş & Cömert (2009); Yeşil (2011); Zheng (2009). Some of them were on burnout. Throughout the literature study, there were studies on burnout according to some variables such as personality (Anvari, Akhavan, Kalali, & Gholipour, 2011), (Ghorpade, Lackritz & Singh, 2007); gender, marital status (Asgari, 2012), (Houkes, Winants, Twellaar, Verdonk, 2011), (Greenglass, Burke, Konarski, 1998); psychological and psychosomatic symptoms (Bauer, 2006); work engagement (Hakanen, Bakker & Schaufeli, 2006); demographic issues (Lackritz, 2004); work engagement, occupational stress, job satisfaction (Narainsamy & Van Der Westhuizen 2013); locus of control (Sünbül, 2003); motivation (Anderson & Iwanicki, 1984); workplace and family domain (Brummelhuis, 2009); background (Byrne, 1991); job control (Lourel, Mouda, & Chevalere 2009). Most of Maslach's study were on measuring burnout (Maslach & Jackson, 1981); also literature covered some research on burnout at university teaching staff (Kulavuz, 2006); (Lackritz, 2004); (Watts, & Robertson, 2011); (Dericioğulları, Konak, Arslan, Öztürk, 2007). When it comes to the main point, a junction point of studies concerning beliefs and burnout; there are studies covering up self-efficacy beliefs and burnout of teachers (Chan, 2007), (Çimen, 2007); (Hooigard & Giske & Sundsli, 2011); (Skaalvik & Skaalvik, 2010). However; the case is that studies on self-efficacy beliefs, and burnout were on either pre-service or in-service teachers. Also, the studies related to both self-efficacy and burnout were again on either of the mentioned above. The difference the study makes here is that the focus is on teacher burnout which is a topic of in-service teachers; also supporting it with a study on self-efficacy beliefs of pre-service teachers. That's why the study can be seen as a research on self-efficacy beliefs of pre-service teachers and burnout of in-service teachers.

3. METHODOLOGY

3.0 Introduction

In this chapter, the method and the procedure of the study is provided step by step in detail. Within each section; the research design, hypotheses and research questions, scope of the study, participants, instruments, data collection techniques, and finally data analysis methods are explained.

3.1 Research Design

Having an outline of the research designs and integrating them, the study tries to provide the case in all details and from all aspects including the details, and the causes.

3.1.1 Quantitative Research Design

Quantitative research is based on numbers and quantity rather than quality. “.... quantitative inquiry is systematic, rigorous, focused, and tightly controlled, involving precise measurement and producing reliable and replicable data that is generalizable to other contexts” (Dörnyei,2007, p.34). Although valid, and much more practical than qualitative research; quantitative research lacks the reasons underlying the scores. That’s why quantitative research in this study is used to draw an overview picture of the situation.

3.1.2 Qualitative Research Design

Focused on the quality, qualitative research provides the opportunity to have interpretive analysis and underlying reasons. It still lacks generalizability and applicability to large participant samples. To support the data gained by the quantitative research, and to have insights on the underlying reasons of the issue, qualitative research is used in this study.

3.1.3 Mixed Methods Research

Mixed methods research combines both quantitative research and the qualitative research, trying to minimise the weaknesses. Integrating them, the study aims to draw an outline of the situation and then focuses on the details and the reasons underlying the scores. That’s the reason why this method is used in the study.

3.1.4 Phases of the Research

The research design of the study is a mixed one. According to Sandelowski (2003), there are two main and somewhat conflicting purposes for combining methods: (a) to achieve a fuller understanding of a target phenomenon and (b) to verify one set of findings against the other (Dörnyei,2007, p.164). In other words, the study tries to have a better and detailed understanding of the topic through qualitative research, and to verify the findings through quantitative research.

The research study consists of two different phases. In the first phase, a quantitative research scale is conducted on pre-service EFL teachers to find out the beliefs of pre-service teachers on teaching English. The second phase is designed integrating both qualitative and quantitative research methods. The quantitative phase aims to find out through a burnout scale whether the in-service teachers suffer from burnout. The qualitative phase aims to identify the teachers suffering from burnout at different levels through semi-structured interview.

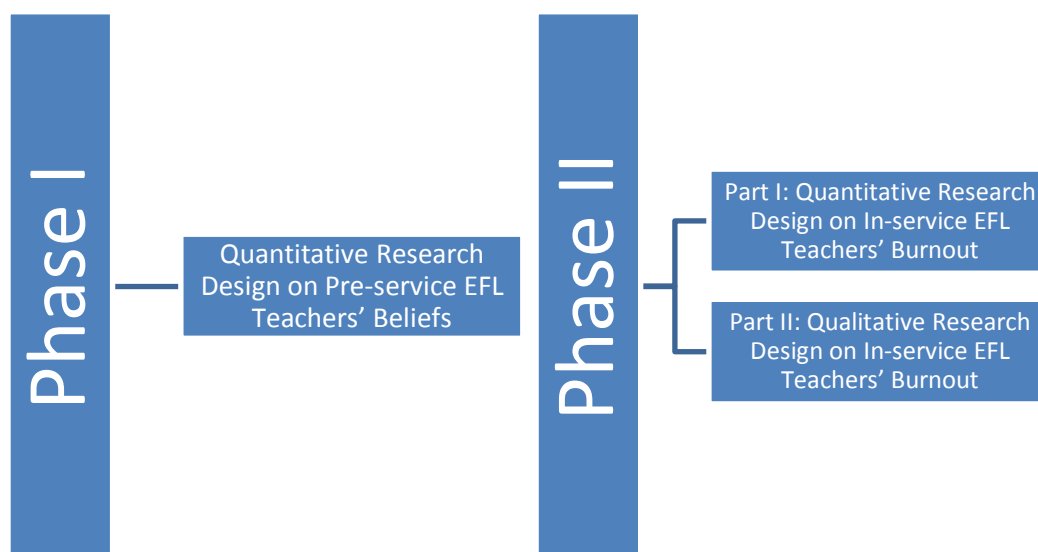


Figure 6: Phases of the Research

3.2 Research Questions

It is aimed in this study, to find out the underlying causes of teacher burnout. To gather deeper data about the burnout issue, the study focuses on and turns to even pre-service teachers.

- What are the beliefs of pre-service EFL teachers?
- What are the burnout levels of in-service EFL teachers?
- What are the factors leading teachers to burnout in EFL context ?
- Is there a relationship between the beliefs of pre-service EFL teachers and the burnout levels of in-service EFL teachers?
- Is there difference between the burnout levels of in-service EFL teachers according to experience (0-5 yrs/10+ yrs) ?
- Is there high- level of burnout for the in-service teachers of 0-5 year-experience?
- Is there high- level of burnout for the in-service teachers of 10+ year-experience?

3.3 Scope of the study

The research study is conducted on Gazi University and Konya Necmettin Erbakan University Senior students (4th grade) of EFL department, and lecturers at Selcuk University School of Foreign Languages, Konya NEU School of Foreign Languages, and Gazi University School of Foreign Languages.

3.4 Participants

“.... It is commonly believed that the stressors leading teachers to burnout are seen only among primary and secondary teachers, which is indeed not the actual case. Even the university professors are reported to suffer from burnout (Hamann, Daugherty, & Sherbon, 1988; Hamilton, 2005; Jamal, 1999; as cited by Cephe, 2010, p.25).” Burnout is not a notion limited to a typical type of teacher, rather each teacher is at risk. Despite what is thought, burnout is very common among university teaching staff. To have deeper understanding of the phenomenon, the study focuses on burnout concept among academicians, also trying to find the reasons beyond. For all the reasons presented above, this study was conducted on both pre-service and in-service teachers.

3.4.1 Phase I: Quantitative Research Design on Pre-service EFL Teachers' Beliefs

In the first phase of the study, to focus on self-efficacy beliefs of pre-service teachers, the research was conducted on Gazi University and Konya Necmettin Erbakan University Senior students (4th grade) of ELT department in 2012-2013 Academic Year. 138 Senior students (4th grade) of Konya NEU ELT department and 70 Senior students (4th grade) of Gazi University ELT department participated the study. Out of 208 pre-service teachers, 164 were female, and the rest- 44- were male. The ages of the participants are between 21 and 25+. The group of 25+ consists of: 10 students at the age of 26, 4 students of age 27, 2 students of 28, and one student of ages between 29 and 34 for each. The details of the participants are provided below:

Table 3.1 : Phase I Outline of the participants:

		N
Gender	Female	164
	Male	44
Age	21 (born in 1992)	15
	22 (born in 1991)	61
	23 (born in 1990)	75
	24 (born in 1989)	35
	25+ (born in 1988 and before)	22

3.4.2 Phase II: Quantitative and Qualitative Research Design on In-service EFL Teachers' Burnout

- Part I: Quantitative Research Design on In-service EFL Teachers' Burnout

The second phase of the study consists of two research designs. Quantitative Research Design of the second phase was conducted on instructors at Selcuk University School of Foreign Languages, Konya NEU School of Foreign Language, and Gazi University School of Foreign Languages. The numbers of the instructors were 46, 14, and 10 respectively. An outline of the participants is given below:

		N
Gender	Female	54
	Male	16
Marital Status	Single	24
	Married	46
Background	ELT	50
	Literature	18
	Other	2
Age	20-25	4
	26-30	21
	31-35	26
	36-40	7
	41-45	3
	46+	9
Degree	BA	20
	MA student	5
	MA	30
	Ph.D Student	12
	Ph.D	3
Experience	1-5	18
	6-10	16
	11-15	22
	16-20	2
	20+	12

- Part II: Qualitative Research Design on In-service EFL Teachers' Burnout

After the quantitative data was gathered and analysed, out of 70 instructors in total, 30 were selected to participate in a semi-structured interview to have 10 participants for all levels of burnout. 25 of them agreed to take part in this part of the study (9 instructors for low/moderate level of burnout & 7 for high level of burnout). The participants were randomly selected from the burnout-level groups. An outline of the participants is given as follows:

List of Variables:		Level of Burnout	N
Gender	Female	Low	9
		Moderate	6
		High	4
	Male	Low	∅
		Moderate	3
		High	3
Marital Status	Single	Low	2
		Moderate	1
		High	2
	Married	Low	7
		Moderate	8
		High	5
Background	ELT	Low	6
		Moderate	7
		High	6
	Literature	Low	3
		Moderate	2
		High	∅
	Other	Low	∅
		Moderate	∅
		High	1
Age	26-30	Low	1
		Moderate	1
		High	1
	31-35	Low	5
		Moderate	6
		High	2
	36-40	Low	2
		Moderate	2
		High	1
	41+	Low	1
		Moderate	∅
		High	3
Degree	BA	Low	∅
		Moderate	∅
		High	2
	MA	Low	4
		Moderate	6
		High	3
	Ph.D Student	Low	4
		Moderate	3
		High	1
Ph.D	Low	1	
	Moderate	∅	
	High	1	

Experience	1-5	Low	1
		Moderate	Ø
		High	1
	6-10	Low	1
		Moderate	3
		High	Ø
	11-15	Low	6
		Moderate	5
		High	3
	16-20	Low	Ø
		Moderate	1
		High	Ø
20+	Low	1	
	Moderate	Ø	
	High	3	
Experience in current profession	1-5	Low	3
		Moderate	1
		High	2
	6-10	Low	1
		Moderate	3
		High	1
	11-15	Low	4
		Moderate	4
		High	2
	16-20	Low	Ø
		Moderate	1
		High	Ø
	20+	Low	1
		Moderate	Ø
		High	2

3.5 Instruments

The instruments used to collect data in the study can be categorised into two phases. Phase I is the quantitative research design. Phase II is the quantitative and the qualitative research design and mixed methods research design.

3.5.1 Phase I: Quantitative Research Design on Pre-service EFL Teachers' Beliefs

In the first phase of the research study, a scale is used to collect quantitative data about the self-efficacy beliefs of pre-service teachers. That's why it was conducted on the pre-service EFL teachers of Gazi University and Konya NEU (Senior students - 4th grade of EFL department).

The scale consists of two parts. Part I is the demographic information part- asking personal questions such as gender, age, and email address- in order to contact the participants for a longitudinal study later on. Part II is a questionnaire. The questionnaire is the Turkish version of the “Teacher Sense of Efficacy” scale originally developed by Tschannen-Moran, & Hoy (2001). The Turkish version is developed by Çapa, Çakıroğlu & Sarıkaya (2005). The scale consists of 24 items in total. For construct validity found by the developers, the TLI and CFI of .99 indicated a perfect fit of the oblique three-factor model to the efficacy data, and RMSEA was found to be .065 with a 90% confidence interval of .061-.070, indicating a mediocre fit. For the whole scale, the reliability of efficacy scores was .93. The scoring is the same as the original scale as follows:

Efficacy in Student Engagement / Öğrenci katılımına yönelik özyeterlik

Items 1, 2, 4, 6, 9, 12, 14, 22

Efficacy in Instructional Strategies / Öğretim stratejilerine yönelik özyeterlik

Items 7, 10, 11, 17, 18, 20, 23, 24

Efficacy in Classroom Management / Sınıf yönetimine yönelik özyeterlik

Items 3, 5, 8, 13, 15, 16, 19, 21

3.5.2 Phase II: Quantitative and Qualitative Research Design on In-service EFL Teachers’ Burnout

The second phase is designed integrating both qualitative and quantitative research methods. The quantitative phase- Part I- aims to find out through a burnout scale whether the in-service teachers suffer from burnout. The qualitative phase- Part II- aims to identify the teachers suffering from burnout at different levels through semi-structured interview.

- **Part I: Quantitative Research Design on In-service EFL Teachers’ Burnout**

To collect quantitative data on teacher burnout, Turkish version of Maslach Burnout Inventory- Educators Survey is used to measure burnout on instructors at Selcuk University School of Foreign Languages, Konya NEU School of Foreign Languages, and Gazi University School of Foreign Languages.

The scale consists of two parts. Part I is the Personal Information part- asking personal questions such as gender, marital status, department, age, degree, and experience to have

deeper information about the background of the participants. Part II is the Maslach Burnout Inventory part.

Maslach Burnout Inventory (MBI/ Maslach& Jackson, 1981) was originally developed for general use and then adapted for different single purposes. The scale consists of 22 questions, having subscales for 3 dimensions- emotional exhaustion, depersonalisation, and personal accomplishment. High scores on emotional exhaustion, and depersonalisation; low scores on personal accomplishment are signs of burnout. The scoring is as follows:

Emotional exhaustion: Items 1,2,3,6,8,13,14,16,20

(Scores: 27 or over High/ 17-26 Moderate/ 0-16 Low)

Depersonalization: Items 5,10,11,15,22

(Scores: 13 or over High/ 7-12 Moderate/ 0-6 High)

Personal accomplishment: 4,7,9,12,17,18,19,21

(Scores: 0-31 High/ 32-38 Moderate/ 39 or over Low)

MBI has been translated into Turkish to explore burnout issue within the current settings such as Medicine (Çam ,1992; Ergin,1992), and was found reliable and valid. Ergin (1992) found reliability coefficients as .83 for Emotional exhaustion (EE), .65 for Depersonalisation (DP), and .72 for Personal Accomplishment (PA). Çam (1992) found no significant difference between the two versions. For the educational context; the adapted forms were also found reliable and valid with .74 for EE, . 75 for DP, and .77 for PA (Baysal,1995) and .87 for EE, .63 for DP, .74 for PA (Girgin,1995).

- Part II: Qualitative Research Design on In-service EFL Teachers' Burnout

To collect more detailed data, to support the data gained by the quantitative research, and to have insights on the underlying reasons of the issue, qualitative research is used in this part of the study. Having drawn an outline of the situation through quantitative research of this phase, part II focuses on the details and the reasons underlying the scores.

In this part of the study a semi-structured interview was used. "The semi-structured interview is suitable for cases when the researcher has a good enough overview of the phenomenon or domain in question and is able to develop broad questions about the topic in advance but does not want to use ready-made response categories that would limit the depth and breadth of the respondent's story. This format therefore needs an 'interview guide' which has to be made

and piloted in advance. ” (Dörnyei, 2007, p.136). Taking this interview development process into consideration, the instrument was designed and developed through the data analysis of Part I: Quantitative Research Design on In-service Teachers’ Burnout. Studying the data thoroughly; to reach underlying reasons beyond the scores, a semi-structured interview form is developed at the end of a process under the supervision of scale development and language experts. First of all, the form was conducted and piloted in advance on 5 colleagues available to have a reliable data collection instrument. Then; with the help of the experts, some questions were deleted, modified, or reordered. Eventually, the final version of the semi-structured interview form was developed. The instrument consisted of 3 parts:

Part I of the instrument is *Demography and Context*. This part tries to collect data on the personal information of the participants such as gender, age, marital status, degree, department, year of experience in teaching, and year of experience in current profession.

Part II of the instrument is *Information about Teaching*. This part tries to collect data on the personal information of the participants about teaching such as hours of teaching, level of students they’re teaching, offices they work at, monthly income, working conditions, thought of changing profession, professional development activities, academic support of the administration and the institution, academic and administrative relations at the institution, personal development, ideal working conditions, technical and social facilities of the institution , role of the teacher in the classroom, and role of the student in the classroom.

Part III of the instrument is *Personal View*. The questions here aim to collect data on the ideal student profile, teacher profile, and the biggest challenges of the teaching process. The questions include comments of the participants on their choice of teaching any level of students other than they’re currently teaching, the qualifications of a good teacher, and the challenges of the teaching profession.

3.6 Data Collection Techniques

The present research study was conducted on the pre-service EFL teachers (Senior students - 4th grade of ELT department) at Gazi University and Konya NEU, and in-service EFL teachers at Selcuk University School of Foreign Languages, Konya NEU School of Foreign Languages, and Gazi University School of Foreign Languages in the 2012-2013 academic year. The study was restricted to those available and accessible.

The data was collected through two phases as pre-service/in-service: Teachers’ Sense of Efficacy Scale (Pre-service teachers); Maslach’s Burnout Inventory and Semi-structured

Interview Inventory (In-service teachers).

The first instrument is a scale for pre-service teachers -“Teacher Sense of Efficacy” developed by Tschannen-Moran, & Hoy (2001). In 2013-2014 Academic Year, the scale was conducted on randomly selected 208 pre-service teachers in total. The aim of the instrument was to have implications on the self-efficacy beliefs of pre-service teachers.

For the in-service teachers, the data collection method was a mixed one: a ‘Teacher Burnout Scale’, and a following semi-structured interview. Successively, a two-stage research design was used as follows: In the first stage, ‘Maslach Burnout Inventory- Educators Survey’ was conducted on randomly selected 70 in-service teachers (instructors in this case) in total. The aim of the instrument was to look into the case of burnout occurrence in the institution, and to have implications on the burnout levels of in-service teachers.

Having gathered and analysed data of the first stage, for the next stage, out of these 70 participants, 30 were selected according to the data gained from the Burnout Scale. 25 of them agreed to take part in this phase of the study. 25 instructors of different burnout levels, 9 for low and moderate, and 7 for high- participated in semi-structured interviews. This procedure is to support data gained from quantitative phase, and also to collect causal data about the burnout case.

The first phase provides data of the pre-service teachers’ beliefs, which in this case gives the opportunity to have a deeper and overview look at the *burnout* phenomenon as it makes up a preliminary cause. The second phase of the study includes data of in-service teachers’ burnout levels, and also through the qualitative data, the reasons underlying the case.

3.7 Data Analysis Methods

The data analysis methods employed in this dissertation consists of two phases: Analysis of Phase I, and Analysis of Phase II.

3.7.1 Analysis of Phase I (Analysis of the Quantitative Data)

Based on a self-efficacy scale, analysis of the quantitative data was through SPSS (Statistical Package for Social Sciences), version 16.00 and Excel (Microsoft Office Professional Plus 2010). First of all, manual data input was done through Excel followed by SPSS data analysis. The variables of *gender* and *age* were analysed in terms of *efficacy in student engagement/ efficacy in instructional strategies/ efficacy in classroom management* through t-test in order to compare the differences between the groups.

3.7.2 Analysis of Phase II

Based on both quantitative and qualitative data, analysis of Phase II was through SPSS, Excel, and qualitative data analysis methods.

3.7.2.1 Part I: Analysis of the Quantitative Data

Based on a burnout scale, analysis of the quantitative data was through SPSS (Statistical Package for Social Sciences), version 16.00 and Excel (Microsoft Office Professional Plus 2010). First of all, manual data input was done through Excel followed by SPSS data analysis. The variables of *gender/ marital status/ background/ age/ degree/ experience* were analysed in terms of *emotional exhaustion/ depersonalisation/ personal accomplishment* through t-test in order to compare the differences between the groups, and ANOVA for the differences among the groups.

3.7.2.2 Part II: Analysis of the Qualitative Data

The analysis of the qualitative stage was done by the researcher, herself. Based on the *iterative nature of the qualitative research (Dörnyei, 2007)*, it is usual to move back and forth between data collection, data analysis, and data interpretation depending on the emergent results. Within the data analysis of the qualitative part of the study, first of all, the data was transformed into textual forms. The transcriptions and the semi-structured interview forms were studied many times to analyse and group them under the same content for the content analysis.

4. ANALYSIS AND INTERPRETATION OF DATA

4.0 Introduction

This chapter provides the data analysis and data interpretation procedures. First, an overview of the main study is presented followed by the data analysis & interpretation.

As the research design of the study is a mixed one, this chapter presents all aspects of the quantitative and the qualitative findings. Moreover, the findings are interpreted and discussed in the light of the research questions. The results of the study are presented and studied under two phases. Phase I is based on the quantitative findings of Teacher Sense of Efficacy Scale which aims to study the self-efficacy beliefs of pre-service teachers. Phase II is based on quantitative findings of Maslach Burnout Inventory aiming at measuring burnout levels of in-service teachers, and qualitative/quantitative findings of semi-structured interview for studying underlying causes of burnout.

4.1 Main Study

This dissertation is a research study on teacher self-efficacy beliefs and teacher burnout. In the search for the answers to the following research questions, a mixed methods research design was employed within the study:

- What are the beliefs of pre-service EFL teachers?
- What are the burnout levels of in-service EFL teachers?
- What are the factors leading teachers to burnout in EFL context?
- Is there a relationship between the beliefs of pre-service EFL teachers and the burnout levels of in-service EFL teachers?
- Is there difference between the burnout levels of in-service EFL teachers according to experience (0-5 yrs/10+ yrs)?
- Is there high- level of burnout for the in-service teachers of 0-5 year-experience?
- Is there high- level of burnout for the in-service teachers of 10+ year-experience?

4.1.1 Teacher Beliefs

In the first phase of the study, teacher self-efficacy beliefs were studied through a quantitative data collection scale. The questionnaire is the Turkish version of the “Teacher Sense of Efficacy” scale originally developed by Tschannen-Moran, & Hoy (2001). The Turkish version is developed by Çapa, Çakıroğlu & Sarıkaya (2005). Through the questionnaire, self-efficacy beliefs were studied for the variables of gender and age.

4.1.2 Teacher Burnout

In the second phase of the study, the issue of teacher burnout is studied through both quantitative and qualitative data collection instruments. The first stage is done through Maslach Burnout Inventory- Educators Survey (Maslach, Jackson&Leiter,1996) adapted originally from the Maslach Burnout Inventory (MBI/ Maslach& Jackson, 1981). The results of the scale were used to find out the burnout levels of the in-service teachers (instructors in this case). Teacher burnout is studied for the variables of gender, marital status, department, age, degree, and experience.

The second stage is done to focus better on the causes of the burnout issue. A semi-structured interview provides both quantitative and qualitative data for a closer look at the details of the case.

4.2 Pre-service Teachers’ Beliefs on Teaching

4.2.1 Quantitative Findings

This section includes the quantitative findings gathered through the “Teacher Sense of Efficacy” scale [originally developed by Tschannen-Moran, & Hoy (2001); the Turkish version is developed by Çapa, Çakıroğlu & Sarıkaya (2005)].

4.2.1.1 Teachers’ Sense of Efficacy Scale

Teachers’ Sense of Efficacy Scale is used in this dissertation to study self-efficacy beliefs of the pre-service teachers. It was aimed to gather data about the efficacy levels and the readiness of the teacher candidates for their following careers. The main aim of this part is to seek an answer for the following research question:

Research Question 1: What are the beliefs of pre-service EFL teachers?

There were 3 dimensions of self-efficacy within the scale: *Efficacy in Student Engagement*, *Efficacy in Instructional Strategies*, and *Efficacy in Classroom Management*. Only two variables, *gender* and *age*, were studied through the instrument.

Table 4.1: Phase I Group Statistics

Gender		N	Mean	Std. Deviation	Std. Error Mean
engagement	1	164	53.6098	7.30032	.57006
	2	44	50.2955	9.60034	1.44731
strategies	1	164	54.7134	8.11404	.63360
	2	44	52.3182	9.38275	1.41450
management	1	164	53.6402	7.33584	.57283
	2	44	52.4318	10.42224	1.57121

Gender variable: female (1) male (2)

Table 1 above demonstrates the scores and the details of pre-service teachers' self-efficacy beliefs. As seen in Table 1, a mean of 53.6098 was scored by 164 female pre-service teachers, which was 50.2955 for the case of 44 male pre-service teachers within the dimension of *Efficacy in Student Engagement*. For the dimension of *Efficacy in Instructional Strategies*, mean score of the females was 54.7134 and the males was 52.3182. Similarly, *Efficacy in Classroom Management* mean scores were 53.6402 for the females and 52.4318 for the males.

Throughout the analysis of the overall self-efficacy beliefs and the subscales; the mean scores, the standard deviation, and standard error mean scores are gained. It was concluded that females scored better for *Efficacy in Instructional Strategies*; however, the best score of males was on *Efficacy in Classroom Management*.

Each subscale consisting of 8 items, make a total of 24. The maximum score for each item was 9 (the most efficacious) and minimum score was 1 (the least efficacious) making up a total of maximum 72 (the most efficacious) and minimum 8 (the least efficacious). Out of the maximum score of 72 for each subscale; both for the males and the females, the mean scores presented above fits for somewhere near *quite a bit* within the scale.

yetersiz	çok az yeterli	biraz yeterli	oldukça yeterli	çok yeterli
1	2	3	4	5
6	7	8	9	

None at all	Very Little	Some Degree	Quite A Bit	A Great Deal
1	2	3	4	5
6	7	8	9	

	None at all		Very Little		Some degree		Quite a bit		A great deal
<i>Efficacy in Student Engagement Items</i> 1, 2, 4, 6, 9, 12, 14, 22	8	16	24	32	40	48	56	64	72
<i>Efficacy in Instructional Strategies</i> Items 7, 10, 11, 17, 18, 20, 23, 24	8	16	24	32	40	48	56	64	72
<i>Efficacy in Classroom Management</i> Items 3, 5, 8, 13, 15, 16, 19, 21	8	16	24	32	40	48	56	64	72

So, according to the findings here, it could be said that pre-service teachers are sufficient for their self-efficacy beliefs. This may be explained through their teaching practicum experiences.

Table 4.2: Phase I Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
engagement	Equal variances assumed	.014	3.31430	1.33045
	Equal variances not assumed	.037	3.31430	1.55553
strategies	Equal variances assumed	.094	2.39523	1.42524
	Equal variances not assumed	.127	2.39523	1.54992
management	Equal variances assumed	.379	1.20843	1.37148
	Equal variances not assumed	.473	1.20843	1.67238

Having studied Table 2 above, according to the Sig. (2-tailed) scores of the t-test for equality of means being $> .05$ it can be concluded that there was no significant difference between female and male pre-service teachers in terms of *Efficacy in Instructional Strategies* and *Efficacy in Classroom Management*. However, it's not the case for *Efficacy in Student Engagement*. Sig. (2-tailed) scores of the t-test for equality of means being $< .05$ it is possible to say that there was significant difference between female and male pre-service teachers in favour of females (see Table 1, mean score of 53.6098 in *Efficacy in Student Engagement*).

Table 4.3: Phase I Descriptives

		N	Mean	Std. Deviation	Std. Error
engagement	1	22	50.7727	8.74470	1.86438
	2	35	51.4571	9.23657	1.56127
	3	75	53.5467	7.80557	.90131
	4	61	54.1148	7.25741	.92922
	5	15	51.3333	6.12567	1.58164
	Total	208	<u>52.9087</u>	7.93429	.55014
strategies	1	22	50.6818	10.01136	2.13443
	2	35	53.4000	7.68957	1.29977
	3	75	54.9200	8.05683	.93032
	4	61	55.3443	8.51838	1.09067
	5	15	53.0667	8.49762	2.19408
	Total	208	<u>54.2067</u>	8.43163	.58463
management	1	22	50.1818	8.31886	1.77359
	2	35	51.9714	9.64513	1.63032
	3	75	54.1467	7.71396	.89073
	4	61	54.2459	7.44235	.95289
	5	15	54.0667	7.36271	1.90104
	Total	208	<u>53.3846</u>	8.07370	.55981

Age Variable (1)25+ (2)24 (3)23 (4)22 (5)21

According to the total mean scores of age groups in general, it can be concluded that of all age groups and for all 3 dimensions, pre-service teachers scored better in *Efficacy in Instructional Strategies*.

Studying Table 4.3 in detail, for *Efficacy in Student Engagement*, pre-service teachers at the age of 22 scored better than the other age groups with a mean score of 54.1148. Also for *Efficacy in Instructional Strategies*, it was age group of 22 again which scored the best (mean score being 55.3443). When it comes to, *Efficacy in Classroom Management*, the results showed that pre-service teachers of age 22 scored better than the others again with

only a very little difference this time (mean score being 54.2459). So, one can easily conclude that out of all age groups pre-service teachers at the age of 22 scored better than all other age groups in all 3 dimensions (*Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Efficacy in Classroom Management*).

Table 4.4: Phase I Anova findings

		Sum of Squares	df	Mean Square	F	Sig.
engagement	Between Groups	330.598	4	82.650	1.321	.263
	Within Groups	12700.666	203	62.565		
	Total	13031.264	207			
strategies	Between Groups	432.714	4	108.179	1.537	.193
	Within Groups	14283.397	203	70.362		
	Total	14716.111	207			
management	Between Groups	391.355	4	97.839	1.516	.199
	Within Groups	13101.876	203	64.541		
	Total	13493.231	207			

However, it is not possible to say that there was a significant difference between the groups of age 21, 22, 23, 24, and 25+ according to the ANOVA results given above (the Sig. scores being $>.05$).

4.2.2 Interpretation of the Findings

Keeping “*Research Question 1: What are the beliefs of pre-service EFL teachers?*” in mind, and studying the data given in detail before, it can be concluded that the scale served the purpose of the study. First of all, one can reach the conclusion that pre-service teachers were sufficient in terms of their self-efficacy beliefs. The study also searched for meaningful differences between variables of *gender* and *age*. It was found that there was meaningful

difference between female and male pre-service teachers in favour of females in terms of *Efficacy in student engagement*. For age variable; although pre-service teachers of age 22 was the group which scored better than the others, there was no significant difference between them. To sum up, according to the data presented, pre-service teachers were sufficient in terms of self-efficacy and readiness for their future careers, and the only significant difference was for the gender variable in favour of females.

4.3 In-service Teachers' Burnout Levels

This section includes the quantitative findings gathered through Maslach Burnout Inventory- Educators Survey (Maslach, Jackson&Leiter,1996) [Maslach Burnout Inventory (MBI) (Maslach& Jackson, 1981) - originally developed for general use and then adapted for different single purposes].

4.3.1 Quantitative Findings

4.3.1.1 Maslach's Burnout Inventory

The reason why Maslach's Burnout Inventory was employed in this dissertation was to find out whether in-service teachers (instructors at School of Foreign Languages in this case) suffer from teacher burnout. It was also aimed to find out the burnout levels of the *victims*. What's more, the variables of gender, marital status, department, age, degree, and experience were studied as well. Going back to the research questions of the study, this part aims to find answers to the following research questions:

Research Question 2: What are the burnout levels of in-service EFL teachers?

Research Question 5: Is there difference between the burnout levels of in-service EFL teachers according to experience (0-5 yrs/10+ yrs) ?

Research Question 6: Is there high- level of burnout for the in-service teachers of 0-5 year-experience?

Research Question 7: Is there high- level of burnout for the in-service teachers of 10+ year-experience?

4.3.1.2 Findings according to Burnout Levels

In analysis and the interpretation of the data, the participants were grouped according to Maslach's categorisation. According to MBI- Human Services/Educators Scoring Key, the participants were put into their categories of Low/Moderate/High levels of burnout taking their scores into consideration. Within three dimensions, the scores and the limits for the

categorisation are presented below:

**Form Ed
Cut-off Points**

Categorization (Form Ed): Emotional Exhaustion	
	Frequency
High	27 or over
Moderate	17-26
Low	0-16

Categorization: Emotional Exhaustion	
	Frequency
High	27 or over
Moderate	17-26
Low	0-16

**Emotional
Exhaustion (EE)
Subscale**

Categorization (Form Ed): Depersonalization	
	Frequency
High	14 or over
Moderate	9-13
Low	0-8

Categorization: Depersonalization	
	Frequency
High	13 or over
Moderate	7-12
Low	0-6

**Depersonalisation
(DP) Subscale**

Categorization (Form Ed): Personal Accomplishment*	
	Frequency
High*	0-30
Moderate	31-36
Low	37 or over

Categorization: Personal Accomplishment*	
	Frequency
High	0-31
Moderate	32-38
Low	39 or over

**Personal
Accomplishment**

*Interpreted in opposite direction from
EE and DP.

Figure 7: MBI- Human Services/Educators Scoring Key

To start with, it's wise to study the variables one by one. The following table gives the data about the variables of gender, marital status, background, age, degree, and experience. Before the detailed statistical data is presented, personal data of the participants is presented according to their level of burnout as low/moderate/high.

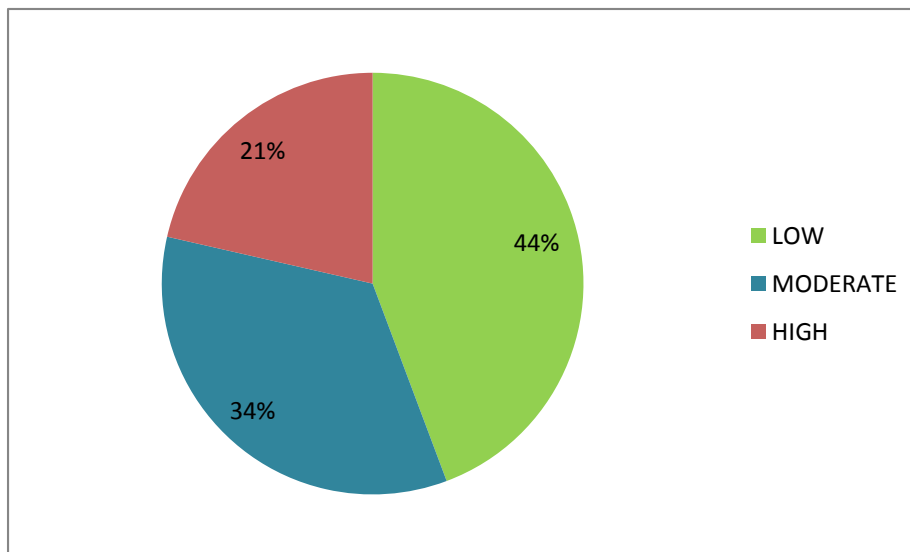
Table 4.5: Phase II Part I Personal Data of the Participants

		LOW	MODERATE	HIGH
GENDER	Female	27	16	11
	Male	4	8	4
MARITAL STATUS	Single	12	5	7
	Married	19	19	8
BACKGROUND	ELT	21	17	12
	LIT	9	7	2
	OTHER	1	0	1
AGE	20-25	2	1	1
	26-30	10	5	6
	31-35	11	9	6
	36-40	1	6	0
	41-45	2	1	0

	46+	5	2	2
DEGREE	BA	10	6	4
	MA STD.	4	0	1
	MA	11	11	8
	PHD. STD.	5	6	1
	PHD.	1	1	1
EXPERIENCE	1_5	7	4	7
	6_10	9	6	1
	11_15	8	9	5
	16_20	1	1	0
	20+	6	4	2

As it can be easily inferred from the table above that there were 70 participants in total. According to the scores, 31 of the participants belong to the burnout level of LOW, 24 to the MODERATE, and 15 of them to the HIGH. To illustrate, 44% of the instructors suffer from burnout at low, 34% at moderate level, and 21% at high level.

Table 4.6: Outline of the Burnout Levels



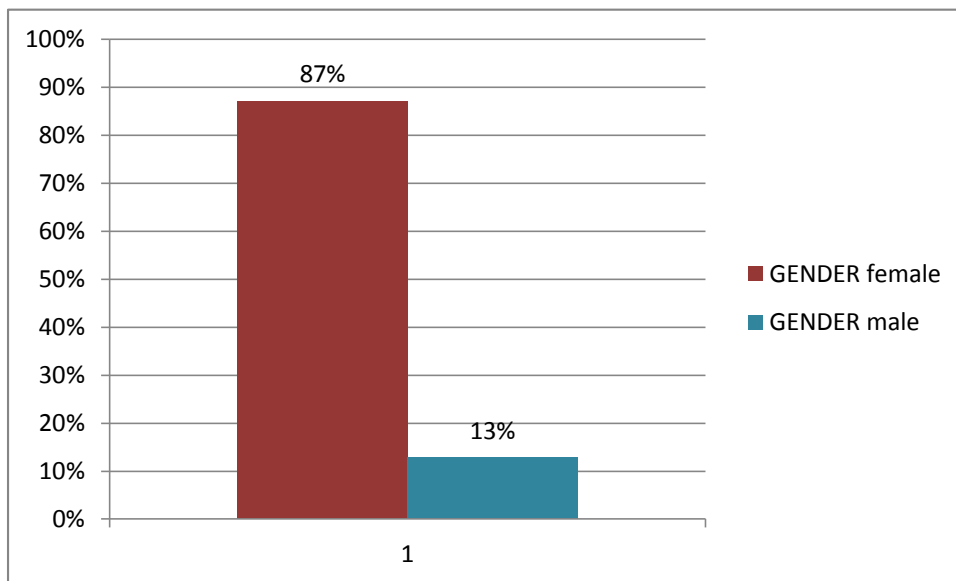
Focusing on the burnout levels of the participants may give more insights into the phenomenon of burnout at School of Foreign Languages.

4.3.1.2.1 Burnout Level 1: LOW

Gender:

Data of the 31 participants is studied and presented according to the variables given before. The first variable is gender. Of the 31 instructors who participated in the study, 27 were female- which makes a great many- and the rest were male. 87% of the participants makes up the female population, where only 13% is that of the male.

Table 4.7: Low level of Burnout *Gender* variable

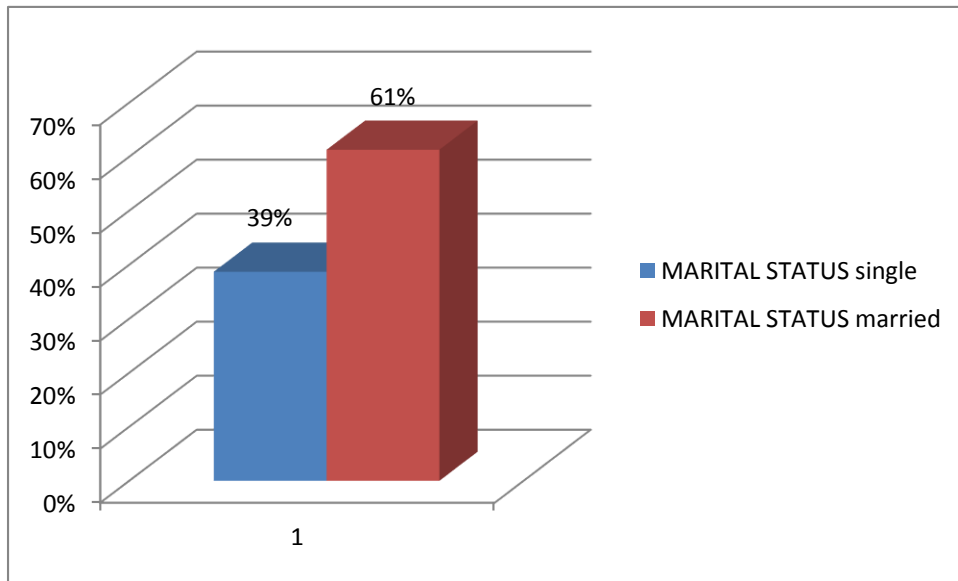


Disregarding the fact that, of the total number of 70 participants only 15 were male and 55 were female, it can be said that females dominate males for Low level of burnout.

Marital Status:

With statistics of 39%, 12 participants declared they were single. 61% of the total number of participants, only 19 of them, was married. Below is the table of the instructors suffering from burnout at low level.

Table 4.8: Low level of Burnout *Marital Status* variable



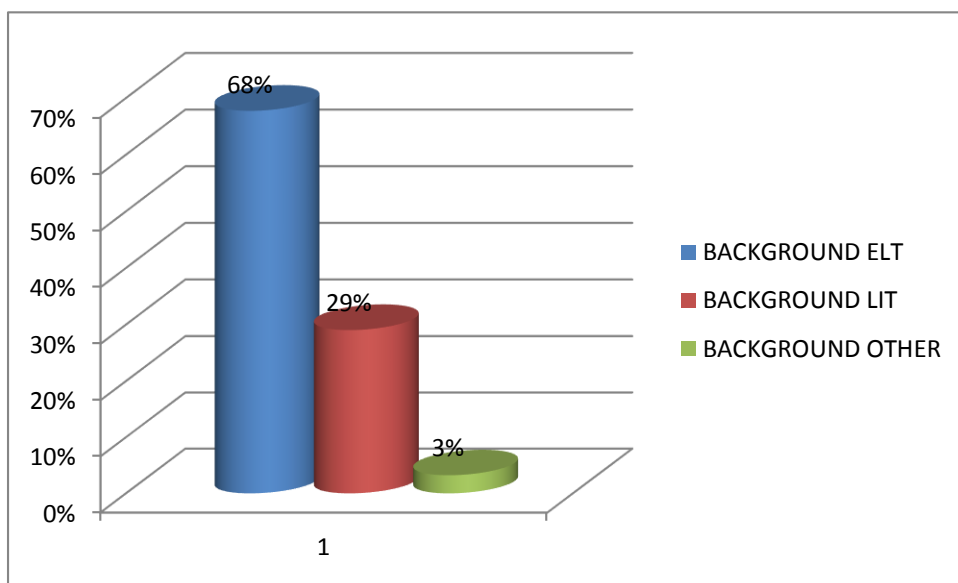
As can be inferred from the table above, married participants highly surplus single ones in terms of low level of burnout according to the scores achieved.

Background:

Background of the participants ranges from ELT department to Literature department and other. Other was an option to embrace departments of Translation, Linguistics, and the like.

21 of the participants graduated from ELT departments, 9 of them from Literature Departments, and only 1 of them from other departments. 68%, 29%, and 3% successively are the percentages for the backgrounds of the participants.

Table 4.9: Low level of Burnout *Background* variable

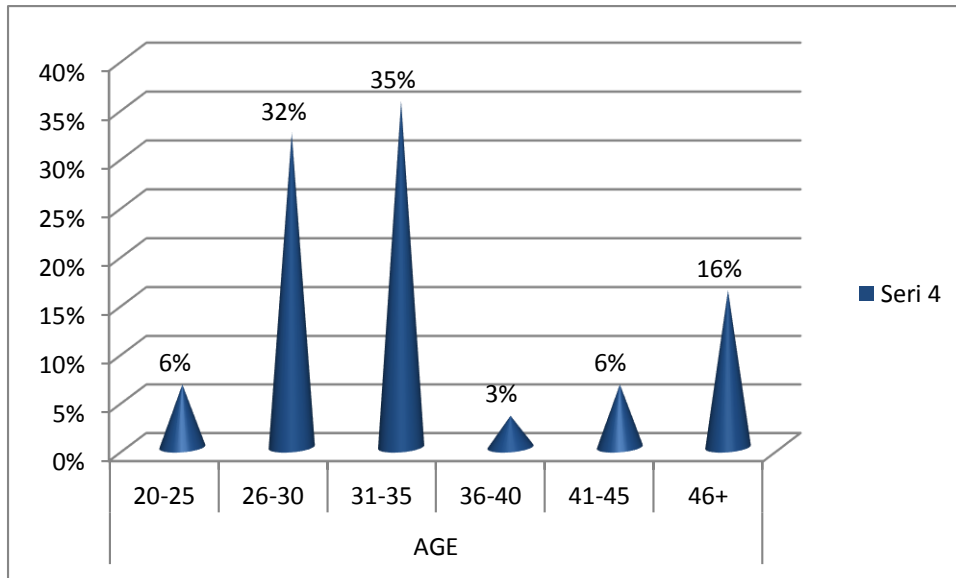


According to the data presented above, it can be inferred that participants with a background of ELT exceed the ones of a Literature background, and especially other backgrounds.

Age:

Ages of the participants are grouped into six as: 20-25, 26-30, 31-35, 36-40, 41-45, and 46+. 2,10,11,1,2, and 5 were the number of the participants for the age groups successively.

Table 4.10: Low level of Burnout Age variable

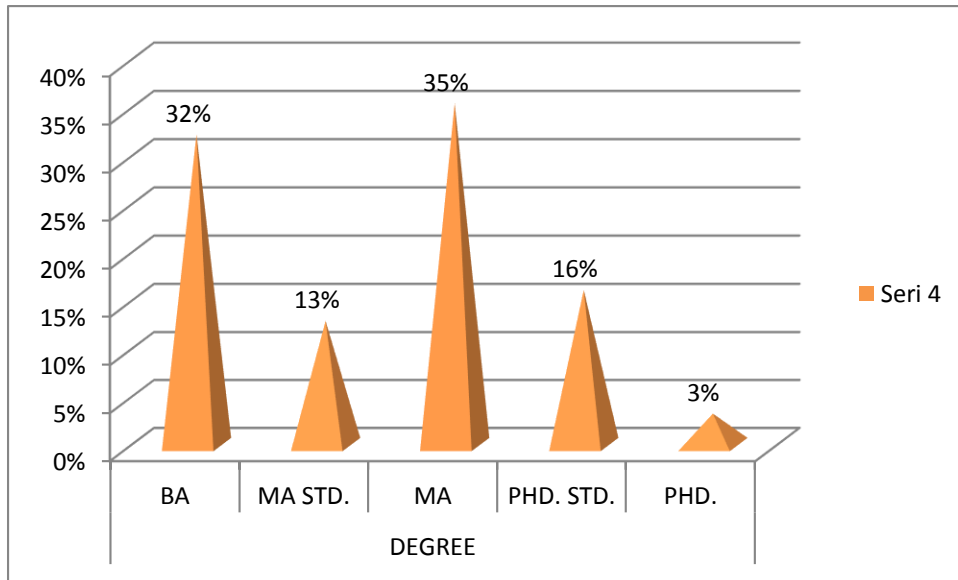


There were 2 participants in the age group of 20-25 with statistics of 6%, 10 participants in the age group of 26-30 with 32%, 11 participants in the age group of 31-35 with 35%, 1 participant in the age group of 36-40 with 3%, 2 participants of age group 41-45 with 6%, and finally 5 in the age group of 46+ with 16%. The highest proportion is that of between the ages of 31 and 35.

Degree:

Out of 31 instructors at Low Level of Burnout, 10 had a degree of BA. 4 of them stated that they were MA students, 11 of them were with an MA degree. 5 were candidates of Ph.D, whereas only 1 had Ph. D degree.

Table 4.11: Low level of Burnout *Degree* variable

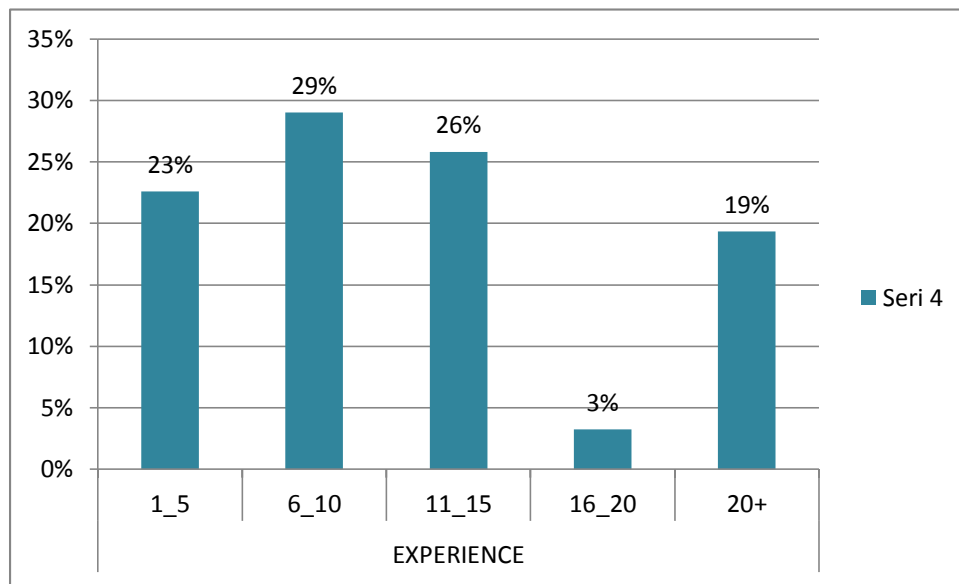


The participants of the study had statistics of 32% for BA degree, 13% of BA students, 35% of MA degree, 16 of Ph.D students, and only 3% of Ph.D degree. Having an overall look at the degrees, it can be inferred that participants having an MA degree excess the number and percentage of the others.

Experience:

Experience of the participants are categorised into five as: 1-5, 6-10, 11-15, 16-20, and 20+. 7 participants had experience between 1-5 years. With the highest population, 9 were in the group of 6-10. 8 instructors had experience between 11-15 years, only 1 between 16-20, and 6 of them were experienced with 20 years and more.

Table 4.12: Low level of Burnout *Experience* variable



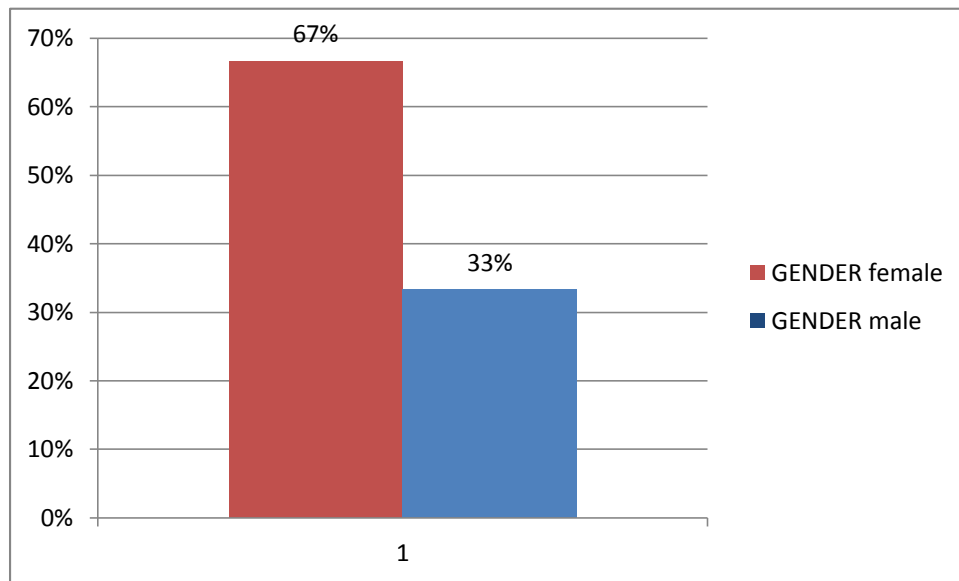
The statistics show that 23% of the participants had experience between 1-5 years, 29% had experience of 6-10 years, 26% were in the experience group of 11-15, 3% had experience between 16-20 years, and finally 19% were experienced with 20 years and more. Studying the data, it can be said that the participants of 6 to 10 years of experience surplus the percentage of the others and dominate the group of Low Level of Burnout.

4.3.1.2.2 Burnout Level 2: MODERATE

Gender:

Of the 24 instructors who were found to be in the group suffering from Moderate Level of Burnout, 16 were female- which makes a great proportion of all participants- and the rest were male.

Table 4.13: Moderate Level of Burnout *Gender* Variable

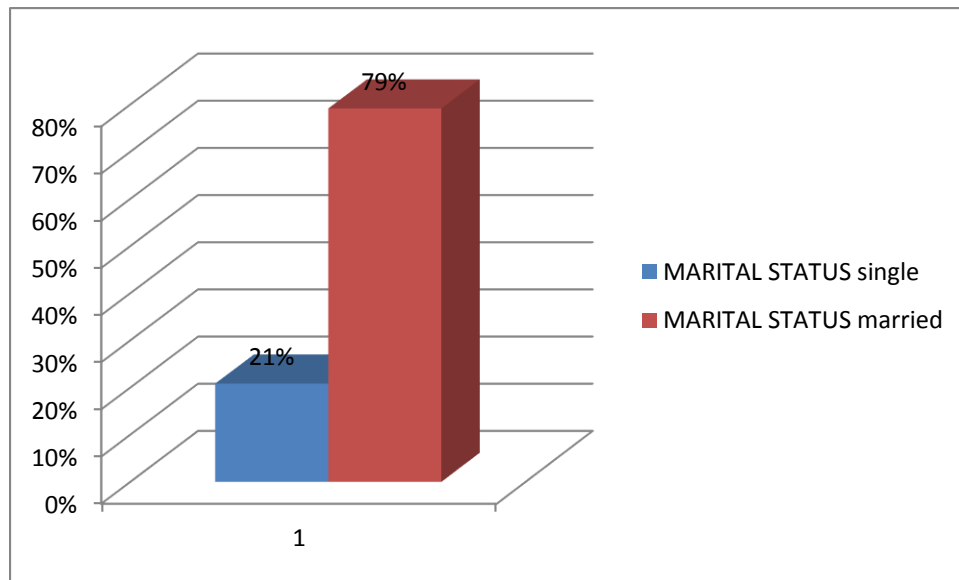


The numbers stand for 67% of the participants for females and 33% of the participants for males. Again disregarding the fact that, of the total number of 70 participants only 16 were male and 54 were female, it can be said that females dominate males for Moderate level of burnout.

Marital Status:

According to the marital status of the instructors at Moderate Level of Burnout, it was found that 19 of the participants were married, while only a small number- 5 of them were single.

Table 4.14: Moderate Level of Burnout *Marital Status* Variable

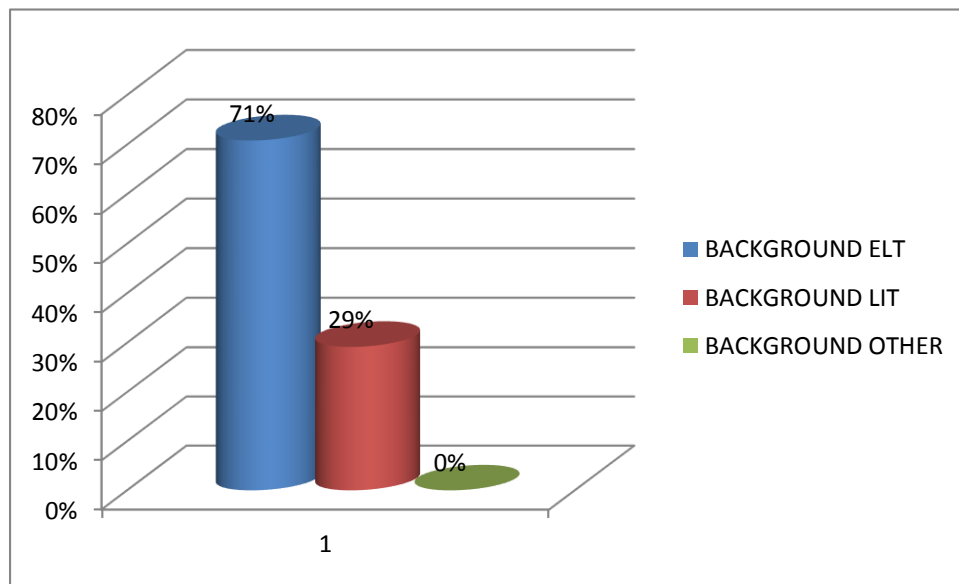


When taking it as a part of the whole picture, it could be said that 79% of the group was married; and 21% was single. So, having an overall look at the data presented, it can be inferred that married participants exceed the number and percentage of the single ones.

Background:

Background variable consisting of three language departments as English Language Teaching, English Literature, and Other was highly dominated by ELT. Of the 24 participants in total, 17 graduated from ELT departments, 7 from Literature departments, but no one from other departments.

Table 4.15: Moderate Level of Burnout *Background* Variable

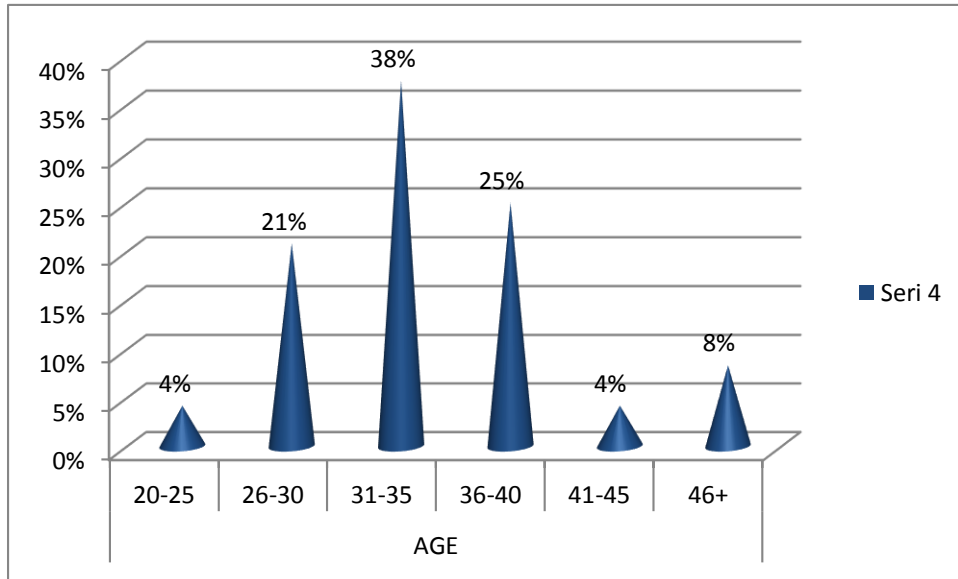


As clearly stated in the table above, the distribution of the participants according to their departments showed that with a great surplus, 71% of all instructors was from ELT departments, 29% from Literature departments, and no percentage was allocated for other departments.

Age:

Ages of the participants are grouped into six as: 20-25, 26-30, 31-35, 36-40, 41-45, and 46+. 1,5,9,6,1,2 were the numbers of the participants in age groups successively.

Table 4.16: Moderate Level of Burnout Age Variable

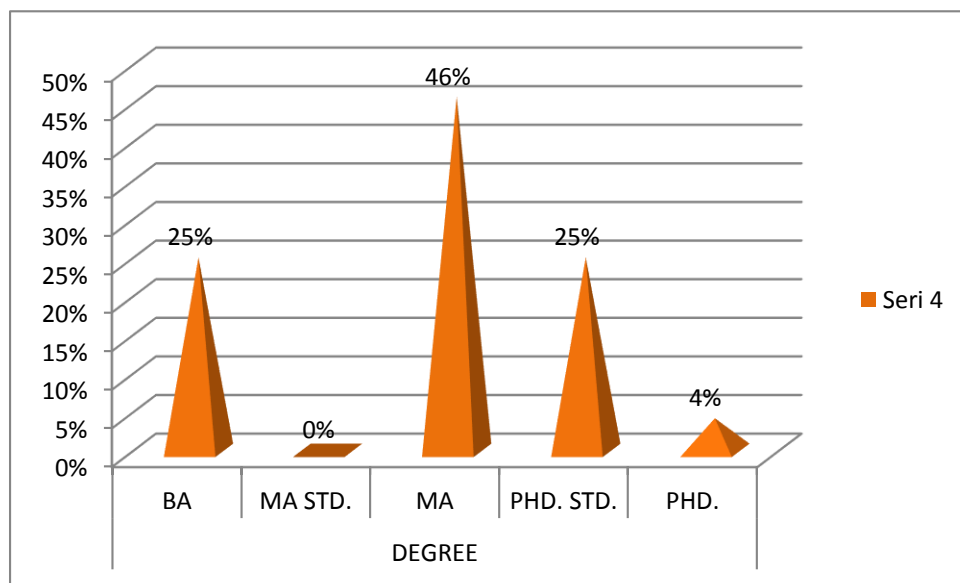


To explain it in detail, there was only one instructor at the age group “20-25” with a distribution of 4%, five instructors were for age group “26-30” with a proportion of 21%, 9 for “31-35” with 38%, which makes it the exceeding and dominant age group, 6 for “36-40” with 25%, again only 1 for “41-45” with 4%, and two were from “46+” of 8%.

Degree:

Studying the table presented below thoroughly, as can be inferred, with a proportion of 46% the group of instructors having an MA degree goes far beyond that of the other degrees. The distribution of the degrees for Moderate level of Burnout is as follows: 6 instructors with BA degrees, no MA students, 11 with MA degrees, 6 Ph.D students, and only one instructor having a Ph. D. degree.

Table 4.17: Moderate Level of Burnout Degree Variable

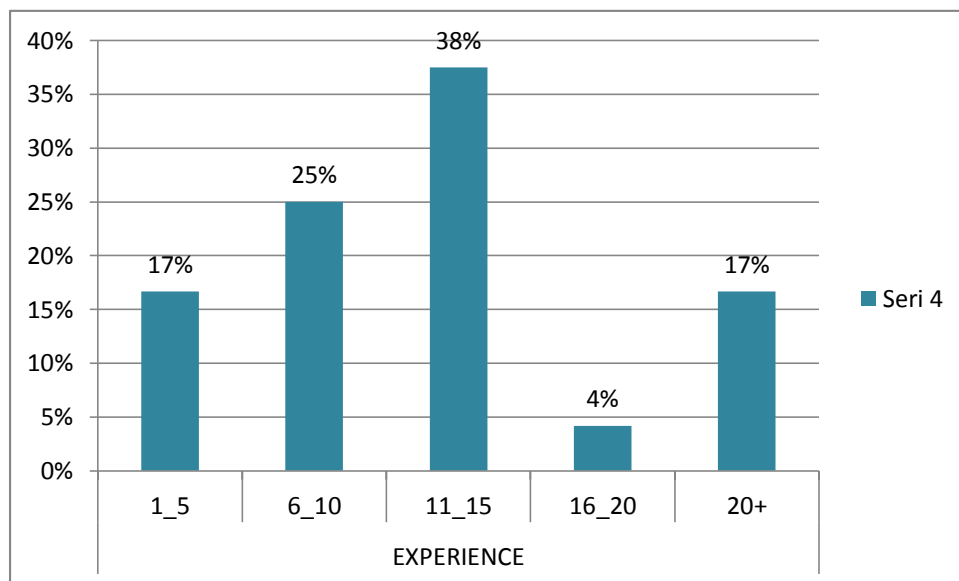


Participants with BA degrees made up the 25% of the Moderate level of Burnout group, Ma students 0%. The ones with MA degrees were 46% of all, Ph.D. students were 25%, and there was the instructor with a Ph.D. with 4%.

Experience:

Within the first category, 4 participants had experience of 1-5 years. 6 participants were in the group of 6-10 years of experience. With the highest population, 9 were in the group of 11-15. 1 had experience between 11-15 years, and 4 were experienced with 20 years and more.

Table 4.18: Moderate Level of Burnout *Experience* Variable



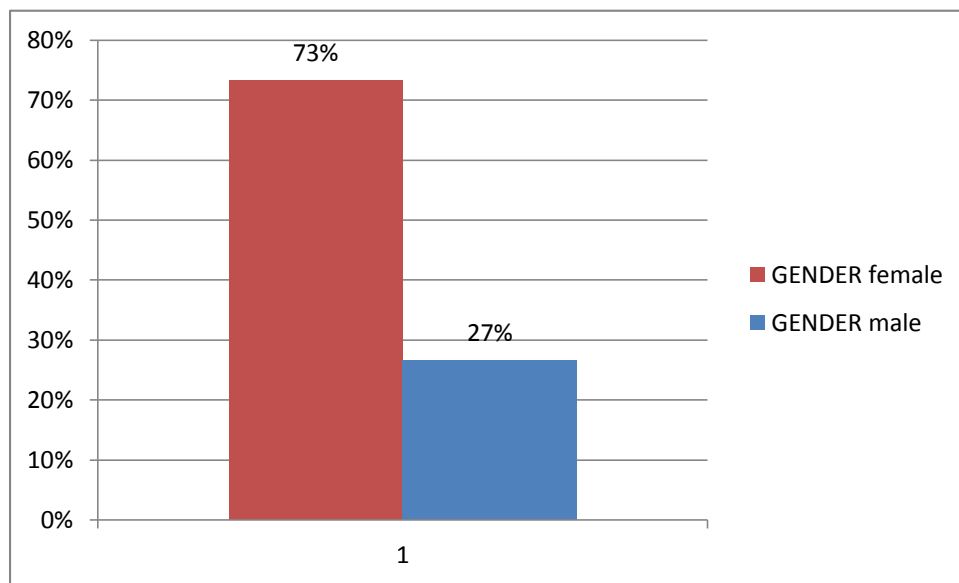
The data shows that 17% of the participants had experience between 1-5 years, 25% had experience of 6-10 years, 38% were in the experience group of 11-15 with the highest proportion, 4% had experience between 16-20 years, and finally 17% were experienced with 20 years and more. Studying the statistics provided, it can be said that the participants of 11 to 15 years of experience surplus the percentage of the others and dominate the group of Moderate Level of Burnout.

4.3.1.2.3 Burnout Level 3: HIGH

Gender:

Of a total number of 15 instructors at high level of burnout, 11 were female with a great deal of 73%, and 4 were male with a proportion of 27%.

Table 4.19: High Level of Burnout *Gender* Variable

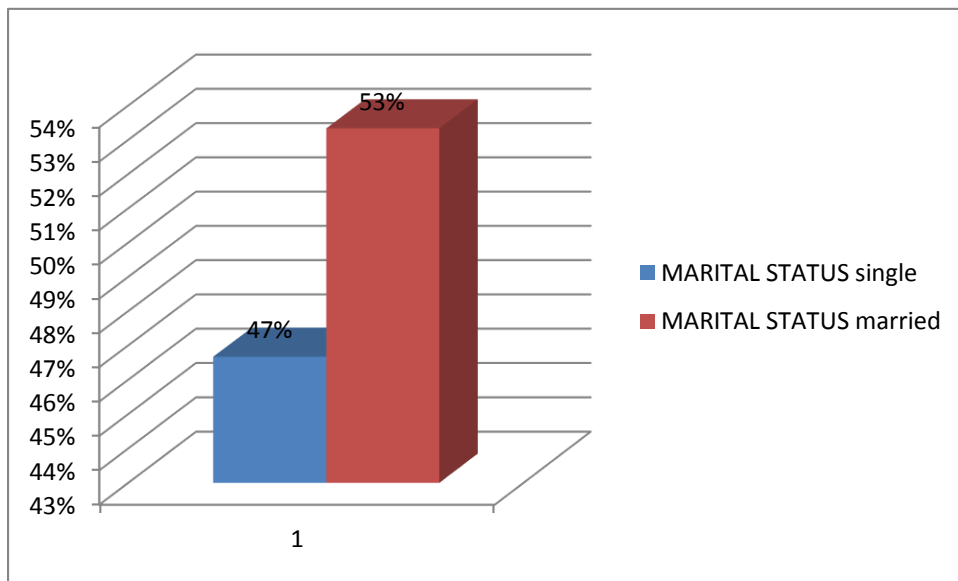


Having a general look at the table above and studying the data provided, it could be said that the number of females surplus the percentage of the males.

Marital Status:

The distribution of the numbers of instructors according to their marital status is nothing much of a difference. Out of 15 academic staff members, single ones constitute 47% with a number of 7 participants; where married ones make up a very close percentage- 53% of the total number of the participants with only 8 instructors.

Table 4.20: High Level of Burnout *Marital Status* Variable

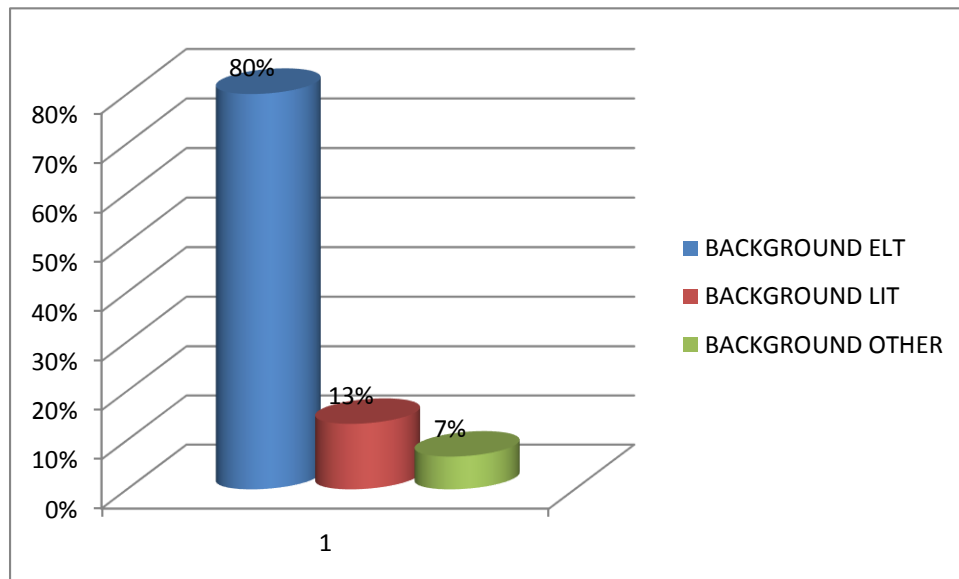


Although not with a difference of a big deal, the statistics show that married ones exceed the number of the single ones according to their high level of burnout.

Background:

The distribution of the background, a total number of 15 participants is made up of 12 instructors from ELT departments, 2 from Literature departments, and 1 from other departments. The participants from ELT departments surplus literature and other departments with a great proportion of 80%. Instructors from literature departments have a proportion of 13%, followed by other departments with 7%.

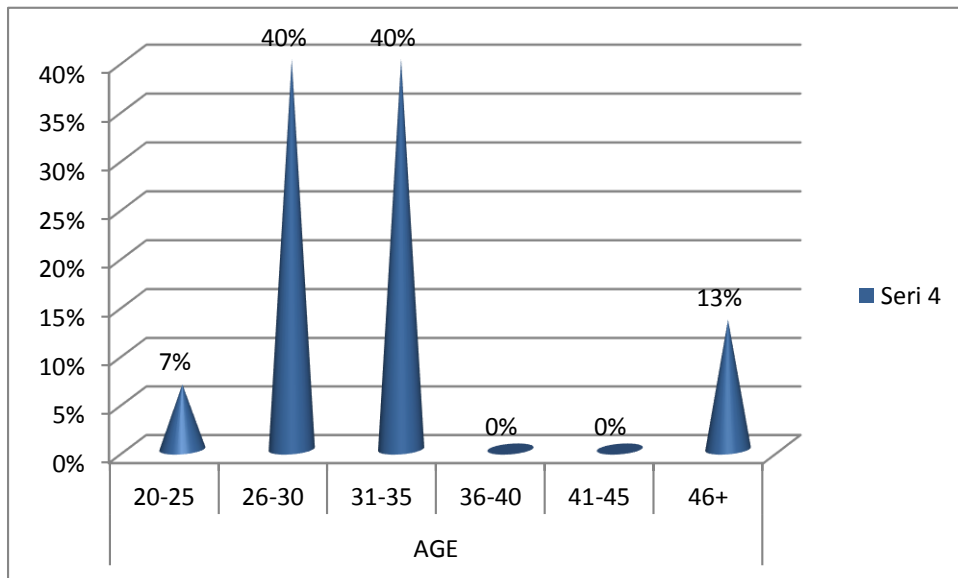
Table 4.21: High Level of Burnout *Background* Variable



Age:

The age groups of high level of burnout is somewhat focused between the age groups of 26-30 and 31-35. So, the highest proportions are that of between 26-30 & 31-35. As seen in the table, both 6 instructors of the mentioned age groups have a proportion of 40%. There were no participants from age groups of 36-40 and 41-45. From the age group 46+, there were two instructors with 13%. Only one instructor at the age group of 20-25 makes up the 7% of the total number of all participants.

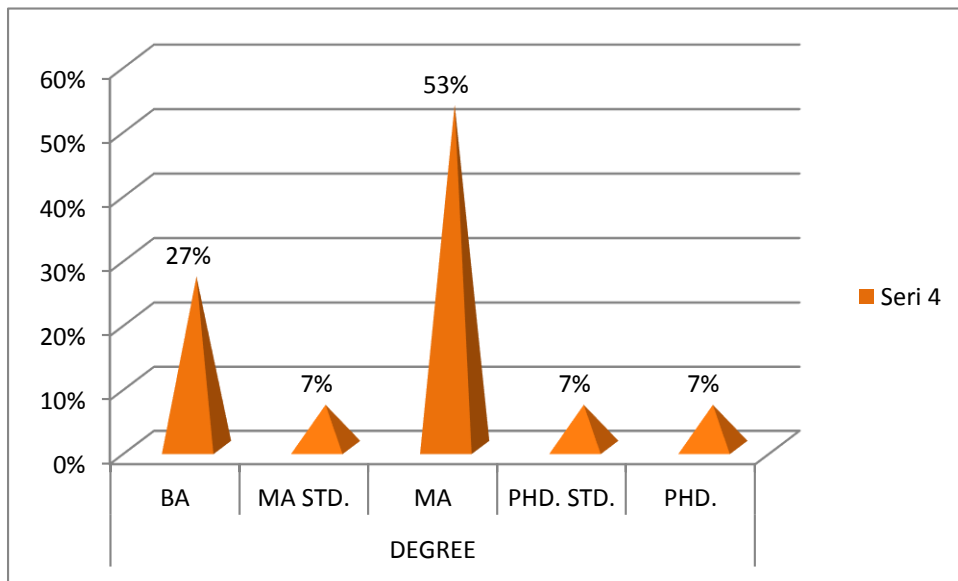
Table 4.22: High Level of Burnout Age Variable



Degree:

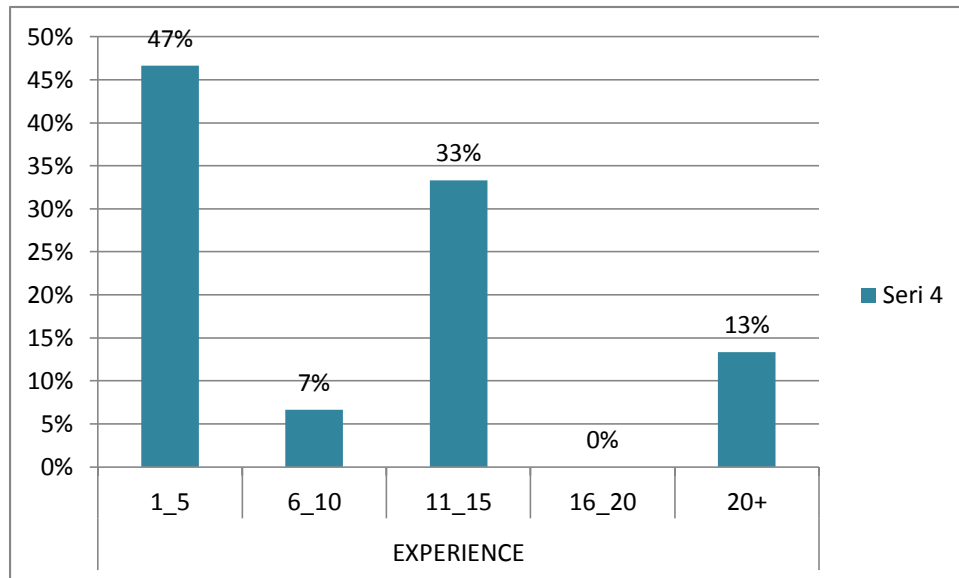
With the highest proportion, 8 participants with an MA degree dominate the others with 53%. The rest of the group consists of 4 BA graduates with 27%; and one MA student, a Ph.D. student, and a participant with Ph.D. degree with 7% each.

Table 4.23: High Level of Burnout *Degree* Variable



Experience:

Table 4.24: High Level of Burnout Experience Variable



Of all 15 participants with a high level of burnout, 7 were at the experience group of 1-5 with the highest proportion of 47%. The ones experienced with years between 6-10 is made up of only one instructor, which is only 7% of all; and 5 participants between 11-15 years is 33% of all. There were no participants from experience group of 16-20. The rest-13%- is made up of 2 instructors with an experience of 20+. That's why it can be easily said that the experience group of 1-5 years dominate high-level-of-burnout instructors according to experience.

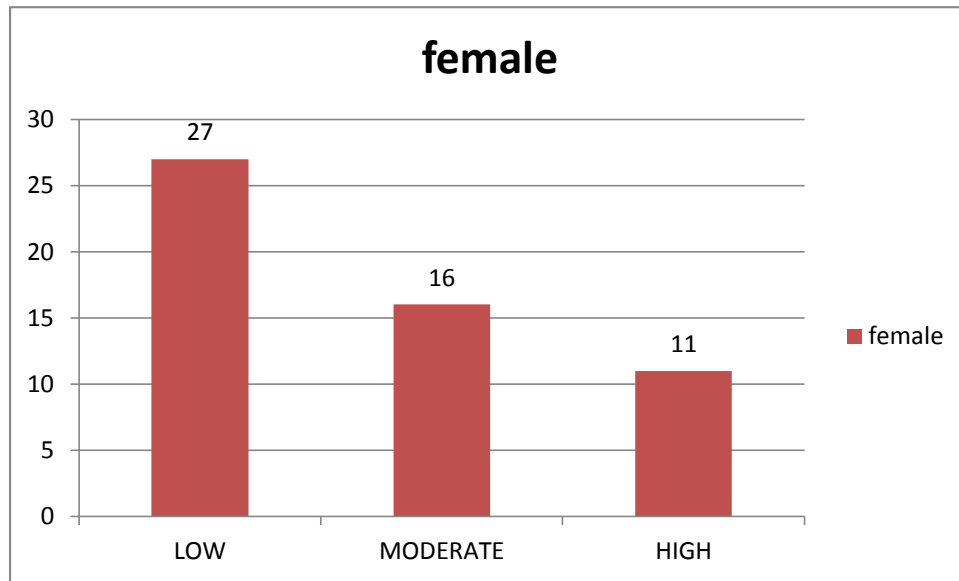
4.3.1.3 Findings according to Variables

The interpretation of the Burnout Levels is made in terms of variables and the data presented previously. The findings are interpreted according to *gender, marital status, background, age, degree, and experience*.

Gender:

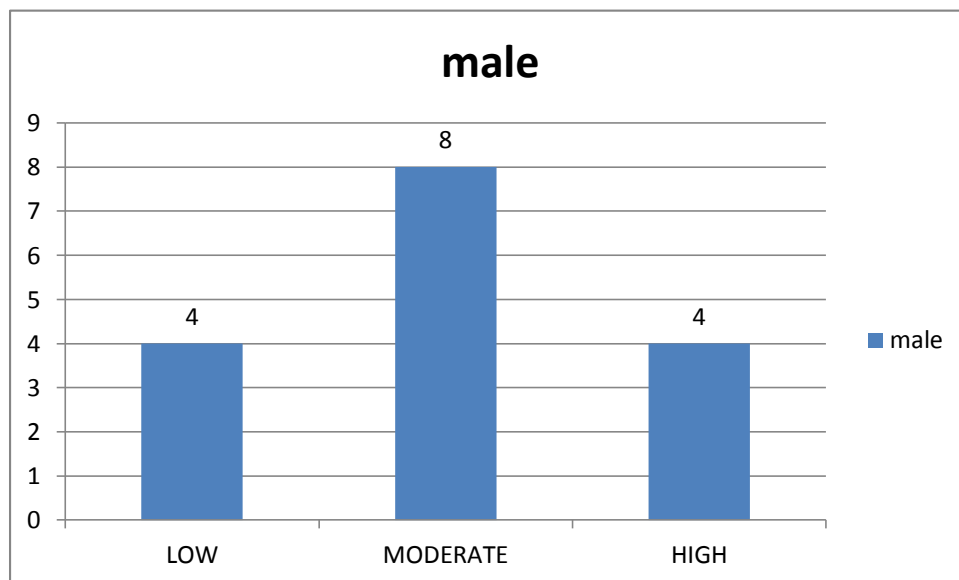
Out of 54 females, the distribution to burnout levels is as follows: 27 for low level of burnout, 16 for moderate level of burnout, and 11 for high level of burnout. As can be understood from the statistics given, it could be said that the highest proportion of females is at low level.

Table 4.25: Gender Variable- Female



As for the males, the statistics show that they are equally distributed to high and low levels of burnout with a dominance of moderate level of burnout. The frequencies of males are 4 for low and high, and 8 for moderate.

Table 4.26: Gender Variable- Male



As can be inferred from the tables, statistics, and data provided above; it could be said that females pile up at low level of burnout, whereas males do at moderate level of burnout.

Table 4.27: Group Statistics- Gender

Group Statistics					
	gender	N	Mean	Std. Deviation	Std. Error Mean
Emotional exhaustion	1	54	1.67	.752	.102
	2	16	1.88	.806	.202
Depersonalisation	1	54	1.39	.656	.089
	2	16	1.69	.602	.151
Personal accomplishment	1	54	1.83	.720	.098
	2	16	2.25	.683	.171

Gender variable: female (1) male (2)

Table 4.27 demonstrates the scores and the details of in-service teachers' burnout levels in terms of gender. As seen in the table, a mean of 1.67 was scored by 54 female in-service teachers, which was 1,88 for the case of 16 male in-service teachers within the dimension of *Emotional Exhaustion*. The mean scores of females and males are 1.39 and 1.69 respectively in terms of *Depersonalisation*. For the dimension of *Personal Accomplishment*, mean score of the female participants was 1.83, and the males was 2.25. Both males and females scored more in *Personal accomplishment*, and for all dimensions males scored more than the females.

For each of the dimensions mentioned, the burnout distributions are presented as follows for males and females:

Table 4.28: Burnout Dimensions for Gender

EMOTIONAL EXHAUSTION					
LOW (33)		MODERATE (24)		HIGH (13)	
Female	Male	Female	Male	Female	Male
27	6	18	6	9	4
DEPERSONALISATION					
LOW (44)		MODERATE(20)		HIGH(6)	
Female	Male	Female	Male	Female	Male
38	6	11	9	5	1
PERSONAL ACCOMPLISHMENT					
LOW (21)		MODERATE (33)		HIGH (16)	
Female	Male	Female	Male	Female	Male
2	19	25	8	10	6

As can be inferred; in terms emotional exhaustion, the frequency of females are much more in low level of burnout whereas the frequency of the males are much the same in low and moderate level of burnout. When it comes to depersonalisation, females pile up in low and the males in moderate levels of burnout. For personal accomplishment, females' frequency is on moderate but males' is on low. An overall look at the table, it's shown that frequencies of the females are much more piled up in low levels of burnout than that of the males.

Table 4.29: Independent Samples Test- Gender

Independent Samples Test

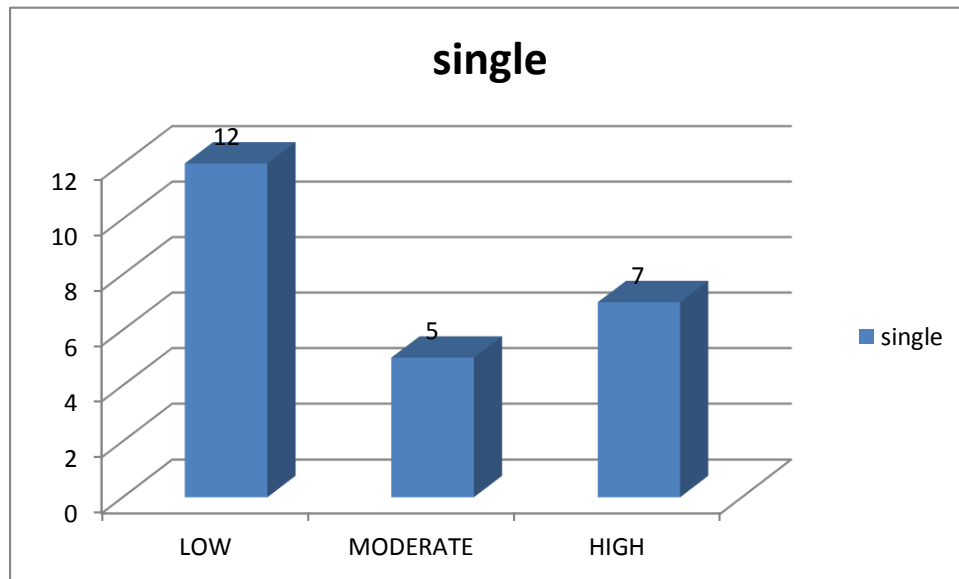
		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Emotional exhaustion	Equal variances assumed	-.957	68	.342
	Equal variances not assumed	-.922	23.300	.366
Depersonalisation	Equal variances assumed	-1.627	68	.108
	Equal variances not assumed	-1.706	26.494	.100
Personal accomplishment	Equal variances assumed	-2.055	68	.044
	Equal variances not assumed	-2.116	25.721	.044

Studying the table 4.29, according to the Sig. (2-tailed) scores of the t-test for equality of means being $> .05$ it can be concluded that there was no significant difference between male and females in terms of *Emotional Exhaustion* and *Depersonalisation*. However, for the dimension of *Personal Accomplishment*, the Sig. (2-tailed) scores of the t-test for

equality of means being $< .05$, it can be inferred that there was significant difference between female and male in-service teachers in favour of males (see Table 4.27, mean score being 2.25 in *Personal Accomplishment*).

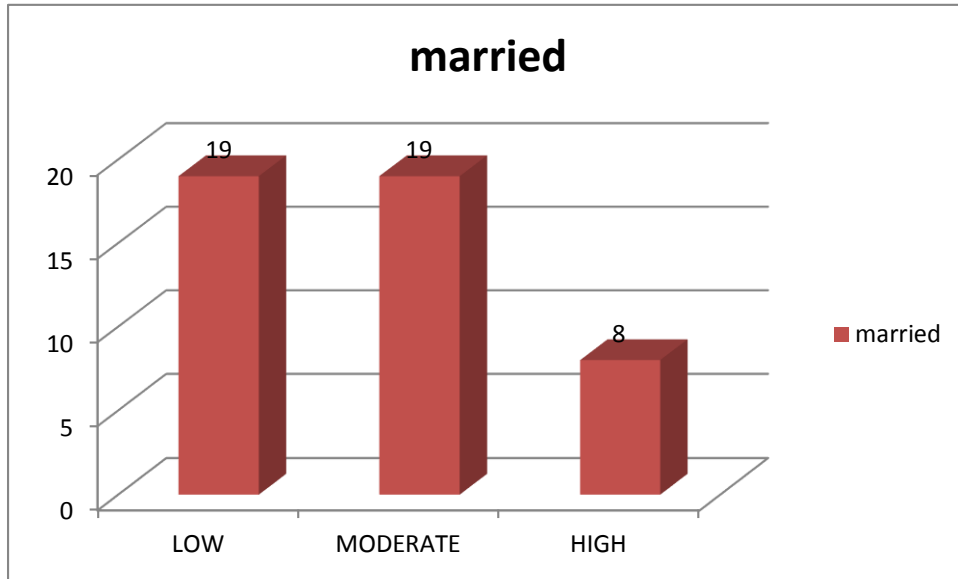
Marital Status

Table 4.30: Marital Status Variable- Single



An overall view of the variable of *marital status* can be seen in the table above. Of the total number of 24 single participants; 12 belong to Low, 5 belong to Moderate, and 7 to High levels of burnout. As seen above, the highest proportion of the single ones are at low level.

Table 4.31: Marital Status Variable- Married



Out of a total number of 46 married participants, 38 are equally divided to Low and Moderate levels of burnout. The rest of the participants – 8 of them- are at High level of burnout. So, it can be concluded that married ones have equal dominance at Low and Moderate levels of burnout.

Table 4.32: Group Statistics- Marital Status

Group Statistics

	status	N	Mean	Std. Deviation	Std. Error Mean
Emotional exhaustion	1	24	1.71	.806	.165
	2	46	1.72	.750	.111
Depersonalisation	1	24	1.50	.780	.159
	2	46	1.43	.583	.086
Personal Accomplishment	1	24	1.88	.797	.163
	2	46	1.96	.698	.103

Marital status variable: (1) single (2) married

Table 4.32 demonstrates the scores and the details of in-service teachers' burnout levels in terms of marital status. According to the table, as can be seen above, the mean score of the

single ones is 1.71, and the married ones 1.72 for the dimension of *Emotional Exhaustion*. A mean score of 1.50 belongs to single participants which is 1.43 for the married ones within the dimension of *Depersonalisation*. For the dimension of *Personal Accomplishment*, mean score of the singles is 1.88, and the married ones is 1.96. Married ones scored more than the single ones except for the *Depersonalisation* dimension. Both males and females scored more in Personal accomplishment. As the group statistics are not enough to give us insights about the detailed relationship between the single and married participants, it is wise to study independent samples test table provided below.

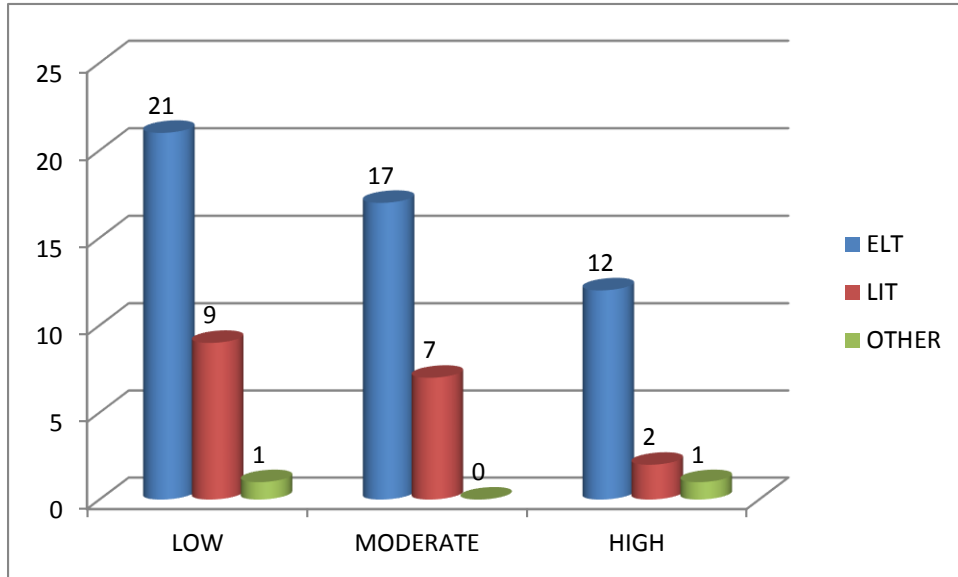
Table 4.33: Independent Samples Test- Marital Status
Independent Samples Test

		t-test for Equality of Means		
		t	df	Sig. (2-tailed)
Emotional exhaustion	Equal variances assumed	-.047	68	.963
	Equal variances not assumed	-.046	43,885	.964
Depersonalisation	Equal variances assumed	.395	68	.694
	Equal variances not assumed	.360	36.767	.721
Personal accomplishment	Equal variances assumed	-.442	68	.660
	Equal variances not assumed	-.423	41.653	.674

For all dimensions of *Emotional Exhaustion*, *Depersonalisation*, and *Personal accomplishment*; having studied the table of independent samples test, Sig. (2-tailed) scores of the t-test for equality of means being $> .05$; it can be concluded that there was no significant difference between single and married participants.

Department

Table 4.34: Department/Background Variable



Of the total number of 70 participants, 50 were ELT graduate, 18 were Literature Departments, and two from others. As seen above, all the participants except for the ones from Other departments have an inclination to have the highest proportion at Low Level of Burnout. 2 participants of Other departments are equally divided to the groups of High and Low levels of burnout.

Table 4.35: Descriptives- Department Variable

		N	Mean	Std. Deviation	Std. Error
Emotional exhaustion	1	50	1.80	.808	.114
	2	18	1.50	.618	.146
	3	2	1.50	.707	.500
	Total	70	1.71	.764	.091
Depersonalisation	1	50	1.54	.706	.100
	2	18	1.22	.428	.101
	3	2	1.50	.707	.500
	Total	70	1.46	.652	.078
Personal accomplishment	1	50	1.96	.727	.103
	2	18	1.83	.707	.167
	3	2	2.00	1.414	1.000
	Total	70	1.93	.729	.087

Background Variable: (1)ELT (2) LIT (3) Other

Table 4.35 presents the burnout levels and the dimensions of the participants in terms of their background. According to the results of *Emotional Exhaustion* variable, the mean score of ELT graduates is 1.80 whereas Literature and other department graduates is 1.50 . For the dimension of *Depersonalisation*, the mean scores are 1.54; 1.22; and 1.50 respectively. In terms of *Personal accomplishment*, the mean score of 1.96 belongs to the graduates of ELT; 1.83 to graduates of Literature departments; and 2.00 to that of other departments. For all the dimensions except for the *Personal Accomplishment*, ELT graduates scored more. Only for *Personal Accomplishment*, graduates of Other departments scored more. All the participants of different backgrounds scored more in Personal accomplishment. As the group statistics are not enough to give us insights about the detailed relationship between the single and married participants, it is wise to study independent samples test table provided below.

Table 4.36: Anova Findings- Department Variable

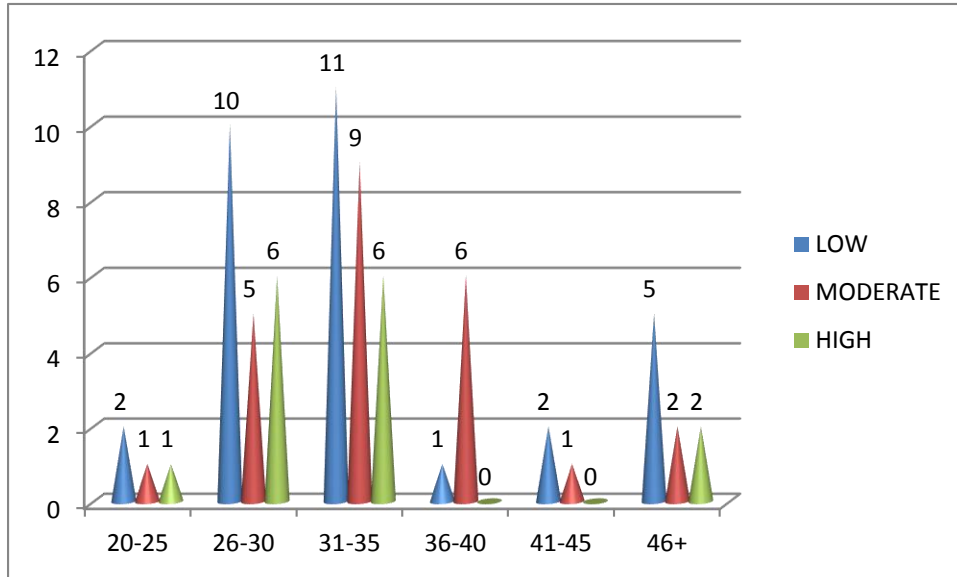
ANOVA

		F	Sig.
Emotional exhaustion	Between Groups	1.104	.337
	Within Groups		
	Total		
Depersonalisation	Between Groups	1.602	.209
	Within Groups		
	Total		
Personal accomplishment	Between Groups	.205	.815
	Within Groups		
	Total		

For all dimensions of *Emotional Exhaustion*, *Depersonalisation*, and *Personal accomplishment*; having studied the table of ANOVA, significance scores being $> .05$; it can be concluded that there was no significant difference between the groups of departments of the participants.

Age

Table 4.37: Age Variable



The age distribution of the participants is as follows: there were 4 participants of age group of 20-25; 21 of 26-30; 26 of 31-35; 7 of 36-40; 3 of 41-45; and finally 9 of 46+. Naturally, the age group of 31-35 has the highest proportions. All of the participants except for the age group of 36-40 have the highest proportion at Low level of burnout. However; age group of 36-40 has the highest proportion at Moderate level of burnout.

Table 4.38: Descriptives- Age Variable

		N	Mean	Std. Deviation	Std. Error
Emotional exhaustion	1	4	1.25	.500	.250
	2	21	1.86	.854	.186
	3	26	1.81	.801	.157
	4	7	1.57	.535	.202
	5	3	1.33	.577	.333
	6	9	1.56	.726	.242
	Total	70	1.71	.764	.091
Depersonalisation	1	4	1.25	.500	.250
	2	21	1.57	.746	.163
	3	26	1.38	.637	.125
	4	7	1.57	.535	.202
	5	3	1.33	.577	.333
	6	9	1.44	.726	.242
	Total	70	1.46	.652	.078
Personal accomplishment	1	4	1.75	.957	.479
	2	21	1.76	.768	.168
	3	26	2.00	.632	.124
	4	7	2.43	.535	.202
	5	3	2.00	1.000	.577
	6	9	1.78	.833	.278
	Total	70	1.93	.729	.087

Age Variable: (1) 20-25 (2) 26-30 (3) 31-35 (4) 36-40 (5) 41-45 (6) 46+

The table demonstrates the scores and the details of in-service teachers' burnout levels in terms of age. Mean scores of the three dimensions are presented above. According to

Emotional Exhaustion, the mean scores of the ages are 1.25 for the age group 20-25, 1.86 for the age group 26-30, 1.81 for the age group 31-35, 1.57 for the age group 36-40, 1.33 for the age group 41-45, and finally 1.56 for the age group 46+. Within the dimension of *Depersonalisation*, the mean scores are 1.25, 1.57, 1.38, 1.57, 1.33, and 1.44 for the age groups respectively. The mean scores of the age groups for *Personal Accomplishment* are 1.75, 1.76, 2.00, 2.43, 2.00, and 1.78 respectively again. At *Emotional Exhaustion*, the age group of 26-30 scored more; at *Depersonalisation*, the age groups of 26-30 and 36-40 scored more; and for the *Personal Accomplishment*, the age group of 36-40 scored more than the others.

Studying the mean scores according to the age groups, it can be concluded that all age groups except for the age group of 26-30 which has higher scores at emotional exhaustion; scored more at Personal accomplishment. Studying the Anova results provides insights about the details and differences between the groups.

Table 4.39: Anova Findings- Age Variable

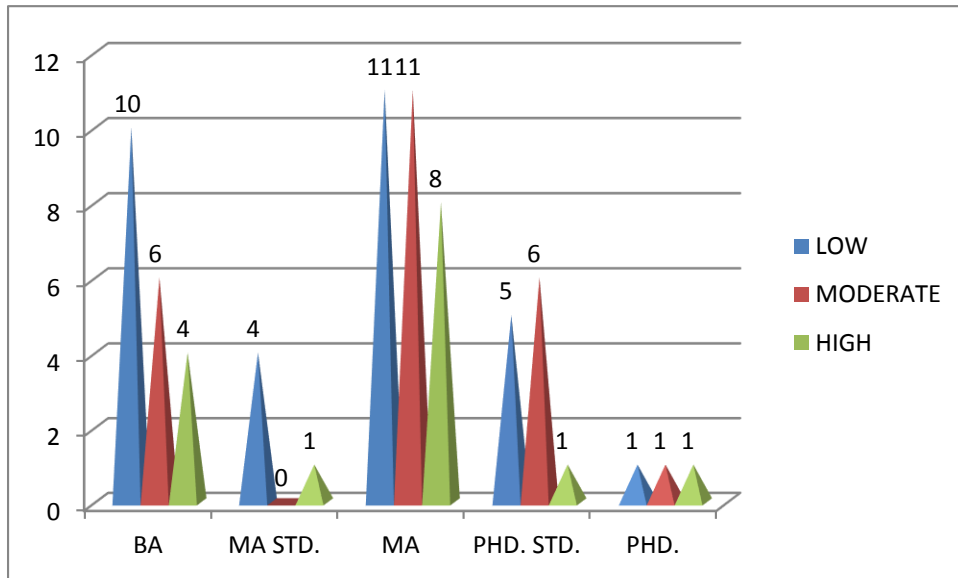
ANOVA

		F	Sig.
Emotional exhaustion	Between Groups	.783	.566
	Within Groups		
	Total		
Depersonalisation	Between Groups	.322	.898
	Within Groups		
	Total		
Personal accomplishment	Between Groups	1.065	.388
	Within Groups		
	Total		

For all dimensions of *Emotional Exhaustion*, *Depersonalisation*, and *Personal accomplishment*; having studied ANOVA results, significance scores being $> .05$; it can be concluded that there was no significant difference between the groups of departments of the participants.

Degree

Table 4.40: Degree Variable



Of the total number of 70 participants; 20 had BA degrees, 5 were MA students, 30 had MA degrees, 12 were Ph.D. students, and 3 had Ph.D. degrees. As can be understood from the table, the ones with BA degrees and MA students had their highest proportions at Low level of burnout; however it's not the case for the others. The participants with MA degrees have equal dominance at Low and Moderate levels of burnout. Ph.D. students have the highest proportion at Moderate level of burnout, where the frequencies of the ones with Ph.D. degrees are equal for all dimensions.

Table 4.41: Descriptives- Degree Variable

		N	Mean	Std. Deviation	Std. Error
Emotional exhaustion	1	20	1.60	.754	.169
	2	30	1.83	.791	.145
	3	5	1.40	.894	.400
	4	12	1.67	.651	.188
	5	3	2.00	1.000	.577
	Total	70	1.71	.764	.091
Depersonalisation	1	20	1.40	.598	.134
	2	30	1.53	.681	.124
	3	5	1.40	.894	.400
	4	12	1.33	.651	.188
	5	3	1.67	.577	.333
	Total	70	1.46	.652	.078
Personal accomplishment	1	20	1.80	.696	.156
	2	30	2.03	.765	.140
	3	5	1.60	.894	.400
	4	12	2.00	.603	.174
	5	3	2.00	1.000	.577
	Total	70	1.93	.729	.087

Degree variable: (1)BA (2)MA st. (3) MA (4) Ph.D. st. (5) Ph.D.

The table presents the data about the burnout levels of the participants in terms of degrees. The mean scores of the degree groups are presented within three dimensions. For *Emotional Exhaustion*, the mean scores are 1.60 for the ones with BA degrees, 1.83 for the MA students, 1.40 for MA degree, 1.67 for Ph.D students, and 2.00 for Ph.D. degree. In this dimension, Ph.D. degree had the highest scores. For *Depersonalisation*; the mean scores are 1.40, 1.53, 1.40, 1.33, and 1.67 respectively. Again the participants with Ph.D. degrees scored more than the others within this dimension. For *Personal Accomplishment*; the mean scores respectively again are 1.80, 2.03, 1.60, 2.00, and 2.00. Here at this dimension, MA students scored more.

Table 4.42: Anova Findings- DegreeVariable

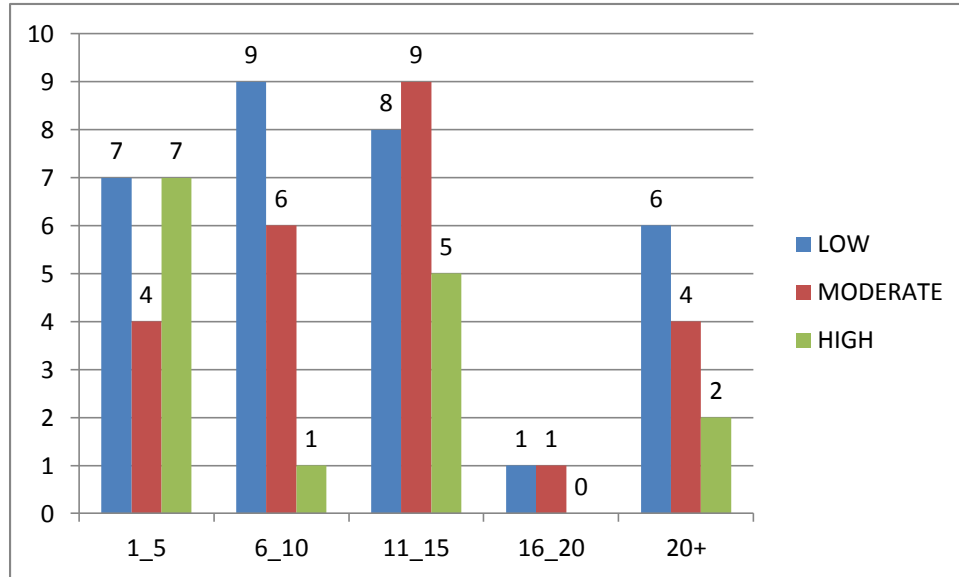
ANOVA

		F	Sig.
Emotional exhaustion	Between Groups	.608	.658
	Within Groups		
	Total		
Depersonalisation	Between Groups	.322	.862
	Within Groups		
	Total		
Personal accomplishment	Between Groups	.586	.674
	Within Groups		
	Total		

Studying the ANOVA results of the *Emotional Exhaustion*, *Depersonalisation*, and *Personal accomplishment* scores of the participants in terms of degree; significance scores being $> .05$; it can be said that there was no significant difference between the groups of participants in terms of their degrees.

Experience

Table 4.43: Experience Variable



The distribution of the participants in terms of their experience is as follows: there were 18 with the experience of 1-5 years; 16 with 6-10; 22 with 11-15; 2 with 16-20; and 12 with experience more than 20 years. The participants with the experience of 6-10 years and 20+ had their highest proportions at Low level of burnout; and the ones with 11-15 years of experience at Moderate level of burnout. 1-5 years of experienced participants have equal dominance at Low and High levels of burnout; where the case is for Low and Moderate levels of burnout with 16-20 years of experience.

Table 4.44: Descriptives- Experience Variable**Descriptives**

		N	Mean	Std. Deviation	Std. Error
Emotional exhaustion	1	18	1.94	.873	.206
	2	16	1.44	.629	.157
	3	22	1.91	.750	.160
	4	2	1.00	.000	.000
	5	12	1.50	.674	.195
	Total	70	1.71	.764	.091
Depersonalisation	1	18	1.61	.778	.183
	2	16	1.25	.447	.112
	3	22	1.45	.671	.143
	4	2	1.50	.707	.500
	5	12	1.50	.674	.195
	Total	70	1.46	.652	.078
Personal accomplishment	1	18	1.78	.808	.191
	2	16	1.81	.655	.164
	3	22	2.18	.664	.142
	4	2	2.00	.000	.000
	5	12	1.83	.835	.241
	Total	70	1.93	.729	.087

Demonstrated in Table 4.44, are the scores and the data of the in-service teachers' burnout levels in terms of their experience. Mean scores of the three dimensions are highlighted and written bold. In terms of *Emotional Exhaustion*; the mean scores of 1-5 years of experienced participants are 1.94; 6-10 years are 1.44, 11-15 years are 1.91, 16-20 years are 1.00, and 20+ years are 1.50.

Within the dimension of *Depersonalisation*, the mean scores are 1.61 for 1-5 yrs., 1.25 for 6-10 yrs.; 1.45 for 11-15 yrs., and 1.50 for the groups of 16-20 and 20+. For *Personal Accomplishment*; the mean scores are 1.78, 1.81, 2.18, 2.00, and 1.83 respectively.

Having an overall study of the data provided above, among all within the dimension of *Emotional exhaustion* and *Depersonalisation*, the experience group of 1-5 years scored more; and at *Personal Accomplishment* the experience group of 11-15 years did. To have better understanding of the phenomenon, studying the ANOVA results is the next step.

Table 4.45: Anova Findings- Experience Variable
ANOVA

		F	Sig.
Emotional exhaustion	Between Groups	2.087	.093
	Within Groups		
	Total		
Depersonalisation	Between Groups	.656	.625
	Within Groups		
	Total		
Personal accomplishment	Between Groups	1.015	.406
	Within Groups		
	Total		

Having studied the ANOVA results given; for all dimensions of *Emotional Exhaustion*, *Depersonalisation*, and *Personal accomplishment*; it can be concluded that significance scores being $> .05$; there was no significant difference between the groups of departments of the participants.

4.3.1.4 Overall Interpretation of the MBI Findings

MBI (Maslach Burnout Inventory) was used in this dissertation so as to gather quantitative data of burnout levels of the participants and in this way, to answer the research questions mentioned before. To start with, keeping the research questions in mind, and taking all the data gained into consideration; it can be concluded that the scale served the purpose of the study.

To answer the “Research Question 2: What are the burnout levels of in-service EFL teachers?”, the previous data can be used. It was concluded that there were participants of all burnout levels. Out of 70 participants; 31 were at Low level, 24 at Moderate, and 15 at High Level of Burnout. Therefore, the proportion of the participants at Low level was the biggest, followed by Moderate and High levels. The participants were categorised to these groups according to Maslach Burnout Inventory Manual. To have a better and deeper understanding of the phenomenon; the data was also analysed according to different variables of gender, marital status, background, age, degree, and experience.

The following tables provide an overview and extensive data of the study. Below, the tables indicate the highest frequencies of the groups, and the differences:

Table 4.46: Highest Frequencies According to the Levels of Burnout

According to the levels of Burnout						
	<i>Gender</i>	<i>Marital Status</i>	<i>Background</i>	<i>Age</i>	<i>Degree</i>	<i>Experience</i>
LOW	Female	Married	ELT	31-35	MA	6-10
MODERATE	Female	Married	ELT	31-35	MA	11-15
HIGH	Female	Married	ELT	26-30/31-35	MA	1-5

Table 4.47: Highest Frequencies According to the Variables

According to the Variables			
	<i>LOW</i>	<i>MODERATE</i>	<i>HIGH</i>
GENDER	Female	Male	
MARITAL STATUS	Single Married	Married	
BACKGROUND	Elt Literature Other		Other
AGE	20-25 26-30 31-35 41-45 46+	36-40	
DEGREE	BA MA student MA Ph.D.	MA Ph.D. student Ph.D.	Ph.D.
EXPERIENCE	1-5 6-10 16-20 20+	11-15 16-20	1-5

Table 4.48: Highest Frequencies According to the Dimensions

According to the Dimensions						
	<u>Gender</u>	<u>Marital Status</u>	<u>Background</u>	<u>Age</u>	<u>Degree</u>	<u>Experience</u>
EMOTIONAL EXHAUSTION	NO significant difference found	NO significant difference found	NO significant difference found	NO significant difference found	NO significant difference found	NO significant difference found
DEPERSONALISATION	NO significant difference found	NO significant difference found	NO significant difference found	NO significant difference found	NO significant difference found	NO significant difference found
PERSONAL ACCOMPLISHMENT	<i>Significant difference found-in favour of males</i>	NO significant difference found	NO significant difference found	NO significant difference found	NO significant difference found	NO significant difference found

In terms of *Gender*; at Low, Moderate, and High levels of Burnout; females surplus the number of the males. However, taking the independent samples test scores into consideration to find out the difference between groups which showed that there was no difference between

females and males in terms of Emotional exhaustion and Depersonalisation, but for Personal Accomplishment, this can be explained with the exceeding total number of females (n females: 54 n males: 16). Supporting the previous data, females pile up at low levels of burnout with statistics of 50% and males at moderate levels; which may lead to the idea that females suffer at low levels of burnout more than males.

Again it's the case for *Marital Status*, single participants being (n=24) and married ones (n=46); married participants exceed the number of the singles in all three levels of burnout. There was again no difference between the groups in terms of dimensions -Emotional exhaustion, Depersonalisation, and Personal Accomplishment according to the independent samples test scores. However, the data according to the variables indicate that singles pile up at low levels where married ones do at low and moderate levels.

As for *Background*, ELT graduates go far beyond the others in all three levels of burnout. However; as the independent samples test scores indicate that there was no difference between the groups; and also supported with the fact that the number of ELT graduates is intense at Low levels of burnout; this data can be explained with the exceeding total number of ELT graduates among the participants (n ELT=50 n LIT=18 n Other=2).

For the *Age* variable; in all three levels of burnout the age group of 31-35 shines out. Only for the high level of burnout, the age group of 26-30 accompanies. Also, the findings of the variables data show that these two groups pile up at Low level of burnout. However; the Anova results indicate that there was no significant difference between age groups. So, again this can be explained with the exceeding numbers of these two age groups (n 26-30=21 n 31-35=26). Still the fact that there was an intensity of young age groups at all burnout levels should be kept in mind.

In terms of *Degree*, although Anova results point to the fact that there was no significant difference between the groups; the highest proportions at all burnout levels belong to that of the MAs. It can be explained again with the exceeding number of MA degrees (n= 30), without underestimating the pile up of the group at low& moderate levels. Also studying the results of all degrees according to the variables, it's seen that as long as the degrees of the participants go higher, the burnout levels are more inclined to move towards moderate and high (highest proportion of BA: Low/ MA st.: Low/ MA: Low&Moderate/Ph.D. st.: Mod/ Ph.D.:Low/Moderate/High).

The last but not the least, for *Experience*, there's much to say. At low level of burnout, participants with 6-10 years of experience surplus the others. It's the case for the 11-15 years of experience for Moderate level of burnout, and 1-5 years of experience for High level of burnout. It can be said that levels of burnout are divided into experience groups. The fact that High level of burnout is much more occupied by the participants of experience group 1-5 years (almost half of the burnout level group n=7 out of 15 total) may give insights towards the relationship between experience and burnout. Still there's no direct finding pointing to a difference among experience groups according to Anova results. However, out of 18 participants at 1-5 experience group the distribution was /7low/4moderate/7 high/. Although it cannot be explained through the fact that as experience lacks, burnout goes up; it still provides insights as nearly 50% belong to high level of burnout. As for the experience group of 6-10, it can be said that the majority of the low level of burnout is occupied by them and also it's supported by the results that most of this age group is at low level of burnout in total- 9low/6mod/1high. It can be explained through young age and still getting experienced through years. The fact that 11-15 years of experience has dominance at moderate levels of burnout, and also majority of it being a part of this burnout level; although there's no ANOVA finding indicating that, it may give insights on the fact that there is relation between experience and burnout. Conversely, 20+ experience group has majority at low levels of burnout indicating that there is a relation between experience and burnout levels not directly and up to a year.

To sum up; searching for the answers of the following research questions, handling them one by one would be wise:

“Research Question 5: Is there difference between the burnout levels of in-service EFL teachers according to experience (0-5 yrs/10+ yrs) ?”

According to Table 4.5, it's seen that the distribution of participants at 1-5 years of experience is 18 (nLow:7/nMod:4/nHigh:7); and 10 + years of experienced participants as 36 (nLow:15/nMod:14/nHigh:7). As for the data, and also taking it from the aspect of findings according to variables with Tables 4.43 and 4.47, it can be concluded that the numbers of 1-5 years experienced participants are equally distributed to Low and High levels; whereas the ones of 10+ experience are mostly and intensively piled up at low & moderate.

Table 4.12 provides data of findings according to Low level of Burnout. Of all participants at Low level of Burnout, the experience group of 1-5 years go for 23% of the level being the

third out of 5. 11-15 years of experience is at 26%, 16-20 years at 3% ; and 20+ years at 19%. According to Table 4.18, which shows data of the Moderate level of burnout; experience group of 11-15 years exceed the others with 38%. The others are 1-5 years with 17%, 16-20 with 4% and 20+ with 17%. For the findings of High level of Burnout, Table 4.24 indicates that of all 15 participants, 7 were at 1-5 year of experience. It's also almost half of the 1-5 year of experience (n=18). In brief, Table 4.46 shows that Low level of burnout is mostly occupied by 6-10 years of experience, moderate by 11-15 years of experience, and high by 1-5 years of experience.

Although as seen in Tables 4.44, 4.45 and 4.48 calculating the mean scores and the Anova results, it's seen that there was no significant difference between them; still the tables and the findings seeming in favour of 10+ years of experience should be kept in mind to analyse the data thoroughly, excessively, and properly.

“Research Question 6: Is there high- level of burnout for the in-service teachers of 0-5 year-experience?”

The previous Tables of 4.5, 4.43, and 4.47 show that out of the total number of participants with 1-5 years of experience is intensively and equally located at Low and High levels of burnout. That's why it would not be correct to make inferences such as “there is high level of burnout for the in-service teachers of 1-5 years of experience”. Still the fact that the ones with High level of burnout make up nearly half of the group (Table 4.24) cannot be ignored and underestimated (see also Table 4.46 for an overall evaluation).

“Research Question 7: Is there high- level of burnout for the in-service teachers of 10+ year-experience?”

Again revising the data of 4.5, 4.43, and 4.47 it is seen that participants with 10+ years of experience mostly tend to go for low and moderate levels of burnout. Table 4.46 also provides data for the fact that moderate level of burnout is mostly dependent on participants with 11-15 years of experience. These can be taken as inversely related with high levels of burnout for the in-service teachers of 10+ years of experience.

4.3.2 Qualitative Findings

To prepare for the back-up data and to support and to deepen the previous findings of the study, and also to complete the mixed methods research design, the following qualitative findings are gathered, analysed, and used.

4.3.2.1 Semi-structured Interview

A semi-structured Interview is used in this dissertation to make a better understanding of the burnout phenomenon. It was aimed to gather causal data for that of the quantitative. Having collected data about the burnout levels of in-service teachers, this step is to find out the reasons beyond. The main aim of this part is to seek an answer for the following research question:

Research Question 3: What are the factors leading teachers to burnout in EFL context?

4.3.2.2 Findings

4.3.2.2.1 Findings of Part I: Demography & Context

The following data provides personal information of the interviewees. There are variables of gender, age, marital status, degree, department, year of experience in teaching, and year of experience in current profession.

Table 4.49: Phase II Part II Gender Variable

GENDER		
	FEMALE	MALE
LOW	9	0
MODERATE	6	3
HIGH	4	3

As stated before, there were 9 interviewees at low and moderate and 7 at high levels of burnout. According to gender, the distribution is as follows: Of the total number of 19 females, 9 are at low, 6 at moderate, and 4 at high levels of burnout. Out of 6 males, 3 are at moderate and the other 3 are at high levels of burnout.

Table 4.50: Phase II Part II Age Variable

AGE				
	26-30	31-35	36-40	41+
LOW	1	5	2	1
MODERATE	1	6	2	0
HIGH	1	2	1	3

About the ages of the interviewees, it is seen that 25 interviewees are at the age groups of 26-30, 31-35, 36-40, and 41+. At the age group of 26-30, interviewees are equally divided to low, moderate, and high levels of burnout one by one. At the age group of 31-35, there were 5 at low, 6 at moderate, and 2 at high levels of burnout. 2 interviewees are at low, 2 at moderate and 1 at high levels of burnout at the age group of 36-40. The ones over 40 are of low (n=1), and high (n=3) levels. So the total numbers are: n(26-30)=3; n(31-35)=13; n(36-40)=5; and n(41+)=4.

Table 4.51: Phase II Part II Marital Status Variable

MARITAL STATUS		
	SINGLE	MARRIED
LOW	2	7
MODERATE	1	8
HIGH	2	5

Single ones are divided to low and high levels two by two, the other one is at moderate level, making the total number of 5; and out of 20 married ones 7 are at low, 8 are at moderate, and 5 are at high levels of burnout.

Table 4.52: Phase II Part II Degree Variable

DEGREE					
	BA	MA St.	MA	PH.D St	PH.D
LOW	0	1	3	4	1
MODERATE	0	0	6	3	0
HIGH	2	0	3	1	1

All of the BA graduates are from the high level of burnout (n=2). Only one MA students is the one for the low level. Out of 12 MA graduates are equally divided to low and high levels, with the other 6 from moderate. 8 Ph.D. students are at low (n=4), moderate (n=3), and high (n=1) levels. 2 Ph.D. graduates are from low (n=1) and high levels (n=1).

Out of the total number of 25; 19 are ELT graduates, 5 Literature graduates, and 1 from other departments. The reason why there is only one from the other departments is that the number of the participants of the study from other departments were only limited to 2. As for the interview part, only one was available. ELT graduates are distributed to the low/moderate/high levels with 6, 7, and 6 participants respectively. 5 literature graduates

are at low (n=3), and moderate (n=2) levels. Only one from other departments is at high level.

Table 4.53: Phase II Part II Experience Total Variable

EXP. TOTAL					
	1--5	6--10	11--15	16-20	20+
LOW	1	1	6	0	1
MODERATE	0	3	5	1	0
HIGH	1	0	3	0	3

1-5 years of experienced ones are at low and high levels one by one. Out of 4 with 6-10 years of total experience are at low (n=1), and moderate (n=3) levels. With 11-15 years of total experience, 6 are at low, 5 at moderate, and 3 at high levels. Only one with 16-20 years of experience go for the moderate group. The other 4 are at low (n=1) and high (n=3) with the experience of 20 years or more.

Table 4.54: Phase II Part II Current Experience Variable

EXP. CURRENT					
	1--5	6--10	11--15	16-20	20+
LOW	3	1	4	0	1
MODERATE	1	3	4	1	0
HIGH	2	1	2	0	2

The experience group of 1-5 years with the current profession go for the groups of low (n=3), moderate (n=1), and high (n=2) levels. Of the 6-10 years of experience, 2 are equally divided to low and high, and 3 go for the moderate. 11-15 years of experienced ones are at low and moderate levels four by four, and two at high level. Only one with 16-20 years of experience are from moderate level; 20+ years at low (n=1), and high (n=2).

4.3.2.2.2 Findings of Part II: Information about Teaching

This section provides a detailed handling of the findings for *Part II: Information about teaching* of the semi-structured interview. Below, the questions are taken, analysed, and studied by the interviewer one by one.

* ***Semi-structured Interview Question 1: “How many hours do you teach a week?”***

The table below presents the data gained from the *Semi-structured Interview Question 1: “How many hours do you teach a week?”* According to the responses, the categorisation is made as 1-10/11-15/16-20/21-25/26+. As seen in Table 4.55, weekly teaching hours of the participants are also grouped and presented according to the low/moderate/high levels of burnout. For 1-10 hours of weekly teaching, there is only one at low level of burnout. There is none for 11-15 hours of teaching. One goes for low, one goes for moderate level of burnout with 16-20 hours. For 21-25 hours, there are 2 in each burnout level. With highest proportion, at 26+ hours of teaching there are 5 interviewees for low, 6 for moderate, and 5 for high levels of burnout.

Table 4.55: Hours of Teaching According to Burnout Levels

HOURS OF TEACHING						
	1--10	11--15	16--20	21--25	26+	TOTAL
LOW	1	0	1	2	5	9
MODERATE	0	0	1	2	6	9
HIGH	0	0	0	2	5	7

For low, moderate, and high levels of burnout; the highest proportion is that of the 26+ hours of weekly teaching. However; when compared, at low and moderate levels the teaching hours are also distributed to the other hours, too. It’s almost not the case for high level of burnout as most of the interviewees stated that they have 26+ hours of teaching weekly. The other percentages do not have the same or similar proportion. It can be easily noted that for high level of proportion, the interviewees pile up at 26+ teaching hours weekly.

* ***Semi-structured Interview Question 2: “What level of students are you currently teaching?”***

The table presents the data gained from the *Semi-structured Interview Question 2: “What level of students are you currently teaching?”* Table 4.56 shows level of students the interviewees are currently teaching. *Pre* stands for *pre-intermediate*, and *Int* stands for *intermediate* level of students. At low level of burnout, all the interviewees teach Intermediate level of students. For moderate level of burnout, 4 teach pre-intermediate, 5

teach intermediate. At high level of burnout 3 go for pre-intermediate whereas 4 for intermediate.

Table 4.56: Student Levels According to Burnout Levels

LEVELS			
	PRE	INT	TOTAL
LOW	0	9	9
MODERATE	4	5	9
HIGH	3	4	7

Having studied the data, it is possible to conclude that at all levels intermediate surpluses the pre-intermediate. With a detailed focus, it is possible to say that at low level of burnout, all the interviewees stated they're currently teaching intermediate students. This may lead to the interpretation of a relation between higher level of students and lower level of burnout.

* ***Semi-structured Interview Question 3: “Do you work for any offices at school?”***

The table shows the data gained from the *Semi-structured Interview Question 3: “Do you work for any offices at school?”* Table 4.57 provides the data about the offices the interviewees work at school. The offices stated by the interviewees are grouped as *Testing, Material and Curriculum Development, Teacher Development, and None*. For low level of burnout, 3 stated they work at Testing office, 1 at Teacher Development office, and the other 5 do not work at any of the offices mentioned. For moderate level of burnout; 4 work at testing, and material and curriculum development offices, 2 for each. The other 5 are not in any of the offices. Within the burnout level of high; 2 work at testing, and material and curriculum development offices, 1 for each. The other 5 do not work at none of the offices mentioned before.

Table 4.57: Offices According to Burnout Levels

OFFICES					
	TESTING	MATERIAL	TD	NONE	TOTAL
LOW	3	0	1	5	9
MODERATE	2	2	0	5	9
HIGH	1	1	0	5	7

It's seen in the table that at all levels of burnout, the ones working at none of the offices at school surplus the others. Having a closer look at the percentages gives a better understanding of the issue. With a great proportion; out of 7 interviewees of high burnout, 5 work at none of the offices mentioned, which makes up a high percentage of all. Also, some of the interviewees at low and moderate levels stated they worked at any of the offices. The proportion is only a little for high level of burnout.

That makes it possible to have the interpretation that there is a negative relation between the offices at school and higher levels of burnout.

* ***Semi-structured Interview Question 4: "What do you think about your monthly income?"***

The table provides the data gained from the *Semi-structured Interview Question 4: "What do you think about your monthly income?"* Table 4.58 below shows the responses of the interviewees categorised as *very low/ low/enough/high*. For low level of burnout; no one replied "*very low*", 6 replied "*low*", only 3 replied "*enough*", no one replied "*high*". For moderate level of burnout, again no one replied "*very low*", only 3 replied "*low*", with the highest proportion 5 replied only 3 replied "*enough*", and only 1 replied "*high*". At high level of burnout, 3 replied "*very low*", 4 replied "*low*" and "*enough*", "*enough*", 2 for each; and none "*high*".

Table 4.58: Income According to Burnout Levels

INCOME					
	VERY LOW	LOW	ENOUGH	HIGH	TOTAL
LOW	0	6	3	0	9
MODERATE	0	3	5	1	9
HIGH	3	2	2	0	7

The fact that response of “*very low*” was uttered 3 times only by the ones from the High level of burnout indicates that economic reasons shine out more for the group. Another support for the economic problems is that the response “*high*” was only uttered by one out of 25 with a very little proportion. For high level of burnout, some of the participants which cannot be ignored, replied “*very low*” for the income; and out of 9 interviewees, 6 replied “*low*”. In contrast, most of the ones at moderate level of burnout (n=5) replied “*enough*”, also 1 replied “*high*”. It is possible to interpret the findings as economic factors remain a problem for all. Also it is possible to say that the higher burnout is, the lower the interviewees’ thought of incomes; except for the fact that moderate levels pile up at “*enough*” response.

* ***Semi-structured Interview Question 5: “What do you think about your working conditions at school?”***

The table below presents the data gained from *Semi-structured Interview Question 5: “What do you think about your working conditions at school?”* According to the responses of the interviewees, the categorisation is made as: *quite relaxed/ relaxed/ partly stressful/ stressful/ quite stressful*. At low level of burnout, 1 replied “*relaxed*”, 6 replied “*partly relaxed*”, and 2 replied “*stressful*”. For moderate level of burnout, 4 replied “*quite relaxed*”, “*relaxed*”, “*stressful*”, and “*quite stressful*” one for each. The other 5 replied “*partly stressful*”. At high level of burnout, 6 replied “*relaxed*” and “*partly stressful*” 3 for each. Only one replied “*stressful*”.

Table 4.59: Working Conditions According to Burnout Levels

WORKING CONDITIONS						
	QR	R	PS	S	QS	TOTAL
LOW	0	1	6	2	0	9
MODERATE	1	1	5	1	1	9
HIGH	0	3	3	1	0	7

Having an overall look at the table; it's seen that out of 25 interviewees, 14 replied "*partly stressful*", which makes it possible to say that stress is the common factor for all. Also, the one response of "*quite stressful*" belongs to a moderate-level-burnout interviewee. In the same way, only one response of "*quite relaxed*" belongs to a moderate-level-burnout interviewee, too. In this case, there does not exist a direct relation between quite stressful working conditions and higher levels of burnout, or quite relaxed working conditions and lower levels of burnout according to the data provided

* ***Semi-structured Interview Question 6: "Have you ever thought of working at another school? What reasons made you think of that?"***

Below is the table of the responses given to the *Semi-structured Interview Question 6: "Have you ever thought of working at another school? What reasons made you think of that?"* the responses are grouped as *economic reasons/ academic-professional reasons/ retirement/dissatisfaction of working conditions/administrative reasons*. A great deal-7 out of 9 of the low-level-burnout interviewees replied that they had never thought of working at another school. Only two stated academic reasons for a change. For moderate level of burnout; 1 made a point of economic reasons, 3 mentioned about academic reasons, one stated that both academic reasons and dissatisfaction of working conditions are important for them, and 4 replied that they had never thought of working at another school. For high level of burnout; 2 mentioned academic reasons, 1 dissatisfaction of working conditions, 1 both economic reasons and dissatisfaction of working conditions, and 3 stated their having no thought of working at another school.

Table 4.60: Reasons According to Burnout Levels

	ECON	ACAD	DISST	NONE
LOW	0	2	0	7
MODERATE	1	3	0	4
HIGH	0	2	1	3
<p>* Moderate (n=1) replied both <i>academic reasons&dissatisfaction of working conditions</i></p> <p>* High (n=1) replied both <i>economic reasons&dissatisfaction of working conditions</i></p>				

Studying the table in detail, it can be said that of all the interviewees only 36% -still not a proportion that can be underestimated- thought of changing their working field. With 28%, the reason stated the most was academic reasons. This makes it possible to interpret the findings as “academic reasons” prevails.

* ***Semi-structured Interview Question 7: How often do you attend conference/ congress/ training, etc. for professional development? (in a year)***

Table 4.61 below presents the data of *Semi-structured Interview Question 7: How often do you attend conference/congress/training, etc. for professional development? (in a year)*. The responses are grouped within the categories of 0-5/ 5-10/10-15. For low level of burnout; 7 stated that they attend conference/congress/training, etc. “0-5 times a year”, and 2 “10-15 times a year”. Similarly, 7 stated that they attend conference/congress/training, etc. “0-5 times a year”, and 2 “5-10 times a year”. All of the interviewees at high level of burnout replied “0-5 times a year”.

Table 4.61: Personal Development Activities According to Burnout Levels

CONFERENCE				
	0--5	5--10	10--15	TOTAL
LOW	7	0	2	9
MODERATE	7	2	0	9
HIGH	7	0	0	7

Focusing on the details, great many-21 out of 25- of the interviewees stated that they attend conference/congress/training, etc. “0-5 times a year”. For an overall interpretation, it is possible to say that a great percentage of all in-service teachers attend conference/congress/training, etc. no more than 5 times a year, which is a very little number. Only 2 stated they attend these kinds of activities more than 10 times a year, which belong to the Low level of burnout. The other only two stated they attend these activities 5-10 times a year, from the moderate level of burnout. None of the members of high level of burnout showed an attendance to these more than 5 times, and even less. So, taking all these into consideration, according to the findings above, it is possible to interpret them as: the more teachers attend in-service training activities, congress, conferences, etc.; the lower level of burnout they have.

* ***Semi-structured Interview Question 8: “Does your school support you financially and emotionally for attending the conference/congress/training/etc.?”***

Below can be found the data gained from *Semi-structured Interview Question 8: “Does your school support you financially and emotionally for attending the conference/congress/training/etc.?”* The responses are given in terms of low/moderate/high levels of burnout. At low level of burnout, 7 replied “yes”, and 2 replied “no”. For moderate level of burnout, 3 replied “yes”, and 6 replied “no”. At high level of burnout only two replied “yes”, and 5 replied “no”.

Table 4.62: School Support According to Burnout Levels

SCHOOL SUPPORT		
	YES	NO
LOW	7	2
MODERATE	3	6
HIGH	2	5

According to the data given, it’s seen that there is a very close proportion the responses of institutional support for in-service trainings, congress, conferences. Of the total number of 12 interviewees, 7 belong to Low level of burnout showing that the ones supported to these events & activities suffer from the burnout at lower levels. It’s also supported by the fact that only a few of the interviewees with high-level-burnout mentioned a support from their institutions. This can be interpreted as a positive relationship between lower levels of burnout & institutional support for academic activities.

* ***Semi-structured Interview Question 9: “Do the instructors at your school support each other academically?”***

Below is the data gained from *Semi-structured Interview Question 9: “Do the instructors at your school support each other academically?”* The responses are given in terms of low/moderate/high levels of burnout. At low level of burnout, 7 replied “yes”, and only 2 replied “no”. For moderate level of burnout, 5 stated that the instructors do not support each other academically and 4 stated the opposite. At high level of burnout, 3 replied “yes”, and 4 replied “no”.

Table 4.63: Instructor Support According to Burnout Levels

INSTRUCTOR SUPPORT		
	YES	NO
LOW	7	2
MODERATE	5	4
HIGH	3	4

Studying the data thoroughly, it can be easily noticed that a remarkable proportion of the interviewees at low level of burnout stated the instructors at school supported each other academically. When compared to the responses of the interviewees at other burnout levels, it is seen that “yes” and “no” responses are much alike. At moderate level, the proportions are similar as in high level. It can be easily said that as levels of burnout tend to move towards higher levels; the replies are much more inclined to “No”. Taking the data into account, it is possible to reach the conclusion that there is a relation between academic support among colleagues and lower levels of burnout.

* ***Semi-structured Interview Question 10: “Do you think you are a successful teacher?”***

As seen below, the responses given to the *Semi-structured Interview Question 10: “Do you think you are a successful teacher?”* are studied in terms of low/moderate/high levels of burnout. All the interviewees at low and moderate levels stated that they think they are successful teachers indicating their self-efficacy and self-confidence. However; it is not the case for high level of burnout. 2 of the participants, not a very small number out of 7, stated that they do not think that they are good teachers.

Table 4.64: “Successful Teacher” Belief According to Burnout Levels

SUCCESFUL-TEACHER?		
	YES	NO
LOW	9	0
MODERATE	9	0
HIGH	5	2

Out of the total number of 25 in-service teachers, 2 interviewees stating that they do not think they are good teachers make up only 8%. Still it is important to make inferences. Maybe not surprisingly both of the interviewees belong to the high level of burnout; making the inference of a negative relation between higher levels of burnout and self-efficacy/self-confidence, and the belief of being a good teacher.

* ***Semi-structured Interview Question 11: “Do you think that you’re improving yourself at the point where you are now?”***

Below given are the responses for *Semi-structured Interview Question 11: “Do you think that you’re improving yourself at the point where you are now?”* The categorisation is made in terms of in terms of low/moderate/high levels of burnout. For low level of burnout, all of the instructors replied “yes” and stated that they are improving themselves. At moderate level of burnout, only one interviewee replied “no”. At high level of burnout, 5 replied “yes” and 2 relied “no”.

Table 4.65: Self-Improvement According to Burnout Levels

SELF-IMPROVEMENT		
	YES	NO
LOW	9	0
MODERATE	8	1
HIGH	5	2

Having a closer look at the data provides more detailed findings about the issue. It can be seen above that as the levels of burnout moves to higher levels, the frequencies of the replies on self-improvement decreases. There is no one stating that they are not improving themselves for low level of burnout. For moderate level of burnout, only a few of the interviewees does not think they are good teachers. The proportion moves up for high level of burnout. In this case it is possible to talk about the negative relation between self-improvement and higher levels of burnout.

* ***Semi-structured Interview Question 12: “Do your ideal working conditions and your school’s conditions fit?”***

The data of the *Semi-structured Interview Question 12: “Do your ideal working conditions and your school’s conditions fit?”* is categorised and studied in terms of low/moderate/high levels of burnout. At low and moderate levels of burnout, few of the interviewees stated that their ideal working conditions fit the school’s conditions, adding they were content with them. More than twice of the previous group, most of them were not happy with the conditions. At high level of burnout, many declared the ideal working conditions were not even closer to that of the school’s. Only a few were happy with the working conditions at school.

Table 4.66: Ideal Working Conditions According to Burnout Levels

IDEAL		
	YES	NO
LOW	3	6
MODERATE	3	6
HIGH	2	5

Studying the data above, it is seen that there is an accepted dissatisfaction, which cannot be easily underestimated. It is also possible, according to the previous data provided, to reach the conclusion that dissatisfaction with the conditions increases at high level of burnout.

* ***Semi-structured Interview Question 13: “What’s your role in the classroom as a teacher?”***

The data below presents the findings gained from *Semi-structured Interview Question 13: “What’s your role in the classroom as a teacher?”* According to the responses of the interviewees, the categorisation is made as *facilitator/role model/ assessor/ planner/ counsellor/ presenter/ researcher/ guide/ motivator/ monitor/ feedback provider/ authority/ dispenser of knowledge/source of knowledge*. The data represents the frequencies of the roles uttered; the findings are also studied in terms of low/moderate/high levels of burnout.

Table 4.67: Teacher’s Role According to Burnout Levels

Teacher’s role														
	facilitator	role model	assessor	planner	counsellor	presenter	researcher	guide	motivator	monitor	feedback	authority	dispenser	source
LOW	4	6	2	4	5	5	1	8	8	2	4	5	1	3
MODERATE	8	2	1	6	3	5	1	5	6	5	2	2	1	5
HIGH	4	4	1	4	3	5	1	4	4	2	4	3	3	5

For the interpretation of the data given, it’s wise to have a categorisation of teacher roles. The teachers’ role depending on the approach of dominance in the classroom is given in two: *Innovative (student-based)* and *Traditional (Teacher-based)*. *Facilitator/ counsellor/ presenter/ researcher/ guide/ motivator/ feedback provider* can be accepted as teacher roles of an *Innovative (student-based)* approach; whereas *role model/ assessor/ planner/ monitor/ authority/ dispenser of knowledge/ source of knowledge* may be accepted as the ones belonging to a *Traditional (Teacher-based)* approach.

Below given are the highest frequencies of the roles and the burnout levels:

Table 4.68: Teacher Roles (Student-based& Teacher-based)

<i>Teacher Roles</i>			
<i>Innovative (student-based)</i>	uttered by..... the most	<i>Traditional (Teacher-based)</i>	uttered by..... the most
Facilitator	moderate	Role model	low
Counsellor	low	Assessor	low
Presenter	low/mod/high	Planner	mod
Researcher	low/mod/high	Monitor	mod
Guide	low	Authority	low
Motivator	low	Dispenser of knowledge	high
Feedback provider	low/high	Source of knowledge	mod/high

Starting with the teacher roles of innovative/student based approaches; it is seen that low level of burnout has dominance over others. Out of 7 roles, 6 are mostly uttered by the interviewees belonging to the low level of burnout, showing that the in-service teachers of the groups tend to take roles of student-based approaches. It may seem a surprise to see that high-level-burnout instructors also uttered *presenter/researcher/feedback provider* as much as the other burnout groups do. However; it is not that easy to make meaningful inferences, and to talk about significant differences between the burnout levels as low-level-burnout instructors uttered 3 roles out of 7, more than the others do. It is also striking that *authority* was uttered by low level of burnout group the most. From the level of burnout aspect; at low level of burnout mostly uttered teacher roles were *guide* and *monitor*; at moderate level of burnout *facilitator*; for high level of burnout *presenter* and *source of knowledge*. Low and moderate level of burnout groups' responses depend heavily on innovative/student- based approaches; that of high level of burnout on both innovative/student- based and traditional/teacher based may give insights, still not sufficient enough to make detailed inferences. Having an overall inference may be that there seems to be no direct and meaningful relation between the teacher roles and burnout levels.

* ***Semi-structured Interview Question 14: "What is the students' role in the classroom?"***

The data below presents the findings gained from *Semi-structured Interview Question 14: "What is the students' role in the classroom?"* According to the responses of the interviewees, the categorisation is made as *listener/active participant/ active learner/co-operative learner/task master/independent learner/ dependent learner/ autonomous learner/ motivated learner/ explorer/ independent thinker/ problem solver/ creative thinker*. The data represents the frequencies of the roles uttered; the findings are also studied in terms of low/moderate/high levels of burnout.

Table 4.69: Student’s Role According to Burnout Levels

Students’ role													
	listener	participant	active learner	cooperative	task master	independent	dependent	autonomous	motivated learner	explorer	independent thinker	problem solver	creative thinker
LOW	8	8	6	6	1	3	7	1	2	1	2	2	4
MODERATE	6	5	3	5	1	0	5	1	2	1	1	1	2
HIGH	5	5	2	2	1	1	6	2	2	0	0	0	1
Total	19	18	11	13	3	4	18	4	6	2	3	3	7

Studying the data provided above, it is seen that out of 13 roles uttered, 9 were mentioned by low-level-burnout interviewees the most. The findings show the dominance of low level of burnout over moderate and high levels. Taking it from the burnout levels aspect; the interviewees from low level of burnout mentioned *listener* and *participant* as the most important roles with highest frequencies. At moderate level of burnout mostly uttered role was again *listener*, and *dependent* for high level. The data can be interpreted as there is no such a big and significant difference between the burnout groups in terms of the ideas on student roles.

However, having a closer look at the totals, it is still a matter of concern that there is a general tendency towards a more dependent prototype of student (listener n=18/participant n=18/dependent n=18), rather than active, autonomous one (task master n=3/ independent n=4/ autonomous=4/ explorer=2/ independent thinker=3/ problem solver=3).

4.3.2.2.3 Findings of Part III: Personal View

- * ***Semi-structured Interview Question 15: “Would you like to teach any other level of students other than you’re currently teaching?”***

The data below presents the findings gained from *Semi-structured Interview Question 15: “Would you like to teach any other level of students other than you’re teaching?”* According to the responses of the interviewees, the categorisation is made as *Yes/ No*. The data is studied according to the burnout levels, as well.

Table 4.70: Satisfaction with the Student Levels

	YES	NO	TOTAL
LOW	5	4	9
MODERATE	4	5	9
HIGH	3	4	7

13 of the interviewees were happy with the levels they were teaching. As seen above out of 25 interviewees, 12 stated that they would like to teach any other level of students, in a way indicating dissatisfaction with the level students they were teaching. The levels of students they would like to teach that were stated by them are categorised into *adults/ advanced level/ all levels/ young learners*.

Table 4.71: Student Levels

	Adults	Advanced level	All levels	Young learners
LOW	0	3	2	0
MODERATE	1	0	2	1
HIGH	0	1	2	0

Of the ones that were dissatisfied (n=12); 4 explained that they wanted to teach advanced level of students. They stated that the reason was satisfaction and personal development:

“I would like to teach intermediate and higher students as I think I will be much more satisfied as a teacher.” (F.B.)

“...because I find advanced level more satisfactory. (P.S.)

“Especially Ph.D. level. It forces someone to improve himself.” (S.Ö.)

1 explained that he wanted to teach adults and more motivated learners; 1 was in favour of teaching young learners, in contrast. 6 were inclined to teach all levels as they thought it was important for self-improvement and readiness:

“Yes, because it can be very advantageous for me to teach any level of students as I have to be prepared for all levels.” (S.D.Ü.)

“...because it leads to a more skilful teacher equipped with different ways or methods of teaching.” (M.E.)

“... to enrich my abilities in teaching and to generate new methods.”(İ.K.)

“Challenging lessons improve your ability.” (B.K.)

Having an overall look at the findings gained, it is seen that most of the interviewees at low level of burnout, with a great proportion, stated that they wanted to teach other levels in search for self-improvement. The proportion was lower for moderate level of burnout in need of teaching any other levels, and the percentage decreases at high level of burnout. This may provide some insights on burnout levels and the efforts to improve; and also the relation between self-improvement & lower levels of burnout.

* ***Semi-structured Interview Question 16: “In your opinion, what makes a good teacher?”***

The data below presents the findings gained from *Semi-structured Interview Question 16: “In your opinion, what makes a god teacher?”* The responses of the interviewees are categorised as *patience(6)/ technology(3)/ intellection(1)/ design(1)/ awareness(4)/ preparedness(2)/ counselling(1)/ motivation(5)/ knowledge(2)/ commitment(2)/ command of language(1)/ creativity(3)/ being easy-going(1)/ openness to development(4)/ guidance(2)/ peripheral teaching (1)/ reflections(1)/ research (2)/ modelling(3)/ assistance(1)/ student-centeredness(3)/ low effective filter(1)/ being a problem solver(1)/ life-long learning(1)/ good communication(1)/ materials(1)/ students(4)/ school conditions(1)/ supervision(1)/ understanding(1)/ cooperation(1)/ being a facilitator(1).* (*the numbers represent the frequencies).

Having the highest frequencies, *patience* and *motivation* were the responses that were uttered the most:

“A good teacher should be patient and easy-going, creative, open to new developments, should assist the students in every aspect of teaching. Moreover, s/he should be student-centred and should be aware of their needs and limitations.” (M.E.)

“Patience, being able to use the required technological devices during the teaching process and trying to improve yourself in your profession make a good teacher.” (D.Ş.)

“A good teacher should be patient, aware of technology, and intellectual.” (Ö.Y.)

“Low affective filter,being a motivator, and making students self-confident to use the language. And of course, we must be role models in terms of punctuality, responsibility, etc.” (M.S.)

“A motivated and well-educated teacher can achieve his/her goals in the class with self-motivated students.” (D.Y.)

“Patience” and “motivation” with high frequencies should be taken into account in terms of giving clues on “ideal teacher” concept.

* ***Semi-structured Interview Question 17: “What’s the biggest problem/challenge you face as a teacher?”***

The data below presents the findings gained from *Semi-structured Interview Question 17: “What’s the biggest problem/challenge you face as a teacher?”* The responses of the interviewees are categorised as *students (22)[lack of motivation(17)/ unawareness(8)/ unwillingness(3)/ background knowledge(1)]/ testing system(2)/ schedule(2)/crowded classes(4)/material(2)/change of classes(1)/financial matters(1)/ rules(1)*. (*the numbers represent the frequencies).

The challenges can be grouped also as *academic* and *institutional*. Starting with the *academic challenges*, “students” come first. There is a consensus on *students* being the biggest challenge. Their *lack of motivation* has dominance over the other responses. All of the interviewees at low level of burnout, 7 of moderate level, and 6 from high level of burnout mentioned student motivation as the biggest challenge:

“Students sometimes lose their motivation and it is really hard to make them join the classes willingly.” (M.E.)

“The students are not intrinsically motivated enough to learn a foreign language...” (D.Ş.)

“to motivate the students to learn a foreign language.” (M.D.)

“The biggest challenge is the lack of motivation among my students”. (G.S.)

“Lack of motivated students is the biggest challenge ever!” (A.D.)

Another problem for the teachers about the students is their unawareness. Their lack of awareness involves underestimating the language, personal lack of future goals, even lack of self-efficacy:

“Our students aren’t aware of the importance of foreign language learning.” (Ö.Y.)

“They don’t see where and how they are going to be in 4 years’ time and they don’t

see that foreign language is so important for them.” (M.S.)

“A large number of students who do not pursue any aims to learn the language!!!” (B.K.)

“...the low self-efficacy towards learning a foreign language” (Ö.B.)

Although not as much as the previous ones, *unwillingness* was also worth to mention:

“As a teacher, trying to teach unwilling students is my biggest challenge.” (B.Y.)

Academic challenges also cover up *background knowledge* from the students' aspect, *testing system*, *schedule*, and *materials*.

“The number of the students in the classroom, their lack of self-motivation, and lack of material.” (N.K.)

“We are expected to follow a schedule, so I sometimes don't have enough time to do extra activities.” (M.E.)

Moving on to the *institutional challenges*, comes the teaching & learning environment such as *crowded classes*, *rules*, and *financial matters* follows:

“The rules. Independence leads to creativity that is essential in language classes.” (D.Y.)

“How can you as teacher both survive and feed your intellection with this minimum amount given?” (C.D.)

To sum up, the challenges mentioned by the interviewees could be categorised under *academic* and *institutional* problems; moreover it is possible to reach the conclusion that with a consensus of 88% *academic challenges*- especially those arising from student motivation surplus the others with great proportion.

4.3.3 Overall Interpretation of the Qualitative Findings

Keeping in mind the main aim of this part, and seeking an answer to “Research Question 3: What are the factors leading teachers to burnout in EFL context?”, it is wise to make an overall interpretation of the findings gained from the semi-structured interview.

Getting to the point gradually; there are a few inferences to be made. The interview aimed to look for different causes/factors of burnout through each question within. The first factor was *hours of teaching*: getting the finding that a great many of the interviewees at high level of

burnout teach 26+ weekly showed a relation between longer working hours and higher levels of burnout. The second was *level of students*. All the interviewees stating they teach intermediate levels, and the proportion decreasing at moderate, and high levels, lead to the relation between higher level of students and lower levels of burnout. *Offices at school (testing/material & curriculum development/ teacher development)* was another factor. Most of the interviewees at high level of burnout stated they didn't work at any offices, in great contrast some of the interviewees at low and moderate levels stated they worked at any of the offices and making it possible to say that there is a negative relation between the offices at school and higher levels of burnout. *Income* was the factor of real consensus; also at higher levels becoming an issue of greater concern. *Working conditions* was not of a big deal when compared to other factors. A considerable amount of the interviewees with *the thought of working at another school* had different reasons, mainly academic ones; making it another important factor. *Development activities* stand for one of the factors that could be really highlighted. With all of the high-level-burnout interviewees stating they attend these activities at minimum; and low levels at maximum lead to the direct link between more development activities and lower levels of burnout. There were positive relations between *school support/ academic support among colleagues* and lower levels of burnout. Semi-structured interview question 10 showed a negative relation between higher levels of burnout and self-efficacy/ self-confidence and *the belief of being a good teacher* as 8% of all stating they think they are not good teachers belong to high level of burnout group. There was also a positive relationship between *self-improvement* and lower levels of burnout with a hundred percent at low level. For *ideal working conditions*; it can be said that there is an accepted dissatisfaction; increasing with higher levels of burnout. *Students' role* and *teacher's role* do not provide much significant differences. However; it is worth mentioning that traditional roles for teachers are still accepted by all and a common tendency towards a more dependent prototype of student. *The need to teach other levels* provided some insights about the efforts to improve at low levels; and also the relation between self-improvement & lower levels of burnout. The most common quality of a teacher was "*Patience*" and "*motivation*" giving clues on "*ideal teacher*" concept.

Focusing on the challenges deeply, it can be concluded that academic challenges- especially those arising from student motivation beats all.

4.4 Pre-service Teachers' Self-efficacy Beliefs and In-service Teachers' Burnout Levels

This section focuses on the overall data interpretation and a comparison of pre-service teachers' beliefs and in-service teachers' burnout levels. Gathering, analysing and interpreting all data so far, getting to the point; it is wise to make an overall interpretation.

4.4.1 Overall Interpretation of the Findings and Discussion

Consisting of a two-phase research design, the study started with a self-efficacy scale aiming to look for self-efficacy beliefs of pre-service teachers. According to the findings, pre-service teachers were found sufficient in terms of self-efficacy and readiness for their future careers. As for the age variable; although pre-service teachers of age 22 was the group which scored better than the others, no significant difference was found between them. The only significant difference was for the gender variable in favour of females in terms of *Efficacy in student engagement*.

The second phase was that of Teacher Burnout in two parts as quantitative and qualitative. Quantitative part focused on whether there exists burnout among in-service teachers at Schools of Foreign Languages. It was concluded that there were participants at all levels of burnout with Low level at most, followed by Moderate and High levels. To have a better and deeper understanding of the study, the data was studied in three ways: (a) quantitative data interpretation according to the levels of burnout; (b) quantitative data interpretation according to the variables of gender, marital status, background, age, degree, and experience (c) quantitative data interpretation according to the dimensions of emotional exhaustion, depersonalisation, and personal accomplishment.

To start with; for all variables of gender, marital status, background/department, age, degree, and experience, there found to be no data showing significant difference (through independent samples test scores & Anova results) except for that in favour of females in Personal accomplishment dimension. The following data covers the findings of other supporting items.

(1)*Gender*: females suffer at low levels of burnout more than males. (2) *Marital status*: singles pile up at low levels where married ones do at low and moderate levels, showing a difference in favour of singles. (3)*Background/department*: the number of ELT graduates is intense at Low level of burnout, explained through exceeding total number. (4) *Age*: in all three levels of burnout, the age group of 31-35 shines out again explained through

exceeding total number. Also, there found to be an intensity of young age groups at all burnout levels. (5)*Degree*: the highest proportions at all levels belong to that of the MAs. It was also seen that as long as the degrees of the participants go higher, the burnout levels are more inclined to move towards moderate and high (highest proportion of BA: Low/ MA st.: Low/ MA: Low & Moderate/ Ph.D.st.: Mod/ Ph.D.: Low& Moderate& High). (6)*Experience*: high level of burnout was seen to be much more occupied by the participants of experience group 1-5 years. Although it is not that easy to say that as experience lacks, burnout goes up; it still provides insights as nearly 50% of the group belong to high level of burnout. Also, it was found that the numbers of 1-5 years experienced participants are equally distributed to Low and High levels; whereas the ones of 10+ experience are mostly and intensively piled up at low & moderate. There also found to be data in favour of 10+ years of experience in terms of experience & burnout relation.

To sum up; although not supported by independent samples test scores and Anova results, it can be said that there is tendency towards difference in favour of females, and singles. There is also inclination of higher burnout levels at young age groups (especially 31-35 & 26-30), higher degrees, and younger experience groups.

Qualitative part of second phase was a semi-structured interview. Having gathered the quantitative data of burnout, the study focused on the factors beyond. The semi-structured interview examined the factors within academic, personal, administrative, governmental (explained by Cephe, 2010:30) and institutional aspects.

Academic factors cover *hours of teaching (1)/ levels of the students (2)/ offices (3)/ teacher's and students' role (13-14)/ qualities of a good teacher (16*. Personal factors include *thought of changing the profession (6)/ teacher development activities (7)/self-esteem-successful teacher (10)/ self-improvement (11)/ teaching any other level (15)*. Administrative factors are *working conditions (5)/ institutional support & academic support of the colleagues (8-9)/ ideal conditions (12)*; and *income (4)* is the governmental factor. (17)*Biggest challenge* was the overall evaluation question. (* numbers stand for the questions in the semi-structured interview).

Throughout the detailed study and analysis of the semi-structured interview data findings, it was found that academic factors dominate the other challenges. As for academic factors; there stands a relationship between the higher levels of burnout and longer hours of teaching, lower academic levels of the students. Higher levels of burnout are also

negatively related to offices. In terms of administrative factors; there found to be a relation between lower levels of burnout and institutional support, academic support of the colleagues, ideal working conditions. Within personal factors; there stands a relation between lower levels of burnout and development activities such as conferences/ congress/ courses/ trainings, self-esteem of successful teacher, self-improvement, the need to teach other levels. Lower levels of burnout are also negatively related to thought of changing profession. For governmental factors, there was found an overall consensus and relation between higher levels of burnout and ideas on lower incomes. No relation was found in terms of burnout and teacher's role, students' role, working conditions.

Research Question 4: Is there a relationship between the beliefs of pre-service EFL teachers and the burnout levels of in-service EFL teachers?"

Taking the Research Question 4 above into consideration; an overall interpretation is indispensable. Basically searching for professional/academic life, the study tried to look into the details available. First of all; for a needs analysis and assessment, and also to have deeper understanding of the background of the burnout phenomenon, a self-efficacy scale was conducted to pre-service teachers. Through this process; the data of prospective teachers' self-efficacy beliefs, self-esteem, and readiness for their future careers was gathered. At the second step; academic burnout levels of the in-service teachers were measured through a quantitative burnout scale. Finally, to reach the factors and the underlying reasons, and beyond; a semi-structured interview was used.

At the very first step, according to the assessment; it was found out that pre-service teachers were sufficient in terms of self-efficacy and readiness for the future careers. Through the second step; it was concluded that there were participants at all levels of burnout with Low level at most, followed by Moderate and High levels. Moreover, focusing on the research questions of experience; there found to be an inclination of higher burnout levels at young age groups (especially 31-35 & 26-30) and younger experience groups (1-5 years). As it was found that the statement of "the more people have experience, the higher levels of burnout they'll suffer" is not supported by the data and the overall findings; it can be concluded that there need to be other reasons beyond: lack of experience & age. At the very last step, the factors, and the supporting data for the previous parts were studied. It was concluded through the semi-structured interview that academic factors dominate other challenges.

SUMMARY AND CONCLUSION

5.0 Introduction

This chapter provides a quick summary of the study and the procedures so far. An overview of the background, aim, data collection, and data analysis are presented. Finally, in the light of the data gained, and within the frames provided by the study, pedagogical implications are discussed and some suggestions are made.

5.1 Summary of the Study

The current research study aimed to investigate the burnout phenomenon from an aspect related to beliefs. The term “*belief*” being something of a wide concept, the focus of the research field was directed to that of “*self-efficacy beliefs*”. Making a comparative study of beliefs and burnout provided a wide research field with more detailed data. More data meant more findings, thus better understanding of the phenomenon.

For an assessment of the background, and to provide the needs analysis; a self-efficacy scale was used. The Turkish version (developed by Çapa, Çakıroğlu & Sarıkaya, 2005) of the “Teacher Sense of Efficacy” scale originally developed by Tschannen-Moran, & Hoy (2001) was conducted on pre-service teachers, aiming at investigating the self-efficacy beliefs of the prospective teachers. 138 senior students (4th grade) of Konya NEU, and 70 senior students (4th grade) of Gazi University; a total number of 208 prospective/pre-service teachers participated in the study.

The data gained was used in search for an answer to *Research Question 1: What are the beliefs of Pre-service EFL teachers?* Through the analysis of the mean scores, it was concluded that both for the males and the females the scores fit for somewhere near *quite a bit* within the scale. It was also concluded that there was significant difference between female and male pre-service teachers in favour of females (only in *Efficacy in Student Engagement* dimension). This can be summarised as pre-service teachers’ being sufficient in terms of self-efficacy. As for the age variable, no significant difference was found.

After getting the quantitative data needed on self-efficacy beliefs, MBI- Maslach Burnout Inventory- Educators Survey (Maslach, Jackson&Leiter, 1996) was conducted on in-service teachers at Schools of Foreign Languages to find out whether burnout exists for teachers at university level. MBI was conducted on a total number of 70 in-service teachers- 46

instructors at Selcuk University School of Foreign Languages, 14 instructors at Konya NEU School of Foreign Languages, and 10 at Gazi University School of Foreign Languages.

The data was used in search for an answer to *Research Question 2: What are the burnout levels of in-service EFL teachers?* It was found out that there were participants of all burnout levels as Low Level of Burnout having the biggest proportion, followed by Moderate and High Level of Burnout. The data was analysed in terms of all dimensions and all variables. Only difference was found in *Personal Accomplishment* dimension in favour of males.

Research Question 5: Is there difference between the burnout levels of in-service EFL teachers according to experience (0-5 yrs/10+ yrs)? was also answered in the light of the data gained. Calculating the mean scores and the ANOVA results, it's been seen that there was no significant difference between the mentioned experience groups, still the tables and other findings seemed to be in favour of 10+ years of experience.

The data has also given insights on *Research Question 6: Is there high- level of burnout for the in-service teachers of 0-5 year-experience?* It was found out that the total number of the participants was intensively and equally located at Low & High levels of Burnout. Also; the ones with High level of Burnout made up nearly half of the group, seeming in favour of higher levels of burnout.

Research Question 7: Is there high- level of burnout for the in-service teachers of 10+ year-experience? has also been answered through the data gained. It was found out that participants with 10+ years of experience mostly tend to go for Low & Moderate levels of burnout. It was also provided that Moderate level of burnout is mostly dependent on participants with 11-15 years of experience. All data can be interpreted as higher levels of burnout being inversely related with 10+ years of experience.

Having gathered data of the burnout levels of the participants as *Low/Moderate/High*; the process provided burnout data of the in-service teachers, still lacking the factors beyond. To reach the underlying causes of the phenomenon, to gather qualitative data to support the quantitative findings before, and to complete the mixed methods research design of the study, a semi-structured interview was in use. Out of the 70 in-service teachers (instructors in this case) who participated the MBI, 30 were selected at random for each burnout level (10 for *Low*/ 10 for *Moderate*/ 10 for *High*). However; a total number of 25 agreed to participate (9 instructors for *Low/Moderate level of burnout* & 7 for *High level of burnout*). The instrument provided causal data lacking at the MBI, and a closer look into the burnout issue. The data

gained at this stage covered personal information (*Demography & Context*) (gender, age, marital status, degree, experience, and current experience); *Information about Teaching* (weekly teaching hours, level of students, offices, income, working conditions, job-leaving reasons, personal development activities, school support, instructor support, self-improvement, ideal working conditions, teacher's role, student's role); *Personal view* (satisfaction with the student levels, a good teacher's qualifications, biggest challenge). The qualitative data aimed at answering *Research Question 3: What are the factors leading teachers to burnout in EFL context?* Longer hours of teaching, lower levels of students, offices at school, lower income, academic factors lack of development activities, lack of school and academic support among colleagues, lack of self-efficacy & self-confidence, need for ideal conditions were found to be effective factors causing burnout among in-service teachers. Among all, academic factors were found to be the most striking.

An overall interpretation is needed in search for an answer to *Research Question 4: Is there a relationship between the beliefs of pre-service EFL teachers and the burnout levels of in-service EFL teachers?* Within the results of the quantitative data of pre-service teachers' self-efficacy beliefs, it was found out that pre-service teachers were sufficient in term of self-efficacy and readiness for the future careers. This could be interpreted as effective BA training, which provides the background data. Through the burnout scale, MBI, it was concluded that there were participants at all burnout levels- Low at most, followed by Moderate and High levels of burnout. This could also be interpreted as "burnout among academicians" as an existing issue. There also found to be an inclination of higher burnout levels at younger age groups (especially 31-35 & 26-30) and younger experience groups (1-5 years). That's why there found to be no relationship between more experience at the teaching career & higher levels of burnout; so some other reasons beyond have been reached such as lack of experience and age related to burnout issue. Throughout the qualitative data findings, it could be possible to say that academic factors were the most striking of all.

5.2 Implications and Suggestions

5.2.1 Pedagogical Implications

Having studied all data and aspects available, it can be concluded that pre-service teachers being academically ready for the future careers and having positive self-efficacy beliefs towards the profession, it is supposed to have no or lower burnout levels at the very beginning years of teaching. The data providing a tendency for just the opposite led to the relation between lack of experience & higher levels of burnout. Also because of the fact that burnout levels didn't go up as experience increases, insights on the relation between higher levels of burnout and lack of experience gained importance.

Having positive data for self-efficacy beliefs on the part of the pre-service teachers can be interpreted as efficient BA training. Throughout the literature review, it has also been seen that pre-service teacher education was found to be effective on self-efficacy belief development and change (Harrington and Hertel, 2000; Mattheoudakis, 2007; as in Erdem, 2009, p. 26). The data to be kept in mind, and the tendency towards burnout at 1-5 years of experience more, brings forward the need of an in-service training, especially at the very beginning stages. The findings were also supported by that of the semi-structured interview. There found to be a direct relation between lower levels of burnout and more personal development activities such as congress, conferences, seminars, courses, trainings, etc.

5.2.2 Suggestions

In the light of the findings and interpretations of the research, the study has given rise to two important pedagogical implications: One is that, in-service training can help cure burnout among teachers at university levels. Both the qualitative and quantitative findings of the research support the fact that there exists a need for in-service training. It was also emphasized that in-service training may provide self-efficacy beliefs, positive self-esteem, and personal development, which are important factors in a teacher's academic life. This may be possible through making in-service training programmes widespread. The concept of in-service training or teacher development activities are somewhat blurry and optional in Turkey's context. *Burnout* becomes an accepted case rather than something to be cured.

Therefore, it is suggested that these in-service programmes could be part of the academic development programmes, which is highly supported by the institution. These programmes should cover at least a number of congress/ conference/ training/ course attendances; and be made crucial. An evaluation at the beginning and end of the programme could also be made and these scores may be compared. It can also be suggested that these programmes should be in direct relation with the BA trainings; maybe embedded partly into the senior practicum programmes. These programmes may also be supported by attendance certificates.

5.2.3 Suggestions for Further Research

The study has also highlighted many possibilities and fields of further research. A follow-up longitudinal research study can be carried out through combining pre-service teachers' self-efficacy beliefs, and their development in terms of burnout through years. Another possible recommendation can be in-service training of the instructors and the burnout relation through the years. Burnout among the administrators could be another field of research, as well.

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APPENDICES

APPENDIX A –THE QUESTIONNAIRE “TEACHER SENSE of EFFICACY SCALE”

Sevgili Katılımcı,

İlişikteki anket öğretmenlik mesleğine yönelik kendinizi ne kadar yeterli hissettiğinizi (öz yeterlik inancı -self-efficacy beliefs-) ölçmek amacıyla tasarlanmıştır. Elde edilen veriler akademik amaçla kullanılacak ve cevaplarınız kesinlikle gizli tutulacaktır. Araştırmanın amacının gerçekleşmesi cevaplarınızın içtenliğine ve soruları eksiksiz olarak cevaplamanıza bağlıdır. Katılımınız ve ayırdığınız zaman için teşekkür ederim.

Eda ERCAN DEMİREL

Okutman / NEU Yabancı Diller Yüksekokulu

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Bölüm I: Kişisel Bilgiler

Cinsiyetiniz: *K* *E*

Doğum yılınız:

Email adresiniz:

Bölüm II: Öğretmen Özyeterlik Anketi

Aşağıda öğretmenlik mesleğine yönelik ifadeler verilmiştir. Bu ifadelerle ilgili kendinizi ne kadar yeterli hissettiğinizi sağda yer alan (1den 9a kadar) seçeneklerden birini işaretleyerek belirtiniz.

Turkish version of the Teachers' Sense of Efficacy Scale (TTSES)

ÖĞRETMEN ÖZYETERLİK ÖLÇEĞİ									
	yetersiz	çok az yeterli		biraz yeterli		oldukça yeterli		çok yeterli	
1. Çalışması zor öğrencilere ulaşmayı ne kadar başarabilirsiniz?	1	2	3	4	5	6	7	8	9
2. Öğrencilerin eleştirel düşüncelerini ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
3. Sınıfta dersi olumsuz yönde etkileyen davranışları kontrol etmeyi ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
4. Derslere az ilgi gösteren öğrencileri motive etmeyi ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
5. Öğrenci davranışlarıyla ilgili beklentilerinizi ne kadar açık ortaya koyabilirsiniz?	1	2	3	4	5	6	7	8	9
6. Öğrencileri okulda başarılı olabileceklerine inandırmayı ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
7. Öğrencilerin zor sorularına ne kadar iyi cevap verebilirsiniz?	1	2	3	4	5	6	7	8	9
8. Sınıfta yapılan etkinliklerin düzenli yürütmesini ne kadar iyi sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
9. Öğrencilerin öğrenmeye değer vermelerini ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
10. Öğrettiklerinizin öğrenciler tarafından kavranıp kavranmadığını ne kadar iyi değerlendirebilirsiniz?	1	2	3	4	5	6	7	8	9
11. Öğrencilerinizi iyi bir şekilde değerlendirmesine olanak sağlayacak soruları ne ölçüde hazırlayabilirsiniz?	1	2	3	4	5	6	7	8	9
12. Öğrencilerin yaratıcılığının gelişmesine ne kadar yardımcı olabilirsiniz?	1	2	3	4	5	6	7	8	9
13. Öğrencilerin sınıf kurallarına uymalarını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
14. Başarısız bir öğrencinin dersi daha iyi anlamasını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
15. Dersi olumsuz yönde etkileyen ya da derste gürültü yapan öğrencileri ne kadar yatıştırabilirsiniz?	1	2	3	4	5	6	7	8	9
16. Farklı öğrenci gruplarına uygun sınıf yönetim sistemi ne kadar iyi oluşturabilirsiniz?	1	2	3	4	5	6	7	8	9
17. Derslerin her bir öğrencinin seviyesine uygun olmasını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
18. Farklı değerlendirme yöntemlerini ne kadar kullanabilirsiniz?	1	2	3	4	5	6	7	8	9
19. Birkaç problemlili öğrencinin derse zarar vermesini ne kadar iyi engelleyebilirsiniz?	1	2	3	4	5	6	7	8	9
20. Öğrencilerin kafası karıştığında ne kadar alternatif açıklama ya da örnek sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
21. Sizi hiçe sayan davranışlar gösteren öğrencilerle ne kadar iyi baş edebilirsiniz?	1	2	3	4	5	6	7	8	9
22. Çocuklarının okulda başarılı olmalarına yardımcı olmaları için ailelere ne kadar destek olabilirsiniz?	1	2	3	4	5	6	7	8	9
23. Sınıfta farklı öğretim yöntemlerini ne kadar iyi uygulayabilirsiniz?	1	2	3	4	5	6	7	8	9
24. Çok yetenekli öğrencilere uygun öğrenme ortamını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9

APPENDIX B –TURKISH VERSION of “TEACHER SENSE of EFFICACY SCALE”

Turkish version of the Teachers’ Sense of Efficacy Scale (TTSES)

ÖĞRETMEN ÖZYETERLİK ÖLÇEĞİ									
	yetersiz	çok az yeterli	biraz yeterli	oldukça yeterli	çok yeterli				
1. Çalışması zor öğrencilere ulaşmayı ne kadar başarabilirsiniz?	1	2	3	4	5	6	7	8	9
2. Öğrencilerin eleştirel düşüncelerini ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
3. Sınıfta dersi olumsuz yönde etkileyen davranışları kontrol etmeyi ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
4. Derslere az ilgi gösteren öğrencileri motive etmeyi ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
5. Öğrenci davranışlarıyla ilgili beklentilerinizi ne kadar açık ortaya koyabilirsiniz?	1	2	3	4	5	6	7	8	9
6. Öğrencileri okulda başarılı olabileceklerine inandırmayı ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
7. Öğrencilerin zor sorularına ne kadar iyi cevap verebilirsiniz?	1	2	3	4	5	6	7	8	9
8. Sınıfta yapılan etkinliklerin düzenli yürütmesini ne kadar iyi sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
9. Öğrencilerin öğrenmeye değer vermelerini ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
10. Öğrettiklerinizin öğrenciler tarafından kavranıp kavranmadığını ne kadar iyi değerlendirebilirsiniz?	1	2	3	4	5	6	7	8	9
11. Öğrencilerinizi iyi bir şekilde değerlendirmesine olanak sağlayacak soruları ne ölçüde hazırlayabilirsiniz?	1	2	3	4	5	6	7	8	9
12. Öğrencilerin yaratıcılığının gelişmesine ne kadar yardımcı olabilirsiniz?	1	2	3	4	5	6	7	8	9
13. Öğrencilerin sınıf kurallarına uymalarını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
14. Başarısız bir öğrencinin dersi daha iyi anlamasını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
15. Dersi olumsuz yönde etkileyen ya da derste gürültü yapan öğrencileri ne kadar yatıştırabilirsiniz?	1	2	3	4	5	6	7	8	9
16. Farklı öğrenci gruplarına uygun sınıf yönetim sistemi ne kadar iyi oluşturabilirsiniz?	1	2	3	4	5	6	7	8	9
17. Derslerin her bir öğrencinin seviyesine uygun olmasını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
18. Farklı değerlendirme yöntemlerini ne kadar kullanabilirsiniz?	1	2	3	4	5	6	7	8	9
19. Birkaç problemlili öğrencinin derse zarar vermesini ne kadar iyi engelleyebilirsiniz?	1	2	3	4	5	6	7	8	9
20. Öğrencilerin kafası karışığında ne kadar alternatif açıklama ya da örnek sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
21. Sizi hiçe sayan davranışlar gösteren öğrencilerle ne kadar iyi baş edebilirsiniz?	1	2	3	4	5	6	7	8	9
22. Çocuklarının okulda başarılı olmalarına yardımcı olmaları için ailelere ne kadar destek olabilirsiniz?	1	2	3	4	5	6	7	8	9
23. Sınıfta farklı öğretim yöntemlerini ne kadar iyi uygulayabilirsiniz?	1	2	3	4	5	6	7	8	9
24. Çok yetenekli öğrencilere uygun öğrenme ortamını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9

DIRECTIONS

Developers: Yeşim Çapa Aydın, Jale Çakıroğlu, & Hilal Sarıkaya

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Reference: Çapa, Y., Çakıroğlu, J., & Sarıkaya, H. (2005). The development and validation of a Turkish version of teachers' sense of efficacy scale. *Eğitim ve Bilim (Education and Science)*, 30(137): 74-81.

Translation procedure

The original English version of the TSES was translated into Turkish by qualified individuals who are proficient in English and Turkish and who have been doing research on teacher efficacy for a long time. After the initial translation was carried out, this instrument was edited and reviewed by the researchers again. Subsequently this version was field-tested by four high school teachers in Turkey in order to check the clarity of the statements. Based on their comments, minimal modifications were made. Finally, the instrument was pilot tested with 97 preservice teachers in Turkey.

Construct Validity:

One of the aim was to provide evidence for the construct validity of the three-factor subscale scores through the use of confirmatory factor analysis and Rasch measurement. The participants in this study were 628 preservice teachers from six different universities located in four major cities in Turkey.

Based on Confirmatory Factor Analysis (CFA)

CFA based on efficacy data for 628 preservice teachers was conducted to model a three factor solution, as suggested by Tschannen-Moran and Hoy (2001). Three subscales of the instrument (Efficacy Student Engagement - SE, Efficacy for Instructional Strategies - IS, and Efficacy for Classroom Management - CM) were allowed to correlate to each other. The AMOS output provided a number of goodness of fit statistics to evaluate the fit between the hypothesized model and the data.

The TLI and CFI of .99 indicated a perfect fit of the oblique three-factor model to the efficacy data, as values higher than .95 indicate a good fit (Arbuckle & Wothke, 1999). Browne and Cudeck (1993) reported that the RMSEA of about .05 indicates a close fit of the model and of .08 represents reasonable error of approximation. With our sample, RMSEA was found to be .065 with a 90% confidence interval of .061-.070, indicating a mediocre fit. It must be noted that all parameters were found to be significant, indicating a significant contribution of each item to the corresponding subscale. These findings provided a single piece of evidence for the construct validity of the TTSES scores with this sample of Turkish preservice teachers.

Based on Rasch Analysis

The Rasch rating scale model (Wright & Masters, 1982) was used to provide estimates of person and item scores for the used efficacy scale. This analysis was performed via *Facets* program (Linacre, 1999). Person reliability indices were .82 for *SE*, .84 for *IS*, and .84 for *CM*, which are very close to the Cronbach alpha estimates. The person reliability indices were .99, .98, .98 for *SE*, *IS*, and *CM* respectively, indicating that the student teacher efficacy estimates were well dispersed. Overall, Rasch analysis with acceptable model fit, high reliability estimates, and the presence of few unexpected responses helped verify that the items in each subscale are working together to define a recognizable and meaningful variable.

Reliability:

The coefficient alpha values for the Turkish preservice teachers were .82 for *SE*, .86 for *IS*, and .84 for *CM*. For the whole scale, the reliability of efficacy scores was .93. All items were contributing to the reliability with high item-total correlations.

Scoring:

To determine the subscale scores, means of the items on each corresponding subscale are generated. We used the same numbering with the original scale (TSES). Therefore, groupings are as follows:

Efficacy in Student Engagement / Öğrenci katılımına yönelik öz yeterlilik

Items 1, 2, 4, 6, 9, 12, 14, 22

Efficacy in Instructional Strategies / Öğretim stratejilerine yönelik öz yeterlilik

Items 7, 10, 11, 17, 18, 20, 23, 24

Efficacy in Classroom Management / Sınıf yönetimine yönelik öz yeterlilik

Items 3, 5, 8, 13, 15, 16, 19, 21

APPENDIX C- THE QUESTIONNAIRE “MASLACH BURNOUT INVENTORY”

Dear Colleague,

Below is a scale developed to collect data for my Ph.D thesis in English Language Teaching Department of Foreign Language Education at Gazi University. The aim of this study is to shed light on problems regarding to teaching at University English Prep programmes. So, reaching the goals of the study depends on your fully and truly completing the scale. The data gained will be confidential and used only for academic purposes.

Thank you for your participation.

Eda ERCAN DEMİREL

Instructor / NEU School of Foreign Languages

Gazi University Ph.D. Candidate

e-mail: eeercan84@hotmail.com

Part I: Personal Information

1. Sex: F M
2. Marital status: Married () Single ()
3. Department you've graduated from: English Language Teaching ()
English language and literature ()
Other ()
4. Age: 20-25 () 26-30 () 31-35 () 36-40 () 41-45 () 46+ ()
5. Degree: BA (university graduate) () MA () Ph.D ()
6. Year of experience in teaching 1-5 () 6-10 () 11-15 () 16-20 () 20+()

APPENDIX D- MBI SCORING KEY

MBI–Human Services/Educators Scoring Key

Personal Accomplishment (PA) Subscale

Directions: Line up the item numbers on this key with the same numbers on the survey form. Looking at the unshaded items only, add the scores in the “How Often” column and enter the total in the “PA” space at the bottom of the survey form.

How Often 0–6

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____
11.	_____
12.	_____
13.	_____
14.	_____
15.	_____
16.	_____
17.	_____
18.	_____
19.	_____
20.	_____
21.	_____
22.	_____

Categorization: Personal Accomplishment*	
High	0–31
Moderate	32–38
Low	39 or over

*Interpreted in opposite direction from EE and DP.

Form Ed Cut-off Points

Categorization (Form Ed): Emotional Exhaustion	
	Frequency
High	27 or over
Moderate	17–26
Low	0–16

Categorization (Form Ed): Depersonalization	
	Frequency
High	14 or over
Moderate	9–13
Low	0–8

Categorization (Form Ed): Personal Accomplishment*	
	Frequency
High*	0–30
Moderate	31–36
Low	37 or over

*Interpreted in opposite direction from EE and DP.



1055 Joaquin Road, 2nd Floor
Mountain View, CA 94043
800-624-1765 • www.cpp.com

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MBI–Human Services/Educators Scoring Key

Emotional Exhaustion (EE) Subscale

Directions: Line up the item numbers on this key with the same numbers on the survey form. Looking at the unshaded items only, add the scores in the “How Often” column and enter the total in the “EE” space at the bottom of the survey form.

How Often 0–6

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____
11.	_____
12.	_____
13.	_____
14.	_____
15.	_____
16.	_____
17.	_____
18.	_____
19.	_____
20.	_____
21.	_____
22.	_____

Categorization: Emotional Exhaustion	
	Frequency
High	27 or over
Moderate	17–26
Low	0–16

Depersonalization (DP) Subscale

Directions: Line up the item numbers on this key with the same numbers on the survey form. Looking at the unshaded items only, add the scores in the “How Often” column and enter the total in the “DP” space at the bottom of the survey form.

How Often 0–6

1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____
11.	_____
12.	_____
13.	_____
14.	_____
15.	_____
16.	_____
17.	_____
18.	_____
19.	_____
20.	_____
21.	_____
22.	_____

Categorization: Depersonalization	
	Frequency
High	13 or over
Moderate	7–12
Low	0–6

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APPENDIX E- SEMI-STRUCTURED INTERVIEW FORM

PART I: DEMOGRAPHY&CONTEXT

What's your name & surname?

What's your email?

How old are you?

What's your marital status?

What degree do you have?

Which department have you graduated from?

How long have you been teaching?

How long have you been teaching in your current profession?

PART II: INFORMATION ABOUT TEACHING

- 1. How many hours do you teach a week?*
- 2. What level of students are you currently teaching?*
- 3. Do you work for any offices at school?*
- 4. What do you think about your monthly income?*
- 5. What do you think about your working conditions at school?*
- 6. Have you ever thought of working at another school? What reasons made you think of that?*
- 7. How often do you attend conference/congress/training, etc. for professional development? (in a year)*
- 8. Does your school support you financially and emotionally for attending these?*
- 9. Do the instructors at your school support each other academically?*
- 10. Do you think you are a successful teacher?*
- 11. Do you think that you're improving yourself at the point where you are now?*
- 12. Do your ideal working conditions and your school's conditions fit?*
- 13. What's your role in the classroom as a teacher?*
- 14. What is the students' role in the classroom?*

PART III: PERSONAL VIEW

- ❖ *Would you like to teach any level of students other than you're currently teaching? Please explain why.*
- ❖ *In your opinion, what makes a good teacher?*
- ❖ *What's the biggest problem/challenge you face as a teacher?*

EK 20. Özgeçmiş Sayfası Örneği

ÖZGEÇMİŞ

FOTOĞRAF

Kişisel Bilgiler


Soyadı, Adı	
Uyruğu	
Doğum tarihi ve yeri	
Medeni hali	
Telefon	
Faks	
E-posta	

Eğitim Derecesi	Okul/Program	Mezuniyet yılı
Lise		
Üniversite		
Yüksek Lisans		
Doktora		

İş Deneyimi, Yıl	Çalıştığı Yer	Görev

Yabancı Dil	
-------------	--

Yayımlar

 Gazi Üniversitesi Tez Değerlendirme Formu		EVEET
Öğrencinin Adı Soyadı:		
Kapak		
1	Tez Başlığı tutanaktaki başlıkla aynı mı?	
2	Kapaktaki ay ve yıl savunmaya girilen tarihle tutarlı mı?	
3	Kapak format kılavuzdaki kapak formatına uygun mu?	
4	Kapakta yazılan tüm yazılar doğru olarak verilmiş mi?	
İçindekiler		
5	Sayfa numaraları tam verilmiş mi?	
6	Şekil, Çizelge vb. listeleri verilmiş mi? Sıralaması doğru mu?	
7	Özet, Abstract, Giriş, Sonuçlar vb. bölümler var mı?	
8	Yazım hataları kontrolü yapıldı mı?	
Giriş		
9	Hazırlanan tezin önemini anlatıyor mu?	
10	İkinci ve Üçüncü dereceden başlık içermemeli kuralına uyuldu mu?	
Özet/Abstract		
11	Kılavuza uygun mu?	
12	Ay ve yıl savunmaya girilen tarihle tutarlı mı?	
13	Özet; tek sayfa, tek aralık, tek paragraf kuralına uygun olarak yazıldı mı?	
14	Bilim kodu, sayfa adedi, anahtar kelimeler ve tez danışmanı yazıldı mı?	
Kaynaklar		
15	Kaynakların tamamına metin içinde atıf yapıldı mı?	
16	Kaynak formatı Kılavuzdaki kaynak formatına uygun olarak hazırlanmış mı?	
17	Atıf formatı kılavuzdaki atıf formatına uygun mu?	
Genel Değerlendirme		
18	Etik Beyan açıklaması okundu, uyuldu ve imzalandı mı?	
19	Kabul/Onay sayfası kılavuzdaki formata uygun olarak düzenlenmiş mi?	
20	Kabul /Onay sayfasında belirtilen oy birliği/oy çokluğu seçeneklerinden uygun olanı savunmayla tutarlı olacak şekilde belirlenmiş mi?	
21	Sayfa kenar boşluklar ve sayfa numaraları kılavuzdaki formatına uygun mu?	
22	Paragraf boşlukları ve metin satır aralığı kılavuza uygun olacak şekilde düzenlenmiş mi?	
23	Başlık yazımları kılavuzdaki başlık formatlarına uygun mu?	
24	Yazı tipi ve boyutu kılavuzdaki yazı tipi ve boyutu formatına uygun mu?	
25	Şekil, Çizelge vb. açıklama ve numaralandırmaları kılavuzdaki formata uygun olarak yazılmış mı?	

Bu tezin tarafımdan “Tez yazım kuralları” okunarak dikkatlice hazırlanmış olduğunu ve doğabilecek her türlü olumsuzluktan sorumlu olacağımı kabul ederim.

Öğrencinin imzası



GAZİ GELECEKTİR...