THE BURNOUT LEVELS OF YOUNG LEARNER ENGLISH TEACHERS

IN PRIVATE K12 SCHOOLS IN RELATION TO

ORGANIZATIONALCONTEXT

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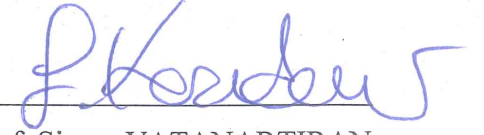

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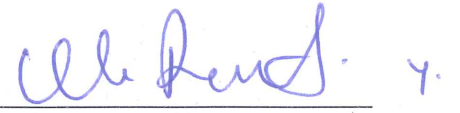IN THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

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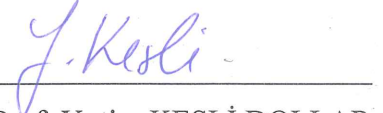Approval of the Graduate School of Educational Sciences

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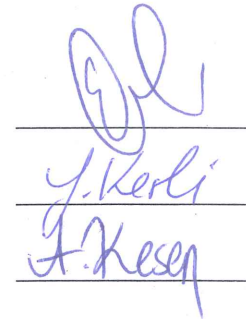
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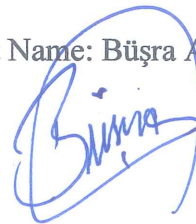
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ABSTRACT

THE BURNOUT LEVELS OF YOUNG LEARNER ENGLISH TEACHERS IN PRIVATE K12 SCHOOLS IN RELATION TO ORGANIZATIONAL CONTEXT

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It is claimed that teachers working especially with young children in private institutions come up against burnout in a very short time mostly because of excessive amount of workload and unrealistic expectations from administration and parents. When the importance of early education and that passion and energy are important components of education are taken into consideration, wellbeing of teachers must be seen as crucial. The purpose of this study is to give an overview about the problems teachers face in the name of "burnout" while doing their job, and its negative effects on their personal and professional lives. A sample of 43 young learner (YL) English teachers participated in this study. Data was obtained through surveys and semi-structured interviews. The findings of the study showed that the main reason for YL teachers' burnout in private k12 school is excessive amount of workload and lack of control on decision making process. It is also suggested that symptoms of burnout should not be ignored, but accepted to take precautions. Finally, suggestions to overcome burnout are provided with regard to individual, colleague and family level.

Keywords: Burnout, Young Learners (YL), English teachers, Private K12 Schools, Metaphor, Perception

ÖZ

ÖZEL K12 OKULLARINDA GENÇ ÖĞRENENLERLE ÇALIŞAN İNGİLİZCE ÖĞRETMENLERİNİN İŞ BAĞLAMINDA TÜKENMİŞLİK SEVİYELERİNİN İNCELENMESİ

Algın, Büşra

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Yüksek Lisans Programı

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Bu çalışmanın amacı, İstanbul'daki bazı özel okullarda çalışan İngilizce öğretmenlerinin mesleklerini icra ederken "tükenmişlik" adı altında yaşadıkları problemleri incelemek ve tükenmişliğin hem kişisel hem de profesyonel yaşamları üzerindeki olumsuz etkilerini araştırmaktır. Altı farklı özel K12 okulundan kırk iki farklı İngilizce öğretmenin katıldığı araştırmada hem öğretmenlerin tükenmişlik seviyeleri hem de muhtemel sebepleri araştırılmıştır. Veriler, anketler ve yarı yapılandırılmış görüşmeler ile toplanmıştır. Çalışmanın bulguları, araştırmada yer alan birçok öğretmenin, tükenmişlik belirtileri gösterme eğilimi olduğunu göstermiştir. Anket sonuçlarında öğretmenlerin genellikle iş yükü ve karar verme sürecinde yetkilerinin olmaması sebebiyle tükenmişlik belirtileri gösterdikleri saptanmıştır ve bu bulgular yarı yapılandırılmış görüşmeler ile desteklenmiştir. Öğretmenlerin tükenmişlik sendromundan korunabilmeleri için öncelikle belirtilerini iyi bilmeleri gerektiği ve devamında okul idarecilerin öğretmenlere verdiği sorumlulukların dağılımı konusunda adil davranmaları gerektiği sonucuna ulaşılmıştır. Böylelikle öğretmenlerin daha ilk yıllarında tükenmişlik sendromuna yakalanmaları önlenebilir.

Anahtar kelimeler: Tükenmişlik, Küçük Öğrenciler (YL), İngilizce Öğretmenleri, Özel K12 Okulları, Metafor, Algı

To my family

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Chapter 1

Introduction

1.1 Overview

In this chapter, the researcher aims to give an overview about the problems teachers face in the name of "burnout" while doing their job, and its negative effects on their personal and professional lives. It is claimed that teachers working with young children in private institutions come up against burnout in a very short time mostly because of excessive amount of workload and unrealistic expectations from administration and parents. The chapter also refers to theoretical framework in which more reasons for burnout and possible solutions are discussed. Next, purpose of the study, research questions and significance of the study are pointed out. Lastly, the researcher defines some key terms used in this study in this chapter.

1.2 Theoretical Framework

In any job, fulfilling the requirements and giving one's all energy to their profession have vital importance. That is why, choosing the right profession is a must for every person. If a person has to practice his/ her own profession due to some reasons beyond their control such as maintaining family business, not having enough labour supply in a profession s/he desires, or not being qualified enough to perform his/her desired job, this person in turn will face some difficulties like low amount of passion, not being eager to do this job or facing "burnout" in the early years of professional life. When the outlook on teaching profession in Turkey is taken into consideration, it is very obvious why teachers run into difficulties earlier in their profession. As a matter of fact, in Turkey, a lot of college students choose teaching as a profession just because their marks are not high enough for being an engineer, a doctor or an architect. The number of students who study at educational department is quite high, yet when asked, most of them say they study at this department because their university entrance exam results are not high enough to choose another

profession. When this is the case, they cannot handle the problems when they start performing their job.

In fact, teaching was one of the most respected professions in Turkey. In the society, this job was regarded as "holy" or "blessed" for years. However, in the last years, it has lost this respect and is assumed that it is a profession in which teachers have a lot of off-days and job guarantee. Among high school students, it seems that teaching is a kind of job they can perform if they do not have any other option (Eraslan, 2009). When this is the case, teaching profession is among the last preferences in the form students fill out while applying for the universities. Since written exam results carried out by the Minister of Education is the only condition to apply for this job, students cannot be eliminated if they do not have the special traits and skills. If taken as an example as having the most successful educational program, Finland has a quite different point of view against teaching profession in terms of cultural position of teaching in that society and the way they choose and educate teachers (OECD, 2007).

First of all, teachers are one of the most important characters in students' lives as the Finn society gives a lot of importance to raising children, and teachers play such a big role as families do (Malaty, 2006). Moreover, teaching is a profession which requires the highest grades to apply and is a high status job (Valijarvi et al., 2007). What is more, having the highest grades is not enough to be accepted as a student in educational departments. In Finland, teachers need to be successful in 3 more stages which will be given details in literature review.

When compared to Turkey, it is very clear why many teachers have difficulties in overcoming the problems they face in their profession. On the other hand, there are many other variables affecting teaching in a negative way. These are personal traits of teachers, excessive amount of workload, being unable to keep up with recent developments in the field, unrealistic expectation from administrative and parents, problems in private lives of teachers. As Lens and Jesus (1999) stated, being a teacher is more than teaching a subject; it includes many other "odd" jobs including "watching over them in the playground, fund-raising, making house calls, being involved with the sociocultural life of the local community" (p.198). When all of these come together, teachers start to feel dissatisfaction and in turn "burnout".

Burnout is a term defined in many ways by different researchers. According to Kokkinos (2007), it is a syndrome consisting of 3 components which are (a) emotional exhaustion, (b) depersonalization, (c) lack of personal accomplishment. Burnout is a work-related concept, and mostly it comes out in professions which require dealing with people on a daily basis. When employees fail dealing with problems, they face stress and if they cannot overcome this stress, they face burnout at the end. When considered that teachers have to deal with students, parents, colleagues and management at the same time, it is clear that they often face burnout in their early professional lives.

When teachers face burnout, the results not only affect themselves but also the students and even the future of this society. When teachers lose motivation and passion for their jobs, they cannot educate students in the proper way, and in turn the future of this society gets into danger. That is why, the well-being of teachers should have the utmost importance and necessary precautions should be taken before it is too late.

1.3 Statement of the Problem

Since teaching is a stressful profession in its nature, and teachers need to deal with a lot of people such as administration, students, parents and colleagues, and have to make some crucial decisions regarding a lot of students' lives, they may face burnout sooner than people in other professions. There are many components causing teachers to suffer from burnout. First of them is teachers' personal characteristics. There are some traits that an efficient teacher must have such as patience; multi-tasking; being responsible, caring, innovative, self-sacrificing, motivated and open-minded. If they do not have some of these traits, they may think that they are not the right person for this job, and they may feel demotivated and stressful.

Moreover, they should choose this profession with their own free will, not because of external reasons such as family business or having a lot of off-days or seeking for a guaranteed job. Free will is one of the most important components of motivated teachers. When they feel motivated, they do not have difficulty in keeping up with the recent improvements in their field, and in turn they do not feel getting lost.

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What is more, excessive amount of workload especially in private institutions and unrealistic expectations from teachers are among the reasons why teachers face burnout. Especially when administration disregards the workload a teacher has to carry out and does not support teachers, they may feel stressful.

The last reason may be the personal or family issues teachers have in their own lives. When all of these arguments are taken into consideration, it is very obvious that teacher burnout should be discussed in a contextual perspective rather than separate reasons.

1.4 Purpose of the Study

The main aims of this study are to investigate the level of burnout among EFL teachers of young learners (YL), working at private school settings in İstanbul, Turkey. Besides, the study also aims to find out the most common reasons for burnout among teachers with regard to organizational context. What is more, this study also intends to find/offer solutions to burnout problems defined at the end of data collection process from many teachers working at private schools with young children across İstanbul. This study consisted of three steps followed by a survey applied to 42 teachers in İstanbul, interviews with EFL teachers of YL and a metaphor analysis to understand their condition better and in detail.

1.5 Research Questions

In the light of what has been discussed so far above, the following questions guided this thesis study:

1. What is the level of burnout identified by EFL teachers of YL in private K12 schools?
2. What are the most common reasons for teacher burnout with regard to organizational context?

1.6 Significance of the Study

Even though the role of teachers in education has changed a lot for the last decades, they still have a great importance in leading the teaching process. Recent

studies conducted in educational psychology revealed that it is better for students to be in the center of education. Teachers' role as a source of information has changed to being mentors and facilitators in class. Nowadays, teachers are supposed to monitor the process and let students be at the center of the process. However, teachers are still the ones who are affected most by the changes made by administration of government's policy changes. However, their roles change as a teacher in class, their biggest role as being the "role model" in and out of the class stays the same. That is why the physical and psychological well-being of teachers are of great importance to be able to maintain educational process in an effective way.

As in many other professions, teachers face burnout quite often in their professional lives, and there are many reasons for why they feel stressed for a long time, and some of them come to the point of changing profession in the early years of their lives. By exploring the most common reasons for burnout and trying to come up with possible solutions for each of them, this study will contribute to the literature in this area. This study will have a look at both characteristic aspects and organizational context in terms of teacher burnout.

According to the mismatch model stated by Leiter and Maslach (2004), the lack of balance between job characteristics (demand) and teacher traits (needs) creates burnout among teachers. In turn, if there is a difference between expectations of teachers from their working environment and the actual working environment, teachers face burnout. On the other hand, it is not enough to show only one reason as the result of burnout. Leiter and Maslach (2004) identified six areas of worklife as an approach to organizational predictors of job burnout; namely, workload, control, reward, community, fairness and values. With regard to these, teachers do not have to feel mismatch in every one of these domains. Sometimes perceiving a mismatch in only one of these areas can result in burnout among teachers. By taking into consideration this up-to-date organizational context research, this study will also contribute to the literature in this area related to six domains of worklife.

As well as trying to find some solutions to the existing burnout problems teachers often face, this study will also aim to contribute to the literature by suggesting some solutions to the problems before they take place in line with the findings of the research.

1.7 Definitions

EFL: Abbreviation for English as a Foreign Language

EFL Teachers: In the scope of this study, "EFL teachers" refers to English teachers who teach young learners at private institutions in İstanbul.

Young Learners (YL): In the scope of this study, "young learners" refers to students who study between grade 1 and grade 7.

Work Environment: In this study, "work environment" refers to both physical conditions and mostly social environment in which parents, students, colleagues and administrators interact with each other.

Chapter 2
Literature Review

2.1 Overview

In this chapter, the literature review of the study is explained in detail. The main titles are the definition of burnout and its dimensions, teacher burnout elaboration, personal and work-related factors related to burnout and the perceptions towards teachers in society. This chapter will end with some selected research studies conducted in Turkey associated with teacher burnout.

2.2 Burnout

The definition of "burnout" in Cambridge dictionary is as follows: "extreme tiredness, usually caused by working too much"(Cambridge, 2016). As the definition suggests burnout is generally associated with professional lives of people. As this is the case, job satisfaction and professional burnout are widely studied phenomena in the fields such as organization and management, industry, psychology and education (Ertürk & Keçecioğlu, 2012). When the burnout and job satisfaction concepts are examined deeply, it is found that "stress" is the key factor leading to job dissatisfaction. When people face certain situations in which they have to cope with stress and fail to deal with it, they feel psychological imbalance which interferes with their personal, social and professional lives. It is also found that people working in professions that require to deal with people are the ones who face job dissatisfaction and burnout most (Maslach, 2003) According to Baltaş (1998), sectors like education and service are the ones which require working with humans face to face. According to American Stress Industry, teaching is a profession which puts health into danger and difficulties in coping with daily problems. When this is the case, it is very crucial to learning the terms burnout, causes of it and how to prevent it.

2.2.1 Definition of stress and burnout. Stress is defined as the "A state of mental or emotional strain or tension resulting from adverse or demanding

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circumstances" (Oxford, 2016). Stress is unavoidable in people's lives and all people experience stress somehow in their lives. There are many reasons why people suffer from it such as responsibilities, fears, conflicts, unexpected changes in life and fears. Although stress is usually associated with negative terms, there is also a positive side of it. According to Drewett (2005), stress can be a source of motivation in our lives. It may help us solve problems, be alert for any kinds of danger outside and have courage to overcome our fears. That is why, determining whether a source of stress is positive or negative depends on people's perceptions on it. When people associate stress with negative connotations, they may have difficulty in coping with it. As a result, stress turns into a permanent phenomenon (Harrell, 2003). In the definition given by Oxford dictionary *burnout* means physical or mental collapse caused by overwork or *stress* (2016). That is why, burnout is related to extreme amount of stress by many researchers.

Burnout is a universally accepted fact which has huge amounts of effects on people and organizations. However, for a long time it was taken as an individual's problem caused by some weaknesses in personality. However, later some researchers and scholars started to work on burnout from a social psychological point of view, which concentrates on the relationship between environment and individual (Sachdeva & Narwal, 2015).

The original term for burnout was put forward by Freudenberger (1973) for the people working in healthcare services to define their physical and psychological conditions. However today, the borders of the term are extended for the people working in all kinds of stressful human service professions especially teachers, nurses, police officers, and social workers (Byrne, 1994). Apart from Freudenberger, many other researchers proposed different models to explain burnout. To illustrate, Cherniss (1980, 1995) interpreted burnout in three stages as the result of stress. The first one of the stages was the inequality between the demands of work and the sources of it; the next one was the emotional reaction of a person for this imbalance; the last one was the changes in this person's attitude toward the work (Kazımlar, 2015). On the other hand, some other researchers like Pearlman and Hartman (1982) took personal and organizational factors into consideration to explain burnout. They

suggested that if there is a difference between the demands of individuals and resources, burnout may come out.

In line with what Byrne (1994) suggested, Pines, Aranson and Kafry (1981) also agreed that burnout should be discussed in its social context in which people have to have contact with others to carry out their daily tasks. They also concluded that burnout arises in professions which require human interaction in which emotional pressure exists for a long amount of time.

Among all of these models and definitions of burnout, the most accepted one belongs to Maslach and Jackson (1981) whose name is multidimensional theory of burnout. Before having put forward this theory, Maslach gave examples from his own life in one of his works. He said in the third year of working as a therapist, he realized that he changed from eager and open-minded to a cynical person. He further added that he developed ulcer because of his stressful working environment (Maslach & Goldenberg, 1998). As a result, Maslach decides to examine burnout in a situational context. In their article, Maslach and Goldenberg (1998) emphasized that there are several key terms that explain the nature of burnout. One of these terms is imbalance. It occurs when the demands of the profession are extremely high, yet the resources to meet them are not adequate. What is more, if the demands are constant in nature, burnout is inevitable. The other term is conflict which can be seen among clients and colleagues or between demands of roles taken. When both terms come together, they represent a working environment in which excessive amount of work comes with lots of conflict in it. As a result, people face unrealistic expectations from managers and feel emotional exhaustion which they have hard times to deal with. At the end, they feel detachment from their work and the feeling of uneasiness and inadequacy comes along (Maslach & Goldberg, 1998). When it comes to Maslach's multidimensional theory of burnout, he suggests that what we call job stressors at the beginning can turn into job burnout if we cannot deal with stress for a long period of time (Swagger, 2010). According to this theory, job burnout includes emotional exhaustion, depersonalization and personal accomplishment (Sachdewa & Narwal, 2015).

2.2.2 Dimensions of burnout. In his study, Crotwell (2011) states that almost 40% of teachers in America consider leaving the profession before retirement. It is mostly because of failure to overcome excessive workload. Leithwood and McAdie (2007) claims that "Teachers' working conditions are students' learning conditions." (p.9). That is why, understanding the true reasons for burnout and ways to prevent it are very important. According to Maslach (2003), there are three basic dimensions of burnout, which are emotional exhaustion, depersonalization and reduced personal accomplishment.

Emotional exhaustion is the feeling of individual stress caused by interaction with other people. It also means decrease in individual's emotional and physical resources (Kazımlar, 2015). There are many reasons for emotional exhaustion, but the major ones are excessive amount of workload and conflicts they face at work (Maslach & Goldenberg, 1998). According to Watts (2013), the causes of emotional exhaustion are continuous thought about students' behavior and undesirable teaching tasks. Teachers need some time alone to renew themselves emotionally and intellectual social support groups to share their problems with. In another definition by Skaalvik (2010), it is proven to be a strong relationship between time pressure and emotional exhaustion. In the article, Skaalvik states that time pressure teacher face results in less time to rest and recover themselves (in Watts, 2013).

Second dimension is depersonalization, in other words cynicism. It is seen as a threat against teachers' existential fulfilment, which means "a way of life full of purpose and meaning, and reveals an existential psychological approach to life" (Watts, 2013, p.29). As in emotional exhaustion, there are many reasons for depersonalization, as well. The most common reasons are low self-esteem and lack of personal accomplishment and lack of assistance offered from other teachers (Watts, 2013). According to Schwarzer (2008), it is the loss of idealism and negative attitudes toward people who individuals interact with. By avoiding from demands of others, individuals compensate the lack of emotional energy (Maslach, 1982).

Reduced personal accomplishment is the last dimension of Maslach's burnout model. This one is related to individual's self-evaluation. When individuals feel decline in their productivity at work, in turn their sense of self-efficacy also decreases. Among the reasons for lack of personal accomplishment, role ambiguity

and external locus of control affect self-esteem in a negative way, and in turn it causes reduced personal accomplishment (Dorman, 2003).

2.3 Teacher Burnout

The term burnout dates back to the 1970s when Freudenberg (1974) first associated the term with professions including human interaction (as cited in Watts, 2013). Current studies about burnout include many other professions beside human-service ones, yet when the level of burnout is taken into consideration, teachers scored the highest levels of burnout (Parker & Martin, 2009). There are many reasons why teachers experience the highest levels of burnout. The most common causes are time management issues, ambiguity of the roles they have taken, emotional exhaustion, excessive amount of workload after school and problems with administration.

As stated above, teacher burnout is not an overnight phenomenon. The three dimensions may be the result of some factors or problems teachers face in their work environment (Maslach & Leiter, 1999). For instance, teachers may get the feeling of emotional exhaustion if they feel that they cannot help or teach their students anymore. In another situation, teacher may feel that they cannot handle the workload and have time to socialize in their personal lives. Occasions like these may result in disconnection for teachers with their profession or the place where they work. In the worst case scenario, teachers may feel far from their students, and they may behave negative towards them (Kazımlar, 2015).

In his article, Lambert et al (2008) stated that 40% of teachers in America are planning to leave the profession before they get retired (as cited in Crotwell, 2011). This is mostly because of the mismatch between the figure of 'teaching' in their mind and the realities of 'teaching' in real life (Lavian, 2012). In their idealistic worlds, teachers have huge faith in their teaching skills at the beginning of their professional lives, voluntarily work hard; yet when they face school policies and time issues, they get discouraged and lose faith in their abilities (Kazımlar, 2015). All of these feelings lead teachers to feel inadequate in their professions.

Besides all of these inadequacy feelings, there are some other ways teacher burnout reflects itself. According to Rudow (1999), the most common symptoms of

teacher burnout are fatigue, depression, changes in mood and behaviors, sickness and sleeping disorders. In line with these symptoms, more serious indications of teacher burnout are abuse of drug and alcohol and reduced teacher performance. As Crotwell (2011) once cited from a policy maker "Teachers' working conditions are students' learning conditions" (p.39). That is why, when teachers do not feel motivated in their professions, they may be inclined to raise voice while trying to solve conflicts in classes. Moreover, they may have a tendency to ignore the mistakes students make as a result of lack of drive. Lack of drive also causes lack of involvement and affection towards students, which are actually two of the most important components of quality education (Kazımlar, 2015). In the most severe cases, all of these factors lead teachers to abandon their jobs in the early years of their professional lives.

In their study, Lens and Schops (1991) reported that:

"When teachers were asked if they would choose to become a teacher again if they could restart their career, not more than 20% said 'certainly', 31% said 'probably', 20% said 'it depends', 20% answered 'probably not', 9% said 'certainly not'." (as cited in Lens & Jesus, 1999).

2.3.1 Factors causing teacher burnout. There are various factors why teachers experience burnout. In this study, burned-out teachers will be examined in terms of personal, work-related and policy-related factors.

2.3.1.1 Personal factors. Personal factors vary in itself. The main categories are demographic factors and personality characteristics of teachers. Demographic factors include gender, age, marital status, education and teaching experience; however, personality characteristics are self-efficacy, self-esteem and locus of control.

Age:

Regarding the age, Lens and Jesus (1999) found that as teachers get older the level of burnout they face get higher as well. Younger teacher aged 25-35 showed less amount of stress, and they were more satisfied with their job. Teachers whose ages are between 45-55 occasionally showed some amount of burnout. On the other hand, the highest level of burnout observed in teachers were aged 35-45.

However, Maslach et al. (1996) found that younger teachers were identified to be more burned-out when compared to older ones in terms of their emotional situations. On the other hand, Anderson and Iwanicki (1984) found no difference in age (as cited in Kazımlar, 2015).

In another study conducted by Watts (2013), he found that the source of burnout in older teacher was government policies whereas for younger teachers, the burnout was reported as emotional exhaustion and depersonalization.

Gender:

When it comes to gender issue, the results are not consistent in terms of dimensions of burnout. According to Comerchero (2008), female teachers showed higher levels of emotional exhaustion, yet male teachers showed higher in terms of depersonalization. On the other hand, Yavuz (2009) reported that in his study, he found no significant difference between female and male teachers and their emotional exhaustion. However, Yavuz (2009) found a significant difference in the depersonalization dimension. In this facet, male teachers showed higher levels of burnout than female teachers did. In the more detailed report Burke and Greenglass (1989), they claimed that in terms of work settings, there was no difference between men and women. On the other hand, when it comes to time management, female teachers showed higher levels of burnout whereas male teachers scored higher in terms of student behaviors. In Turkey, it was found that male teacher scored higher levels of on all three facets of burnout whether they are teachers, administrators or instructors. (Başol & Altay, 2009; Otacıoğlu, 2008; Öztürk, 2013 as cited in Kazımlar, 2015).

Teaching Experience:

Teaching experience is another factor that leads to burnout among teachers. According to Watts (2013), in his research, teachers with more than 20 years of teaching experience showed less amount of burnout levels in terms of emotional exhaustion than teachers with fewer than 10 years of teaching. As opposed to findings of Watts, Friedman and Lotan (1991) found that the level of burnout increases as teachers get more experienced. They claim that the highest level of burnout is seen among teachers who have 20-24 years of experience. Öztürk (2013)

also claimed that the amount of teaching experience has no impact on teachers' level of burnout (as cited in Kazımlar, 2015).

Marital Status

The effect of marital status on teachers' burnout level has also yielded inconsistent findings in the literature. Luk et al. (2010) suggested that single teachers are more prone to feelings of burnout when compared to married ones. This claim was supported with the significance of social support in individuals' lives (as cited in Watts, 2013). In line with Luk et al.'s findings, Maslach et al (2001) also found that single teachers suffer from burnout higher than married teachers do. On the other hand, Russel, Altmaier and Velzen (1987) found different results from Maslach and Luk. They stated that married elementary male teachers' reports on the level of burnout were higher with regard to personal accomplishment (as cited in Kazımlar, 2015). On the other hand, Sears and Navin (1983) found no association between marital status of teachers and their burnout levels (as cited in Sachdeva & Narwal, 2015). Therefore, the results are inconsistent when compared to one another.

Locus of Control

As a predictor of low self-esteem and in turn low personal accomplishment, locus of control is another factor that causes teacher burnout. In the definition of Rotter's Locus of Control Scale, it was defined as "the extent to which a teacher has a generalized expectancy of control over reinforcement" (as cited in Dorman, 2003, p.39). In a more detailed definition by Cadavid and Lunenburg (1991) there are two types of locus of control; namely, internal and external. Internal locus of control takes action when individuals believe the results of events are based on their own actions. External locus of control is when the results depend on external constructs such as fate, chance and luck. (as cited in Kazımlar, 2015). In the results of Dorman's (2003) research, external locus of control was found to have an indirect effect on personal accomplishment by means of lowering self-esteem.

Self-efficacy

Self-efficacy is another factor that has been taken into consideration by many researchers. Gavora (2011) described this term as "a teacher's judgement about his/her own capacity to bring about desired instructional outcomes" (as cited in

Watts, 2013). According to Bandura (2006) it means the beliefs of individuals in their own abilities to organize and carry on task. Watts (2013) states that low levels of self-efficacy may cause increase in the level of depersonalization because teachers think that they cannot overcome the problems they face during teaching. It has also an impact on personal accomplishment since teachers with high levels of self-efficacy may believe that they can reach their goals as teachers and are satisfied with their position (Watts, 2013).

On the other hand, Kazımlar (2015) stated that teachers' self-efficacy also depends on students' situations in class. That's why, student achievement and motivation are significant causes and results of teachers' sense of self-efficacy. When teachers have strong sense of self-efficacy, their organization and management skills improve, as well. Moreover, their criticism lessens when students make mistakes, and they can work longer with students whose academic levels are lower. It is possible to summarize that teachers with high amounts of self-efficacy are better at helping their students and organizing their tasks.

Self-Esteem

Self-esteem can be counted as another predictor of teacher burnout. According to Moeller (1994), self-esteem is about feeling good about ourselves (as cited in Drewett, 2005). Sometimes it can be used interchangeably with "self-concept" which means "global view of oneself" (Drewett, 2005 p.8). The way teachers feel about themselves has been found to have an effect on the way they teach and the level of burnout. That is why, self-esteem or self-concept has a place in teacher burnout literature. In literature, self-esteem is categorized into two ways; namely, positive and negative self-esteem.

A teacher with positive self-esteem displays positive behaviors such as encouraging words, a warm and welcoming attitude, and motivational suggestions. When teachers have positive attitudes towards students, the results also come out as positive. When students are content with education they get, teachers feel confident and get the feeling that they reach their educational goals. This positive teaching and learning environment make a difference in both teachers' and students' lives.

If a teacher has negative self-esteem, they may express discouraging words, show no effort to improve students and display a cold and unwelcoming behavior,

which in turn yield negative consequences in terms of students. When this is the case, teachers get negative feelings about their ways of teaching and not reaching their goals, then teachers get burned-out (Drewett, 2005).

To conclude, literature on teacher burnout is consistent that lower self-esteem or self-concept leads to more teacher burnout. (Dreweet, 2005; Kazımlar, 2015; Watts, 2013).

<u>Perfectionism</u>

Along with the construct above, perfectionism is also identified as a personality construct which plays a role in teachers' skills to evaluate and take action in stressful situations (Comerchero, 2008). According to Slaney at al. (2001), there are two types of perfectionists; namely, adaptive and maladaptive. Adaptive perfectionists are poised about their ways of teaching in terms of evaluating the working conditions and their self-standards in a balanced way. That is way, in adaptive perfectionists' world, there is not much difference between their desired standards and current performance (as cited in Comerchero, 2008).

On the other hand, maladaptive perfectionists have irrational expectations about their ways of teaching. For maladaptive perfectionist, there is an enormous difference between their expectations and current performance, which results in negative outcomes (Comerchero, 2008).

In a study conducted by Comerchero (2008), teachers were evaluated in terms of their gender, years of experience and perfectionism. The results suggested that female teachers were found to be more adaptive perfectionists when compared to male teachers. Moreover, experienced teachers stated higher levels of adaptive perfectionism when compared to novice teachers. What is more, adaptive perfectionists were less affected from Depersonalization, and more from Personal Accomplishment. On the other hand, maladaptive perfectionists were more associated with Emotional Exhaustion, and less related to Personal Accomplishment (Comerchero, 2008).

2.1.3.2 Work-related causes of teacher burnout. In the literature of behavioral psychology, person and environment are accepted as independent entities, yet it is known that to interpret behaviors, person and environment relations should be

evaluated together. In the interactional model explaining the job-person fit situations, it is found that fitting better is positively related to better adjustment, and negatively related to stress and burnout (Kahn & Byosiere, 1992). Later theories also emphasize the significance of individual and environmental factors in the assessment of teacher burnout. According to Leiter (1993), burnout differs from sudden stress reactions. Instead, it is a cumulative a response to environmental stressors which are in progress for a while. Since burnout is a reaction to ongoing stressors, it tends to be permanent over time.

In their model, Maslach and Leiter (1999) focus on individuals and six domains of job environment, which are workload, control, reward, community, fairness and values. In this model, they tried to determine the level of mismatch between individuals and these six domains of job environment. According to a study conducted by Maslach and Leiter (2008), they state that when the gap between expectations of individuals from their work environment and actual work environment is huge, the likelihood of burnout with regard to teachers is higher, as well. If the nature of job environment is not in harmony with any of these six domain, the mismatch may take place, which results in increase in the level of exhaustion, depersonalization and decrease in personal achievement (Maslach & Leither, 2008).

In reviewing these six domains, According to Karasek and Theorell (1990), *workload* and *control* refer to demand-control model of job stress (as cited in Maslach & Leiter, 2008). *Reward* plays a role in shaping behaviors as power of reinforcement. *Community* means environmental support and personal conflicts while *fairness* means justice in social ways. Lastly, *values* are job-related targets and assumptions for teachers (Maslach & Leiter, 2008).

The six areas of worklife are examined in detail below.

Workload

In the burnout literature, workload means excessive amount of work which exceeds human limits (Schaufeli & Enzmann, 1998). According to Maslach and Leiter (2008), the most discussed area of worklife is workload. When individuals have to take care of many responsibilities with few resources in too limited time, burnout is inevitable.

According to Apple's (1986) workload intensification theory, growing demands from both policy makers and society affect teachers' definition of professionalism as well as their performance and wellbeing (as cited in Sugden, 2010). Workload intensification causes teachers to be busy with administration, assessment and other nonteaching responsibilities which prevent them from giving enough time to quality of their education. According to Hargreaves (1994), lack of time leads to reduced time for relaxation, a lack of time to retool one's skills and keep up with one's field; reduced areas of personal discretion; inhibiting involvement in and control over longer-term planning. It leads to reductions in the quality of service, as corners are cut to save time; leads to enforced diversification of expertise and responsibility to cover personnel shortages (p.88).

There are many factors causing teacher workload such as preparation time, professional development, nonteaching duties, teaching assignments, stress and free time (Sugden, 2010). Enough amount of preparation time is must for today's teachers as the needs of today's learners are very diverse. With the recent findings in educational psychology, the need to touch every student and meet their needs are found to be crucial. That is why, differentiation in materials, methods and ways of teaching require a great amount of time for teachers. According to Putnam and Borko (1999), professional development means evolving together with teachers and students (as cited in Sugden, 2010). It is associated with teacher morale and commitment; that's why, meaningful professional development is very important for teachers to effectively perform their tasks. Nonteaching duties are another burden on teachers' shoulders leading to burnout. Teachers have to be models for their students and have to take care of many other responsibilities such as budget, safety standards, personal and family issues of students, study hall or lunch duties, meetings and curriculum planning. Besides these factors, teaching assignments which are out of teachers' expertise area are other factors that lead teacher stress and burnout. Many schools assign teachers to do extra jobs as well as their expertise area (Crocker & Dibbon, 2008). As a results of combination of all these factors, free time is another component that adds teacher workload. When teachers have to deal with all of these necessities, they can find little or no time for their personal lives. One teacher in

Dibbon's (2004) study said "I have no time for my family and a social life is out of the question-my work has become my life."

When this kind of workload is the matter, and teachers cannot find a way to handle all this workload, negative outcomes come to life such as decrease in the quality of teaching, absenteeism, and detoriation in relations among teachers, students, administrators and parents (Maslach & Leieter, 2004).

Control

According to the Demand-Control theory developed by Karasek and Theorell (1990), control means individuals' power to affect decision making process in their own field, in other words this area of work relates to professional autonomy (as cited in Maslach & Leiter, 2004). In this area of work, some problems arise when teachers cannot find the opportunity to contribute to the decisions they will be responsible at the end. If the work environment and the decisions made in this environment are conflicting with their own values and ideas, teacher may face burnout.

The other control problem comes out when there are more than one authority. In such a case, teacher may experience role conflict due to multiple authorities. It is found that the larger the role conflict, the greater emotional exhaustion teachers experience (Maslach et al., 1996; as cited in Maslach & Leiter, 2004).

Another control problem arises from role ambiguity which means "lack of clarity of role expectations and the degree of uncertainty regarding the outcomes of one's role performance" (Harigopal, 1995, p.84; as cited in Kazımlar, 2015). This happens when the direction in work is absent or unclear, and when teachers get mixed messages from different authorities. According to Maslach and Leiter (2004), role ambiguity results in higher amounts of burnout.

Reward

The third type of mismatch involves reward. In teacher burnout literature reward includes monetary, social and intrinsic ones. The problems in reward area of worklife appears when rewards are inconsistent with the expectations of teachers (Maslach & Leiter, 2004). For instance, lack of recognition from authorities may cause devaluation in works done and result in burnout. However, Maslach and Leiter emphasize that intrinsic reward is as important as monetary or social reward.

Intrinsic reward includes pride in doing something important, handling a difficult task quite well and students' achievements (Kazımlar, 2015). What makes teachers happy and proud is to see that they fulfill their mission and their way of teaching is effective. According to Maslach and Leiter (2001), these feelings keep both psychological and physical well beings of teachers under control. When they also get enough recognition from the society, their susceptibility to burnout decreases in a great amount of level (Chappell & Novak, 1992; Glicken, 1983; Maslanka, 1996; Siefert et al., 1991; as cited in Maslach & Leiter, 2004).

<u>Community</u>

The fourth area of work life is community. Community refers to "the overall quality of social interaction at work, including issues of conflict, mutual support, closeness, and the capacity to work as a team" (Maslach & Leiter, 2004, p. 98). As social beings, humans need to share their emotions and feelings such as happiness, humor, praise, worry and so on. Sharing such feeling gives individuals the feeling that they are members of a social group and they are not alone in this world. However, some environments cause people to isolate from each other and lower their social contact minute amounts.

In this sense, burnout research mainly focuses on the relationship among supervisors, coworkers and family members (Greenglass et al., 1994). All these communities touch upon burnout dimension in different ways (Jackson et al., 1986; Leiter & Maslach, 1988; as cited in Maslach & Leiter, 2004).

According to Truchot and Deregard (2001), supervisor support relates to emotional exhaustion if it is absent as a way of reflecting their effect on teachers' workload. On the other hand, coworker support is mainly associated with personal accomplishment and teacher efficacy which can be interpreted as the importance of peer assessment for teachers themselves. As a broader concept, a lively, responsive sense of community in an organization is found to have a greater effect on the relationships people have with their environment and towards their work. To conclude, a responsive community means less amount of burnout (Maslach & Leiter, 2004).

<u>Fairness</u>

As the fifth area of worklife, fairness is associated with justice and respect in burnout literature. Fairness can be achieved when teachers are treated equally and with respect. To preserve the sense of community in an environment, it is very crucial for individuals to feel self-worth and respect from others. When these conditions are not met, unfairness comes out. It can happen in different forms such as unequal distribution of workload or payment, overlooking any forms of cheating and improper evaluations (Maslach & Leiter, 2004). Fairness can be examined in three theories; namely, procedural justice, equity theory and administrative leadership (Kazımlar, 2015).

Procedural justice means individuals give much importance to the justice of process instead of the outcome (Maslach & Leiter, 2004). Therefore, during the decision-making process, individuals need to have a voice to contribute with their options in a respectful and polite environment in which every idea is taken into consideration instead of being neglected (Kazımlar, 2015).

According to equity theory (Walster et al., 1973), the balance between individuals' inputs (time, effort, expertise) and outputs (rewards and recognition) have a great impact on justice. If individuals perceive a sense of imbalance or a lack of reciprocity, burnout may arise. According to Siegrist (2002), this notion has similar sides with effort-reward model such as high cost- low gain situations (as cited in Maslach & Leiter, 2004).

The last area is administrational leadership. In this model, the perceptions of individuals regarding their supervisors are at great value. If they believe that their supervisors are fair and supportive especially in difficult times, then the level of burnout they experience lessens (Leiter & Harvie, 1997). Their expectations come out in the forms of solving problems, leading ways out, optimism and providing resources (Maslach & Leiter, 2004).

<u>Values</u>

The last area of worklife is values which "encompasses the ideals and motivations that originally attracted individuals to the job. It is the motivating connection between the worker and the workplace that goes beyond the utilitarian exchange of time for money or advancement" (Maslach & Leiter, 2004, p. 99).

In this area, problems arise when individuals feel that the content of the job they are working are against their ethical judgements. When the gap between individual and organization gap is big in terms of values, individuals have to sacrifice from their beliefs, which lead to all three dimensions of burnout (Kazımlar, 2015). For example; if a teacher's personal aspirations for a certain way of teaching does not match with the institutions' expectations, s/he may realize that s/he is carrying out a profession with false expectations.

Value conflict may be resolved by leaving the institution for a more satisfying organization or searching for middle ways to bring personal expectations in line with organizational ones (Leiter & Harvie, 1997).

2.4 The Perceptions Towards Teachers in Society

This part is evaluated in comparison with teachers and ways of selection teachers in profession Finland and Turkey.

To start with perceptions towards teachers in society, Finland has a great picture about it. Malaty (2006) suggest that the way society perceives teachers' place in community has a direct relationship with their success in education. Moreover, Sahlberg (2007) adds that all authorities, political leaders, families and students have absolute confidence in teachers (as cited in Eraslan, 2009). Thanks to the importance of education in community, teachers are perceived as the most important characters who inspire students and lead them to a better future (Malaty, 2006). According to Valivarji et al. (2002), in Finland teaching is a profession which has one of the highest status and the most successful students choose to be teachers after graduation from high school. In Finland, teachers are active, independent are responsible (Malaty, 2006). They are free to choose which book to teach and what to include in curriculum. In Finland it is stated that most of the teachers express that they like and enjoy their job, and families are also content to be in such an educational context (Santavirta et al., 2001 as cited in Eraslan, 2009).

On the other hand, in Turkey perceptions towards teaching profession has started to change in recent years although it was accepted as a holy profession at first. Today's perceptions towards teaching profession are as follows:

- lots of free days and holidays

- job guarantee

- easy to carry out (Eraslan, 2009).

Mostly because of financial situations, teaching is accepted as a "better than nothing" profession among high school students in Turkey. To put it in a different way, teaching profession is among the last choices of high school students, and the ones studying related departments in universities are demotivated and less successful students (Eraslan, 2009). Demotivated students turn to be demotivated teachers after graduation, and in turn not being able to cope with all necessities of teaching profession results in teacher burnout in a very short time.

When it comes to how Finland and Turkey prepare students for teaching profession is another issue where many differences come out. In Finland, students chosen for teaching profession are the most motivated and successful students among high school students. The goal here is to keep the quality of education always high by accepting skillful and motivated students in the program (Malaty, 2006). In Finland, to be accepted in the program, students have to take a kind of university entrance exam as in Turkey. If they succeed in that exam, they have to go through another three-stage assessment. The stages include a book exam, an interview and a demo lesson. By doing these, experts aim to identify proficiency of students to synthesize theoretical and practical knowledge together. If they succeed all of these stages, only 10% of them are accepted to the program (Malaty, 2006 as cited in Eraslan, 2009). While studying in the program, they have a chance to apply their knowledge into real situations in the application school belonging to each university. After teaching, each mentor shares his/her ideas about the lesson taught. However, it is not enough to complete this program to be a teacher. After graduation from the program, students also need to have a master's degree in their field.

When compared to Finnish program acceptance process to Turkish, the differences are very clear. As mentioned earlier, in Turkey, students do not have to be very successful to be accepted to the program. Most of the universities cannot provide their students with practicum schools. Moreover, students do not go through a practical process after graduation, instead they take an exam which most subjects are unrelated to their fields (Eraslan, 2009). Lastly, they do not have to have a master's degree in their expertise. These differences, in turn, may also lead to all

dimensions of burnout especially emotional exhaustion since teachers are not selected from motivated students.

The other difference between educational methods of these two countries is in-service teacher training. In Finland, although teachers are highly successful and motivated individuals, and they also have master's degree in their field, they see in-service teacher training as a great opportunity and a basic right to develop themselves (Sahlberg, 2007 as cited in Eraslan, 2009). During summer, every university provides primary and secondary school teachers with in-service teacher training in regional and national contexts (Malaty, 2006). These in-service trainings are either free of charge or financed by schools' budget (Eraslan, 2009).

With the rapid change in technology and education, teachers in Turkey also need in-service teacher training programs. According to Bulut (2007), teachers express the lack of sufficient knowledge and experience after the developments made in technological and educational contexts (as cited in Eraslan, 2009). Eraslan (2009) suggest that in-service teacher training programs should not be seen as luxury, instead they should be seen as a must to better improve the quality of education in Turkey. When teachers alienate from their profession because of innovations made in the field, and when they feel that they cannot keep up with these improvement, they may feel useless and get the feeling that they cannot fulfill their missions in the right way. All of these feelings cause teachers to feel emotional exhaustion, depersonalization and reduced personal accomplishment.

2.5 Relevant Former Studies on EFL Teachers, Writing, and Metaphor Use

The burnout literature in terms of teachers are quite limited in Turkey although it started in mid-90s (Kazımlar, 2015). The number of studies carried out is increasing, and the broad of them is expanding. Research which has been conducted so far range from nursery school teachers to special education teachers, and from primary to high school and instructors at universities. Below, some studies exemplifying these kinds of research are indicated:

In a study conducted by Ardıç and Polatçı (2008), the level of burnout among academicians in Gaziosmanpaia Univesity is examined. In the findings, gender is found to have no impact on the level of burnout although some studies reveal the

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opposite. Other findings suggest that inexperienced academicians suffer from depersonalization most while the experienced ones suffered from personal achievement. Moreover, in line with other results in the literature, this study also find out that marital status and the number of children has a positive relation with the decrease of burnout because social support is a discriminating factors in burnout literature. Evidence of the study suggest that the number of hours taught by a teacher also has an impact on depersonalization along with emotional exhaustion (Ardıç & Polatçı, 2008).

In another study conducted by Gündüz (2004) among primary school teachers, the level of emotional exhaustion and depersonalization is found to be relatively higher among graduates of faculty of education when compared to graduates of teacher training high schools and training institute. Moreover, graduates of faculty of education perceive themselves as unsuccessful in terms of personal accomplishment. On the other hand, the least amount of emotional exhaustion and depersonalization is found among graduates of teacher training high schools and training institutes (Gündüz, 2004).

In their research, Polat et al. (2009) examined high school teachers in Bilecik/ Bozüyük. The results suggest that no significant difference is found between female and male high school teachers in terms of the level of burnout. However, male teachers are found to show burnout in emotional exhaustion and depersonalization domains whereas female ones are determined to express burnout in personal accomplishment domain. In the six areas of work life, workload is indicated to be the most common reason for burnout. Excessive amounts of workload, time imitations and unrealistic expectations from these teachers cause them to feel some amount of burnout. Moreover, inner motivation is found to be an important factor in decreasing the level of teacher burnout among these teachers, and increase in the level of personal accomplishment.

In her research, Girgin (2010) also examined primary school teachers. There were 446 teachers participating in the research in İzmir/ Buca. In terms of getting support from administration, the levels of burnout among teachers who believe they are supported by the administrators are found to be lower when compared to teachers who think they get no support from the administrators. In terms of coworker support,

teachers who claim to get support from their colleagues are determined to have lower amounts of emotional exhaustion, depersonalization and higher amounts of personal accomplishment. With regard to students' behaviors, teachers who assert to have behavioral disorders in class report to have higher amount of burnout in terms of all three domains of it. With respect to income adequacy, teachers who do not have financial concerns are found to have less amount of emotional exhaustion and depersonalization (Girgin, 2010).

Chapter 3
Methodology

3.1 Overview

This chapter describes the methodology part of the study. This chapter will focus on philosophical paradigm, research design, setting, participants, and selection of participants, detailed analysis of data collection instruments and procedures, data analysis and trustworthiness. This chapter ends with the limitations of the study.

3.2 Philosophical Paradigm

There are two common research paradigms; namely, quantitative and qualitative. The philosophical paradigm behind this research study is a combination of both of these paradigms. Before moving on to the reasons, it is better to look at the definitions of these two methods. According to Creswell (2003), *quantitative* approach is

one in which the investigator primarily uses post positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data (p.18).

Quantitative approach is available to researchers for many years, and true experiments, quasi-experiments, correlational studies, specific single-subject experiments and surveys are sub-categories of this approach.

On the other hand, Creswell defines qualitative approach as the one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences, meanings socially and historically constructed, with an intent of developing a theory or pattern) or advocacy/ participatory perspectives (i.e., political, issue-oriented, collaborative, or change oriented) or both. (p.18).

Contrary to quantitative, qualitative approach is quite new to researchers. It has emerged firstly in the last three or four decades, and the most common strategies are ethnographies, grounded theory, case studies, phenomenological research and narrative research in this type of method.

In the last years, another approach has also emerged, which is *mixed* method. In mixed method, researchers collect data in both numeric and text forms so that the final database show information in both ways (Creswell, 2003).

In this study, the aim is to determine the levels of burnout among English teachers working in private primary schools. That is why, to obtain statistical data was of great importance in order to be able to interpret the extent of burnout level among these teachers and whether their opinions about their work environment match the actual one or not. Therefore, in this study, the researcher made use of statistical data.

However, apart from defining the burnout levels of targeted teachers, the researcher also needed to collect the stories from teachers to better understand how they personally experience burnout and establish meaning of the events in a deeper sense. That is why, at this point, the researcher needed mixed method approach to provide a more complete understanding of the research problems.

3.3 Research Design

Quantitative research design is categorized into two main approaches; namely, experimental and non-experimental research. If researchers aim to manipulate a variable and see the outcome, they need to use experimental research design. According to O'Dwyer and Bernauer (2013), the aim is to see the impact of an intervention or treatment. On the other hand, non-experimental approach is applicable when the aim is to look at naturally occurring phenomena and attributes. In this approach, researchers do not interfere with results by means of treatments. Some types of non-experimental design is ex post facto research, evaluation research, survey research and correlational research (Cottrell & McKenzie, 2010). In this study, survey research (non-experimental research design) was used.

Apart from the survey method, for the scope of this study, qualitative research method was also used. According to Cottrell and McKenzie (2010), some types of

qualitative method are ethnographic studies, phenomenological studies, case studies and grounded studies. Since this study focuses on a target group; namely, English teachers working at private primary schools in İstanbul, it is a phenomenological study.

To sum up, in the design of this study, mixed method research design was used to understand the level of burnout among targeted teachers through Maslach Burnout Inventory and also semi-structured interviews to better analyze the survey results.

3.4 Setting

The data for the current study was gathered from ELT teachers who work at seven different primary schools in İstanbul in 2016-2017 academic year. The teachers chosen were among from grade 1 to grade 5. All of these schools are among the most prestigious private schools in the city. They offer extensive English program starting from the first grade till the end of grade five. The students have some basic knowledge of English they started to learn in kindergarten. The financial status of parents are relatively high in these schools and most of them want their children to get their education abroad. These schools do not follow the curriculum which belongs to Ministry of Education. Instead, they buy ELT books from foreign publishers. Moreover, curriculum is supported with extra online or soft readers and worksheets teacher prepare for each lesson. What is more, many English competitions (quiz shows, spelling bee, song contests etc.) are held throughout the academic year. Teachers in these schools teach about 25 hours per week officially.

3.5 Participants

The number of samples in this study is 42. All of the participants work at private schools in 2016-2017 academic year. All teachers teach young learners whose grades range from one to five. The participants were 39 female and 3 male teachers with a mean age of 26. The year of experience of these teachers range from 1 to 11. Most of them are novice teachers in their field. The reason behind choosing this particular group of teachers is that private schools put a lot of burden on the shoulders of English teachers since most of the parents prefer private schools for

their extensive English program. Moreover, in primary English departments of private schools, there are many other obligations for teachers apart from teaching such as end-of-year shows, spelling bee competitions, song contests, quiz shows and more. That is why, especially novice teachers may have difficulty in multitasking, and at the end may face burnout easily.

Prior to the analysis, data screening procedures applied and outliers are excluded from the further analysis to meet the assumptions of the analyses. After the data screening, the final data is composed of 42 participants ($M_{male} = 3$, $M_{female} = 39$) with a mean age of 26 ($SD=2.89$). While all of the participants work as full time teachers, 21% of whom have additional administrative workload ($M = 9$). In addition, 64% of the participants were holding B.A. degree as 17% of the participants hold M.A. degree and 19% of them attending an M.A. program in the time of the present study's data collection. Other demographical information is presented in the Table 1.

Table 1

Descriptive Statistics of Participants

	N	Min.	Max.	M	SD
Age	42	22	32	26.38	2.89
Total teaching experience	42	1	11	4.07	2.68
Current teaching experience	42	1	10	2.07	1.66

3.6 Procedure

3.6.1 Sampling. Sampling is one of the research techniques that is used to decide on the population to gather information about a research study. Sampling gives researchers the opportunity to generalize information gathered from a sample population without having to measure the entire population. According to Doherty (1994), there are two types of sampling; namely, probability and non-probability sampling.

3.6.1.1 Probability sampling. In this type of sampling, each individual in a population has an equal chance to be selected. Probability sampling types are random, systematic, stratified, stage and cluster sampling.

3.6.1.2 Non-probability sampling. In this type of sampling, the chances of being chosen are not equal for the individuals in a population. Types of non-probability sampling are convenience, purposive, sequential, quota and snowball sampling.

In this study, non-probability sampling technique; namely, convenience sampling was used. Since convenience sampling means collecting data from individuals who are easy to access, researcher used her professional connections to collect data from five different private schools in İstanbul and contacted some teachers who were likely to cooperate in these schools.

3.6.2 Data collection instruments. In this research study, the researcher made use of two different instruments; namely, a three-part questionnaire which belongs to Maslach to provide quantitative data for the research and semi-structured interviews which add qualitative and detailed data for the study.

3.6.2.1 Questions about demographic information of students. In the first part of the questionnaire (See in Appendix A), participants of the study were analyzed in different demographic categories. The demographic information from private primary school English teachers were gathered through a seven-item information document. These items aimed to get the data about participants' age, gender, work status, teaching experience both in total and in the current school, educational background and extra job responsibilities.

3.6.2.2 Maslach burnout inventory- educators survey. The first Maslach Burnout Inventory (MBI) was developed by Maslach and Jackson (1981) to be used in burnout research studies. The first MBI aimed to gather data from human service employees. In the same year, Maslach and Jackson (1981) developed another survey which was for general assessment of burnout; namely, Maslach Burnout Inventory-General Survey (MBI-GS).

On the other hand, Maslach, Jackson and Schwab (1996) developed another survey to measure educators' burnout levels which is Maslach Burnout Inventory-Educators Survey (MBI- ES). In this version, the words "patients" of MBI survey was changed into "students" in MBI-ES. In this research this type of survey was used to measure the burnout levels of teachers. MBI-ES (See Appendix A) includes 22 items about job related feelings such as "I feel used up at the end of the workday." and "I feel frustrated by my job." The survey is rated on a 6-point frequency scale which ranges from never to daily. MBI-ES evaluates three aspects of burnout; namely emotional exhaustion, depersonalization (cynicism) and personal accomplishment (professional efficacy). It comprises of 22 items in total which are 9 for emotional exhaustion, 5 for depersonalization and 8 items for personal accomplishment. For all of these three dimensions, the scores are calculated in a separate way. To calculate the scores of each dimension, MBI-ES Scoring Key (See in Appendix C) in the Maslach Burnout Inventory Manual was used (Maslach, Jackson & Leiter, 1996). This scoring key gives the necessary instructions to measure the level of burnout in each dimension. According to the Scoring Key; high scores on emotional exhaustion and depersonalization and low scores on personal accomplishment mean high levels of burnout. Table 2 shows the appropriate scores for high, moderate and low levels of burnout in three dimensions. Cronbach alpha values for the present research are .85 for emotional exhaustion, .75 for depersonalization, .80 for personal accomplishment.

Table 2

Summative Scores for Burnout Dimensions from MBI-ES Scoring Key

	High	Moderate	Low
Emotional Exhaustion	27 or over	17-26	0-16
Depersonalization	13 or over	7-12	0-6
Personal Accomplishment	0-31	32-38	39 or over

3.6.2.3 Areas of Worklife Survey. In this research study, the difference between teachers' expectation from their professions and working lives and what they face in reality are assessed by means of The Areas of Worklife Survey (AWS) which was developed by Leiter and Maslach in 2011 (See Appendix A, part 3). This survey includes 28 items which includes pre-determined areas of worklife. These are Workload (5 items), Control (4 items), Reward (4 items), Community (5 items), Fairness (6 items) and Values (4 items). Items on AWS are stated in line with general perceptions of teachers about the mismatch between them and their jobs. "I have control over how I do my work"(control) and "I do not get recognized for all the things I contribute" (reward). This survey is based on a 5-point Likert scale which ranges from Strongly Disagree (1) to Strongly Agree (5). To calculate the results for each work area, The Scoring Key for AWS (See Appendix D) gives the necessary instructions. According to the Scoring Key, scores which are 3.00 and above indicate a match between the workplace and participants' preferences. On the other hand, scores less than 3.00 shows a mismatch between workers and their workplaces. As all these six areas of worklife are different concepts from each other, there is no overall score. Some of the items (2, 5, 20, and 26) are found to lower the reliability of the subscales so excluded from the analysis. After the exclusion, Cronbach alpha values for the present research are .78 for workload, .80 for control, .76 for reward, .69 for community, .49 for fairness, and .42 for values.

3.6.2.4 Semi-structured interview. Another source of data for this research was interviews conducted with participant teachers after the implementation of MBI-ES. According to the control put on the interviews, their type differs; namely, unstructured, semi-structured and structured interviews.

With unstructured interviews, researchers have a clear plan and a big picture to frame, yet their control on the interview is minimum. It takes longer time, yet the data is very rich. In semi-structured interviews, there is a guide with questions and topic that needs to be covered. In this type of interviews, researchers have a greater chance to collect more detailed information. The last type is structured interviews which have fixed questions in a specific order (RAND Corporation, 2009).

For the purposes of this research study, a semi-structured interview was found to be appropriate, and administered to a few voluntary participants after the implementation of MBI- ES. The questions were adjusted in accordance with six areas of worklife. Moreover, these interviews were implemented in Turkish so that teachers feel more comfortable and express themselves in a better way (See in Appendix B).

3.6.3 Data collection procedures. In this study, seven different private primary schools were examined. Before the implementation of the survey, the researcher got in touch with the heads of departments of these school to get their permission. After the permission process, an online survey link was sent to the volunteers through surveey.com website. All the data were gathered in an anonymous way; participants gave just demographic knowledge of themselves. At the end of the survey, the participants were also asked if they wanted to participate in the interview. The participants who agreed on volunteering the interview filled out a personal contact information sheet on this survey. The whole data which were quantitative were collected from October 2016 to January 2017.

In total, 53 questionnaires were submitted online, but 11 of them were excluded from the study to ensure the validity and reliability of the research study. The remaining 42 questionnaires had complete information and were valid. The analysis of these quantitative data were carried out through SPSS program.

When it comes to qualitative data of the study, semi-structured interviews were carried out during January and February, 2017. 6 instructors were voluntary to take part in the interviews. These interviewees were from 6 different schools. Three of these teachers asked for a phone interview, and remaining three of them were interviewed face to face at a time and location of their choice (See Appendix B for the consent form). All of the interviews were recorded with the permission of teachers and the researcher took some notes with regard to different work areas. Interviews took approximately 10-15 minutes.

3.6.4 Data analysis procedures. The data gathered for this study were analyzed both quantitatively and qualitatively. For all the research questions of the study, the data was obtained from the participant teachers through surveys and semi-

structured interviews, which was similar to Kazımlar's study (2015). In the first part of the surveys, the demographic data, Maslach Educators Survey and Areas of Worklife Survey were analyzed by hand. In order to analyze participants' scores in Maslach Burnout Inventory for Educational Settings, they were grouped as low, medium, and high on the basis of subscales' cut-off points, namely emotional exhaustion, depersonalization, and personal accomplishment. To explore the common reasons for teacher burnout regarding organizational context, simple regression analysis was used. Before simple regression analysis, to be able to see the predictability of independent variables (workload, control, reward, community, fairness, and values) on dependent variables (emotional exhaustion, depersonalization, and personal accomplishment), Pearson Product Moment Correlation Analysis was applied.

The data which was obtained from semi-structured interviews was analyzed with regard to answers from Areas of Worklife survey by means of thematic analysis. However, since survey was carried out anonymously, the researcher did not have a chance to compare the results individually. Instead, the interview answers were explained with reference to survey results in general.

Research Question 1:

What is the level of burnout identified by EFL teachers of YL in private K12 schools?

The answer for the first research question of this study was gathered through the results of MBI-ES. This research question aimed to investigate the level of burnout of YL teachers in terms of three dimensions of burnout; namely, emotional exhaustion, depersonalization and personal accomplishment.

Research Question 2:

What are the most common reasons for teacher burnout with regard to organizational context?

To answer this question, the researcher collected data both quantitatively and qualitatively. As far as quantitative data is concerned, it was collected through Areas of Worklife (AWS) Survey. YL teachers evaluated their feelings on a 5-point Likert Scale in respect to six areas of worklife in a separate way. With the help of AWS

Scoring Key, the researcher defined the match or mismatch between YL teachers' expectations from their work and what really happens.

When it comes to qualitative data, semi-structured interviews gave teachers more chance to express their feelings in terms of organizational context. The questions were adapted from Kazımlar (2015) since this study aimed to get comparable results among YL teachers of English in private K12 schools and EFL instructors at universities in terms of teacher burnout. The teachers were interviewed in Turkish so that they could feel more comfortable. 3 of the volunteers accepted to make an interview on the phone since they could not find an appropriate time to come together. On the other hand, 3 of the interviewees agreed on meeting at a time and location of their choice, and the interviews were carried on face to face. With their permission, the researcher recorded their voice so that she could listen to again and again, and took some notes.

3.7 Trustworthiness

Trustworthiness has a crucial place in both quantitative and qualitative research studies. According to Guba (1981), there are four basic criteria which have an impact on a research study. These are credibility, transferability, dependability and confirmability (as cited in Shenton, 2004).

Credibility refers to internal validity which aims to ensure that what researchers measure in a study is actually what is meant. To make sure the credibility of research, there are some techniques which researchers use such as random sampling, triangulation, iterative questioning and peer scrutiny of the research project. In this research project, some tactics to help ensure honest in informants was used by giving them the opportunity to refuse to participate in the project or to let them abandon surveys and interviews if they wanted to. Therefore, the researcher made sure that the participants were eager to contribute the study and were honest with the information they provided.

When it comes to transferability, it represents external validity which is about the extent to which findings of a study can be applied to other situations. This criterion is very important since findings of a qualitative research are generally specific to a small number of participants, and therefore difficult to generalize. In this

study 6 different schools were contacted to make sure that various work environments are evaluated in the study.

Dependability means reliability which refers to the question if the same or similar results would be obtained when the study was repeated in the same context, with the same methods and with the same participants. To ensure dependability, the researcher reported the process in detail including the research design and implementation and data gathering process.

As far as confirmability is concerned, which also means objectivity, the researcher established this criterion by applying triangulation technique. Different research methods were carried out including survey, interviews and metaphor analysis (Shenton, 2004).

3.8 Limitations

Although the present study includes some interesting findings, there are still some limitations which need to be taken into consideration in terms of the number of the participants and ambiguity of burnout levels of interviewees.

Firstly, the number of schools which took part in this study was seven. There were 42 YL teachers in total. When compared to the actual number of private primary schools in İstanbul, the number of current schools was not enough to make a decent generalization of the findings to the total population. Among the volunteers who took part in this research, 42 of them provided the researcher with quantitative data through MBI-ES and AWS, and 6 of them added to qualitative data by means of semi-structured interviews. Further research may include a lot more number of schools and participants.

Secondly, while conducting the interviews, the researcher was unaware of the burnout levels of interviewees since they were asked to submit a separate form including their contact information to ensure participant confidentiality in the study. Therefore, the researcher did not have a chance to compare interview data with the findings of MBI-ES and AWS. As a result, the data obtained from interviews only showed perceived mismatch between their perceptions about work environment and the actual one.

Lastly, the names of the schools were kept as a secret for ethical reasons. That is why, the researcher could not establish a connection between participants' responds and their workplace.

3.9 Delimitations

Although the number of participants is limited, the participants are thought to represent the YL teachers in Istanbul since the schools they are working at have deep-rooted history in the city and they are known to have better working conditions in the city compared to newly-opened private schools.

Moreover, the quantitative data gathered from the study supported with the qualitative data collected from the samples representing each school in order to prevent dominating results of one school. That's why, the results are considered to project the match or mismatch between teachers and work environment in general.

Chapter 4
Results

4.1 Overview

In this chapter, quantitative and qualitative results of the present study are stated with regard to research questions mentioned in the previous chapter. The first research question aims to answer the burnout levels of YL teachers working at private K12 schools in terms of three dimensions of burnout. The second research question attempts to uncover the reasons for burnout among YL teachers with regard to organizational contexts.

4.2 Results

To find out the English preparatory school instructors' metaphorical images of EFL writing instructors, the data was gathered from the English preparatory instructors at the foundation university. They were asked to complete the survey, which included their demographic data in the first part and the main question starting with "A writing teacher is like…" in the second part.

4.2.1 The level of burnout among YL teachers working at private K12 institutions. The first research question analyzed the burnout levels of YL teachers working in private institutions in terms of the three dimensions of burnout; namely, emotional exhaustion, depersonalization and personal accomplishment. In order to explore the first research question of the present study, participants' scores in MBI-ES are grouped as low, medium, and high on the basis of subscales' cut-off points, namely emotional exhaustion, depersonalization, and personal accomplishment The following tables namely, Table 3, 4 and 5 explain YL teachers' burnout levels for each subscale.

Table 3

Frequencies and Percentages of the Emotional Exhaustion Subscale

		f	%	Valid %	Cumulative %
Emotional Exhaustion	Low	7	16.7	16.7	16.7
	Medium	12	28.6	28.6	45.2
	High	23	54.8	54.8	100

Table 3 shows the dispersion of participants experiencing emotional exhaustion. It is clear in the table that the number of participants who do not suffer from emotional exhaustion is 7 among 42 participants, which constitutes the 16.7% of the population. When it comes to participants who show moderate level of burnout was only 12 of the sampling group, which is equal to 28.6% of the participants. On the other hand, the remaining 23 participants show high levels of burnout with regard to emotional exhaustion subscale constituting the 54.8% of the sampling group. The results show that teachers who experience high levels of burnout outnumber the teachers who suffer from both low and moderate levels of burnout.

Table 4

Frequencies and Percentages of the Depersonalization Subscale

		f	%	Valid %	Cumulative %
Depersonalization	Low	25	59.5	59.5	59.5
	Medium	7	16.7	16.7	76.2
	High	10	23.8	23.8	100

Table 4 shows the distribution of YL teachers working at private K12 schools on depersonalization subscale. More than half of the participants (25) expressed having low level of depersonalization with the rate of 59.5%. The number of participants having moderate level of depersonalization is 7 (16.7%) whereas the number is 10 (23.8%) for high level of depersonalization subscale.

Table 5

Frequencies and Percentages of the Personal Accomplishment Subscale

		f	%	Valid %	Cumulative %
	Low	20	47.6	47.6	47.6
Personal Accomplishment	Medium	7	16.7	16.7	64.3
	High	15	35.7	35.7	100

Table 5 reveals the distribution of YL teachers in terms of personal accomplishment subscale. However, this subscale was calculated in the reverse direction because low level of personal accomplishment is associated with higher level of burnout. As stated in the table, almost half of the participants (20) stated having low level of personal accomplishment, which is equal to 47.6% of the sampling group. On the other hand, the number of participants having high level of personal accomplishment is 15 which constitutes 35.7% of the population. Only 7 participants (16.7%) stated having medium sense of personal accomplishment in this study.

4.2.2 Burnout levels with respect to six areas of worklife. The second research question of the current study was "What are the most common reasons for teacher burnout with regard to organizational context?" To explore the common reasons for teacher burnout regarding organizational context, simple regression analysis was used. Before simple regression analysis, to be able to see the predictability of independent variables (workload, control, reward, community, fairness, and values) on dependent variables (emotional exhaustion, depersonalization, and personal accomplishment), Pearson Product Moment Correlation Analysis was applied (*see* Table 6).

Table 6

Pearson Product Moment Correlations among variables

	TT	EE	D	PA	W	CON	R	COM	F	V
TT										
EE	-.11									
D	-.19	.66**								
PA	.32*	-.45**	-.56**							
W	-.24	.54**	.50**	-.36*						
CON	.28	-.10	-.25	.43**	-.24					
R	.34*	-.10	-.29	.25	-.32*	.44**				
COM	-.08	.02	.09	.03	-.01	.16	.02			
F	.27	.09	.03	-.01	-.06	.27	.22	.57**		
V	.23	.01	.13	.07	-.11	-.06	-.02	.33*	.20	

TT=Total teaching experience; EE=Emotional Exhaustion; D=Depersonalization; PA=Personal accomplishment; W=Workload; CON=Control; R=Reward; COM=Community; F=Fairness; V=Values

*Correlation is significant at the 0.05 level (2-tailed).
**Correlation is significant at the 0.01 level (2-tailed).

According to the results of Pearson product moment correlation analysis, it is found that while emotional exhaustion increases, depersonalization (r (42) = .66, $p <$ .001) and workload (r (41) = .54, $p < $ .001) tend to increase, as well. On the other hand, as personal accomplishment increases, emotional exhaustion (r (42) = -.45, $p = $ .003) and depersonalization (r (42) = -.56, $p < $ .001) tend to decrease. In addition, as workload increases, depersonalization tends to increase (r (41) = .50, $p = $ .001) and personal accomplishment tends to decrease (r (41) = -.36, $p < $ .03). Finally, as control (r (42) = .43, $p < $ .005) and total teaching experience (r (42) = .32, $p < $ .05) increase, personal accomplishment also tends to increase.

Based on Pearson product moment correlation findings, correlated items were examined with the use of simple linear regression analysis. For predicting emotional exhaustion based on workload, a simple linear regression was calculated and it was found that 27% of the variability in emotional exhaustion can be explained by the workload (F (1,39) = 15.61, R^2 *adj.* = .27, $p < $ .001) and it was seen that workload significantly predicts emotional exhaustion (t (1, 39) = 10.01, β = -.54, $p < $ .001). In the similar direction, for depersonalization, workload also explained 23% of the

variance (F (1,39) = 12.86, R^2 *adj.* = .23, p < .002) and predicted depersonalization significantly (t (1, 39) = 6.98, β = -.50, p < .002). In addition, for personal accomplishment, while workload explained 10% of the variance (F (1,39) = 5.63, R^2 *adj.* = .10, p < .03) and predicted personal accomplishment significantly (t (1, 39) = 10.32, β = .36, p < .03), control explained 17% of the variability in personal accomplishment (F (1,40) = 9.29, R^2 *adj.* = .17, p < .005) along with predicting it significantly (t (1, 40) = 6.07, β = .43, p < .005). Also, total teaching experience explained 8% of the variability in personal accomplishment (F (1,40) = 4.51, R^2 *adj.* = .08, p < .05) and predicted it significantly (t (1, 40) = 19.07, β = .32, p < .05).

4.2.3 Semi-structured interview results. To seek answers for the second research question which aims to find out possible causes of burnout among YL teachers, semi-structured interviews were carried out with 6 voluntary YL teachers. The interview questions were composed of six areas of worklife; namely, workload, control, reward, community, fairness and values and also the work environment of teachers in order to better understand and interpret the data collected from teachers. The data was grouped with regard to these six areas of worklife.

4.2.3.1 Workload. In terms of workload, the results showed that four of the teachers thought that workload they had was not manageable at all since workload is not just about teaching lessons. Having extra tasks to complete such as correcting homework, preparing lesson plans, attending meetings and sparing some time for parents make workload harder to handle for them.

Table 7

Workload

Theme	Frequency	Description
Workload	4	- Not manageable
		- Correcting homework
		- Preparing lesson plans
		- Attending meetings
		- Time for parents
		- Documents to fill out

Workload is too much. I do not have enough time to meet demands of my work. I almost teach 30 hours a week and also come to school on Saturday, as well. I do not have any time for myself. (Teacher 1, February 22, 2017)

It is really difficult to handle the workload here. I do not think I have "qualified" time to do my job. I always complete my tasks, but how qualified they are, I doubt that. (Teacher 3, February 28, 2017).

Workload is too much because we, as teachers, have many other responsibilities such as pop-up meetings, documents to fill out, checking homework like 120 pages a week and exams. I do not have enough time at school to complete my tasks, so I need to spend extra time at home. I feel really exhausted sometimes. (Teacher 4, March 2, 2017)

I think it is not easy to handle that muck work because I teach 28 hours a week and that is not normal, I guess. What I believe is that maximum 20 hours a week is manageable in that profession. With that much work, the quality of teaching decreases to a minimum level. (Teacher 6, March 10, 2017).

On the other hand, two of the teachers think that they have manageable amount of workload at school because they believe that if they want to work in private schools, they should not compare themselves to the teachers in state schools. One of the teachers stated that:

I think the workload is manageable but it is because of the profile of the students in my current school. When I think about my old school, I would not think that way. However, I still think that teaching 8 hours a day is not appropriate because in the last lessons, I feel unproductive sometimes. On the other hand, I have enough time to meet the demands of my work but it is because I voluntarily accept working at home to check homework and exams, prepare plans and documents. I give of myself but it is OK with me. (Teacher 2, February 27, 2017)

4.2.3.2 Control. In this part of the interview, the teachers were asked to answer questions about their awareness related to their job description and whether they had autonomy in decision making process. Moreover, they evaluated the manner of administration in problem solving process.

Table 8

Control

Theme	Subtheme	Frequency
Control	Not knowing job description	1
	Not being autonomous	2

Out of 6 teachers, 5 of them stated that they knew exactly what their job description is and what they were supposed to do. On the other hand, one of the teachers claimed that:

> *This is the most annoying thing I face at this school because there is no one to tell me about my job description and what my responsibilities are. For example, I learned that I am the home-room teacher for one of the classes, but I did not know what they do when they have this responsibility. I learned everything by chance. (Teacher 2, February 27, 2017)*

When it comes to decision making and problem solving processes, 2 of the teachers stated that they had no right to speak and contribute.

> *I do not know it is because I have only 3 years of experience but they (the heads of the department) think that I cannot make the correct decisions with regard to my work. So, we are just informed about what we are going to do in terms of the books chosen or the way we are going to teach them. We cannot contribute at all. (Teacher 4, March 2, 2017)*

The other 3 of the teachers stated that they have a right to speak and contribute while making decisions, but one of them explained that her opinions were asked in the process, but she was not quite autonomous. Moreover, all 6 teachers expressed

that they are supported by their administration and heads if they need to make an urgent decision.

4.2.3.3 Reward. In this part of the interview, the teachers were asked questions about their contributions to their work, whether they get appreciation and their general opinions about the worth of what they do for their job.

Table 9

Reward

Theme	Subtheme	Frequency
	Inadequate contribution to work	2
Reward	No appreciation	2
	Financial issues	6

When it comes to their contributions to the work, 3 of the teacher said that they found their contributions enough whereas 2 of them believe that they do not have enough experience that is why they find themselves inadequate in terms of contribution. As far as appreciation is concerned, the answers of the teachers are very different from each other. One of the teachers stated that:

> *I do not need external appreciation. If I am satisfied with what I do at work, I feel like I get appreciation from others. Actually, for me, the important thing is inner motivation. (Teacher 3, February 28, 2017)*

The other one explained that:

> *Unfortunately, in my school, there is no appreciation system at all. Administration do not believe the importance of rewarding teacher from time to time. It is not just me, none of the teachers gets appreciation. I believe this is a real disadvantage for teachers. I sometimes need to get feedback about what I do or how successful I am. (Teacher 2, February 27, 2017)*

On the other hand, one of the teachers believe that it is her fault not to get enough appreciation, and she stated that:

> *I do not get appreciation for all the good work I have done, but it is probably because of my own actions. I mean, it is a private school and marketing is really important to show off. I mean I need to be more active in social media and I need to advertise more if I want to get more appreciation. This is how things work in a private school. (Teacher 5, March 5, 2017)*

When it comes to the worth of what they do for their work, most of the teachers stated that their efforts got its worth at the end thanks to the positive outcomes they see in their students. They said that the love of students and their decent behaviors and successful academic performance made them believe that their efforts got its worth. On the other hand, when it comes to financial issues, most of the students believe that they are not paid enough when their effort of taken into consideration. One of the teachers stated that:

> *I do not think that I earn the money I deserve. As a teacher, I work both at school and home. I work almost 13 hours a day, including the work I do at home. But when it comes to the salary, this is not what I deserve. But it is not just me. In our country, teachers do not get the attention they deserve- neither financially nor emotionally. (Teacher 6, March 10, 2017)*

4.2.3.4 Community. In this part of the interview, the teachers are asked questions about personal and professional relationships among teachers and administration. What is more, they were asked about whether they have a chance to share when they face a problem and ask for help and feedback. Lastly, they were asked to evaluate their school in terms of social activities regarding both students and teachers.

Table 10

Community

Theme	Subtheme	Frequency
Community	Undesirable personal and professional relationship among teachers	1
	Undesirable personal and professional relationship from administration	4
	Not being able to ask for feedback	0
	Inadequate social activities	3

5 of the teachers were quite positive about the personal relations among teachers. They said they respected each other, and they worked collaboratively. However, one of the teachers stated that:

The personal relationship among teachers at my school is really negative. They talk behind each other's back, and they do not collaborate. Instead, they compete with each other. (Teacher 2, February 27, 2017).

When these teachers were asked to evaluate the relationship between teachers and administration, only two of the teachers expressed that the relationship was positive. The rest of the participants stated that they were not very close, and hierarchy worked in their school. One of the teachers explained that:

The relationship between teachers and administration depends on the number of your teaching year in this school. If you know them for a long time, then you have a chance to talk to them and gossip about new teachers. They sometimes complain about us, and we feel that they are trying to get rid of us. Here, I blame the administration because it is their responsibility to stop this. (Teacher 2, February 27, 2017)

When it comes to the chances they have to share their problems and asking for feedback, all of the teachers stated that they had at least 1-2 teachers to do that. That is why, they are content with their current situation. In this part, the participants also

evaluated their school in terms of social environment for both students and teachers. Half of the teachers find the social activities enough for students and teachers. However, half of them think that they did not have adequate number of activities. One of the participants stated that:

> *We do not have any social activities for neither teachers nor students. We do not even celebrate Teachers' Day. Nothing is done for the New Year. Students do not go to any school trips. So, it is really boring here. What they care is only about academic improvement. They think that when the grades are high, they are successful enough. They give no importance in sports competitions or fun activities for students. (Teacher 1, February 22, 2017)*

4.2.3.5 Fairness. In this part of the interview, the participants were asked questions related to fairness of distribution of school materials and policies on career opportunities for teachers, and also the way they feel in this school environment.

Table 11

Fairness

Theme	Subtheme	Frequency
Fairness	Unfair distribution of school materials	1
	Unfair policies on career opportunities	5
	Having negative feelings in school environment	0

5 of the teachers stated that the materials were fairly distributed among teachers. However, one of them expressed that:

> *Actually, I do not know why but the materials are allocated mostly for kindergarten and primary school teachers. Of course they use more cardboards in-class, but we as middle school teachers are also expected to prepare school boards. Sometimes, it is difficult to find even an A4 paper. (Teacher 2, February 27, 2017)*

When it comes to career opportunities at work, just one of the teachers explained that they have equal chance to get trainings to improve themselves. One of the teachers stated that her school does not give any career opportunity for any of the teachers. Remaining 4 teachers said that some teachers were given priority in terms of career opportunities.

> *Of course it is difficult to say that administration treats fairly because they have financial concerns. So, they invest in the teachers they plan working for longer years. It is a way to keep effective teachers in their hands. (Teacher 5, March 6, 2017)*

> *In my school, the head of the department gives some teachers' names to the administration and founder of the school. They choose some teachers and let us know, but I do not what their criteria are. (Teacher 6, March 10, 2017)*

As far as how teachers feel in school community, all of the teachers expressed that they feel respected and valued in school community.

4.2.3.6 Values. The teachers were also asked about the consistency of their own and school's values, and whether the differences made any effects on their daily lives.

Table 12

Values

Theme	Subtheme	Frequency
Values	Inconsistency between teachers' and school's values	1
	Negative effects of inconsistency on teachers' lives	1

In this part of the interview, only one of the teachers stated that her own goals and values were not consistent with the school she was working at.

> *To be honest, I am teaching at this school just to earn money. It does not mean that I do not care about my students and responsibilities. I am*

doing my best for them, but this is not what I dream about my career. I want to be an academician, so I am working on my studies to achieve my goal. Since my goals and my current career do not match, it causes me to live two different lives like my behaviors and clothes. (Teacher 2, February 27, 2017)

Chapter 5
Discussion and Conclusion

5.1 Overview

The purpose of the current study was to investigate the level of burnout among EFL teachers of young students working at primary K12 school settings in Istanbul, Turkey. Moreover, the study also aimed to explore the most common reasons for burnout among YL teachers with regard to organizational context. Finally, the researcher suggested some ideas to prevent burnout coming out as a result of job-person mismatch.

Both qualitative and quantitative data were collected and analyzed for the purposes of this study. It consisted of three steps, followed by interviews with teachers working with young learners, a survey applied to 53 teachers in Istanbul.

In this chapter, the results will be discussed in relation to each research question by comparing them to a similar research study carried out by Kazımlar (2015) with EFL instructors at universities in Istanbul. Second, theoretical and pedagogical implications will be discussed. Some ideas to prevent burnout originating from job-person mismatches will be mentioned. Finally, recommendations for future research will be provided.

5.2 Discussion of Findings of RQ1

The first research question aimed to investigate the level of burnout of YL teachers working in private K-12 schools in terms of three dimensions of burnout; namely, emotional exhaustion, depersonalization and personal accomplishment. The data was gathered through the results of MBI-ES, and participants' scores in MBI-ES were grouped as low, medium, and high on the basis of subscales' cut-off points, namely emotional exhaustion, depersonalization, and personal accomplishment.

The number of participants who do not suffer from emotional exhaustion is 7 among 42 participants, which constitutes the 16.7% of the population. When it comes to participants who show moderate level of burnout was only 12 of the sampling group, which is equal to 28.6% of the participants. On the other hand, the remaining

23 participants show high levels of burnout with regard to emotional exhaustion subscale constituting the 54.8% of the sampling group. The results show that teachers who experience high levels of burnout outnumber the teachers who suffer from both low and moderate levels of burnout.

The fact that emotional exhaustion is the feeling of individual stress caused by interaction with other people (Maslach et. al., 2011) is taken into consideration, it is possible to say that dealing with all kinds of people a day such as students, colleagues, administrators and parents makes teachers suffer from emotional exhaustion. In a similar research study conducted by Kazımlar (2015) with EFL instructors in Istanbul, the results revealed that almost 60% of the instructors had moderate or high levels of emotional exhaustion. That is why, it is clear that whether they work with YL or young adults, most English teachers develop emotional exhaustion in that profession. Since there are no examples of teacher burnout studies with the ones working in private institutions in literature so far, it was not possible to compare the results with other studies in this aspect. However, in a study conducted by Polat et al. (2009), who examined high school teachers in Bilecik/ Bozüyük, the results suggested that no significant difference was found between female and male high school teachers in terms of the level of burnout. However, male teachers are found to show burnout in emotional exhaustion and depersonalization domains whereas female ones are determined to express burnout in personal accomplishment domain. On the other hand, effect of gender on the burnout level was no found to be consistent since some studies did not find such an impact. In a study conducted by Ardıç and Polatçı (2008), the level of burnout among academicians in Gaziosmanpaşa Univesity is examined. In the findings, gender is found to have no impact on the level of burnout. However, Kayabaşı (2008) asserted that male teachers suffered more in terms of emotional exhaustion and depersonalization while female teachers suffered more in personal accomplishment subscale.

When it comes to depersonalization, in other words cynicism, the results of this study showed that more than half of the participants (25) expressed having low level of depersonalization with the rate of 59.5%. This result contradicts with Kazımlar's (2015) study since the number of teachers suffering from depersonalization in his study outnumbers the rest of the participants. According to Watts (2013), the most

common reasons for depersonalization are low self-esteem and lack of personal accomplishment and lack of assistance offered from other teachers. That is why, Kazımlar concludes that EFL instructors found themselves ineffective and they thought their work was not qualified enough. On the other hand, for the participants of the current study, working with YLs may have come out as a positive outcome since children are easy to get on well with, and it is esier to get immediate results from YLs when made an effort by teachers.

The effect of demographic information on the dimensions of burnout is not in the scope of this study, yet some similar studies conducted in this area found that experience had an important role on depersonalization dimension. In a study carried out by Ardıç and Polatçı (2008), inexperienced academicians suffered from depersonalization most while the experienced ones suffered from personal achievement.

When it comes to personal accomplishment subscale, it was calculated in the reverse direction because low level of personal accomplishment is associated with higher level of burnout. In this part of the survey, almost half of the participants (20) stated having low level of personal accomplishment, which is equal to 47.6% of the sampling group. This finding indicates that these participants' self-evaluation is quite negative. According to Dorman (2003), when individuals feel decline in their productivity at work, their sense of self-efficacy also decreases. The teachers in this sample group probably had gone under a similar process. When compared to the findings by Kazımlar (2015), only a quarter of the EFL instructors stated having higher levels of personal accomplishment in his study. These similar results show that whether they work with YL or young adults, most English teachers suffer from lack of personal accomplishment. Moreover, their negative self-evaluation suggests that they develop lower self-esteem.   Recommendations for Future Research

5.3 Discussion of Findings of RQ2

The second research question of the current study was "What are the most common reasons for teacher burnout with regard to organizational context?" To explore the common reasons for teacher burnout regarding organizational context, the data was collected both quantitatively and qualitatively. As far as quantitative

data is concerned, it was collected through Areas of Worklife (AWS) Survey, and the match or mismatch between YL teachers' expectations from their work and what really happens were defined at the end of the process.

When it comes to qualitative data, semi-structured interviews gave teachers more chance to express their feelings in terms of organizational context. The questions were adapted from Kazımlar (2015) since this study aimed to get comparable results among YL teachers of English in private k12 schools and EFL instructors at universities in terms of teacher burnout.

Quantitative data of the study revealed that 27% of the variability in emotional exhaustion can be explained by the workload and it was seen that workload significantly predicts emotional exhaustion. According to Maslach and Leiter (2008), when individuals have to take care of many responsibilities with few resources in too limited time, burnout is inevitable. Qualitative data supporting Maslach and Leiter's view came from the interview results. The voluntary interviewees of this study claimed that they had excessive amount of workload, some of them made sense but some did not. With the recent findings in educational psychology, the need to touch every student and meet their needs are found to be crucial. That is why, differentiation in materials, methods and ways of teaching require a great amount of time for teachers (Putnam and Borko, 1999 as cited in Sugden, 2010) Even though checking homework and exams, preparing lesson materials added to teachers' workload, they were found to be acceptable and part of their profession by the samples of the current study. On the other hand, irrelevant pop-up meetings and useless and outdated trainings were the main reasons for teachers' complaints. When compared to the findings of Kazımlar's study (2015), similar results were obtained. Kazımlar (2015) stated that in his study, instructors who found their nonteaching duties useless experienced more mismatch and thought their workload was difficult to handle. However, according to Maslach et. al (2011), when people value the work they do, they have inner motivation, and they carry out the tasks more easily. At this point, it is also possible to refer to the reward area where teachers evaluate the appreciation they get from others in their workplace. That is why, it would be beneficial to give teachers feedback from time to time and take their opinions into consideration when making decisions related to activities and duties which are about

to be carried out, and to change or adapt them in line with teachers' expectations and needs.

In another study carried out by Polat et. al (2009) with high school teachers in Bilecik, workload was indicated to be the most common reason for burnout, which is parallel with the results of the current study. Excessive amounts of workload, time limitations and unrealistic expectations from these teachers caused them to feel some amount of burnout. Evidence of the study conducted by Ardıç and Polatçı (2008) suggested that the number of hours taught by a teacher also had an impact on depersonalization along with emotional exhaustion.

Moreover, depersonalization was also explained by means of workload among areas of worklife components. The data suggested that workload explained 23% of the variance and predicted depersonalization significantly. When the fact that depersonalization causes from lack of personal accomplishment, it is obvious that teachers do not have enough time to complete their tasks in the best way. Qualitative data results of the study also supports this idea. The interviewees claimed that they were able to complete the task before the due date most of the time, but the quality of work they did decreased to a minimum level. One of the teachers stated that she felt sorry for her students when she had to teach in the last classes because she found herself no energetic at all after she had to take care of such amounts of work by then.

In terms of reward, teachers need to feel that their work gets its worth and they are successful at the end. Therefore, self-evaluation and income have a huge impact on reward area of worklife. Teachers who do not have financial concerns were found to have less amount of emotional exhaustion and depersonalization (Girgin, 2010). Survey results of the current study also supports this result which is teachers believe that in Turkey, teachers do not get the attention they deserve in terms of financial issues. Therefore, they feel that their efforts do not get its worth, which results in increase in their burnout level.

When it comes to community, teachers need to belong to a collaborative group and ask for help or advice if necessary. When teachers are unable to do that, a mismatch between their work and expectation occurs, and burnout becomes inevitable. The survey findings of this study did not predict any relation with any dimensions of burnout, yet community was discussed in relation to other work areas

in the following results. However, in another study carried out by Girgin (2010), in terms of coworker support, teachers who claim to get support from their colleagues are determined to have lower amounts of emotional exhaustion, depersonalization and higher amounts of personal accomplishment. Even though survey results did not indicate any relation, semi-structured interview results verified these findings. One of the interviewees of this study stated feeling socially excluded from school community since some teachers' attitudes towards her were negative and competitive.

When it comes to personal accomplishment, control area is found to be a strong predicator in this study. Results showed that as control increases, personal accomplishment tends to increase, as well. According to the Demand-Control theory developed by Karasek and Theorell (1990), control means individuals' power to affect decision making process in their own field, in other words this area of work relates to professional autonomy (as cited in Maslach & Leiter, 2004). In this area of work, some problems arise when teachers cannot find the opportunity to contribute to the decisions they will be responsible at the end. If the work environment and the decisions made in this environment conflict with their own values and ideas, teacher may face burnout. Since participants of the study filled out surveys anonymously, it is not possible to compare survey results with interview ones. However, teachers who claimed to have control over what they do at work showed more positive attitudes towards their work environment and their expectations match more with the realities of their work. On the other hand, teachers who did not have control over anything they were responsible found themselves inadequate since their opinions were not asked. The findings of Kazımlar (2015) matched with this ones; he stated that not having enough autonomy directly affected instructors' in class performance. He further suggested that organizing weekly meetings to discuss what was going well and what did not work at all should be discussed and changed accordingly. When teachers feel that they have a say in planning, they face less amounts of burnout (Maslach& Leiter, 2004). Moreover, through these meetings and contribution process, they will also develop a sense of attachment and belonging to their profession, which in turn will also solve community area problems. In another study conducted by Girgin (2010) with primary school teachers from İzmir, the level

of burnout was found to be lower in teachers who got administrational support when compared to teachers who think they got no support from the administrators. Therefore, in all of the studies compared here, making teachers' own decisions related to teaching and getting support from managers were found to be consistent.

When it comes to students' behaviors, Girgin (2010) also claimed that teachers who had control over their classrooms were found to have lower amounts of emotional exhaustion, depersonalization and personal accomplishment. For these reasons, as teachers' control over their profession increases, the level of personal accomplishment also increases whereas the levels of emotional exhaustion and depersonalization decrease.

As far as fairness is concerned, contradiction between survey and interview results arises. According to the survey results, fairness area does not predict any of the dimensions of burnout. However, when interview results are taken into consideration, some of the teachers found to be stating unfair treatments of the administration. However, none was complaining about that problem. They just stated that private schools had financial concerns, and that's why they invested in teachers they wanted work for longer years. Administration's attitude was seemed to be understandable by the participants of the interviews. According to the survey results of the study, fairness is a strong predicator for teachers' sense of belonging to a community, which also supports the claim of Maslach and Leiter (2004) which is to preserve the sense of community in an environment, it is very crucial for individuals to feel self-worth and respect from others. That is why, to make sure of fairness at workplace, administration should get anonymous feedback from teachers at the end of each term or at least each school year to improve their policy. If they still have financial concern, they give a chance to teachers they did not previous year.

When it comes to values area of this survey, no significant relationship was found with regard to three dimensions of burnout in this study. In line with the quantitative data results, qualitative data results also supported the findings. Only one of the teachers stated that she wanted to be an academician and her current school is a transition for her by the time she finishes her education. However, she also stated that she started this job by knowing this; that is why there is no mismatch between her expectations and reality. When compared to the findings of Kazımlar's study

(2015), Kazımlar stated that some universities had commercialization concerns such as having more students to make more money. Therefore, they ignored the importance of the needs of both students and teachers and the quality of teaching process. On the other hand, inner motivation is found to be an important factor deciding the level of burnout among teachers. (Polat et al., 2009). According to Polat, when teachers values and school values comply with each other, teachers' inner motivation increases, which results in decreasing the level of teacher burnout among these teachers, and increasing the level of personal accomplishment.

However, none of this concerns appeared in the current study even though all of the schools are private. Still, if there is any, value conflict may be resolved by leaving the institution for a more satisfying organization or searching for middle ways to bring personal expectations in line with organizational ones (Leiter & Harvie, 1997).

5.4 Theoretical and Pedagogical Implications

The results of the current study provided some insights into the burnout levels of YL teachers working in private K12 schools, the match and mismatch between teachers' expectations from work environment and reality, and their perceived metaphorical images of being a YL teacher. Most of the findings showed similar results with the ones in literature and with the one carried out by Kazımlar (2015) with EFL instructors in Istanbul. In both research studies, excessive amount of workload found to be a cause to develop emotional exhaustion among teachers. Since in most of the studies workload was found to have a significant effect on workload, the amount of work teachers have to deal with can be decreased as a precaution. Moreover, teaching includes emotional and social concerns in terms of relationships teachers have to develop with students and parents. That is why, this profession is much more difficult than it seems. That is why, government or administration can support teachers with in-service teacher trainings relevant to human relations and communication (Çelik & Yılmaz, 2015). In line with these implications, according to Polat et al. (2009), since teaching requires patience, devotion and self-sacrifice, teachers need to be aware of these facts or they should be informed about it. Consultation regarding the reasons for choosing this profession would be an efficient

precaution to prevent burnout. When considered the fact that emotional exhaustion is also caused by financial concerns, Girgin (2010) suggests that government and managers of private institutions should reorganize their financial policies in order to prevent teacher burnout.

However, depersonalization results contradict with each other. In the current study, almost half of the participants showed low levels of depersonalization while the participants in Kazımlar's study expressed higher levels of it. When considered the fact that control and the sense of community have a huge impact on dimensions of burnout, especially on depersonalization, Girgin (2010) suggests that precautions and training with regard to social support should be taken more seriously as they are known to decrease the feeling of depersonalization. Moreover, collaboration offered by administration and coworkers would also help solve the problem.

When it comes to personal accomplishment, the results show that whether they work with YL or young adults, most English teachers suffer from lack of personal accomplishment. Moreover, their negative self-evaluation results in developing lower self-esteem. In this sense, parental support would help teachers better handle the classroom management problem, especially with students causing problems. When they solve the management problem, it is possible that they will be more effective in teaching process, and in turn their feelings of self-esteem would turn from negative to positive. According to Girgin (2010), parental support would help teachers eliminate this problem if parents take a positive attitude towards teachers.

Along with all the suggestions above, Kutlu (2008) summarized burnout coping strategies under three category; namely, individual level, coworker level and family level. In individual level, teachers need to know the borders of their job description to prepare themselves what they are going to face in this profession such as responsibilities and risks. Moreover, they need to know the symptoms of burnout to prevent it from developing further. She also recommends that keeping private life apart from professional life would help teachers to relieve and enjoy their personal life more. It would be a good idea to do sports regularly and have a hobby. In coworker level, it is essential to support each other and work in harmony. A quick intervention by the side of experienced teachers would lighten the burden on the shoulders of novice teachers. It is also very important to have equal distribution of

workload among teachers. In family level, they should always support teachers and remind them that they also have a personal life to stay away from school related problems for a while.

What's more, the findings of the current study also give some pedagogical implications for YL teachers and administrators. First of all, it has crucial importance for teachers to be aware of burnout cases. If they know what they are dealing with, it gets easier to overcome possible results of burnout. Moreover, teachers can develop various coping strategies or they can find some ways or hobbies to clear their minds once in a while. When it comes to administration, they can support and promote a more collaborative environment to gain mutual benefit instead of creating a competitive environment. Furthermore, these kinds of studies give school administration a chance to adjust their current policies for the sake of their teachers. Considering the fact that burnout is caused mostly because of workload, it would be a good idea to decrease the number of lessons teachers teach or to reduce the amount of nonteaching responsibilities that teachers try to complete in a short time. It would also be beneficial to provide teachers more career opportunities to develop them since most teachers do not have time to do this after work; mostly because they need to check exams and homework or prepare lesson plans. Lastly, administration should reward teachers from time to time to show that they are cared in school community as a teacher.

5.5 Recommendations for Future Research

The results of this study revealed some future recommendations for researchers. First of all, the number of the participants in this study was 53 from 7 different prestigious private schools in Istanbul. When considered the fact that there are hundreds of private schools in İstanbul, this number is not enough to represent the whole group of YL teachers.

What is more, in this study, the researcher did not have the chance to compare the burnout levels' of participants obtained from survey results with interview and metaphor analysis since the data was gathered anonymously. Next time, asking for participants' permission to see their names to compare the results all together would give more representative results for the literature.

Finally, the impact of demographic factors such as gender, age and marital status on burnout levels and six areas of worklife can be taken into consideration.

5.6 Conclusion

The results of the study indicated that the number of participants who do not suffer from emotional exhaustion is 7 among 42 participants, which constitutes the 16.7% of the population. When it comes to participants who show moderate level of burnout was only 12 of the sampling group, which is equal to 28.6% of the participants. On the other hand, the remaining 23 participants show high levels of burnout with regard to emotional exhaustion subscale constituting the 54.8% of the sampling group. The results show that teachers who experience high levels of burnout outnumber the teachers who suffer from both low and moderate levels of burnout.

When it comes to predicting emotional exhaustion based on workload, a simple linear regression was calculated and it was found that 27% of the variability in emotional exhaustion can be explained by the workload, and it was seen that workload significantly predicts emotional exhaustion. In the similar direction, for depersonalization, workload also explained 23% of the variance and predicted depersonalization significantly. In addition, for personal accomplishment, while workload explained 10% of the variance and predicted personal accomplishment significantly, control explained 17% of the variability in personal accomplishment along with predicting it significantly. Also, total teaching experience explained 8% of the variability in personal accomplishment and predicted it significantly.

As far as qualitative data is concerned, semi-structured interviews revealed similar results with AWS since teachers mostly complained about excessive amount of workload and not having enough time and opportunity to renew and improve themselves. In this part, reward was another area that teachers were not satisfied at all. They expressed that they needed more feedback and support to perform better.

When it comes to metaphor analysis part, it was seen that despite of all the negative comments made by the participants about workload and being a YL teacher, most of the teachers associated themselves with adventure and action movie characters who always do their best to guide the group, inspire or support them. They

see themselves as creative thinkers and problem solvers. That actually showed that despite of all difficult parts of it, YL teachers enjoy their profession and being with children in general.

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APPENDICES

A. The Questionnaire

Dear Colleague,

I am pursuing my Master's degree at the Department of English Language Teaching Program at Bahçeşehir University. The aim of my thesis is to explore the burnout levels of EFL teachers working with young learners in private K12 schools, find out their views on their jobs and discover the organizational factors that cause teachers in private primary and middle schools in Istanbul to burnout. This questionnaire consists of four main parts. The first part aims to get some personal data, the second part attempts to identify your job-related feelings, the third part points to describe job-person fit, and the last part aims to see YL teachers' metaphorical images about teaching and being a teacher in private K12 schools. The questionnaire will take 10-15 minutes to complete.

After you complete this online survey, there is going to be a page asking if you would like to volunteer the interview conducted by me. It is voluntary to be a part of the interview, but I hope you seriously consider to contribute my research. When you click on the form, it will direct you to another page asking for your personal contact information. The time and location of your choice will be accepted.

Franks and sincere answers you are going to give have utmost importance in terms of true and accurate result of this thesis. The information will be coded, remain confidential and used for research purposes only. I appreciate your cooperation and support. I will be happy to answer any questions. You can reach me via email address below.

Büşra ALGIN
Bahçeşehir University
alginbusra@gmail.com

PART 1:
Please complete all the information.
1. Age: ……………………………………
2. Gender: …………….…………………………
3. Work status:
Full-time
Part-time
4. Teaching experience – total number of years (Life time): …………..…………
5. Teaching experience – number of years at current school: ……….….…………
6. Educational background:
B.A.
M.A. in progress
M.A
Ph.D. in progress
Ph.D.
7. Extra job responsibilities (e.g., department head, coordinator): …………..………

PART 2: MBI-ES
Please indicate **how often you feel** the way the following items suggested, by putting
the most suitable number on the spaces provided next to each item.
0 Never
1 A few times a year or less
2 Monthly or less
3 A few times a month
4 Every week
5 A few times a week
6 Every day

1. …………… I feel emotionally drained from my work.
2. …………… I feel used up at the end of the workday.
3. …………… I feel fatigued when I get up in the morning.
4. …………… I can easily understand how my students feel about things.
5. …………… I feel I treat some students as if they were impersonal "objects".
6. …………… Working with people all day is really a strain for me.
7. …………… I deal very effectively with the problems of my students.
8. …………… I feel burned out from my work.
9. …………… I feel I'm positively influencing other people's lives through my
work.
10. …………… I've become more callous toward people since I took this job.
11. …………… I worry that this job hardening me emotionally.
12. …………… I feel very energetic.
13. …………… I feel frustrated by my job.
14. …………… I feel I am working too hard on my job.
15. …………… I don't really care what happens to some students.
16. …………… Working people with directly puts too much stress on me.
17. …………… I can easily create a relaxed atmosphere with my students.
18. …………… I feel exhilarated after working closely with my students.
19. …………… I have accomplished many worthwhile things in this job.

20. …………… I feel like I'm at the end of my rope.
21. …………… In my work, I deal with emotional problems very calmly.
22. …………… I feel my students blame me for some of their problems.

PART 3: AWS (SAMPLE PAGE)

Please use the following rating scale to indicate the extent to which you agree with the following statements. Please mark on the answer sheet the number corresponding to your answer.

1 Strongly Disagree
2 Disagree
3 Hard To Decide
4 Agree
5 Strongly Agree

Workload
1. I do not have time to do the work that must be done.   1 2 3 4 5
2. I work intensely for prolonged periods of time   1 2 3 4 5
3. I have so much work to do on the job that it takes me away from
   my personal interests.   1 2 3 4 5
4. I have enough time to do what's important in my job.   1 2 3 4 5
5. I leave my work behind when I go home at the end of the
   workday.   1 2 3 4 5

Control
6. I have control over how I do my work.   1 2 3 4 5
7. I can influence management to obtain the equipment and space I
   need for my work.   1 2 3 4 5
8. I have professional autonomy / independence in my work.   1 2 3 4 5
9. I have influence in the decisions affecting my work.   1 2 3 4 5

Reward
10. I receive recognition from others for my work.   1 2 3 4 5
11. My work is appreciated.   1 2 3 4 5
12. My efforts usually go unnoticed.   1 2 3 4 5
13. I do not get recognized for all the things I contribute.   1 2 3 4 5

B. Semi-Structured Interview

CONSENT FORM
CONSENT FORM – INTERVIEW WITH AUDIORECORDING
Consent to Participate in Research
Title of Study: *Burnout Levels among Teachers Working with YL in Private K12 Schools*

Introduction and Purpose
My name is Büşra Algın. I am a graduate student at Bahçeşehir University in the Department of English Language Teaching. I would like to invite you to take part in my research study, which concerns work conditions and burnout levels of EFL teachers working with YL in private K12 primary and secondary schools in Istanbul.

Procedures
If you accept taking part in my study, I will conduct an interview with you at a time and location of your choice. The interview will be about your work conditions. It should last about 20 minutes. With your permission, I will record and take notes during the interview. The recording is to accurately record the information you provide, and will be used for transcription purposes only. If you choose not to be recorded, I will take notes instead. If you agree to being recorded but feel uncomfortable at any time during the interview, I can turn off the recorder at your request. Or if you don't wish to continue, you can stop the interview at any time.

Confidentiality
Your study data will be handled as confidentially as possible. If results of this study are published or presented, individual names and other personally identifiable information will not be used.

Rights
Participation in research is completely voluntary. You are free to decline to take part in the project. You can decline to answer any questions and are free to stop taking part in the project at any time

Questions
If you have any questions about this research, please feel free to contact me. I can be reached via alginbusra@gmail.com address.

CONSENT
You will be given a copy of this consent form to keep for your own records.
If you wish to participate in this study, please sign and date below.

_____ _____

Participant's Name   Participant's E-mail Address

_____   _____

Participant's Signature Date   Participant's   Phone   Number
(optional)

_____   _____

INTERVIEW QUESTIONS

Part A: Work Environment
1. How would you describe your work environment (e.g., relaxed or stressful)?
2. What things make you feel stressed at work? Can you describe these? How do you feel in such situations?
3. What things make you feel exhausted at work? Can you describe these? How do you feel in such situations?
4. What would you change in your work environment if you had the chance?

Part B: Workload
1. How many hours a week do you work at school (total amount of time you have to spend at school)?
2. How many hours a week do you teach at school?
3. What do you think of your workload? Is it easy or difficult to manage? Can you describe it?
4. Do you have the sufficient time to meet the demands of your work?
5. Does the workload make you feel exhausted? If so, how?

Part C: Control
1. Do you know what you are expected to do at work (e.g., responsibilities)?
2. Do you feel that you have enough autonomy in making decisions with regard to your work?
3. Can you make your own decisions in teaching?
4. How do you make your decisions and solve problems? How would you describe decision making processes in relation to administration? Is it in a collaborative manner?

Part D: Reward
1. How do you feel about your contributions in your work? Do you receive appreciation from others (e.g., administration)?
2. Do you think your efforts in your work get its worth?

Part E: Community
1. How would you describe the *personal* (e.g., positive, negative) and *professional* (e.g., competitive, collaborative) relationship among teachers at your school?
2. How would you describe the relationship between teachers and administration at your school?
3. Do you have a chance to talk about teaching problems with your colleagues?
4. Do you feel you can ask for help or feedback from other teachers or administrators?
5. How can you describe the social environment in your school (e.g., social activities)?

Part F: Fairness
1. Do you think resources are distributed fairly at work (e.g., materials, stationary equipment)?
2. Do you think decisions on policies (e.g., pacing, career opportunities) are made fairly?
3. Do you feel valued and respected as a teacher in this community?

Part G: Values
1. Do you feel that your goals (e.g., for your students, your career) are consistent with the school's goals?
2. Can you describe whether your values and school's values are consistent?
Is there anything that affects your daily work because of the differences in values?

Part H: Other
1. Would you like to mention any other things that we haven't discussed about your work conditions?

C. 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. _____

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.

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

*Interpreted in opposite direction from EE and DP.

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

D. Areas of Worklife Survey Scoring Key

Scoring the Areas of Worklife Survey

The Areas of Worklife Survey is scored by calculating six scores; one for each subscale. Since the meanings and relationships these six areas of worklife differ, it is not possible to combine the six subscale scores into one, overall score. Each item has a range of 4; between 1 and 5. 1 represents a strong mismatch between the person and their work environment, and 5 represents a strong match between the person and their work environment. Some item scores must be reversed before they are included in the subscale score. Reverse scoring is indicated by the character "R" after the item number. Please use the score key in Table 2 to calculate the scores for each of the six areas of worklife. The numbers refer to the order of the items in the AWS survey.

Table 2. Scoring Key for 28-item AWS

Workload	Average of 1R, 2R, 3R, 4, 5
Control	Average of 6, 7, 8, 9
Reward	Average of 10, 11, 12R, 13R
Community	Average of 14, 15, 16, 17, 18R
Fairness	Average of 19, 20, 21, 22, 23R, 24R
Values	Average of 25, 26, 27, 28

R = Reverse scoring: (5 = 1) (4 = 2) (3 = 3) (2 = 4) (1 = 5)

Scoring Example

Here is how to score the workload scale for a participant who has given the following raw scores. The adjusted score column shows the conversion with the reverse scoring. The Workload Average is the mean of the adjusted scores.

Item	Raw Score	Adjusted Score
Workload 1	2 [R]	4
Workload 2	1 [R]	5
Workload 3	3 [R]	3
Workload 4	4	4
Workload 5	5	5
Workload 6	4	4
Workload Average:		4.17

PERSONAL INFORMATION

- Surname, Name: Algın, Büşra
- Nationality: Turkish (TC)
- Date / Place of Birth: October 25, 1991 / Bursa
- Marital status: Single
- Mobile Phone: 0090 505 775 1616
- E-mail: alginbusra@gmail.com

EDUCATION

- (2015- 2017): Bahcesehir University, MA in TEFL, Istanbul
- (2009-2014): Boğaziçi University, Foreign Language Education Department
- (2005-2009): Bozüyük Teacher Training High School, Foreign Languages Department, Bilecik
- (2002-2005): Peyami Safa Secondary School, Yıldırım-Bursa
- (1997-2002): Fevzi Çakmak Primary School, Yıldırım- Bursa

WORK EXPERIENCE

- (2016- …..): Head of Foreign Language Department, **Secondary School**
- (2014 - …): English Language Teacher, **Private Beykent School**
- (2013 –2014): Trainee Teacher, **Private ENKA School**

CERTIFICATES

- April 2017: "Junior ENKA Forum"- Advisor
- February 2017: "IB Day Presenter- How to Prepare A Good Language B Lesson plan"
- October- November 2015: "IB Middle Years Programme (MYP) Language B Cat 2 Training" by International Baccalaureate Programme
- 2015 "Dealing with Diversity" by Chaz Pugliese, Celebrating Differences/ Beykent and Doğuş University ELT Conference , İstanbul/ Turkey

- 2015 "Creative Solutions to Diverse Classrooms" by Adrian Tennant, Celebrating Differences/ Beykent and Doğuş University ELT Conference , İstanbul/ Turkey
- 2015 "Can Students Learn on Their Own?" by Jeremy Harmer, Celebrating Differences/ Beykent and Doğuş University ELT Conference , İstanbul/ Turkey
- 2015 "The Spaghetti Strategy and Language Learning" by JT Redhill, Celebrating Differences/ Beykent and Doğuş University ELT Conference , İstanbul/ Turkey
- 2015 "Various English Activities Through Technology" presented by Willeke Coppens, Educational Technologies Platform, İstanbul/ Turkey
- 2015 "Practical Applications with Google" presented by Sezin Eskinazi Fins, Educational Technologies Platform, İstanbul/ Turkey
- 2015 "Powerful Web 2.0 Tools for Teaching and Learning in ELT" presented by Ömer Karabacak, Educational Technologies Platform, İstanbul/ Turkey
- 2015 "Foreign Language Acquisition with Emotions" presented by Yeliz Yalın , Educational Technologies Platform, İstanbul/ Turkey
- 2015 "Educational Technologies Application in English Lesson" presented by Özlem Kesgin , Educational Technologies Platform, İstanbul/ Turkey
- 2014 "Turnitin" presented by Ferdi Battal, presented at Beykent University, İstanbul/ Turkey
- 2014 "Terakki ELT Conference", attendant at Terakki Foundation Schools, İstanbul/ Turkey
- 2014 "Demand High Teaching Taking the Next Step Up" presented by Liz Aykanat, International Training Institute, İstanbul/ Turkey
- 2009 Computer Certificate, Yıldırım Municipality, Bursa/ Turkey, Microsoft Office Programs- Word, Excel, Powerpoint

SKILLS

- Computer-Related Skills: MS Office Tools, Web 2.0, IOS Educational Applications
- Foreign Languages (Oral & Written): English: Advanced, Spanish: Elementary, Turkish Sign Language: Elementary
- Social Skills: Extensive communicative, organizational and interpersonal skills
- Interests: Swimming, Reading, Football, Travelling.
- Job-related Skills: Technology and material design, education management, effective communication strategies and skills, Web 2.0 tools in teaching, running international projects through E-Twinning