

T.C.
BOLU ABANT İZZET BAYSAL UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE TEACHING PROGRAM

**AN EXPLORATORY STUDY ON THE RELATIONSHIP
BETWEEN TEACHER BURNOUT AND TEACHER SELF-
EFFICACY AMONG ENGLISH LANGUAGE INSTRUCTORS**

PINAR MIZRAK

BOLU, JULY-2019

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Master Thesis

Prepared by
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BOLU, JULY-2019

YÜKSEK LİSANS TEZİ ONAY FORMU

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Pınar MIZRAK





To my beloved parents

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ÖZET

İNGİLİZCE HAZIRLIK ÖĞRETİM GÖREVLİLERİNİN ÖZ YETERLİLİK İNANÇLARI VE TÜKENMİŞLİK SEVİYELERİ ARASINDAKİ İLİŞKİNİN BELİRLENMESİ

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Bu çalışma, şu anda Karabük Üniversitesi Yabancı Diller Yüksekokulu'nda öğretim görevlisi olarak çalışmakta olan İngilizce öğretmenlerinin tükenmişlik düzeylerini ve öz yeterlik inançlarının, öğretmenlerin öz yeterlik inançları ile tükenmişlik düzeyleri arasındaki ilişkinin ve öz yeterlilik inançlarının tükenmişlik seviyelerini ne derecede yordadığının incelenmesini amaçlamaktadır. Bu çalışmada karma yöntem araştırma tasarımı benimsenmiştir. Nicel veriler, 59 öğretmenin katılımıyla, Maslach Tükenmişlik Envanteri (MBI; Maslach ve Jackson 1981, 1986) ve TEBS-Self (Öğretmenlerin Yeterlilik İnançları Sistemi-Öz) uygulanması (Dellinger, Bobbett, Oliver ve Ellett, 2008) yolu ile toplanmıştır. Araştırmanın nitel kısmı için ise 5 katılımcı ile odak grup görüşmesi yapılmıştır. Nicel veri SPSS 22 ile istatistiksel analizler yapılarak incelenmiştir. Çalışmanın sonuçları, öğretmenlerin duygusal tükenme ve kişisel Başarı açısından orta düzeyde, tükenmişliğin duyarsızlaşma boyutunda ise yüksek düzeyde tükenmişlik düzeylerine sahip olduğunu göstermiştir. Ayrıca, yaş ve cinsiyet tükenmişliği yordama konusunda önemli bir rol oynamazken, iş yükü tükenmişliğin duygusal tükenme boyutunun önemli bir göstergesidir. Ayrıca, sonuçlar öğretmenlerin neredeyse yüksek düzeyde öz yeterlilik inancına sahip olduğunu göstermiştir. Korelasyon analizi, öğretmenlerin öz yeterlilik algılarının artmasının tükenmişlik seviyelerinin azalmasına sebep olduğunu gösteren orta dereceli negatif bir ilişki göstermiştir.

Anahtar Kelimeler: Öğretmen tükenmişliği, Özyeterlilik inanışları, İngilizce Öğretim Görevlileri, Duygusal Tükenme, Duyarsızlaşma, Kişisel Başarı

ABSTRACT**AN EXPLORATORY STUDY ON THE RELATIONSHIP BETWEEN
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This present study aims to investigate the burnout levels and self-efficacy beliefs of English instructors who are currently teaching at Karabuk University School of Foreign Languages, and the relationship between instructors' self-efficacy beliefs and burnout levels and examine to what extent self-efficacy beliefs differ in instructors experiencing burnout. In the present study, a mixed methods research design was adopted. While the quantitative data was gathered through the application of the Maslach Burnout Inventory (MBI; Maslach and Jackson 1981, 1986) and a TEBS-Self (Teachers' Efficacy Beliefs System- Self) (Dellinger, Bobbett, Oliver, and Ellett, 2008) with the participation of 59 instructors, a focus group interview with 5 participants was carried out for the qualitative part of the research. The quantitative data was examined through statistical analyses via SPSS 22. The results of the study indicated that the instructors have moderate levels of burnout in terms of Emotional Exhaustion and Personal Accomplishment and high levels of burnout in terms of Depersonalization dimension of burnout. Besides, age and gender didn't play an important role in predicting burnout, whereas workload is a significant predictor of Emotional Exhaustion dimension of burnout. Moreover, the results showed that instructors have almost high levels of self-efficacy. The results of the correlation analysis showed there is a moderate and negative correlation between instructors' self-efficacy beliefs and their burnout levels, which highlights that enhancing teachers' self-efficacy tends to have a positive influence on diminishing teachers' burnout.

Keywords: Teacher burnout, Teacher Self-efficacy, English Instructors, Emotional Exhaustion, Depersonalization, Personal Accomplishment

CHAPTER I

1. Introduction

1.1. Background of the Study

In this increasingly globalized world where communication among different cultures is becoming a must, English is preferred as a medium of communication because of a dramatic increase in the number of its users as stated in Crystal's book "English as a Global Language" (Crystal, 2003). Today, many people use English for different purposes such as commerce, culture, higher education, and communication. The widespread use of English has revealed a demand for people with knowledge of English. Thus, English teaching has become an important part of basic education and business, so governments included it in their educational policies.

Turkey, like most other countries, aims to train qualified people to manage economic and social changes successfully, therefore English has become the medium of instruction in many Turkish private and state schools, from an early age to university life (Çopur, 2008). The initial reason for the rapid spread of English in Turkey was claimed by Aktuna (1998) to be competent at international communication and to keep up with the technological developments. Aktuna (1998) states that education, the private sector, and the tourist industry are the main fields in Turkey where English mostly functions. With this purpose, most of the universities set up one-year English language preparatory programs in Turkey.

Although English language teaching is of great importance, the problem is how well English is taught to learners. The factors causing problems could range from learners to teachers, administrators or even the education policies; however, teachers must be regarded more as they are the key factors in teaching. The effectiveness of language education is linked to many aspects such as teachers' qualifications, characteristics, perceptions, emotional and social problems they face. In the light of many studies,

teachers' self-efficacy beliefs and their feeling of burnout are considered to be important factors that need to be examined in detail in order to gain an understanding of the reasons influencing their performances.

Teaching is a very stressful and demanding job that requires face to face communication not only with learners and their parents but also with colleagues. Travers and Cooper (1993) stated that compared to the other client-related professions such as medical doctors and nurses, teachers experienced more stress in their jobs. When teachers perceive themselves incompetent in meeting the demands of their jobs, they are more likely to end up feeling burnout. Schwarzer (2008) defines burnout as "a chronic state of exhaustion due to long-term interpersonal stress within human service professions. It pertains to feelings experienced by people whose jobs require repeated exposure to emotionally charged social situations. (p.154)". As a result of long-term stress, teachers' energy turns into exhaustion, they start feeling callous towards others, and feel ineffective in their jobs. The feeling of burnout can have frustrating consequences for both teachers and learners. Owing to these consequences, many teachers can catch illnesses and leave their profession at an early age.

The characteristics of teachers suffering from burnout can be grouped as being personal (individual) and organizational (situational) factors. According to Gutek, Searle, and Klepa (1991), demographic factors such as age, gender, marital status and teaching experience are not strong predictors of burnout. On the other hand, certain personality characteristics such as locus of control, teachers' coping styles with stress, teachers' self-efficacy and self-esteem beliefs are more effective in the development of teacher burnout.

One of these characteristics, teachers' self-efficacy beliefs refer to teachers' beliefs in their abilities to affect students' learning and success in a positive way (Denzine, Cooney and McKenzie, 2005). Put simply, self-efficacy is not related to teachers' knowledge and skills in their field, but it deals with knowledge and skills in a certain domain of activities (Brouwers and Tomic, 2000). According to Dellinger, Bobbett, Olivier, Ellett (2007), how well teachers perform teaching a specific task under certain circumstances depends on their level of self-efficacy beliefs. Studies have shown that there is a possible relationship between teachers' self-efficacy in classroom management

since low self-efficacy beliefs can lead to teacher burnout (Brouwers and Tomic, 2000; Chwalisz, Altmaier and Russell, 1992). Likewise, teachers with low levels of self-efficacy in student engagement are more likely to experience burnout and leave their profession.

Both burnout and teachers' self-efficacy beliefs have a significant effect on teachers' cognitive, emotional and behavioral responses in class. That explains the reason why researchers have aroused interest in studying burnout and self-efficacy in teachers in recent years (Demirel, 2017; Sarıçam and Sakız, 2014; Cansoy, Parlar and Kılınç, 2017; Evers, Brouwers and Tomic, 2002).

In many studies conducted so far, the individual and organizational aspects of burnout have been studied and the sources of burnout have been investigated. Further to that, studies on personality traits such as age and gender were also carried out. Teachers' self-efficacy beliefs and burnout levels that affect many factors such as classroom control, student approach, and relationships with colleagues are of great importance in terms of education. However, no detailed research studying the relationship between self-efficacy beliefs and burnout levels of English Language teachers' working at preparatory programs has been found. Hence, this was the starting point for this study.

1.2. The Purpose of the Study

The main goal of the present study is to identify burnout levels of English Language Instructors in terms of the three dimensions of burnout – Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment, and to determine the level of their self-efficacy beliefs. What is more, whether there is a relationship between the self-efficacy beliefs and the burnout levels, and whether the burnout levels differ according to workload, years of experience and gender are in the scope of this study. What's more, recognizing the self-efficacy predictors of instructors experiencing burnout is another purpose of the study.

1.3. The Significance of the Study

Burnout is the final consequence of the difficulties that teachers experience in their work life, and self-efficacy beliefs have been proposed as a protective factor coping with these difficulties. Therefore, examining the relationship between teachers' self-efficacy beliefs and burnout levels in relation to some factors is of great importance to gain more understanding in terms of the effectiveness of teaching. Although there have been many studies addressing the relationship between self-efficacy and burnout so far, few of them are in the context of universities and English Language teachers. Thus, by exploring the English language instructors' sense of efficacy in teaching English and burnout levels in relation to some factors, the present study may be instrumental in increasing the knowledge in the ELT field in a Turkish state university providing valuable information like the previous and upcoming studies.

1.4. Research Questions

This study primarily addresses the following research questions:

1. What are the burnout levels of English instructors working at Karabuk University in terms of the three dimensions below:
 - a. What are the burnout levels of English instructors working at Karabuk University in terms of depersonalization?
 - b. What are the burnout levels of English instructors working at Karabuk University in terms of emotional exhaustion?
 - c. What are the burnout levels of English instructors working at Karabuk University in terms of reduced personal accomplishment?
2. What dimension of burnout is higher among instructors according to the variables below:
 - a. What dimension of burnout is higher among instructors according to age?

- b. What dimension of burnout is higher among instructors according to years of experience?
 - c. What dimension of burnout is higher among instructors according to workload?
3. What are the general self-efficacy beliefs of the instructors working at Karabuk University- School of Foreign Languages?
4. Is there a significant relationship between burnout levels and self-efficacy beliefs of those instructors?
5. To what extent self-efficacy beliefs differ in instructors experiencing burnout in terms of three dimensions?
6. What are the self-efficacy predictors of instructors experiencing burnout?

1.5. Assumptions and Limitations

It has been assumed in the study that all the participants have responded to the survey eagerly, honestly, on a voluntary basis, and the participants in the focus group have represented their ideas in the same way. Besides, the instruments used for gathering data are appropriate in terms of measuring teachers' beliefs and burnout levels fairly.

The study is being carried out in one university and the data is limited to the size of the sample group. Hence, it cannot be generalized to all English instructors in Turkey. The implementation of the study with a much larger sample size will give more insight into the problem and enable researchers to generalize in the ELT field. Another limitation is that the study is conducted in the 2018-2019 academic year. Additionally, the study is limited to the aspects covered by "Teachers' Self-Efficacy Beliefs Scale and Maslach Burnout Inventory" and is subject to the shortcomings of these instruments.

1.6. Definition of the Terms

EFL: English as a Foreign Language

Burnout: “psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with other people in some capacity (Maslach and Jackson, 1986, 1).

Teacher Burnout: “an illness driving sensitive, dedicated teachers out of the profession” (Campbell, 1983, 111).

Self-Efficacy: “belief in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura, 1997, 3).

Teacher Self-Efficacy: “a teacher’s judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated” (Tschannen-Moran and Woolfolk Hoy, 2001).

CHAPTER II

2. Literature Review

2.1. Burnout

In recent years, the burnout phenomenon has become a global issue in various professional fields since it is considered as a major challenge to workers' health and the functioning of organizations. As the workers are observed to be highly influenced by the work stress leading to burnout, organizations have started to investigate the causes and effects of burnout in order to understand the phenomenon better and take the necessary precautions in advance.

Burnout was first linked with stress that idealistic workers experience to do their best in their jobs and a state of physical and emotional depletion of this pursuit of success (Freudenberger, 1974). When people fail to produce an expected and desired goal, the process results in burnout.

Later on, Maslach and Jackson (1981) defined burnout as a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do "people work" of some kind (p. 99). This definition points out that people who work with and for other groups of people are more prone to experience burnout. Therefore, the greatest attention to burnout occurred in the people-oriented professions such as medicine, social services and education whose workers are at risk most. Maslach and Schaufeli (1993) stated that it was because "(1) the relationship between a provider and a recipient is central to the job and (2) the provision of service, care or education can be fraught with emotional strain (p. 5)".

Maslach and Leiter (1997) suggest that at the beginning, people are highly motivated. They begin their jobs with full energy, involvement, and effort to work

because the work activities are important for them. After some time, when they see that their experiences fall behind what they have expected, and their work is no longer significant, people can burn out.

According to Pines and Aronson (1988), burnout is a state of physical, emotional and mental exhaustion caused by long term involvement in situations that are emotionally demanding. It can be the result of a gradual disappointment, resulting in negative attitudes towards work, colleagues, and life.

The most remarkable definition adopted by many burnout researchers has been that of Maslach and Jackson's (1981) describing the multidimensional model as the combination of emotional exhaustion, depersonalization and a reduced sense of personal accomplishment.

2.2. The Interpersonal Dimensions of Burnout

All the researchers are of the same opinion about the definition of burnout as a three-dimensional syndrome characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. People start their work with full of energy, involvement, and efficacy. However, with the development of negative feelings caused by the depletion of enthusiasm and engagement, energy turns into exhaustion (emotional exhaustion), involvement into cynicism (depersonalization) and efficacy into ineffectiveness (reduced personal accomplishment) (Maslach and Leiter, 1997, cited in Kulavuz, 2006).

2.2.1. Emotional exhaustion

Maslach and Jackson (1981) put emotional exhaustion at the center of burnout syndrome. It refers to the emotionally overextended and overwhelmed feelings by the demands of other people. In addition, they state that it is the depletion of emotional

resources and the people are drained, in that, they are no longer able to give of themselves to others.

2.2.2. Depersonalization

Depersonalization is related to how an individual is viewing other people (Maslach, 1993). A person with high levels of depersonalization becomes overly cynical. That is to say, they develop a poor opinion of people, expect the worst from them, and actively dislike them. They maintain a negative, uncaring, and detached attitude towards their colleagues, clients, and organizations. They are selfish people, who are only interested in their own needs (Maslach and Leiter, 2005). What is more, they are also likely to see others as impersonal objects (Maslach, Jackson and Leiter, 1996).

2.2.3. Reduced personal accomplishment

Reduced personal accomplishment, also referred to as lack or diminished personal accomplishment, is the third dimension of burnout. It is the pessimistic self-evaluation of one's personal accomplishments (Byrne, 1991; Maslach, 1993; Maslach and Jackson, 1981). Workers tend to have perceptions of insufficiency and ineffectiveness in their accomplishments. Maslach and Leiter (1997) state that every little step to accomplish is seen trivial and they lose confidence in their ability to make a difference, which results in others' losing confidence in them. Furthermore, ineffectiveness reveals with low performance at work and therefore they develop a sense of dissatisfaction with their jobs.

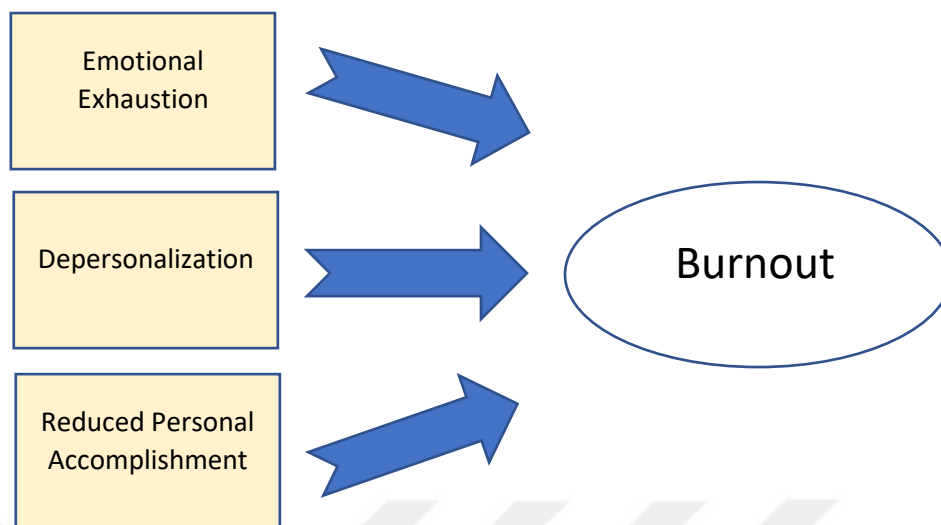


Figure 2.1. Dimensions of burnout

2.3. Burnout in the Teaching Profession

Burnout has long been accepted as an important phenomenon of the modern age. It is linked to occupational stress due to the relationship that people have with their work, and the difficulties that can arise when that relationship is disrupted (Maslach, Schaufeli, Leiter, 2001). Therefore, it is more common especially among people working in human services because dealing with people requires a lot of energy, which uses up the workers. Teaching is among the professions of which providers (teachers) are under the risk of burnout as they have social interaction not only with students but also with colleagues, administrators, and parents.

Teaching is a complicated process in which teachers have to make instant decisions. Therefore, for a successful education, teachers need to be effective in terms of meeting students' needs (Miller and Miller, 2002). That explains why teachers must be regarded most in education.

Teachers' psychological and emotional state is directly related to the effectiveness of education. Teachers with positive attitudes become sensitive to students' needs and expectations and promote a positive learning environment whereas negative

attitudes of teachers create anxiety and fear among students, which is a big obstacle for learning.

With the rapid development of technology and knowledge, there happened a shift in the role of teachers from being didactic instructors to facilitators. Students do not have to memorize the information taught and be assessed any more, rather they are being prepared for the future by helping them manage and organize the knowledge. Thus, teachers have to follow innovations and developments in technology and knowledge and this requirement enhanced the stress on teachers (Dollard, Dormann and Winefield, 2003).

When it comes to other stressors leading to teacher burnout, students' behaviors seemed to take the lead. Geving (2007) suggests that hostility toward the teacher and other students, not paying attention to class, lack of preparation and interest in learning are among the stressors stemming from students. Other possible stressors may include the lack of parental and administrative support and their conflicting demands (Blase, Blase, and Du, 2008; Lambert et al., 2006). Besides, workload factors such as excessive paperwork, long working hours, limited time for preparation for class and oversized classes have an important role in teacher stress making them feel emotionally and physically exhausted.

2.3.1. The three dimensions of teacher burnout

Maslach and Jackson examined burnout in terms of three dimensions: Emotional exhaustion, depersonalization, and reduced personal accomplishment.

2.3.1.1. Emotional exhaustion

Teaching is a stressful job in its nature and Stoeber and Rennert (2008) state that "according to many researches in different countries, school teachers are among those

professionals with the highest levels of job stress and burnout on the job (p.2)". Exhaustion is the first reaction to the stress of job demands (Maslach and Leiter, 1997).

When teachers are exposed to many job demands, they get stressed, which results in experiencing emotional exhaustion and they feel that they lack the energy to give of themselves to students and their jobs. They wake up in the morning as tired as they went to bed.

2.3.1.2. Depersonalization

Depersonalization is a protective mechanism developed by worn-out teachers, whose cynical views towards students and teaching allowed them to continue to remain in the field, even in a diminished capacity (Farber, 1984). It expresses the poor attitudes such as being cynical, cold, distant towards students and work environment. They minimize the interaction with their students, colleagues, and parents. They start to treat students as objects rather than human beings (Lee and Ashford, 1996). The dehumanized attitudes they develop for others can damage a person's well-being and relations with others (Maslach and Leiter, 1997).

2.3.1.3. Reduced personal accomplishment

Reduced personal accomplishment refers to teachers' belief of inadequacy and ineffectiveness in their jobs. They believe that they can no longer be competent and effective in teaching and meeting the needs of work as they used to be. This dimension of burnout may result in disappointment of teachers' leading them to leave their jobs (Maslach et al., 1996). The symptoms of reduced personal accomplishment in teachers are general unhappiness and dissatisfaction with themselves, so they lose confidence in their ability to make a difference. As Maslach and Leiter state "when they lose confidence in them, others lose confidence in them (p.18)".

2.4. Factors Related with Teacher Burnout

People whose jobs require social interaction with people are often at the risk of burnout on condition that they are overworked and undervalued. Although job stress is accepted as being a crucial factor for burnout, there are other factors that contribute to burnout. These factors can be put into two categories: personal (individual) factors and organizational (situational) factors.

2.4.1. Personal factors

The personal factors include demographic characteristics, personality characteristics and family characteristics of teachers. Even if people work in the same environment, their burnout level may differ from each other as each person has different personal characteristics.

2.4.1.1. Demographic characteristics

Demographic characteristics have been found to have a limited role in the burnout process (Gutek et al., 1991). Age, one of the most outstanding demographic characteristics, is correlated with burnout at different levels. Whereas Collings and Murray (1996) suggest that those who are older tend to feel burnout syndrome more from those who are younger, Mor Barak, Lissly and Levin (2001) report that young people suffer from burnout in higher levels. This suggestion was also supported by the findings of Sünbül (2003) where younger high school teachers showed high levels of burnout. Thus, burnout, a phenomenon which is more likely to happen in early periods of one's life, can lead people to quit their jobs: in contrast; it can happen later in one's life as it has been claimed to be the end of a long time of exposure to work stressors according to Maslach, Schaufeli and Leiter, (2001).

Most of the studies have indicated that gender is not a powerful predictor as age since it has produced inconsistent results. In terms of depersonalization, males in

elementary and high schools have been reported to show higher levels of depersonalization compared to females (Anderson and Iwanicki, 1984; Burke and Greenglass, 1989; Sünbül, 2003). On the other hand, in terms of emotional exhaustion, females had higher burnout scores than men (Byren, 1991; Lackritz, 2004).

When the studies that show the relationship between marital status and burnout were checked, no significant difference was found between them. Singles experience higher levels of burnout in terms of emotional exhaustion and depersonalization than married people (Maslach et al., 2001). On the other hand, married people showed higher levels of burnout in terms of personal accomplishment (Dericioğulları et al., 2007). It can be inferred that married people have different dimensions of life that they have to put first, and their work is not always at the center of their lives. Karanfil (2019) found that even divorced teachers experienced significantly lower levels of burnout than single teachers.

Teaching experience is another factor affecting teachers' burnout and the results are again inconsistent on this matter. For example, Bivona (2002) found that younger teachers with less than 10 years of experience have more negative attitudes towards their jobs, whereas those who have more than 10 years of experience look more optimistically towards teaching compared to inexperienced teachers. On the contrary, burnout hit the top between 20-24 years of experience (Friedman and Lotan, 1985).

2.4.1.2. Personality characteristics

A number of individual differences have been listed as factors that relate to burnout. These include locus-of-control, people's coping styles with stress, self-efficacy and self-esteem. Compared to the demographic factors, personality characteristics are believed to be more effective on the burnout levels of teachers.

According to Rotter's (1954) social learning theory, the concept of locus-of-control refers to the extent to which people believe that the outcomes of events are based on their actions. It was defined as a continuum that runs from the highly internal end to

the highly external end (Rotter, 1966; cited in Frank, 1980). Individuals with internal locus-of-control are those who believe that situational outcomes are a result of their actions, skills, and efforts. Individuals with external locus-of-control think that the outcome of events is because of factors beyond their control, such as fate, luck, or powerful others. According to research, teachers with an external locus of control are more likely to have higher levels of burnout than the ones with an internal locus of control (Maslach et al., 2001).

People's coping styles in stressful situations is also effective in determining the levels of burnout. Those who have defensive and passive ways of coping experience higher levels of burnout than those whose ways are more confronting (Maslach et al., 2001).

Self-efficacy, which was put forward in Bandura's Social Cognitive Theory (1977) refers to people's beliefs in their own ability to plan, organize and carry out activities on the way to be successful. In his theory, Bandura claims that there is a relationship between self-efficacy and stress. Those with stronger self-efficacy experience less stress in their work, which could be the proof of the link between self-efficacy and burnout as well.

Self-esteem, or more generally self-concept, defined as "an individual's overall evaluation of his or her traits and abilities (Rosemberg, 1965, as cited in Friedman and Farber, 1992, 28) is another personal predictor of burnout. In their study, Friedman and Farber (1992) analyzed the effect of the individual (how teachers view themselves) and social (how they think others view them) self-concepts of teachers on burnout. They found that if teachers are happy with what they do at work, they feel less burnout; on the contrary, if they are not satisfied with their work, they burn out more. Also, they stated that burnout can lead teachers to lower their self-esteem, and this can cause burnout, which is a reciprocal process. Last but not least, they added that teachers are less burn-out if they are valued in terms of competence and satisfaction by important people in their work environment.

Briefly, as stated earlier, although demographic differences do not matter much on the development of burnout, certain personality characteristics such as locus of control, self-efficacy, self-esteem, and hardiness are more likely to affect levels of burnout on teachers.

2.4.2. Organizational factors

Maslach and Schaufeli (1993) claim that organizational factors have a stronger effect on burnout than individual factors. It is claimed that this effect results from teachers' inability to change the situation because of the loss of autonomy on work factors.

There have been many work-related factors leading to work stress and burnout in literature based on numerous researches, and they can be classified as workload, social support, organization structure, student behavior, and role conflict & role ambiguity.

Workload

Work overload is defined as the situation in which someone has too much work to do (Cambridge Dictionaries Online, 2005). Work overload is a significant factor contributing to burnout, and Kulavuz (2006) stated that "it refers to the amount of work a teacher is expected to do and usually work overload increases the likelihood of burnout" (p.22). Besides, a consistent relationship is suggested between an increasing workload and the exhaustion dimension of burnout (Cordes and Dougherty, 1993; Schaufeli and Enzmann, 1998). Work overload can be quantitative such as too much paperwork, large class size, teaching hours, number of students, etc. and qualitative such as challenges in motivating students in classrooms or demands on neglected academic skills or requirements in conflict management (Maslach and Leiter, 1999). According to the studies on teacher burnout, both qualitative and quantitative work overload leads to burnout especially in terms of exhaustion dimension by not allowing teachers to choose what to teach, how to teach, and by diminishing the teachers' capacity to meet the

demands of the job (Byrne, 1999; Mazur and Lynch, 1989). On the other hand, Landsbergis (1988) suggested that a sustainable workload enables teachers to refine existing skills and be more effective in finding new areas of activity (as cited in Maslach and Leiter, 2008).

Social support

Social support is a kind of assistance and support from the people in the workplace. Maslach and Leiter (2008) express that it confirms a person's membership in a group and helps them function best. Unfortunately, in the absence of social support in some jobs, people's isolation from each other leads to negative feelings of frustration, resulting in burnout. Social support sources can be grouped as management, peer workers (colleagues), friends in/out of school and family members. Research has indicated that people with a lack of social support feel more drained from their work and have a more chance of burnout (Burke and Greenglass, 1993; Byrne, 1999). Cordes and Dougherty, 1993; Greenglass et al., 1988; Maslach et al., 1996 have done some research on burnout focusing primarily on social support from supervisors, coworkers, and family members (as cited in Maslach and Leiter, 2008). In a study of the impact of social support on the development of teachers in a Canadian School, Greenglass, Burke and Konarski found that greater co-worker support contributed to the prediction of burnout, particularly to decreased depersonalization and increased feelings of accomplishment. In a study with 491 government secondary school teachers, Sarros and Sarros (1992) found that principle and supervisor support is a significant predictor of burnout and should be provided for the teachers to prevent teacher burnout. It can be inferred from the studies that social support is of more effect on the emotional exhaustion and depersonalization dimensions of burnout (Salami, 2010).

Role conflict and role ambiguity

Role conflict is the result of facing conflicting demands from a number of authorities or incongruent values (Leiter and Maslach, 2004). Byrne (1994) gives some examples of role conflict in his study as quantity of work to be done and quality of work realistically possible within time constraints, meeting the demands of overly large classes

comprising students of diverse ability levels and meeting the needs of individual students, and taking positive action in resolving student disciplinary problems and coping with negative or neutral support from administrators and parents.

Role conflict is strongly related to the exhaustion dimension of burnout (Cordes and Dougherty, 1993). In a study of the effect of role conflict in burnout at a Chinese University, it has been found that teachers' role conflict could lead to uncertainty and stress, which can further result in emotional exhaustion and depersonalization. (Xu, 2017)

Role ambiguity, on the other hand, is related to a lack of clarity concerning a worker's obligations, rights, aims, status, and/or accountability; other contributing factors include increasing the complexity of tasks and technology and continued rapid organizational change (Farber, 1991). Research has shown that the personal accomplishment dimension of burnout stems from role ambiguity when teachers feel insecure and confused in their roles as teachers in contrast with role conflict, which leads to burnout in terms of emotional exhaustion and depersonalization. Role ambiguity's contribution to a reduced sense of personal accomplishment for special education co-teachers suggested by Schwab and Iwanicki (1982) is consistent with other researchers' findings (Cordes and Dougherty, 1993).

Classroom climate/student attitudes

Students are the main objects of teachers to whom they provide service, so it's of great importance in terms of having a positive classroom environment to have good relationships with students and students with positive attitudes as these are the major factors affecting teachers' feelings about their job. Teachers who experience discipline problems because of disruptive behaviors of students are more likely to have frustrations, causing burnout in the end (Friedman, 2000). In a study of the relationship between classroom environment and teacher burnout applied to 246 private school teachers, Dorman (2003) stated that co-operation and interaction among students lead them to be more task-oriented, which gives teachers the sense of personal accomplishment. Besides, he founded that order and organization in the classroom are negatively related to emotional exhaustion. According to Hasting and Bham (2003), disrespectful behavior,

sociability and attentiveness of students are the possible predictors of teacher burnout. Their study indicated that whereas disrespect is related to emotional exhaustion and depersonalization dimension of burnout, lack of sociability has an impact on depersonalization and personal accomplishment.

School structure

Since it's more likely to make some changes in the school structure and climate in which a teacher works rather than trying to change a person's character, studies of teacher burnout must focus attention on various characteristics of school organization. In a school where teachers have a word on decision-making processes, where there is non-authoritarian management by principles, which is an important factor to reduce stressors in the work environment, and where the principles support teacher's professional development, teachers will feel a sense of community, autonomy and will be satisfied with their jobs, which is believed to lower the possibility of burnout among teachers (Friedman, 1999). Besides, in a study with 2961 urban public-school teachers, Dworkin, Saha and Hill (2003) found that teachers for whom the school is a democratic one, in which the principles are non-authoritarian, supportive and collegial, the teachers are actively involved in decision-making, are less likely to experience burnout than those teachers who perceive the opposite. Friedman (1991), in his study with 1597 teachers working in high-low burnout schools, revealed that, contrary to common belief, high burnout schools set their goals clearly. The fact that teachers do not have the chance to express their feelings to realize the school aims makes them feel they work hard under too much pressure and close supervision, which is measured frequently by periodic tests. Those schools, where there are a highly organized hierarchy and well-defined channels of communication, create a hidden pressure on teachers. On the other hand, low burnout schools, where teachers have quick access to administration and are in close contact with them, are more tolerant, more flexible to different behavior patterns and less organized. Therefore, it can be concluded that it's of no importance for schools in terms of avoiding burnout to have well-defined goals and structure unless they have a humanistic atmosphere where teachers feel more comfortable.

2.5. Research on Teacher Burnout in Turkey

Whereas the history of studies on burnout for other professions dates back to the early 1900s, studies on teacher burnout began in the mid-90s. Researchers have looked at burnout syndrome with different groups ranging from elementary school teachers, high school teachers, and instructors working at the School of Foreign Languages at universities. Besides, there have been studies on special education teachers and academic personnel. Some of these studies can be listed as below:

Girgin (1995) investigated teacher burnout with 401 elementary school teachers using MBI-Educators Survey and by asking personal and work-related information questions. The results of the study showed no significant difference between women and men in terms of emotional exhaustion and reduced personal accomplishment, whereas women had lower levels of depersonalization. Besides, she stated that as the teachers got older, they experienced emotional exhaustion and depersonalization at lower levels, while they felt more accomplished in their jobs. This study also revealed that positive attitudes towards the job, support from colleagues and administrators, a positive work environment are of great importance in terms of lowering the burnout among teachers.

In her study with 110 EFL teachers working at Vocational and Technical Anatolian High Schools, Uğuz (2016) examined teacher burnout using MBI-Educators Survey and a questionnaire on demographic information and semi-structured interviews to gather qualitative and quantitative data. According to her study, burnout existed among EFL teachers at different levels with being mostly high. However, gender, age, marital status, educational background, work experience didn't have an impact on burnout. On the contrary, factors related to students were found to be more effective. Additionally, she found that work overload, administrative staff, physical environment, and lack of autonomy in decision making were positively related to burnout.

Cihan (2011) investigated burnout levels of physical education teachers working in different cities with different working conditions. According to his study, women experience burnout more than men; however, their depersonalization levels are lower than men. Besides, burnout levels are higher in teachers who have more crowded classes. He

also revealed that the social and economic situation of the city where the teachers' work affects burnout levels significantly.

Atila's (2014) study explored the burnout and job satisfaction levels of 135 English teachers working at primary, secondary and high school and English instructors working at state universities. In this study, Maslach Burnout Inventory and Minnesota Job Satisfaction surveys were used to collect data along with a questionnaire asking for teachers' and instructors' demographical information. The results indicated that burnout and job satisfaction have a negative correlation. According to her study, teachers who lack experience and do not have a postgraduate degree, whose bachelor's degree is in English Language Teaching, who has more than 5 years of work experience in the same institution and who are females with heavier workload felt burnout at higher levels.

Özdemir (2016) explored the predictors of burnout among 234 English instructors working at state and private universities in Ankara. In this study, he used a personal information sheet, Maslach Burnout Inventory and Hendrick's Relationship Assessment Scale. The scope of the study was mainly to investigate the impact of romantic relationship satisfaction, age, course load, satisfaction with income and parental status. According to the results of the study, those who were satisfied with their romantic relationships were less likely to feel emotional exhaustion, whereas it has no impact on depersonalization and personal accomplishment levels. In addition, while age was found to be a significant predictor of depersonalization, the course load variable contributed to the emotional exhaustion dimension of burnout. Moreover, satisfaction with income was directly related to all dimensions of burnout, but in terms of parental status, it was found that teachers with children experience lower levels of depersonalization but feel more personally accomplished than those without children.

Akçamete, Kaner and Sucuoğlu (2001) compared burnout levels of special education teachers with general education teachers. They found that both groups of teachers didn't differ in terms of reduced personal accomplishment; however, emotional exhaustion and depersonalization levels were higher among general education teachers. The researchers stated overcrowded classrooms as the reason for this. Moreover, no effect of age and gender was found on burnout, but they showed that single men tend to feel

more burnout than single women and married men, whereas married women are more likely to experience emotional exhaustion than married men. In his study with teachers and principals working in special education, Çokluk (1999) reported that burnout levels of principals in terms of emotional exhaustion and depersonalization were much higher.

Although these studies are the samples of teacher burnout in Turkey, it is clear that they mostly explore burnout among primary school, high school, and special education school teachers. However, university-level studies are relatively few, and there is more need for further research to be able to understand burnout among instructors and academicians. What's more, most of these studies aimed to find the relationship between burnout and personal or organizational factors, yet not many researches have been done to examine the relationship between teachers' self-efficacy beliefs and their burnout levels, as those beliefs play a protective role for burnout, which could enhance the effectiveness of teachers.

2.6. Self-Efficacy

Self-efficacy, which refers to individuals' beliefs on their potential or capacity to handle the probable situations, is a term used by Albert Bandura in his "Social Cognitive Theory". This theory highlights that human behavior is the result of a complex mixture of personal, behavioral, and environmental factors.

Bandura (1994) defines self-efficacy as "people's judgments about their capabilities to organize and execute the courses of action required to produce given attainments (p.3)". Self-efficacy beliefs determine how people feel, think, motivate themselves and behave. According to Bandura (1994), people with a high sense of efficacy will probably be more successful in different tasks as they have trust in their abilities. They consider difficult tasks as challenges to be mastered rather than as threats to be avoided. In case of a failure or setbacks, they show more commitment to these threatening situations, which results in higher personal accomplishments with less stress. On the contrary, people with low self-efficacy beliefs end up with stress and depression.

On encountering obstacles, they consider themselves insufficient, give up quickly and lose faith in their capabilities rather than putting more effort to achieve their goals.

Self-efficacy does not always represent a person's abilities directly. As Bandura (1997) stated, "Perceived self-efficacy is concerned not with the number of skills you have, but with what you believe you can do with what you have under a variety of circumstances (p. 37)". Therefore, different people with similar skills may perform poorly if their efficacy beliefs show differences.

Schunk and Meece (2006) state that "Self-efficacy beliefs are sensitive to differences in contextual factors (e.g., changing environmental conditions) and personal factors (e.g., level of motivation, affective states) (p.76)".

According to Zimmerman (2000), "Self-efficacy beliefs have also shown convergent validity in influencing such key indices of academic motivation as the choice of activities, level of effort, persistence, and emotional reactions (p.86)".

2.6.1. Teacher self-efficacy

Teacher self-efficacy is one of the fields which has gained importance in recent years. Tschannen-Moran and Hoy (2001) defined teacher self-efficacy as "a teacher's judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated (p. 783)". The starting point of many studies on this field is the need for an explanation for the difference in some teachers' showing continuous success in enhancing students' achievements, in setting high goals for themselves, and in following these goals insistently, and some teachers' failure in meeting expectations of what their jobs require for them. According to Külekçi (2011), "teachers' efficacy beliefs are regarded as an important criterion in increasing the productivity and motivation during the teaching and the learning process and in defining the general framework of the requirements of the teaching profession" (p.245). Bandura (1986) claims that people's feelings, thoughts, and beliefs affect their behaviors. As people's beliefs affect their behaviors, it is no surprise

for teachers that their beliefs pave the way for their teaching. Besides, Demirel (2014) states that the self-efficacy of teachers affects teachers' and students' lives entirely. According to Tschannen- Moran, and Hoy (2001), "Teacher efficacy has proved to be powerfully related to many meaningful educational outcomes such as teachers' persistence, enthusiasm, commitment and instructional behavior, as well as student outcomes such as achievement, motivation, and self-efficacy beliefs" (p.783). According to Skaalvik and Skaalvik (2010), teacher self-efficacy refers to "individual teachers' beliefs in their own ability to plan, organize, and carry out activities that are required to attain given educational goals (p.1059)". Researches have shown that teachers with a high sense of efficacy maintain a positive classroom environment where students learn far more easily, and they are more tolerant, understanding, encouraging towards their students. Moreover, they are more open to new ideas and are more eager to try new methods to better meet the needs of their students. "Teachers with a higher sense of efficacy exhibit greater enthusiasm for teaching (Allinder, 1994; Guskey, 1984; Hall, Burley, Villeme, and Brockmeier, 1992), have greater commitment to teaching (Coladarci, 1992; Evans and Tribble, 1986; Trentham, Silvern, and Brogdon, 1985) and are more likely to stay in teaching (Burley, Hall, Villeme, and Brockmeier, 1991; Glickman and Tamashiro, 1982)" (as cited in Tschannen Moran and Hoy, 2001, 784).

2.6.1.1. Self-efficacy and teaching

In the school context, teacher self-efficacy beliefs can be considered as a teacher's capabilities of performing specific teaching tasks at a good level under certain circumstances (Dellinger, Bobbett, Olivier, Ellett, 2007). Further literature research has also shown that teacher self-efficacy beliefs have been related to some critical educational variables. (Brouwers and Tomic, 2000).

Self-efficacy and motivation of students

Pintrich and Schunk (2002) define motivation as "a process for a goal-directed activity that is instigated and sustained (p.5)". Teachers' self-efficacy beliefs have a positive association with students' motivation (Guskey and Passaro, 1994, Midgley, Feldlaufer and Eccles, 1989) and engagement, and the students involve in tasks more actively. Gardner's motivation theory (1985) suggests that students are more motivated and successful if they believe their teachers maintain a democratic interaction in class, consider individual differences among students and provide feedback for their learning. According to Tschannen-Moran and Hoy (2007), teachers' self-efficacy beliefs have an impact on students' motivation and academic success.

Self-efficacy and classroom management/climate

Creating a positive classroom environment is one important part of classroom management for the efficiency of teaching and learning. Cotton (1990) described those teachers with effective management skills as the ones who have orders in their classrooms and who have a minimum of student misbehavior but allocate most of the time for the tasks. Bandura (1997) supports this idea saying that a teacher's effectiveness is based on their efficacy in sustaining an orderly classroom that encourages student learning. Classroom management, also referred to as teacher behavior, include creating a democratic and positive classroom environment, involving learners into tasks by employing different techniques and enhancing learning as well as selecting the content, planning of activities and using time efficiently (Wilks, 1996). Melby (1995) concluded in his study that whereas teachers with low self-efficacy beliefs were stressed and annoyed by misbehavior, imposed strict rules and only cared about the subject matter rather than learners' development, high efficacy teachers were calm, not stressed, confident, and less authoritarian.

Self-efficacy and communication/clarification

Tschannen-Moran and Woolfolk Hoy (2001) defined teacher self-efficacy as “a teacher’s judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated (p.783)”. Clarifying the objectives of a lesson to students is the first and vital step towards a learning-focused lesson. It helps to increase the communication among teachers and students, to choose the best learning activities to be used, and to clarify the purpose of evaluation. Black (2004) highlights that it is of great importance to clarify and share learning outcomes with students and give feedback in terms of enhancing communication and learning. Therefore, teachers with strong efficacy beliefs are perceived as more knowledgeable and confident ones as they build a persuasive communication style and give evaluative and constant feedback to students.

Self-efficacy and higher order thinking skills

Self-efficacy is a must in order for a task to be successful. The more a person is self-efficacious, the more likely for him or her to be successful. As Bandura (1997) states “Unless people believe they can produce desired effects by their actions, they have little incentive to act. Efficacy belief, therefore, is a major basis of action. People guide their lives by their beliefs of personal efficacy (p. 3)”. When the teachers have low levels of beliefs in their ability to teach thinking skills, they show low levels of instructional effort. According to a study carried out by Ashton and Webb (1986), it is more likely for teachers with low efficacy beliefs to lessen their efforts or completely give up on facing difficulties. Teachers' self-efficacy towards teaching higher order thinking skills is directly associated with the process in which learners acquire, understand, synthesize, apply and evaluate their thinking skills (Tebbs, 2000). Therefore, those beliefs play a crucial role in the development of learners' own self-efficacy towards thinking. Needless to say, 21st-century people must be critical thinkers in order to survive, and self-efficacious teachers are those who can create self-efficacious learners.

Self-efficacy and accommodating individual differences

Students' individual differences such as intelligence, gender, perception, personality traits, and learning styles are the differences specific to each student (Arı and Deniz, 2008). Not every student learns in the same way, therefore using different teaching methods and strategies plays an important role in the efficiency of the teaching process. Teachers' self-efficacy beliefs are considered to be strongly related to instructional practices and student learning outcomes. Gibson and Dembo (1984) concluded that teachers with high levels of self-efficacy beliefs spend more time in the classroom for academic learning, implement teaching methods at an appropriate pace, and utilize teaching and learning materials in accordance with these individual differences. When teachers' instructional practices vary according to these differences rather than following one method for everyone, it is more likely to accommodate these differences and result in student achievement.

2.6.1.2. Sources of self-efficacy

Bandura (1997) outlined four sources of information: mastery experiences, vicarious experiences, verbal persuasion, and physiological arousal. Individuals use these components to judge their capabilities in achieving specific tasks.

Mastery experiences

The most powerful source of self-efficacy is declared to be mastery experiences, which are formed through successful experiences with students (Bandura, 1997). All the experiences people have while performing a task determine the self-efficacy beliefs (Bandura, 1997). Teachers' self-efficacy beliefs differ depending on their perceptions of their teaching performances (Tschannen-Moran ve Hoy, 2007). That's to say, whereas successful teaching performances raise efficacy beliefs, failures lower those beliefs, leading teachers to think that following performance will result in failure.

Verbal persuasion

Bandura (1997) asserts that social persuasion is an important tool to strengthen peoples' beliefs on their capabilities to achieve a task. In case of a struggle on a difficult task, getting positive feedback from people such as a colleague, a supervisor, an administrator, or students has an impact on teachers' self-efficacy beliefs, while the opposite lower teachers' performance. (Tschannen-Moran et al., 1998, Tschannen-Moran and Hoy, 2007). According to Bandura (1994), social persuasion alone could be inadequate to increase self-efficacy, yet it can encourage people to begin a task, try new methods, or attempt to succeed.

Vicarious experiences

Efficacy beliefs can be influenced by the success of others, especially the ones who are considered as role models. According to Bandura's self-efficacy theory, vicarious experiences serve as a source that enhances teachers' efficacy beliefs and "alter efficacy beliefs through the transmission of competencies and comparison with the attainment of others" (Bandura, 1997, 79). Besides, a vicarious experience, in the teaching context, is the act of an individual's observing others teaching. Nevertheless, the impact of observing and comparing the process on the teachers' efficacy beliefs is related to the degree to how much the observers associate themselves with the model (Tschannen-Moran and Hoy, 2007).

Physiological arousal

Bandura (1997) defines physiological and affective states as "from which people judge their capableness, strength, and vulnerability to dysfunction (p. 79)". Tschannen-Moran and Hoy (2007) and Mills (2011) proposed that negative feelings such as anxiety and stress during a teaching experience might result in lower self-efficacy beliefs, yet positive emotions such as joy and pleasure aroused in a successful lesson could probably enhance teacher self-efficacy beliefs. Usher and Pajares (2006) summarized that people's self-efficacy beliefs are more powerful when their physical and physiological well-being is increased, and negative emotions are reduced.

2.7. Related Teacher Self-Efficacy Studies in Turkey

There have been a lot of studies on language teachers' self-efficacy beliefs, yet they focus on different aspects as self-efficacy is a multidimensional concept. Some of the studies conducted on teacher self-efficacy in Turkey are presented below.

Dolgun (2016) investigated pre-service and in-service EFL teachers' levels of self-efficacy beliefs in terms of instructional strategies, student engagement, and classroom management. 180 teachers in total with 105 in-service teachers working in state primary and high schools in Antalya and 75 pre-service teachers studying at English Language Teaching Department at Akdeniz University participated in the study. The results revealed that in-service teachers have higher beliefs in terms of instructional strategies, while pre-service teachers are better at engaging students. Moreover, both groups didn't show a significant difference in their self-efficacy beliefs for classroom management.

Ulusoy (2008) examined secondary and high school English teachers' self-efficacy beliefs for classroom management together with the causes of misbehaviors and teachers' ways to deal with the problem. 120 English language teachers working at Kahramanmaraş participated in the study. Both qualitative and quantitative designs were used to gather data. The results showed that secondary school teachers are no different than high school teachers in their self-efficacy beliefs in terms of classroom management. Besides, both groups of teachers have similar perceptions with minor differences in the causes of misbehavior and the ways of dealing with it.

Kotbaş (2018) explored the relationships among 233 pre-service EFL teachers' self-efficacy beliefs studying in English Language Teaching Department, teacher goal orientations and academic achievements. According to the results, pre-service teachers' self-efficacy beliefs vary significantly based on their grades. However, no difference was seen between their beliefs and goal orientations. Finally, gender played an important role in determining the academic achievement of pre-service teachers in terms of their self-efficacy beliefs.

In her study with 257 prep-school instructors from universities in Ankara, Solar Şekerçi (2011) tried to find out whether there is a relationship between the instructors' years of teaching experience, English competency, self-reported proficiency, and graduate department and their self-efficacy beliefs in student engagement, instructional strategies, and classroom management. The results indicated that the instructors are more efficacious in classroom management compared to instructional strategies they use, whereas they are less efficacious in student engagement. Besides, experience, English competency, and self-reported proficiency were significant predictors of their self-efficacy beliefs. According to the results of the study, English competency and self-reported proficiency played an important role in predicting student engagement efficacy, while experience, English competency, and self-reported proficiency were the predictors of instructional strategies efficacy. Besides, years of experience was found to be a strong predictor of classroom management efficacy. Finally, being a graduate of Faculties of Education has nothing to do with self-efficacy beliefs.

Külekcı (2011) explored pre-service English teachers' self-efficacy beliefs with 353 pre-service English teachers studying in teacher education programs of the two universities in Turkey. She also investigated the impact of some variables, such as gender, perceived academic achievement, grade level, departments, and their attitudes. Data analysis showed that pre-service English teachers generally have positive efficacy beliefs concerning the English language teaching profession. At the same time, results showed that pre-service teachers' self-efficacy varied according to perceived academic achievement and grade level.

Rakıcioğlu (2005), in her study with 456 EFL pre-service teachers studying at different universities, investigated the epistemological beliefs, the teacher-efficacy beliefs and the relationship between these. According to the results of the study, EFL pre-service teachers are not efficacious enough since they depend on the authority in their learning process. Although there was a statistical relationship between gender, year at school and teacher-efficacy, no significant relationship between gender, age, year at school and their personal epistemology was found.

2.8. The relationship between Teachers' Burnout and Self-Efficacy Beliefs

Bandura (1994) defines self-efficacy as “people's judgements about their capabilities to organize and execute the courses of action required to produce given attainments (p.3)”. Believing in their capabilities of attainment, teachers are more likely to enhance their feelings of achievement and reduce the risk of burnout.

There have been a number of research studies involving self-efficacy and burnout so far, and by taking the results of these studies into consideration, it can be claimed that teachers' self-efficacy beliefs and burnout levels are interrelated, affecting each other in reverse order. To put it in bluntly, low self-efficacy beliefs or being less efficacious teachers pave the way for a high level of burnout. Hoigaard, Giske and Sundsli (2011) claim that though teacher efficacy is positively correlated to job satisfaction, it is negatively correlated to job burnout. Furthermore, self-efficacy has something to say in the three dimensions of burnout; emotional exhaustion, depersonalization, and reduced personal accomplishment, and low self-efficacy beliefs lead to higher levels of emotional exhaustion and depersonalization, and lower levels of personal accomplishment. The following studies below supports the relationship between teachers' self-efficacy beliefs and their burnout levels.

Demirel (2017) stated that the purpose of her study was to investigate the self-efficacy beliefs of pre-service teachers studying at ELT departments and burnout levels of teachers working at the School of Foreign Languages. The results of the study showed that while pre-service teachers, especially females, had appropriate levels of self-efficacy beliefs, burnout was seen higher among young, female and single academicians.

Cansoy, Parlar, and Kılınc (2017) carried out a study to find out the relationship between teachers' perceptions of self-efficacy and burnout with 416 teachers employed in the primary, secondary and high schools in Istanbul. According to the results of the study, a negative correlation was found out between the dimensions of self-efficacy- student engagement, classroom management strategies and instructional strategies- and the dimensions of burnout- emotional exhaustion and depersonalization. However, the correlation was positive with personal accomplishment.

Sarıçam and Sakız (2014), in their study with 118 special education school teachers in Turkey, looked at the relationship between teacher self-efficacy and burnout. Significant differences, which were found in the data analysis, were especially among female and male teachers, and they varied according to their branches. Moreover, teachers' self-efficacy beliefs were strong predictors of their burnout levels.

Evers, Brouwers, and Tomic, (2002) tested the effect of teachers' negative attitudes and self-efficacy beliefs towards a new instructional strategy on their burnout levels. Results indicated a significantly negative relationship between the self-efficacy beliefs and depersonalization and emotional exhaustion dimensions of burnout whereas the relation was significantly positive with the personal accomplishment dimension. Still, the study lacks the teachers working at universities.

Mardani, Baghelani, and Azizi (2015) explored possible relationships among English language teachers' sense of efficacy and burnout by considering some demographic variables such as years of teaching experience, age, gender, and marital status. 55 English teachers working at Iranian high schools participated in the study. The results of the study suggested that the more teachers have stronger self-efficacy beliefs, the less they are likely to suffer from burnout because burnout was found to have a negative effect on teachers' self-efficacy. In addition, there was no significant relationship between teachers' age, gender, years of teaching experience and levels of burnout.

Şenel (2014), in her study with 236 pre-school teachers working in different nurseries in Denizli, inquired about the effect of self-efficacy beliefs on burnout levels. The results revealed that teachers' self-efficacy beliefs were strong predictors of burnout levels. Besides, depersonalization has a mediation role in the relationship between emotional exhaustion and reduced personal accomplishment, whereas self-efficacy beliefs have the same role in teachers' burnout levels.

Sökmen (2018) investigated the relationship between primary school teachers' perceived self-efficacy beliefs and their burnout levels on some variables. He collected data from 862 teachers, and the results demonstrated a low-level relationship between the two dimensions of burnout- emotional exhaustion and personal accomplishment and

moderate level in the depersonalization. What's more, it was suggested that teaching self-efficacy has a negatively significant relationship with burnout levels.



CHAPTER III

3. The Research Methodology

This chapter presents the method and the procedure of the study. Within each section; the research design, participants' demographic information, data collection instruments, data collection procedures, validation of the instruments are explained step by step in detail.

3.1. Research Design

This study is based on “explanatory mixed methods design”, consisting of two phases -quantitative followed by qualitative (Creswell, Fetters and Ivankova, 2004). In this method, quantitative data are collected and analyzed, and this is followed by the collection of qualitative data to support the findings with different measurements. More specifically, the current study implemented two survey questionnaires to describe certain characteristics of the participants, and to answer the research questions. Following the questionnaires, focus group interviews were carried out to get additional data with the purpose of explaining the survey results in detail. Specifically speaking, the present study aims to examine the relationship between burnout levels and self-efficacy beliefs of English language instructors working at Karabuk University.

3.2. Participants

The population of the study includes all instructors working at Karabuk University, School of Foreign Languages. There were 70 instructors in the institution totally; however, among the target population 59 of the instructors participated in the study. The reason for not being able to reach the whole population of instructors could be

explained by their official duties during the study, or their lack of desire to participate in the study. Thus, 11 of the instructors were not included in the study.

Among the 59 participants, the majority of them (n=36) were female (61%), while 23 of them were male (39%). When Table 3.1. was analyzed, it could be seen that the number of female instructors was high above the male participants. The latest educational level of the participants was as the following: 55.9% of them have a bachelor's degree, 39% of them have a master's degree and 5.1% of them have Ph.D. Degree. Table 3.1. presents the instructors' distribution according to education level and gender.

Table 3.1. Distribution of the participants by gender and education level

	n	%
Female	36	61.0
Male	23	39.0
Total	59	100.0
Bachelor's Degree	33	55.9
Master's Degree	23	39.0
Ph.D. Degree	3	5.1
Total	59	100.0

In relation to the participants' marital status, the obtained data revealed that 42 participants were married, and 17 participants were single, 71.2% and 28.8% respectively. When the departments of the instructors were analyzed, a great number of participants (61%) graduated from English Language Teaching departments of Faculty of Education (n=36) while 27.1% (n=16) of participants graduated from English Language and Literature. 6.8% (n=4) of them had American Culture and Literature degree, 3.4% (n=2) of them have English Linguistic degree. Table 3.2. presents the distribution of the participants by graduate universities and departments.

Table 3.2. Distribution of the participants by the department of graduation and marital status

		n	%
Major Degree)	(BA English Linguistic	2	3.4
	English Language and Literature	16	27.1
	English Language Teaching	36	61
	Translation and Interpreting	1	1.7
	American Culture and Literature	4	6.8
Marital Status	Married	42	71.2
Marital status	Single	17	28.8
	Total	59	100.0

The ages of the participants ranged from 25 to 54, the mean age is 32.2 for this group. The average year of working experience as an English instructor for participants is 8.9 years. Participants had 23.2 teaching hours a week on average. Besides, the participants have been working at their present institution for 6.5 years on average. Table 3.3. displays the instructors' distribution according to the range of age and years of experience in their profession, total teaching hours a week, and years of experience in their present institution, respectively.

Table 3.3. Frequency table of the participants' working conditions and age

	N	Minimum	Maximum	Mean	Std. Deviation
Age	59	25,0	54,0	32,17	4,09
Year of working as an English Instructor	59	2,0	27,0	8,90	3,53
Total teaching hours a week	59	4,0	40,0	23,22	6,75
Year of working as an English Instructor at the present institution	59	2,0	12,0	6,54	2,21

3.3. Data Collection Instruments

In the present study, the data related to instructors' burnout levels and the level of self-efficacy beliefs have been gathered through questionnaires. Data collection instruments used in the study were; Maslach Burnout Inventory (MBI) (Maslach and

Jackson, 1981), and Teacher's self-efficacy scale which was developed by Dellinger et al. (2008). Additionally, there was a personal information sheet to gather data on demographic characteristics such as gender, age, years of experience, total teaching hours a week and graduate department. In the following sections, the features and qualities of these data collection instruments were described. For the qualitative part of the research, a focus group interview was carried out in order to see whether the interviewees support the results of the quantitative data.

3.3.1 Maslach burnout inventory (MBI)

As stated earlier, teacher burnout was measured using the Maslach Burnout Inventory (MBI; Maslach and Jackson 1981, 1986) since this instrument has been preferred by many researchers frequently and a notable one with compatible results. It is a 7-point Likert type scale consisting of 22 items and three sub-scales which are emotional exhaustion (EE, 9 items), depersonalization (D, 5 items) and personal accomplishment (PA, 8 items). Rather than providing an overall burnout score, it requires to evaluate the three sub-scales separately. A high score on the Emotional Exhaustion and Depersonalization sub-scale and a low score the Personal Accomplishment sub-scale could be the indicators of burnout.

Emotional Exhaustion is associated with the items 1,2,3,6,8,13,14,16,20. Items are scored from 1 to 5, showing the least emotionally exhausted and the most emotionally exhausted, respectively. Therefore, the total score of emotional exhaustion could vary between 9 and 45. The increase in the number shows the degree to which a person is emotionally exhausted. Depersonalization is calculated by the items 5,10,11,15,22. Thus, the total score could range from 5 to 25. Similar to emotional exhaustion, the higher the score is, the more depersonalized the person is. Contrary to EE and D, personal accomplishment is scored in the opposite direction, which is measured by the items 4,7,9,12,17,18,19,21. In this sub-scale, while 1 point means lower personal accomplishment, 5 stands for the highest level of personal accomplishment. A person having scored between 0-31 has high levels of burnout in terms of personal

accomplishment, whereas 39 or lower scores are the indicators of low levels of burnout in this sub-scale. In short, the lower the score, the higher the level of burnout.

3.3.2. Teacher's self-efficacy scale

As mentioned in the previous part, the teachers' self-efficacy beliefs were measured by Teacher's self-efficacy scale (TEBS-Self) developed by Dellinger et al. (2008) since it is a more comprehensive questionnaire focusing on teachers' self-efficacy beliefs related to specific important tasks in the context of teachers' classrooms. Therefore, it enables researchers to examine the self-efficacy beliefs concept with five different sub-dimensions and gain a deeper understanding of those beliefs. The questionnaire is a 4-point Likert Scale (1=Weak beliefs in teachers' capabilities, 2=Moderate beliefs in teachers' capabilities, 3=Strong beliefs in teachers' capabilities, 4=Very strong beliefs in teachers' capabilities) composed of 31 items with 5 sub-scales. The responses are in the form of a frequency rating scale from "Not all true" (1) to "Exactly True" (4). The sub-scales are Communication/Clarification (CC), Management/Climate (MoC), Accommodating Individual Differences (AID), Motivation of Students (MoS) and Higher Order Thinking Skills (HoTS). The item numbers measuring each sub-scale are as follows:

- (CC) Communication/clarification - 5,10,11,15,16,17,18,22,23
- (MC) Management/climate - 3,4,6,7,8,9,24,31
- (AID) Accommodating individual differences - 1,2,12,13,14,27,28
- (MS) Motivation of students - 26,29,30
- (HOTS) Higher order thinking skills - 19,20,21,25

3.3.3. Focus-group interview

A focus group interview was carried out with 5 voluntary participants in order to explore their feelings and ideas about burnout levels and self-efficacy beliefs for the qualitative part of the research. This method was chosen not only because it provides a

rich and detailed set of data about the thoughts of people in their own words, but also previous studies in the field were mostly limited to quantitative research methods. Additionally, the participants who were interviewed for the qualitative research part of the study were chosen randomly. It was seen that they shared some common characteristics which enabled an optimum interaction during the interview. The questions in the interview were complementing with the questions in the questionnaires and were developed on the basis of expert opinion.

3.4. Data Collection Procedures

As for collecting the data, necessary permissions were taken from the Research Ethics Committee, which was followed by the permissions from the university where the data would be collected. On taking the necessary permissions, the questionnaires were sent to the colleagues working at Karabuk University online. It took approximately 15-20 minutes for each instructor to complete the instruments. Although the researcher planned to reach all 80 instructors, only 59 participants responded to the study. The questionnaires were outlined in a way that they could inform the participants about the purpose of the study and the importance of their responses. Besides, as stated in the survey, all the information gathered by the participants were kept private and anonymous.

For the qualitative part of the mixed-method research design, a focus group interview was carried out with 5 participants who had already filled in the questionnaires. The participants for the interview were selected with convenience sampling. The questions addressed in the interview were parallel to the questions in the questionnaires. Different from the quantitative part of the research, the interviewees were able to express their ideas, attitudes, and feelings freely and in a more detailed way, which makes it a valuable and supportive research instrument in terms of giving insight into the quantitative data. The interview was carried out in the participants' native language (Turkish) so that they could feel more comfortable while expressing their ideas. The interview took approximately 1 hour, and the talks were recorded and then transcribed into word files to complete a content analysis.

3.4.1. Data analysis techniques

The data analysis procedure was conducted via SPSS 22 and SPSS –AMOS 22 programs. Frequency analysis was administered to find out the basic characteristics of the research group. Before the analysis of the research questions, confirmatory and exploratory factor analysis was conducted to ascertain the sub-dimensions of the scales and examine the validity and reliability of the two scales used in the study.

One-way ANOVA and chi-square tests were carried out to see significant differences among participants. Pearson Correlation was used to determine the possible inter-correlations among variables. Linear Regression analysis was used to determine the effects of self-efficacy and its' sub-dimensions on participants' overall burnout scores.

3.5. Validation of the Instruments

Although several instruments exist to measure burnout and self-efficacy, MBI (Maslach Burnout Inventory) is the most widely used scale by far. Similarly, Teachers' Self-efficacy scale was used to determine the self-efficacy beliefs of the participants involved in the study as its sub-dimensions were believed to correspond to the features of the research group. Still, the instruments used in the study need validation prior to their use as they are supposed to measure a different sample. The purpose of this is to confirm that the instruments are measuring what they are expected to measure, and they yield the same results when conducted repeatedly.

3.5.1. Exploratory factor analysis of the maslach burnout inventory scale

An exploratory factor analysis was carried out initially to determine the factor structure of the current data set. In this process, the Kaiser-Meyer-Olkin (KMO) Test was conducted in order to test whether the sample size was convenient for factorability or not. KMO value was found to be 0.754. In addition, Bartlett's Test of Sphericity result was found $\chi^2=954,025$ (df= 231, p= 0,001). Moreover, the varimax rotation method was used

to get the same results with the literature. According to the results of the factor analysis, three dimensions were discovered and 62.34% of the total variance was explained.

Table 3.4. Explanation of total variance

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6,79	30,88	30,88	5,77	26,22	26,22
2	5,29	24,05	54,93	5,70	25,92	52,14
3	1,62	7,40	62,34	2,24	10,19	62,34

In the process of analysis, the same factorial distributions were found. Only the factor loading of the 22nd item was found lower than 0,25. All the other items had a good level of factor loading. The results suggested that the scale had three factors named according to the items which loaded on them. Factor 1 was given the label "Personal Accomplishment" because it largely included items such as "I can easily understand how my recipients feel about things" (item 4), and "I feel I'm positively influencing other people's lives through my work" (item 9). Factor 2 was labelled "Emotional Exhaustion" because the items loading on this factor were mainly about exhaustion state of people such as "I feel emotionally drained from my work (item 1), and "I feel burned out from my work" (item 8). Finally, factor 3 was labelled "Depersonalization" since the item included mainly focused on people's dehumanization interpersonal relations such as "I feel I treat some recipients as if they were impersonal objects" (item 5), and "I've become more callous toward people since I took this job" (item 10).

Table 3.5. Principal component analysis of the maslach burnout inventory scale

	F1	F2	F3
1. I feel emotionally drained from my work		,902	
2. I feel used up at the end of the workday		,867	
3. I feel fatigued when I get up in the morning and have to face another day on the job		,856	
4. I can easily understand how my recipients feel about things	,722		
5. I feel I treat some recipients as if they were impersonal objects			,738
6. Working with people all day is really a strain for me.		,694	
7. I deal very effectively with the problems of my recipients	,805		
8. I feel burned out from my work		,880	
9. I feel I'm positively influencing other people's lives through my work	,849		
10. I've become more callous toward people since I took this job			,530
11. I worry that this job is hardening me emotionally			,621
12. I feel very energetic	,828		
13. I feel frustrated by my job		,731	
14. I feel I'm working too hard on my job		,357	
15. I don't really care what happens to some recipients			,628
16. Working with people directly puts too much stress on me		,656	
17. I can easily create a relaxed atmosphere with my recipients	,926		
18. I feel exhilarated after working closely with my recipients.	,662		
19. I have accomplished many worthwhile things in this job	,855		
20. I feel like I'm at the end of my rope		,609	
21. In my work, I deal with emotional problems very calmly	,871		
22. I feel recipients blame me for some of their problems.			,195

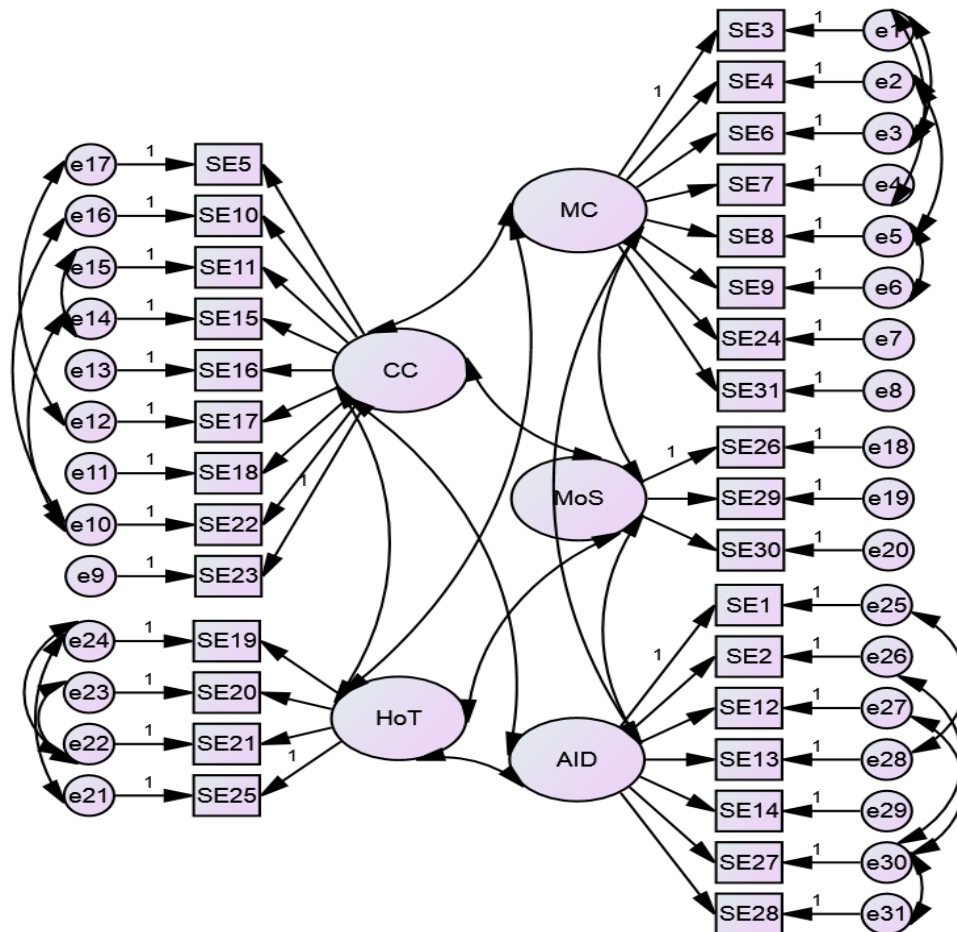
After the factor analysis, reliability analysis was conducted to prove to the appropriateness of the scale. Dörnyei (2007) notes the 'internal consistency reliability' as "the psychometric prerequisite for any multi-item scale in a questionnaire that is to be used as a research instrument" (p.206). With this respect, Cronbach alpha values were calculated not only for the whole scale but also for the factors. The results suggested that the scale had a high internal consistency of which overall Cronbach's alpha value is .833 except for the depersonalization factor whose Cronbach Alpha value was found lower than 0,6 (0,573). The results of Cronbach Alpha's are shown in table 3.6.

Table 3.6. Reliability of maslach burnout inventory scale and its factors

	Number of Items	Cronbach Alpha
General MBI	22	0,833
Emotional Exhaustion	9	0,905
Depersonalization	5	0,573
Personal Accomplishment	8	0,931

3.5.2. Confirmatory factor analysis for teachers' self-efficacy scale

A CFA was conducted with the current data set to explore the construct validity of the TEBS-SELF since the exploratory factor analysis of Teachers' Self-Efficacy Scale could not be conducted due to the size of the sample and number of items. The fit indices for the 5 factor model were $\chi^2=678,734$, $df=408$, $\chi^2/df=1,644$, $RMSEA=.08$, $CFI=.91$, $TLI=.89$, $IFI=.92$, which suggested an approximately good fit (Byrne, 2001).



Graph 3.1. Confirmatory factor analysis of self efficacy scale

Following the confirmatory factor analysis, reliability analysis was conducted to prove the appropriateness of the scale. According to results, it can be said that the scale had a high internal consistency of which overall Cronbach's alpha value is .967.

Table 3.7. Reliability of teachers' self efficacy scale and its factors

	Number of Items	Cronbach Alpha
General SE	31	0,967
Communication/clarification	9	0,901
Management/climate	8	0,898
Accommodating individual differences	7	0,895
Motivation of students	3	0,830
Higher order thinking skills	4	0,898

CHAPTER IV

4. The Results of Data Analysis

This part of the study aims to introduce the results of the data analysis and their interpretations. As the study was carried out via a mixed method design, both quantitative and qualitative results will be discussed and interpreted in this chapter. First, the quantitative findings of Maslach Burnout Inventory, which aims to measure teachers' burnout levels, will be presented and analyzed. Second, the quantitative findings of Teachers' Self-Efficacy Scale, with the aim of studying teachers' self-efficacy beliefs will be presented and analyzed. Then, it will be examined whether there is a significant relationship between burnout levels and self-efficacy beliefs of those instructors.

4.1. Results Related to Research Question 1.

“What are the burnout levels of English instructors working at Karabuk University in terms of the three dimensions below:

- a. What are the burnout levels of English instructors working at Karabuk University in terms of depersonalization?
- b. What are the burnout levels of English instructors working at Karabuk University in terms of emotional exhaustion?
- c. What are the burnout levels of English instructors working at Karabuk University in terms of reduced personal accomplishment?”

The means of the three subscales are presented in Table 4.1. Within three dimensions, the scores and the limits for the categorization are presented below:

Table 4.1. The scoring results of burnout

	Emotional Exhaustion	Depersonalization	Personal Accomplishment
Low-Level Burnout	Total 17 or less	Total 5 or less	Total greater than 40
Moderate Burnout	Total between 18 and 29 inclusive	Total between 6 and 11 inclusive	Total between 34 and 39 inclusive
High-Level Burnout	Total over 30	Total of 12 and greater	Total 33 or less

In the light of scores of the three dimensions of burnout, the results indicated that the average burnout level in terms of "Emotional Exhaustion" for all participants is 29.91. The scores of the participants ranged from 12 to 63. It can, therefore, be assumed that English language instructors at Karabuk University have moderate levels of burnout in terms of "Emotional Exhaustion".

The average of burnout level in terms of "Depersonalization" for all participants is 12.8. The scores of the participants ranged from 6 to 28. Based on the scores obtained from the survey, it can be said that English language instructors at Karabuk University have high levels of burnout in terms of "Depersonalization".

The average of burnout level at the term of "Personal Accomplishments" for all participants is 37. The personal accomplishment sub-scale has a positive constraint. For this reason, the burnout level increases as the score of personal accomplishment decreases. The score of the participants ranged from 15 to 56. The results suggest moderate levels of burnout for English language instructors in terms of "Personal Accomplishment".

Table 4.2. Total burnout scores of Maslach Burnout Inventory Scale

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional Exhaustion	59	12,00	63,00	29,91	10,97
Depersonalization	59	6,00	28,00	12,80	4,56
Personal Accomplishment	59	15,00	56,00	37,00	11,83

The following table gives the data about burnout levels of instructors with their frequencies and percentages. 6.8% of participants have low levels of burnout, 49.2% of participants have moderate levels of burnout and 44.1% of participants have high levels of burnout in terms of “emotional exhaustion”. 44.1% of participants have moderate levels of burnout and 55.9 % of participants have high levels of burnout for “depersonalization”. 45.8% of participants have low levels of burnout, 15.3% of participants have moderate levels of burnout and 39% of participants have high levels of burnout in terms of “personal accomplishment”.

Table 4.3. Burnout levels of instructors according to 3 sub-dimensions

		Frequency	Percent
Emotional Exhaustion	Low	4	6,8
	Moderate	29	49,2
	High	26	44,1
	Total	59	100,0
Depersonalization	Moderate	26	44,1
	High	33	55,9
	Total	59	100,0
Personal Accomplishment	Low	27	45,8
	Moderate	9	15,3
	High	23	39,0
	Total	59	100,0

As the data gathered from the qualitative part of the research is considered, the results of the fourth question seem to match with the result of this research question to a certain degree. The purpose of the fourth interview question was to explore the teachers' burnout levels by asking their frequency in their wishes to quit their jobs. Some of their responses are presented below:

“Of course, so many times, I have thought of quitting the job! However, we work to earn money. And for now, there is no other way. If only I came up with better chances, I might think of quitting the job.” (Int.3)

"Sure, I definitely wouldn't be doing this job if I had better opportunities. We have been experiencing big problems in terms of job satisfaction. We do not receive recompense for our work. I mostly find myself asking why I am here and what I am doing.

*And, the main reason for me to think like that is mainly students' being unwilling to learn."
(Int 5)*

"I may change my job if I can find one in better conditions. The reason that triggers this feeling is the lack of motivation among my students. I sometimes feel useless in the class" (Int.4)

As it can be inferred from the responses of the interviewees, they do not want to carry on their job due to the lack of motivation among the students. They would quit their jobs if they had better job opportunities with better conditions. It could be concluded that unwilling students affect teachers' motivation, and this leads them to feel tired and develop a negative attitude towards their jobs.

4.2. Results Related to Research Question 2

“What dimension of burnout is higher among instructors according to some variables below:

- a. What dimension of burnout is higher among instructors according to age?
- b. What dimension of burnout is higher among instructors according to years of experience?
- c. What dimension of burnout is higher among instructors according to workload?”

In the current study, it was aimed to explore whether the participants' age, years of experience and workload differ according to dimensions of burnout. In order to see it, one-way Anova and independent sample T-test were conducted to show the differences.

- a. Age

The age distribution of the participants is as follows: there were 19 participants in the 25-30 age group; 35 in 31-35; 2 and finally 5 in 36+. Naturally, the age group of

31-35 has the highest proportions. The tables below demonstrate the scores and the details of instructors' burnout levels in terms of age.

Table 4.4. Age scores of participants in terms of emotional exhaustion

		age group				Total	x ²	df	p
		25-30	31-35	35+					
Emotional Exhaustion	Low	N	2	1	1	4	4,063	4	0,398
		%	10,5%	2,9%	20,0%	6,8%			
	Moderate	N	11	16	2	29			
		%	57,9%	45,7%	40,0%	49,2%			
	High	N	6	18	2	26			
		%	31,6%	51,4%	40,0%	44,1%			
Total	N	19	35	5	59				
	%	100,0%	100,0%	100,0%	100,0%				

As can be seen in Table 4.4., 31.6% of the participants with the age group of 25-30, 51.4% of the participants with the age group 31-35, and 40% of the participants with the age of 36+ have a high level of burnout in terms emotional exhaustion.

Having studied the chi-square test results, there was no statistically significant difference in burnout levels among the age groups in terms of emotional exhaustion (x²:4,063, df: 4, p: 0,398).

Table 4.5. Age scores of participants in terms of depersonalization

		age group				Total	x ²	df	p
		25-30	31-35	35+					
Depersonalization	Moderate	N	9	15	2	26	0,138	2	0,933
		%	47,4%	42,9%	40,0%	44,1%			
	High	N	10	20	3	33			
		%	52,6%	57,1%	60,0%	55,9%			
Total	N	19	35	5	59				
	%	100,0	100,0	100,0	100,0				

As can be seen in Table 4.5., 52.6% of the participants with the age group of 25-30, 57.1% of the participants with the age group 31-35, and 60% of the participants with the age of 36+ have a high level of burnout in terms depersonalization.

The chi-square test results showed that there was no statistically significant difference in burnout levels among the age groups in terms of depersonalization ($\chi^2:0,138$, $df: 2$, $p: 0,933$).

Table 4.6. Age scores of participants in terms of personal accomplishment

		age group			Total	χ^2	df	p		
		25-30	31-35	35+						
Personal Achievement	Low	N	9	15	3	27	1,178	4	0,882	
		%	47,4%	42,9%	60,0%					45,8%
	Moderate	N	3	6	0					9
		%	15,8%	17,1%	0,0%					15,3%
	High	N	7	14	2					23
		%	36,8%	40,0%	40,0%					39,0%
Total	N	19	35	5	59					
	%	%	100,0%	100,0%	100,0%					

As can be seen in Table 4.6., 36.8% of the participants with the age group of 25-30, 40% of the participants with the age group 31-35, and 40% of the participants with the age of 36+ have a high level of burnout in terms personal achievement.

The chi-square test results showed that there was no statistically significant difference in burnout levels among the age groups in terms of personal accomplishment ($\chi^2:1,178$, $df: 4$, $p: 0,882$).

Regarding the issue of age as a predictor of burnout, the interviewees were asked to what extent age is effective on their feelings of burnout. Some of the responses are compatible with the results of the questionnaire whereas some of them think differently. Below are some ideas of the interviewees on this matter;

"Age does not matter for me. I have the same enthusiasm as before" (Int 1)

"I am feeling more tired as I get older. However, it has positive effects on my teaching and my students based on the experience gained" (Int 2)

“The more I get older, the more I feel tired. I had 45 hours of classes when I was 22 years old; however, I wasn’t tired that much. Still, it doesn’t influence my teaching in a negative way.” (Int 3)

When the age averages of the interviewees are taken into account, it is seen that their ages range from 30 to 36. Compared with the results of the questionnaire, the participants were found to have high levels of burnout between the age of 31-35 in terms of Emotional exhaustion and Depersonalization. The results of the interview supported the findings that they feel tired as they get older. Indeed, it doesn't have a negative effect on their teaching performance and communication with students.

b. Years of experience

Of the total number of 59 participants, 40 had less than 10 and 19 had more than 10 years of teaching experience. The tables below demonstrate the scores and the details of instructors’ burnout levels in terms of experience.

Table 4.7. Years of experience scores of participants in terms of emotional exhaustion

		-10 years	+10 years		x ²	df	p	
Emotional Exhaustion	Low	N	3	1	4	2,2025	2	0,332
		%	7,5%	5,3%	6,8%			
	Moderate	N	17	12	29			
		%	42,5%	63,2%	49,2%			
	High	N	20	6	26			
		%	50,0%	31,6%	44,1%			
Total	N	40	19	59				
	%	100,0%	100,0%	100,0%				

As can be seen in Table 4.7., 50% of the participants with less than 10 years of experience, and 31.6% of the participants with more than 10 years of experience suffer from a high level of burnout in terms of emotional exhaustion.

The chi-square test results showed that there was no statistically significant difference between years of teaching experience among instructors in terms of emotional exhaustion (x²:2,205, df: 2, p: 0,332).

Table 4.8. Years of experience scores of participants in terms of depersonalization

				-10 years	+10 years	χ^2	df	p
Depersonalization	Moderate	N	18	8	26	0,044	1	0,834
		%	45,0%	42,1%	44,1%			
	High	N	22	11	33			
		%	55,0%	57,9%	55,9%			
Total		N	40	19	59			
		%	100,0%	100,0%	100,0%			

As can be seen in Table 4.8., 55% of the participants with less than 10 years of experience, and 57.59% of the participants with more than 10 years of experience have a high level of burnout in terms of depersonalization.

The chi-square test results showed that there was no statistically significant difference between years of teaching experience among instructors in terms of depersonalization (χ^2 :0,044, df: 1, p: 0,834).

Table 4.9. Years of experience scores of participants in terms of personal achievement

				-10 years	+10 years	χ^2	df	p
Personal Achievement	Low	N	17	10	27	0,733	2	0,693
		%	42,5%	52,6%	45,8%			
	Moderate	N	7	2	9			
		%	17,5%	10,5%	15,3%			
	High	N	16	7	23			
		%	40,0%	36,8%	39,0%			
Total		N	40	19	59			
		%	100,0%	100,0%	100,0%			

As can be seen in Table 4.9., 40% of the participants with less than 10 years of experience, and 36.8% of the participants with more than 10 years of experience have a high level of burnout in terms of personal achievement.

The chi-square test results showed that there was no statistically significant difference between years of teaching experience among instructors in terms of personal achievement ($\chi^2:0,733$, df: 2, p: 0,693).

Surprisingly, the data obtained from the interview in order to seek the effect of years of experience on burnout gives different results with the questionnaires. Some of the ideas are presented below:

“In the first years of the job, I was novice, and I didn’t know what to do in certain situations, which made me feel stressed. Within the years, we learned the coping ways, and now it is much easier to manage the things.” (Int 4)

“I can say that it is getting less tiring within the years. Gaining experience has contributed to the ways to manage the classes.” (Int 5)

Although there is no significant difference between years of experience and burnout levels, when the frequencies are taken into consideration, the teachers with less than 10 years of teaching seem to suffer from burnout more. The interview clarified the reasons behind this as, over the years, they learn how to cope with the problems they face. In the early years, the teachers put so much effort into learning some certain skills as a teacher, which caused them to feel tired. However, they are getting mature in their jobs over the years.

c. Workload

The teaching hour distribution of the participants is as follows: there were 6 participants with less than 12; 36 with 13-26, and finally 17 with more than 27 hours of teaching a week. It can be concluded that teachers at the present institution have 23 hours of classes a week on average. The tables below show the scores and the details of instructors’ burnout levels in terms of their teaching hours.

Table 4.10. Workload scores of participants in terms of emotional exhaustion

		workload group				x ²	df	p	
		-12 hours	12-26 hours	+27	Total				
Emotional Exhaustion	Low	N	2	0	2	4	17,742	4	0,001
		%	33,3%	0,0%	11,8%	6,8%			
	Moderate	N	1	24	4	29			
		%	16,7%	66,7%	23,5%	49,2%			
	High	N	3	12	11	26			
		%	50,0%	33,3%	64,7%	44,1%			
Total	N	6	36	17	59				
	%	100,0%	100,0%	100,0%	100,0%				

As can be seen in Table 4.10., 50% of the participants with less than 12 hours of teaching; 33.3% of the participants with 13-26 hours of teaching, and 64.7% of the participants with more than 27 hours of teaching have a high level of burnout in terms of emotional exhaustion.

The chi-square test results showed that there was a statistically significant difference among groups with different teaching hours in terms of emotional exhaustion ($x^2:17,742$, $df: 4$, $p: 0,001$).

Table 4.11. Workload scores of participants in terms of depersonalization

		workload group				x ²	df	p	
		-12	12-26	27+	Total				
Depersonalization	Moderate	N	3	15	8	26	0,232	2	0,891
		%	50,0%	41,7%	47,1%	44,1%			
	High	N	3	21	9	33			
		%	50,0%	58,3%	52,9%	55,9%			
Total	N	6	36	17	59				
	%	100,0%	100,0%	100,0%	100,0%				

As can be seen in Table 4.11., 50% of the participants with less than 12 hours of teaching; 58.3% of the participants with 13-26 hours of teaching, and 52.9% of the participants with more than 27 hours of teaching have a high level of burnout in terms of depersonalization.

The chi-square test results showed that there was no statistically significant difference among groups with different teaching hours in terms of depersonalization ($\chi^2:0,232$, df: 2, p: 0,891).

Table 4.12. Workload scores of participants in terms of personal accomplishment

		workload group			Total	χ^2	dfp	
		-12	12-26	27+				
Personal Achievement	Low	N	2	16	9	2,048	4 0,727	
		%	33,3%	44,4%	52,9%			45,8%
	Moderate	N	2	5	2			9
		%	33,3%	13,9%	11,8%			15,3%
	High	N	2	15	6			23
		%	33,3%	41,7%	35,3%			39,0%
Total		N	6	36	17	59		
		%	100,0%	100,0%	100,0%	100,0%		

As can be seen in Table 4.12., 33.3% of the participants with less than 12 hours of teaching; 41.7% of the participants with 13-26 hours of teaching, and 35.3% of the participants with more than 27 hours of teaching have a high level of burnout in terms of personal achievement.

The chi-square test results showed that there was no statistically significant difference among groups with different teaching hours in terms of personal achievement ($\chi^2:2,048$, df: 4, p: 0,727).

The responses given for the second question in the interview to explore the workload of teachers are in line with the results of the questionnaire. The following extracts are given to illustrate teachers' thoughts about their weekly workload:

"I have 20 hours of classes on average a week. It is almost ideal. I don't think that it is too much. However, when we have evening classes on the same day, it can be challenging for us. We run out of energy. Besides, extra paperwork such as grading the tests, giving feedback for writing and speaking tasks for a large number of students makes me feel overwhelmed." (Ins 3)

"Together with morning classes, we can have up to 10 hours a day with evening classes. As my friend mentioned, when added extra paperwork, we can feel exhausted both physically and mentally." (Int 4)

"Although weekly teaching hours are nearly ideal, it is getting much tiring especially if you have two classes which you are responsible for grading."

When the responses are taken into account, it could be worth to state that teachers are mostly satisfied with their teaching hours a week. Yet, they state some common points which make them feel exhausted. Excessive paperwork such as grading the tests, checking portfolios and giving feedback, and evening classes dominate the other responses.

4.3. Results Related to Research Question 3

"What are the general self-efficacy beliefs of those instructors?"

The level of teacher self-efficacy in this study was defined in five categories; Efficacy in Communication/Clarification (CC), Efficacy in Management/Climate (MC), Efficacy in Accommodating Individual Differences (AID), Efficacy in Student Motivation (SM), and Efficacy in Higher Order Thinking Skills (HOTS). The means of the three subscales are presented in 4.13. Participants self- efficacy scores ranged from 31 to 124 and the mean score of participants is 96.5. The results indicate that the English language instructors working at Karabuk University, School of Foreign Languages, have an almost high level of general self-efficacy.

Table 4.13. Teacher self-efficacy levels

	N	Minimum	Maximum	Mean	Std. Deviation
Communication Clarification	59	9	36	29,36	5,17
Management Climate	59	8	32	25,83	4,35
Accommodating Individual Differences	59	7	28	19,58	4,51
Motivation of Students	59	3	12	9,88	2,05
Higher order thinking skills	59	4	16	11,86	2,73
Overall Self Efficacy	59	31	124	96,51	16,91

Participants' self-efficacy levels for communication and clarification scores ranged from 9 to 36 and the mean of participants scores is 29,36. Instructors have an almost high level of self-efficacy beliefs in terms of communication and clarification.

Participants' self-efficacy levels for management/climate scores ranged from 8 to 32 and the mean of participants scores is 25,83. Instructors have an almost high level of self-efficacy beliefs in terms of management/climate dimension.

Participants' self-efficacy levels for accommodating individual differences scores ranged from 7 to 28 and the mean of participants scores is 19,58. Instructors have moderate levels of self-efficacy beliefs in terms of accommodating individual differences dimension.

Participants' self-efficacy levels for student motivation scores ranged from 3 to 12 and the mean of participants scores is 9,88. Instructors have an almost high level of self-efficacy beliefs in terms of student motivation.

Participants' self-efficacy levels for higher order thinking skills scores ranged from 4 to 16 and the mean of participants scores is 11,86. Instructors have moderate levels of self-efficacy beliefs in terms of higher-order thinking skills dimension.

The quantitative part of the research showed that the instructors have almost high levels of self-efficacy beliefs. This led the researcher to find out the factors supporting

the areas in which they feel sufficient and reasons for the beliefs they feel that they need to be better. Some of the valuable ideas are presented below:

"I can say that I am doing well in terms of communicating to students, monitoring them in class and giving feedback. Having ideal numbers of students in classes, flexible hours in the course maps assigned to give feedback and office hours enable us to maintain good communication with the students." (Int 5)

"We need to follow a weekly course map, which can be sometimes too dense to catch up, so we may not have enough time for monitoring the students and adjusting different learning activities. Still, thanks to the office hours, we could help the students with their development." (Int 4)

"I sometimes feel incapable of communicating with all students. In order to improve myself, I ask them to write some feedback for the areas that I need to be better so that I can evaluate myself and try to change." (Int 1)

"I have experienced no problems in managing the classes up to now. At the beginning of the period, I set up the classroom rules together with the students, so it becomes like contact between us." (Int 1-2-4-5).

"We are teaching to young adults who come from secondary education. They are accustomed to disciplinary issues. Therefore, we don't need to put so much effort into this issue." (Int 1)

"I am a graduate of English Language Teaching Department, so I think, as all the graduates, we are highly trained in terms of content knowledge and using different teaching and learning activities. As you know, using these enable us to engage each student in the class, which mostly prevents discipline problems." (Ins 4)

All these responses lead to the conclusion that they all have self-confidence in communication/clarification and classroom management. Based on what they have stated, the main reasons can be summarized as the students' educational background,

teachers' departments of graduation, flexible hours in course maps, teachers' office hours and setting the classroom rules together with the students. Besides, it is promising that they are in search of ways to get better by asking the students to evaluate themselves at the end of each period.

"I think I need to be more careful planning and implementing activities that accommodate individual differences among my students. I sometimes notice that some students can go missing, but because of time constraints, I can ignore them." (Int 2)

"Of course, I'd like to plan a variety of activities not to miss even one student, but we have to follow a dense course map. Therefore, it is sometimes inevitable not to reach every student in the class." (Int 3)

The statements mentioned above could be the reasons why the teachers have moderate levels of self-efficacy beliefs on accommodating individual differences. Even though they have adequate pedagogical knowledge of teaching, they may sometimes feel inefficient to reach every student in class due to time constraints.

"Sometimes it is too hard to motivate the students. When they are unwilling to learn, it becomes impossible to encourage them and however much you try, it is no use." (Int 4)

"Students sometimes have a lack of motivation and it is really hard to make them join the classes willingly." (Int 1)

"Students come from an exam-oriented system, and it is of no use however much you explain the importance of writing and speaking skills. They only want to do practice on vocabulary and grammar. The biggest motivation source for them is the possibility of the subject being taught appear in the exams." (Int 5)

The statements above present the thoughts of teachers in terms of motivating the students. According to the quantitative results of the present study, the participants were found to have an almost high level of self-efficacy beliefs in motivating the students.

However, the responses reveal that they often come up with problems regarding motivation, which is not related to teachers, but generally about the learners' lack of self-beliefs and their educational backgrounds. As the students are accustomed to an exam-oriented education system, they just focus on the exam content ignoring in-class activities that exploit their learning potential. Therefore, it would be wrong to claim that teachers' self-efficacy beliefs do not have an effect on their motivation.

“We are stick to the activities in the course books in terms of developing higher order thinking skills. Still, it is disputable how much time we can spare for those parts due to the density of course maps.” (Int 1)

“The problems related to developing critical thinking are about course maps. Our first task is to be able to follow them, and we may not find enough time to cover all the parts. I am trying to do post reading and listening parts as the time allows. However, students are demotivated to join them as 5-minute vocabulary and grammar activities carry much more importance than thinking of some issues critically. (Int 5)

Developing higher order thinking skills is another ability for teachers that they need to foster in students. The results of the questionnaire have revealed that this ability falls a little behind the others. The statements above shed light on the factors leading to this as the density of course maps, lack of time in class, students' unwillingness for those parts, and exam-oriented system.

Having an overall look at the responses obtained, it is seen that they are in line with the results of the questionnaire, which highlights the fact that most participants have a high level of self-efficacy beliefs in their profession.

4.4. Results Related to Research Question 4

“Is there a significant relationship between burnout levels and self-efficacy beliefs of those instructors?”

As to define the relationship between burnout levels and self-efficacy beliefs of those instructors, Pearson Correlation analysis was applied, and results are shown in Table 4.14. Results of the analysis show that there is a negative moderate level of correlation between self-efficacy and overall burnout levels of instructors ($r = -.418$, $p < .05$).

There is no significant correlation between self-efficacy beliefs and the emotional exhaustion dimension of burnout of instructors ($r = -.063$, $p > .05$).

There is a negative low level of correlation between self-efficacy and depersonalization dimensions of burnout of instructors ($r = -.287$, $p < .05$).

There is a negative high level of correlation between self-efficacy and reduction of personal achievement dimension of burnout for instructors ($r = -.950$, $p < .05$).

Table 4.14. Correlation between dimensions of burnout and self-efficacy

		Overall Self Efficacy
Overall Burnout	Pearson Correlation	-,418**
	p	,001
	N	59
Emotional Exhaustion	Pearson Correlation	-,063
	p	,637
	N	59
Depersonalization	Pearson Correlation	-,287*
	p	,027
	N	59
Personal Achievements	Pearson Correlation	-,950**
	Sig. (2-tailed)	,000
	N	59

The qualitative part of the present study supports the findings of the questionnaires. Below are some statements of the interviewees, which proves the negative correlation between their burnout levels and self-efficacy beliefs:

“Beliefs in myself have a positive impact on my attitudes towards my job. The feeling that I can do it well increases my motivation and decrease the feeling of depletion in my job.” (Int 1)

"I have been developing stronger beliefs in myself as I get more experienced in my job and it positively influences my fears. The more I feel efficacious in my job, the less tired I start to feel." (Int 2-3)

"Within the years, I have learned the ways to deal with potential problems, which have made me feel more efficient in my job. Therefore, I can say that the feeling of tiredness I experienced a lot in the first years have greatly decreased." (Int 4)

"Strong self-beliefs in my abilities influence my feelings towards my job positively. The more I feel successful in what I am doing, the more I feel self-confident. It is a process that keeps going corporately." (Int 5)

Taking all these responses given by interviewees to clarify the relationship between the burnout levels and self-efficacy beliefs into consideration, it can be concluded that the higher self-efficacy beliefs the teachers have, the less they are likely to experience burnout. Teachers develop self-confidence in their jobs within the years, which shows the importance of experience in one's abilities to cope with problems. When they develop these skills, there happens a gradual decrease in their feelings of depletion and tiredness, and they move away from the idea of quitting the job. Additionally, it is possible to reach the conclusion that the challenges in the efficacy beliefs of teachers arising from students surplus the beliefs for themselves.

4.5. Results Related to Research Question 5

“To what extent self-efficacy beliefs differ in instructors experiencing overall burnout?”

According to the research question 5, one-way Anova and independent sample t-test were conducted to show the differences in burnout levels depending on self-efficacy scores.

As can be seen in Table 4.15., participants' average scores of self-efficacy are similar depending on the burnout level of emotional exhaustion dimension. ANOVA results showed there were no significant self-efficacy differences among burnout levels for Emotional Exhaustion. (F: 0,221, p: 0,802).

Table 4.15. Anova results of self-efficacy score - emotional exhaustion

	N	Mean	Std. Deviation	F	p
Low Level Burnout	4	92,00	21,79	0,221	0,802
Moderate Level Burnout	29	96,00	19,54		
High Level Burnout	26	97,77	13,19		
Total	59	96,51	16,91		

Participants average scores of self-efficacy are almost the same depending on the burnout level of depersonalization dimension. T-test results showed there were no significant self-efficacy differences among burnout levels for Depersonalization. (t: -0,57, p: 0,860).

Table 4.16. Independent sample t-test results of self-efficacy score - depersonalization

	N	Mean	Std. Deviation	t	p
Moderate Level Burnout	29	100,77	13,59	-0,570	0,860
High Level Burnout	33	93,15	18,65		

Participants average scores of self-efficacy differ depending on the burnout level of Personal Accomplishment dimension. Anova test results showed there were significant self-efficacy differences among burnout levels for Personal Accomplishment. (F: 16,562, p: 0,001). As participants' level of burnout increases, self-efficacy scores decrease.

Table 4.17. Anova results of self-efficacy score - personal achievements

	N	Mean	Std. Deviation	F	p
Low Level Burnout	27	105,74	9,73	16,562	0,001
Moderate Level Burnout	9	101,11	7,62		
High Level Burnout	23	83,86	18,46		
Total	59	96,51	16,91		

4.6. Results related to research question 6

“What are the self-efficacy predictors of instructors experiencing burnout?”

Regression analysis was conducted to find out which sub-dimension of self-efficacy is significant and the strongest predictor of overall burnout. To calculate overall burnout score, personal accomplishment answers were reversely coded.

Regression analysis shows that there is a significant positive relation between overall burnout and communication/clarification which is a sub-dimension of Self-efficacy. The R is .31 and the R^2 is .09 which represents 9% variability among the variables in the model. In addition, the analysis of the Beta ($B=-.31$), which contains the coefficients that indicate the magnitude of predictions for a variable, reports a moderate predictor for overall burnout in this model. According to the model, if instructors' communication/clarification mean score increases by one-point, overall burnout score decrease will decrease by 8.15 points.

Table 4.18. Regression analysis results of communication/ clarification and overall burnout score

	R	R^2	ANOVA		Coefficients	
			F	Sig.	B	Beta
Communication / Clarification	0,314	0,099	6,229	,015	-8,155	-,314

Regression analysis shows that there is a significant positive relation between overall burnout and management/climate sub-dimension of Self-efficacy. The R is .36 and the R^2 is .13 which represents 13% variability among the variables in the model. In addition, the analysis of the Beta ($B=-.36$), which contains the coefficients that indicate the magnitude of predictions for a variable, reports a moderate predictor for overall burnout in this model. According to the model, if instructors' management/climate mean score increases by one point, overall burnout score will decrease by 9.85 points.

Table 4.19. Regression analysis results of management climate and overall burnout score

	R	R ²	ANOVA		Coefficients	
			F	Sig.	B	Beta
Management / Climate	0,359	0,129	8,422	,005	-9,849	-,359

Regression analysis shows that there is a significant positive relation between overall burnout and accommodating individual differences sub-dimension of Self-efficacy. The R is .30 and the R² is .08 which represents 8% variability among the variables in the model. In addition, the analysis of the Beta (B=-.30), which contains the coefficients that indicate the magnitude of predictions for a variable, reports a moderate predictor for overall burnout in this model. According to the model, if instructors' accommodating individual differences mean score increases by one point, overall burnout score will decrease by 6,87 points.

Table 4.20. Regression analysis results of accommodating individual differences and overall burnout score

	R	R ²	ANOVA		Coefficients	
			F	Sig.	B	Beta
Accommodating individual differences	0,296	0,088	5,493	,023	-6,875	-,296

Regression analysis shows that there is a significant positive relation between overall burnout and students' motivation sub-dimension of Self-efficacy. The R is .35 and the R² is .12 which represents 12% variability among the variables in the model. In addition, the analysis of the Beta (B=-.35), which contains the coefficients that indicate the magnitude of predictions for a variable, reports a moderate predictor for overall burnout in this model. According to the model, if instructors' students' motivation mean score increases by one point, overall burnout score will decrease by 7,59 points.

Table 4.21. Regression analysis results of motivation of students and overall burnout score

	R	R ²	ANOVA		Coefficients	
			F	Sig.	B	Beta
Motivation of Students	0,348	0,121	7,835	,007	-7,589	-,348

Regression analysis shows that there is a significant positive relation between overall Burnout and higher order thinking skills sub-dimension of Self-efficacy. The R is .36 and the R² is .13 which represents 13% variability among the variables in the model. In addition, the analysis of the Beta (B=-.36), which contains the coefficients that indicate the magnitude of predictions for a variable, reports a moderate predictor for overall burnout in this model. According to the model, if instructors' higher order thinking skills mean score increases by one point, overall burnout score will decrease by 7,85 points.

Table 4.22. Regression analysis results of higher-order thinking skills and overall burnout score

	R	R ²	ANOVA		Coefficients	
			F	Sig.	B	Beta
Higher order thinking skills	0,358	0,128	8,389	,005	-7,848	-,358

The results have shown that all sub-dimensions of self-efficacy are significantly effective on overall burnout scores.

CHAPTER V

5. Discussion and Conclusions

This chapter mainly provides an evaluation of the research findings. In light of the research questions, the findings of the study are discussed, and conclusions are tied to the theoretical framework of the study. Lastly, pedagogical implications and suggestions for further research about the relationship between English Language Instructors' Burnout Levels and Self-Efficacy Beliefs are presented.

5.1. What are the burnout levels of English instructors working at Karabuk University-School of Foreign Languages in terms of the three dimensions below:

- a. depersonalization?
- b. emotional exhaustion?
- c. reduced personal accomplishment?"

The purpose of the first question was to explore EFL instructors' level of burnout in three dimensions. The findings revealed that only 6.8% of the instructors had low levels in terms of emotional exhaustion. Approximately 95% of the instructors had moderate and high levels of emotional exhaustion. According to Maslach et. al., (2001), emotional exhaustion is closely linked to individual stress, therefore it may be inferred that most of the instructors suffered from high levels of job stress. As for the dimension of depersonalization, more than half of the EFL teachers had high levels of depersonalization, and all the others had moderate levels of depersonalization. This finding is in agreement with Byrne's (1999) findings which showed that emotional exhaustion occurs first, and it causes depersonalization. Thus, the EFL instructors who participated in the study probably experienced a similar process. On the other hand, nearly 60% of the instructors had low or moderate levels of burnout in terms of personal accomplishment, whereas almost 40% of them had high levels of burnout. This finding

can suggest that most of the EFL instructors perceive themselves as sufficient and are quite satisfied with their competence and achievement in their jobs.

5.2. What dimension of burnout is higher in instructors according to the variables below:

- a. age?
- b. years of experience?
- c. workload?"

The second research question aimed to find out the effect of some variables on the three dimensions of burnout.

When the age variable was taken into consideration, no relation was found as a result of the "Emotional exhaustion" sub-dimension. In addition, there were no significant differences in the "Depersonalization" and "Reduced Personal Accomplishment" subscales. According to the statistical result, it was seen that the age variable is not a distinguishing feature for burnout. There are some previous studies which are consistent with the findings and show no difference between age and EFL teachers' burnout levels in terms of three sub-scales (Tuğrul and Çelik, 2002; Kırılmaz, Celen and Sarp, 2003; Güven, 2010; Özkanal and Arıkan, 2010). On the other hand, some studies conducted by Byrne, 1991; Pines and Aronson, 1988; Sünbül, 2003) do not support the findings of the present study. The results obtained from the interview supports the results of the quantitative data. The qualitative data results showed that the age of participants didn't influence their attitudes towards their job.

Years of experience were among the variables that influence teachers' burnout. Literature suggests that experienced teachers show higher levels of burnout compared to less experienced ones (Sünbül, 2003). On the other hand, Bryne (1998) claimed that experience was a contributing factor of burnout, which could be explained by professional maturity. Nonetheless, the results of the current study were inconsistent with the previous studies. It was found that "Emotional Exhaustion" "Depersonalization" and "Personal

Accomplishment" were not significantly different. However, the results of the qualitative data seem to differ from the quantitative data results on this matter. Whereas the results of the quantitative data showed no significant difference between burnout levels and years of experience, the interviewees stated that they have been feeling less tired over the years when they develop certain ways to cope with difficult situations. On the other hand, those 5 interviewees may not be the reflection of the total sample for having less than 10 years of experience.

The workload of teachers was another determiner for the burnout, and the results revealed that there was a significant difference between teachers' workload and Emotional Exhaustion dimension of burnout whereas there was no statistically significant difference in terms of Depersonalization and Personal Achievement dimension of burnout. Girgin (2010) found out that there was no significant relationship between Emotional Exhaustion and Reduced Personal Accomplishment sub-dimensions and burnout whereas there was a significant difference between Depersonalization and teachers' burnout levels. The findings of the current study are in line with the results of that study in a way that teachers' burnout level scores are slightly higher in terms of Depersonalization sub-dimension of burnout. Moreover, Öztürk (2013) indicated in his study that there was no significant difference between Depersonalization and Personal Achievement dimensions of burnout and workload, but he found out that workload is positively related to Emotional Exhaustion. The current study results are in line with Öztürk's study in a way that they both showed a significant difference between teachers' workload and the Emotional Exhaustion dimension of burnout. The result of the qualitative data supports these views and adds more ideas about the reasons for feeling more tired at work. The result of the content analysis has shown that evening classes on the same day with morning classes, excessive paperwork such as giving feedback for portfolios and grading the exam papers, and the number of students contributed to their tiredness at work.

5.3. What are the general self-efficacy beliefs of the instructors working at Karabuk University- School of Foreign Languages?

The third research question explored the EFL instructors' general self-efficacy beliefs. The results showed that participants had almost a high level of general self-efficacy. Based on five subscales of self-efficacy, the participants had a high level of efficacy in communication/clarification ($M=29.3$). This was followed by classroom management/climate ($M=25.8$). These findings may show that EFL instructors feel more efficacious in communicating to students in regard to content knowledge, specific feedback about learning. Moreover, they feel confident in the way they manage the classroom, deal with behavioral problems, and create an environment that maximizes learning through high levels of student engagement in learning tasks for all students. 61 % of the participants of the current study are the graduates of English Language Teaching departments, and %39 of them have a master's degree. Bandura (1997) stated that success tends to strengthen beliefs in one's efficacy whereas failures tend to weaken them. Moreover, Murshidi (2006) explored that the types of education programs were significant predictors for self-efficacy beliefs of teachers (cited in Şekerci, 2011). Therefore, the participants' being highly efficacious in their beliefs could be related to their graduate programs. Besides, the students at preparatory classes are young adults who had a highly disciplined educational background of elementary, secondary and high school education. Therefore, it is much easier for teachers to manage the classes at this level. The result of the qualitative data seems to support quantitative data results. As in the results of the quantitative data, interviewees reported that they were capable enough to communicate with students and manage the classes. Their utterances have revealed that both students' and teachers' educational background, flexible hours in course maps, teachers' office hours and setting the classroom rules together with the students contribute to their efficacy beliefs.

On the other hand, participants reported feeling less capable of accommodating individual differences ($M=19.58$) and developing higher order thinking skills ($M=11.8$). This may have resulted from the school context. One-year preparatory classes have a dense curriculum of which steps are defined in weekly course maps, and all the teachers are responsible for covering those parts. Hence, they may not find enough room to plan

and implement activities for learners with different learning styles. Besides, involving students in discussions that support critical thinking is another challenge for the teachers in that much dense curriculum as these parts take a long time to cover. Another reason could be that teachers are used to traditional teaching approaches where they impart knowledge and give correct answers to their students, and the students do not have the chance to precisely discuss and exchange ideas in the class. The results of the qualitative data support these views and show that time constraints, the number of students, curriculum density and students' willingness give cause to the teachers' having moderate levels of self-efficacy beliefs.

When it comes to the motivation of the students ($M=9.8$), the quantitative data showed that the participants had an almost high level of self-efficacy beliefs. This result is compatible with the findings of Mojavezi (2012) which found a reasonably positive correlation between teachers' self-efficacy and student motivation. According to the results of quantitative data, the participants in the present study feel capable of providing a positive learning environment and maximizing the students' learning potential. However, the responses obtained from the interview have revealed that it is of no use how efficient the teachers are as long as the students have a lack of motivation. Regarding the motivational problems, the interviewees reported that contextual constraints such as having an exam-oriented education program and the obligation to pass the program are among the most important ones that decrease the motivation of learners. However, it should be kept in mind teachers should not wait for the students to be motivated as they are the ones who will create difference in them. Tanveer, Shabbir, Ammar and Dolla (2012) found that teachers can enhance the motivation of students by adopting different techniques like formal lesson planning, team competitions, active student participation, using positive emoticons and de-emphasizing grades. Therefore, the instructors could employ some of these techniques to enhance motivation among students.

5.4. Is there a significant relationship between burnout levels and self-efficacy beliefs of those instructors?

The purpose of the 4th research question was to find out if there is a significant relationship between burnout levels and self-efficacy beliefs of the participants. Within the results of the quantitative data, it was found that there is a negative moderate level of correlation between teachers' self-efficacy beliefs and overall burnout levels. Besides, the size of this correlation demonstrates that the higher the teachers' self-efficacy is, the less likely they are to undergo burnout in their work. Skaalvik and Skaalvik (2007) support the idea claiming that teachers' inability to manage classes increases their job stress, which may increase their emotional exhaustion as well as depersonalization. The findings are also in line with those reported by Mardani et. al., (2015) and Cansoy et. al., (2017) that revealed negative correlations between self-efficacy and burnout. Besides, Şenel's findings (2014) are consistent with the results of the current study in the way that teachers' self-efficacy beliefs were strong predictors of burnout levels. The present study results with the related studies lead to the conclusion that the increase in teachers' self-efficacy beliefs has a positive influence on diminishing their burnout levels. The results obtained from the interview supports the results of the quantitative data. The qualitative data results showed that the interviewees feel less tired as they gain experience and start to feel more self-confident. Conversely, as they start to feel more efficacious in their jobs, they develop more positive attitudes towards their jobs and feel more energetic.

5.5. To what extent self-efficacy beliefs differ in instructors experiencing burnout in terms of three dimensions?

The fifth research question examined to what extent self-efficacy beliefs differ in instructors experiencing burnout. According to the results, whereas self-efficacy beliefs have no significant difference with the emotional exhaustion and depersonalization dimension of burnout, they show a significant level of difference with the dimension of personal accomplishment. Although related studies in literature suggest a negative relation between teachers' self-efficacy beliefs and emotional exhaustion/depersonalization dimensions of burnout, and a positive relation with personal

accomplishment (Cordes, Dougherty and Blum, 1997; Greenglass, Burke and Konarski, 1997; Leiter and Maslach, 1988; Şenel, 2014), the reason why there is only a slight difference could be due to the limited number of participants. However, the slight differences between the three dimensions of burnout are compatible with the studies in the literature. The findings may show that the instructors experiencing emotional exhaustion tend to behave indifferent to their students in the class, and they may consider themselves less efficacious in terms of occupational success. Maslach (2003) argued that depersonalization is the result of the decline in one's feeling of competence and achievement at work. Teachers drawing away from their jobs lose their enthusiasm and feel clinical towards others. Thus, they start to feel insufficient towards their jobs, which can negatively influence their effectiveness in teaching. On the other hand, the significant difference between teachers' self-efficacy beliefs and reduced personal accomplishment dimension supports the idea that the increase in their beliefs triggers their feeling of competence in their jobs in a positive way. Therefore, the EFL instructors participating in the study might have experienced a similar process.

5.6. What are the self-efficacy predictors of instructors experiencing burnout?

The aim of the 6th research question was to find out the most significant and strongest self-efficacy predictor of overall burnout. The findings demonstrated that all five sub-dimensions of teachers' self-efficacy beliefs predict the overall burnout at a moderate level. Management / Climate, one of the sub-dimensions of teachers' self-efficacy with the variance of 13%, was found to be one step ahead of the others. Similarly, Bümen (2010) and Şenel (2014) supported this finding in their studies that teachers' capabilities to create a classroom environment where learning occurs with maximum student engagement are a significant predictor of burnout. On this basis, it could be concluded that teachers with high self-efficacy beliefs in maintaining a classroom environment by engaging students are less vulnerable to burnout. In the same way, teachers' self-efficacy beliefs in student motivation is another predictor of teacher burnout with a variance of 12%. It is known that there are always some students who are unenthusiastic, hard to deal with, unwilling to learn, and who have difficulty in learning. Teachers who can involve those students in lessons and help their academic development

will probably experience burnout less. Friedman and Farber (1992) stated that teachers who do not feel efficacious in student motivation have high levels of burnout. On the other hand, developing higher order thinking skills were proven to be an important predictor of burnout with the variance of 13. The present study suggests that teachers with the ability to actively involve students in the development of higher order thinking skills may suffer from burnout less. As well as the sub-dimension mentioned, communication/clarification was among the predictors of teacher burnout. Teaching not only depends on knowledge but also is related to teachers' methods of teaching and communication skills. Teachers' ability to give accurate feedback about learning and to adjust teaching and learning activities is related to their feelings of accomplishment in classrooms. Therefore, it would not be wrong to say that the more they have good communication skills, the less they are likely to experience burnout. Compared to the four sub-dimensions of teachers' self-efficacy beliefs, accommodating individual differences is slightly low predicting teacher burnout with the variance of 8%. Teachers who are aware of the fact that individuals differ from each other in terms of intelligence, gender, perception, personality traits, and learning styles make use of a variety of techniques while planning, implementing and evaluating their courses in a way to accommodate individual differences among students. As a result, this process, which can be performed by self-efficacious teachers, will result in student achievement.

5.7. Conclusion

The current study investigates English instructors' working at Karabuk University- School of Foreign Languages- burnout levels and self-efficacy beliefs. In a broad sense, the study aims to find out not only the levels of instructors' burnout and self-efficacy beliefs but also the relationship between them. The examination of the effects of some variables such as age, workload and years of experience on burnout is also within the scope of the study. Moreover, determining the self-efficacy predictors of instructors experiencing burnout is another purpose of the study.

The instruments used in the study were; Maslach Burnout Inventory (Maslach, Jackson, 1981), and Teachers' Self-efficacy Scale (TEBS-Self) developed by Dellinger

at al. (2008). The sample size of the research was 59 English instructors working at Karabuk University, School of Foreign Languages. In addition, a focus group discussion was held with 5 instructors to gain a deeper understanding of the quantitative data.

In order to analyze the quantitative data, SPSS 22 and SPSS –AMOS 22 programs were used. The basic characteristics of the research group were determined by frequency analysis. Before the implementation of the surveys, confirmatory and exploratory analysis were carried out to find out the sub-dimensions of the scales and to examine their validity and reliability. Focus group discussions were recorded and used to support the quantitative data. Below is the summary of the results revealed by data analysis.

The results showed that when the English instructors burnout levels considered in terms of its three dimensions, it can be concluded that they experience moderate level of burnout in terms of "Emotional Exhaustion", high level of burnout in terms of "Depersonalization" and moderate level of burnout in terms of "Reduced Personal Accomplishment". The responses obtained in the focus group discussion supported the findings of the quantitative data proving that the instructors would love to change their jobs if they had better chances mostly because of demotivated students. Moreover, the study revealed that age and years of experience were not distinguishing factors of burnout as the results showed no significant difference, however, workload was found to be one of the predictors of burnout. Based on the interviewees' responses, the reasons could be sorted as excessive paperwork (giving feedback for portfolios and grading the exams), the number of students and evening classes on the same day with morning classes.

The English instructors participated in the study rated themselves as more efficacious in communication/clarification, management/climate and motivating the students compared to accommodating individual differences and developing higher order thinking skills. The qualitative part of the study shed on the reasons behind this. Teachers' educational background, flexible course maps, office hours and students being used to discipline issues from their secondary education are among the factors that contribute to their high levels of beliefs, whereas students being unwilling to learn and high number in

classes, dense curriculum but having not enough time to catch up were told to reduce their beliefs in themselves to some extent.

As for the relationship between teacher burnout and their self-efficacy beliefs, the results showed a negative moderate level of correlation. More clearly, as teachers' self-efficacy beliefs increase, they start to feel less tired and develop more positive attitudes towards their jobs. The responses obtained in the focus group discussion supported the findings of the questionnaires. The teachers reported feeling more efficacious as they get more experienced, which has a positive effect on diminishing their burnout.

The results of the current study have also revealed that teachers' self-efficacy beliefs do not differ in two dimensions of burnout- emotional exhaustion and depersonalization-, whereas there is a significant difference between self-efficacy beliefs and Personal Accomplishment dimension of burnout. It is no surprise that the increase in teachers' beliefs fosters their sense of accomplishment.

Finally, all five sub-dimensions of teachers' self-efficacy were found to predict burnout at a moderate level, showing a little difference in their amounts. While management/climate take the lead as a predictor of burnout, accommodating individual differences have shown to be the least strong one, which could be explained by the awareness of teachers on individual differences and implementing methods accordingly.

5.8. Pedagogical Implications

The findings of the study have several implications for EFL practice. Firstly, it was found that the instructors are on the verge of a high level of burnout. Therefore, awareness should be created on the burnout phenomenon so that teachers can develop coping strategies to deal with job burnout. School administrators can provide some professional development events such as guidance and counselling for their staff.

It was also seen in the results that workload was an important factor for teachers that trigger the feeling of tiredness. The interviewees supported the idea by giving examples of excessive paperwork, a high number of students in classes, and evening classes on the same day with morning classes. Hence, these points should be taken into consideration while planning the system in the following years by the administration. Some possible solutions could be listed as reducing the number of students in classes, having flexible hours on the same day with evening classes and extending the deadlines of paperwork.

Additionally, based on the utterances of interviewees, it could be inferred that teachers suffer from fatigue mostly because of students. Their being unwilling and demotivated for learning is a big challenge for teachers. At this point, it is worthy to claim that teachers should not wait for the students to be motivated. They had better find some ways to motivate them, and if they can't, they may consult the professionals for support or employ different techniques such as enhancing active student participation, de-emphasizing grades, students' counselling, focusing on team competitions and using positive emoticons. When teachers deal with eager students, their motivation is believed to increase, which could have a positive effect on diminishing their burnout.

Although no significant difference was found between teachers' burnout levels and their years of experience in teaching, the focus group discussion has revealed that years of experience in teaching has the power to affect teachers' burnout since most interviewees reported to feel competent and less tired over the years as they get to know the ways to deal with difficult situations. Hence, the institutions should provide in-service training programs so that the novice teachers can have the chance to see different practices.

According to Bandura's theory (1977), the study of self-efficacy has the power to influence teachers' professional success. The more efficacious teachers are, the more they have positive beliefs in themselves and develop ways to overcome problems. Taking this into account, the institutions may provide opportunities such as training programs, workshops, seminars to help English teachers develop stronger self-efficacy beliefs.

It could also be helpful to have a professional development unit that guides teachers about the problems they face. As stated in the previous paragraph, the institution and the professional development unit can work cooperatively and organize content-specific focus group discussions, goal-oriented and problem-solving workshops and seminars, which could be more practical and helpful for the teachers.

More specifically, teachers are dissatisfied with the dense curriculum, crowded classes in their institution where the study was conducted as well as students' being demotivated to learn due to their exam-oriented educational background. They claim that they feel ineffective to develop higher order thinking skills and accommodating individual differences. Therefore, the present institution can make some regulations on the number of students and curriculum in a way that enables teachers to deal with each student separately and to have flexible hours to allocate more time triggering critical thinking. Another point could be more general. Since students are accustomed to an exam-oriented system that lacks critical thinking training, grades are all that matters for them. Consequently, it becomes a big deal for teachers to foster higher order thinking skills, encourage students to propose innovative solutions and challenge textbooks or their teachers. Therefore, some regulations should be made on the basis of The Ministry of Education so that students become independent learners far from exam stress.

Another reason for demotivated students can be the discrepancy between teachers' techniques and the students' characteristics. Since today's students belong to Generation Z, who are true digital natives exposed to the internet and social networks a lot, teachers should bear in mind that they feel more comfortable and learn best by collecting and cross-referencing information and by integrating virtual experiences. Therefore, they had better make use of technology and the internet more in their classes not to ignore that hypercognitive generation.

One of the main focuses of the current study was to explore the relationship between teachers' self-efficacy and burnout. Not surprisingly, the results are compatible with the literature suggesting a negative moderate level of correlation. More clearly, as teachers' self-efficacy beliefs increase, the possibility to experience burnout decrease. Conversely, as teachers' burnout levels increase, their self-efficacy beliefs decrease. For

such a reason, some programs should be provided in the education field in a way to increase the strong beliefs of teachers so that they may suffer from burnout less. In these programs, teachers should be introduced to potential problems they may encounter in their jobs, and coping strategies might be discussed. Furthermore, taking precautions to prevent teacher burnout, or improving the conditions leading to burnout could have a positive effect on increasing self-efficacy beliefs. This will in return create more effective and qualified teachers, more successful schools, and most importantly, healthier and effective individuals.

5.9. Recommendations for Further Research

There are a number of limitations of the current study, which can give the researchers the opportunity to examine in their future studies. First, the sample size consists of 59 volunteer instructors for quantitative data and 5 volunteer instructors for qualitative data. Thus, the results of the study could only be generalized to this group of instructors. The study could be implemented in other universities so that the results would be more representative of burnout and self-efficacy levels of all English instructors.

Second, in order to be able to determine the teachers' burnout levels and self-efficacy beliefs, different scales could be adopted to see if the results would be similar or different.

Third, further studies could be developed by adding different concepts such as job satisfaction, motivation, stress which are thought to have an influence on burnout and self-efficacy.

Forth, the researcher utilized a mixed methods research design including questionnaires and a focus group discussion as the data collection instruments. Future studies could employ other qualitative data collection instruments such as classroom observations and diary entries.

Finally, the study was only conducted on English instructors. Therefore, further research could focus on the views of administrators, decision-makers and academics working at ELT departments.



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APPENDICES

Appendix 1. Demographic Inventory

Dear participant,

The purpose of this study is to determine the levels of burnout and self-efficacy beliefs of instructors working at Karabuk University School of Foreign Languages and examine the relationship between these levels and beliefs. Within the scope of this study, I am planning to collect data by means of these surveys. I would like you to read the following items carefully and select the appropriate choice. Your responses will be confidential, and they will be used just for the purpose of this study.

Thank you in advance for your participation.

Demographic Inventory

1. Gender
 - a. Male
 - b. Female
2. Age: ____
3. Your marital status:
 - a. Married
 - b. Single
 - c. Other ____
4. The number of children you have (if any): ____
5. Education: (please indicate the final degree you gained)
 - a. Bachelor's degree
 - b. Master's degree
 - c. Ph. D. degree
 - d. Other ____
6. Please mark the alternative that applies to you.
 - a. I'm currently involved in a Master's program.
 - b. I'm currently involved in a Ph.D. Program.
 - c. I'm not involved in a postgraduate program.
 - d. I'm not involved in a postgraduate program, but I'm planning to in the future.
7. Major (BA Degree):
 - a. English Linguistics
 - b. English Language And Literature
 - c. English Language Teaching
 - d. Translation and Interpreting
 - e. American Culture And Literature
 - f. Other ____

8. How long have you been working as an English instructor?

9. How long have you been working as an English instructor at your present institution?

10. Your total teaching hours a week: ____



Appendix 2. Maslach Burnout Inventory (MBI)

On the following page are 22 statements of job-related feelings. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, choose "never" in the options. If you have had this feeling, indicate how often you feel it by choosing the appropriate option that best describes how frequently you feel that way.

0 1 2 3 4 5 6

Never 0	A few times a year or less 1	Monthly or less 2	A few times a month 3
Every week 4	A few times a week 5	Every day 6	

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 is 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 with people 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.

Appendix 3. Teachers Self-Efficacy Beliefs Scale (TEBS-Self)

This measure assesses teachers' self-efficacy beliefs, or teachers' individual beliefs about their own abilities to successfully perform specific teaching and learning related tasks within the context of their own classrooms.

Not at all true: Weak beliefs in my capabilities

Barely true: Moderate beliefs in my capabilities

Moderately true: Strong beliefs in my capabilities

Exactly True: Very strong beliefs in my capabilities

Right now in my present teaching situation, the strength of my personal beliefs in my capabilities to

1. plan activities that accommodate the range of individual differences among my students 1 2 3 4
2. plan evaluation procedures that accommodate individual differences among my students 1 2 3 4
3. use allocated time for activities that maximize learning 1 2 3 4
4. Effectively manage routines and procedures for learning tasks 1 2 3 4
5. clarify directions for learning routines 1 2 3 4
6. maintain high levels of student engagement in learning tasks 1 2 3 4
7. redirect students who are persistently off task 1 2 3 4
8. maintain a classroom climate of courtesy and respect 1 2 3 4
9. maintain a classroom climate that is fair and impartially 1 2 3 4
10. communicate to students the specific learning outcomes of the lesson 1 2 3 4
11. communicate to students the purpose and/or importance of learning tasks 1 2 3 4
12. implement teaching methods at an appropriate pace to accommodate differences among my students 1 2 3 4
13. utilize teaching aids and learning materials that accommodate individual differences among my students 1 2 3 4
14. provide students with opportunities to learn at more than one cognitive and/or performance level 1 2 3 4
15. communicate to students content knowledge that is accurate and logically 1 2 3 4
16. clarify student misunderstandings or difficulties in learning 1 2 3 4
17. provide students with specific feedback about their learning 1 2 3 4
18. provide students with suggestions for improving learning 1 2 3 4
19. actively involve students in developing concepts 1 2 3 4
20. solicit a variety of questions throughout the lesson that enable higher order thinking 1 2 3 4
21. actively involve students in critical analysis and/or problem solving 1 2 3 4
22. monitor students' involvement during learning tasks 1 2 3 4

23. adjust teaching and learning activities as needed 1 2 3 4
24. manage student discipline/behavior 1 2 3 4
25. involve students in developing higher order thinking skills 1 2 3 4
26. motivate students to perform to their fullest potentially 1 2 3 4
27. provide a learning environment that accommodates students with special needs 1 2 3 4
28. improve the academic performance of students, including those with learning disabilities 1 2 3 4
29. provide a positive influence on the academic development of students 1 2 3 4
30. maintain a classroom environment in which students work cooperatively 1 2 3 4
31. Successfully maintain a positive classroom climate 1 2 3 4



Appendix 4. Focus Group Discussion Questions

1. How many hours do you teach a week? What do you think about it?
2. How do you feel as you get older and more experiences? More tired or more energetic?
3. Have you ever thought of quitting your job? If so, when and why?
4. What is the biggest challenge/difficulty you face as a teacher?
5. What areas do you think you feel more and less efficient as a teacher?
6. How do you think your self-confidence affect your attitude towards your job?
7. Do you feel capable yourself in the areas below;
 - Communicating to students?
 - Addressing to all students?
 - Motivating students for learning?
 - Developing students' higher order thinking skills?

ACADEMIC BACKGROUND OF THE RESEARCHER

She graduated from Gazi University, Department of English Language Teaching in 2009 and started to work as an English language instructor at Karabük University, School of Foreign Languages in 2010. She has been teaching English since then at the same institution with experience in courses General English (integrated skills), reading and writing skills, computer assisted language learning. She has also worked in different offices as testing and assessment, material design, and she was the module coordinator between the years 2015-2017. She is currently working as a member of testing unit. Her special interests in the field are curriculum development, material design and test item writing. Besides, she had an exemplary level of certificate of Initial Trainer Training Course



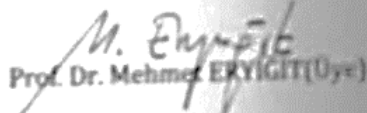
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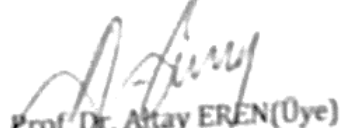
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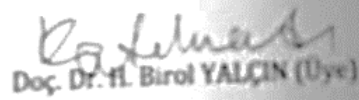
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