A burning issue among English teachers: Reflections of in-service teachers on job satisfaction and burnout

Çağla Atmaca[1]
Pamukkale University, Denizli-Turkey

Abstract
Teacher work overload can cause stress among teachers and how teachers respond to prolonged stress may cause them to experience teacher burnout in the long term. Therefore, this study aims to find out possible causes of burnout among English teachers, their expectations to prevent teacher burnout and increase their job satisfaction. 42 in-service English teachers in different types of schools in Turkey participated in the study. The quantitative data were collected by means of two instruments measuring job satisfaction and burnout while qualitative data consisted of the open-ended questions in the Written Interview Protocol. Statistical procedures were employed to detect the correlation between the two inventories while constant comparison method of grounded theory was used to code and categorize the interview results. Findings revealed that among the demographic variables, only teaching experience was correlated with job satisfaction and burnout at a low level and there was a low negative relationship between job satisfaction and burnout. Relatively strong positive relationship was identified between depersonalization and emotional exhaustion in addition to the strong positive correlation between the intrinsic and extrinsic job satisfaction levels. Such factors as shareholders, self-efficacy, physical and social environment of the school were found to play an important role in teacher burnout. Teachers reported various suggestions to handle burnout among English teachers and provided practical solutions to better foreign language instruction.

Keywords*:* Teacher burnout, teacher motivation, job satisfaction, teacher self-efficacy, teacher education

---

[1] Dr., Pamukkale University, English Language Teaching Department. **Email:** caglaatmaca90@gmail.com

Introduction

In todays' highly demanding world, educators are thought to gain more responsibilities for student success and thus forced to adopt certain strategies to handle problematic situations in order to go on their teaching career. These responsibilities expand to include matters related to curriculum, stakeholders like students, administrator and parents (Pillay, Goddard & Wilss, 2005). Such responsibilities can cause feelings of overwork, fatigue, and dissatisfaction (Mclauchlan, 2010) and even result in an long term problems including teacher burnout in school systems across countries (McKenzie, 2009: Bas, 2011).

The history of burnout emerged in a novel because the term "burnout" was originally coined by Graham Greene in 1961 in his novel titled *A Burn-Out Case*. This novel depicts a spiritually tormented architect living in the African jungle. The term was also used by the psychologist H. J. Freudenberger in 1974 to define an illness which is seen among human service professionals and hinders them from performing their tasks effectively (Freudenberger, 1974). The term became popular thanks to psychologists such as Cherniss (1980), Maslach (1982), and Pines (1982) (Zhang & Sapp, 2008). Maslach and Jackson developed the generally accepted burnout model. In this model, there are three elemtns namely emotional exhaustion, increased desensitization and decreased personal accomplishment feeling (Maslach & Jackson, 1981). Burnout was defined as a syndrome of emotional exhaustion and cynicism often encountered among people. Emotional exhaustion consists of feelings of tiredness and happens when teachers cannot meet students' physical and emotional needs due to exhaustion and stress (Maslach, Jackson, & Leiter, 1996).

According to Cordes and Dougherty (1993), there are several indicators of teacher burnout. For example, lack of energy is seen as an indicator of emotional exhaustion, while treating students as objects is associated with depersonalization and finally negative self evaluation is associated with personal accomplishment. The antecedents of burnout were found to be job and role characteristics, organizational characteristics like context, rewards and punishments, and personal expectations. Burnout also includes decreased motivation, dissatisfaction, tiredness, dullness and demoralization owing to the occupational conditions (Gündüz, 2004). Workload, role conflict, ambiguity, lack of rewards and unmet organizational expectations are regarded the certain causes of emotional exhaustion, which may cause people to look for organizational, personal and social support (Cordes & Dougherty, 1993). Teachers also suffer from burnout in social and contextual domains (Pietarinen, Pyhaltö, Soini, & Salmale-Aro, 2013) because teachers work with various shareholders and are affacted by them.

In sum, burnout refers to a multifacted term covering various physical, emotional and interactional symptoms like emotional exhaustion, feeling of lacking personal accomplishment and depersonalization (Sari, 2010). Although physical conditions of the educational institution may not be an important indicator of teacher burnout, financial opportunities and some demographic variables like marital status, working time, gender and age were found to play a role in teacher burnout (Barut & Kalkan, 2002; Baran et al., 2010). With all these symtpoms and causes, burnout can result in physical and emotional, interpersonal, attitudinal, and behavioral consequences. There is need for more research studies in different countries to offer different perspectives and lasting suggestions for

teachers. Therefore, this study aims to offer realistic and practical solutions to prevent teacher burnout by identfying causes of teacher burnout and teacher expectations to overcome these causes.

Review of Literature

The introduction of the term burnout belongs to Freudenberger (1980) when it as aimed to define people who experienced the burnout syndrome himself, feeling fatigue and frustration after working with young people with serious social and academic problems. Teacher burnout is regarded as the response to the difficulties that the teacher undergoes in his/her profession (Cherniss, 1980) and the importance of burnout in educational settings is strongly emphasized in the litarature (Brouwers & Tomic, 2000; Mabry, 2005; Akça & Yaman, 2010; Cephe, 2010; Beckett, 2011). Burnout is thought to result from the interplay among emotional exhaustion, depersonalization and lack of personal accomplishment (Maslach & Jackson, 1981). It does not occur in a short time but takes place in a long time and the level of response depends on the individual (Friesen, Prokop, & Sarros, 1988 as cited in Comerchero, 2008). It was suggested that if teacher candidates are educated to be prepared to cope with the problems in their future classes, they could experience less burnout. So student teachers should be familiar with the requirements of teaching profession and develop various coping skills to ease their adaptation in their future teaching career (Greer & Greer, 1992 as cited in Comerchero, 2008).

Various definitions and models of burnout have been proposed so far. According to the model of Maslach Burnout Inventory (Maslach & Jackson, 1981), burnout consists of three sub-dimensions namely emotional exhaustion sub-dimension, desensitisation sub-dimension, personal accomplishment sub-dimension because higher emotional exhaustion, desensitisation and lower personal accomplishment cause high burnout status (Maslach & Jackson, 1981; Akça, & Yaman, 2010). Research studies show that teachers may suffer from burnout because of factors which can be categorized as individual (demographic characteristics like age, experience, gender, and marital status) and situational factors (job necessities, occupational requirements and organizational expectations) (Maslach et al., 2001). According to Maslach Burnout Inventory (MBI), burnout is a multifaceted syndrome and consists of emotional exhaustion, depersonalization and a sense of lack of personal accomplishment at work. Burnout can also appear due to unmet needs and unfulfilled expectations (Gold & Roth, 2005). However, not all people in different professions react in the same way (Evans & Fischer, 1993).

Maslach & Leiter (1997) identified work load, control, reward, community, fairness and value conflict as the six basic sources of burnout. Demerouti, Bakker, Nachreiner, & Schaufeli (2001) found burnout causes as working conditions such as job demands (lesson planning and classroom management) and job resources (support stakeholders and time limitations). It is asserted that when their work overload and limited resources, burnout is likely to occur. Therefore, holding the balance between professional requirements and resources is crucial for the prevention of burnout. Besides, the mismatch between what is desired and what is available can result in conflict and have the person experience burnout in the long term.

Teachers are claimed to suffer from burnout more (Stoeber & Rennert, 2008). Teaching profession is considered noble but the stressors may cause the teacher to experience burnout in the long term, and ruin teacher efficacy and the delivery of instruction (Comerchero, 2008). Questioning why some teachers leave profession has become one of the important topics in educational systems of countries with Lortie's (1975) work on the influence of teaching in educational settings on teachers' decisions to leave their profession. The literature presents many findings for sources, symptoms and effects of burnout in terms of perceived self-efficacy (Maslach, 1993; Skaalvik & Skaalvik, 2007), work overload among beginning teachers (Singh & Billingsley, 1996), classroom management problems (Brouwers & Tomic, 2000), school's responsibility (Farrell, 2003), the rewards of teaching (Pillay, Goddard, & Wilss, 2005), principal support, student behavior, and grade level taught (Mabry, 2005), poor job resources (Hakanen, Bakker, & Schaufeli, 2006), negative school environment (Grayson, & Alvarez, 2008; Fernet, Guay, Senécal, & Austin, 2012), establishing discussion groups with administrators and classroom teachers (Hancock, & Scherff, 2010), student engagement (Skaalvik & Skaalvik, 2011), student control ideology (Bas, 2011), and levels of coping skills and emotional intelligence (Beckett, 2011). Therefore, burnout has became an increasingly important problem which causes the teacher to leave the profession (Gold & Roth, 2005). Since physical depletion, helplessness, hopelessness, and depression are also among the symptoms of burnout (Gold & Roth, 2005), it should be kept in mind that burnout is the final point of the spectrum or the end product of a process.

Burnout has many causes and negative consequences, too. For instance, teacher burnout could produce unfavourable effects on learner motivation and learning (Zhang & Sapp, 2008). It is also associated with external causes like stakeholder role or school environment but it was stated that burnout rests on internal processes resulting from lack of self-control (Ballantine & Spade, 2008) aside from self-efficacy (Chiang, 2009). Administrative support is another highlighted issue for diminishing teacher burnout (Sari, 2010). To attract the micro structures (academic and administrative variables) and macro structures (governmental and personal variables), Cephe (2010) concluded that teachers need an effective and supportive atmosphere to do their best and develop their skills. Job satisfaction affects emotional exhaustion and depersonalization in line with teaching experience (Mclauchlan, 2010) but regardless of their efforts, teachers may not be satisfied if they do not love their profession (Moe, Pazzaglia, & Ronconi, 2010). Therefore, teachers should be intrinsically motivated to teach and continue their profession (Roness, 2011). Otherwise, they may have difficulties in sustaining their initial motivation to teach.

Criticizing the use of only quantitive data in burnout studies, Kimav (2010) conducted interviews with teachers and showed that job satisfaction and adequate teaching experiences were the most frequently emerging themes. Surprisingly, some of the participants' coping strategies included finding a hobby, socializing with friends and family members, practicing sports and avoiding administrators. The last part seems very crucial because the teachers do not search for professional help but create their own ways of solving problems, which shows the need for the formation of professional network and systematic approaches to decrease teacher burnout. Likewise, the changes within an individual as suggested in motivational model for teacher burnout, the flow of change means how individual differences stay in stability and change in different people owing to the active roles of school principals for a

more supportive school environment for teachers (Fernet, Guay, Senécal, & Austin, 2012). As is seen, the role of shareholders in teacher burnout cannot be denied since teachers work with pupils, parents, administrators and inspectors, and are affected by the surrounding social environment. Their participation can serve to reduce teacher burnout and improve student performance (Pietarinen et al., 2013; Nguyen, 2013). All these findings prove the complicated and multifaceted aspect of teacher burnout, which may result from the uniquness of educational settings and teacher characteristics because the changing nature of school should be considered to enhance the teachers' occupational knowledge and skills (Pyhältö, Pietarinen, & Salmela-Aro, 2011). The inconsistent study findings regarding teacher burnout may be attached to the specific contexts where the studies were conducted and individual differences among teachers (Comerchero, 2008). In light of the literature, the study aims to find out:

1- What kind of demographic variables affect job satisfaction and teacher burnout among English teachers?
2- Is there a relationship between job satisfaction levels of English teachers and their burnout level?
3- What are the possible causes of burnout among English teachers?
4- What are English teachers' expectations to prevent teacher burnout?

Methodology
Research design

To get a clear understanding upon the nature of the phenomenon in question, neither relying on numbers in a questionnaire nor getting the opinions of the participants via questions purely could yield reliable results due to the complex nature and multicafaced structure of burnout and differing contextal factors. Thus, the study has an explanotary research design and was conducted with mixed-methods reseach since the researcher aimed to have a rich set of qualitative findings emerging from the interviews and use them to support inventory findings (Dörnyei, 2007). Both quantitative and qualitative procedures were involved in the study since combining both forms of data can help a better and detailed understanding of the research problems (Creswell, 2012). Quantitative data came from two questionnaires, namely Minnesota Job Satisfaction Inventory (Weiss et al., 1967) and Maslach Burnout Inventory (Maslach & Jackson, 1981) while qualitative data came from the open-ended questions in the Written Interview Protocol (WIP). Findings from both numerical and non-numerical data could provide triangulation in that various measurement tools are employed to reach conclusions. In this sense, triangulation is regarded to be a means of guarantying research validity in mixed methods (Dörnyei, 2007). Two experts' opinions (one expert in English language teaching and one expert in statistics) were gathered to ensure measurement and research validity of the study in that appropriateness of the data collection tools was confirmed and generalizability of the findings (external validity) was discussed within the scope and limitations of the study. As the instruments were used in a different educational setting with different participants, it was necessary to test the reliability of the instruments used. According to the Cronbach's Alpha results, the reliability of Minnesota Job Satisfaction Inventory was found as .878 while the reliability of Maslach Burnout Inventory was calculated as .779, which means the instruments were considered to be reliable in the

study context. Convenience sampling was employed since the participants were chosen according to certain criteria like geographical proximity, availability, accessibility and of course willingness because the English teachers participated on voluntary basis. With the help of convenience sampling, 42 English teachers from different educational levels and school types in various cities in Turkey participated in the study. SPSS 16 was employed for the statistical analysis of the questionnaire items while constant comparison method of grounded theory (Glaser & Strauss, 1980) was used to code and categorize the interview results.

Participants

The demographic features of the participants are given to test whether these varibles are important in the interpretation of the research findings and affect the outcome of the study.

Table 1
Descriptive Statistics of Demographic Variables

	N	Minimum	Maximum	Mean	Std. Deviation
Gender	42	1	2	1.17	.377
Marital	42	1	2	1.45	.504
Major	42	1	5	4.48	1.215
Teaching experience	42	1	6	2.81	1.234
Educational status	42	1	3	1.57	.547
Institution	42	1	4	2.31	.924
Teaching hours	42	1	4	2.52	1.194
How long teaching	42	1	5	2.19	.969
Number of students	42	1	3	1.88	.705

When we look at Table 1, there are various demographic findings about gender, marital status, major, experience in teaching, ongoing educational status, the type of institution they are currently working at, how many hours they teach, how long they have been teaching and the number of students in their classes, respectively. It is seen that the largest differences among the participants are found in the areas of major, experience of teaching and hours of teaching. The departments from which the participants graduated, how long they have been teaching English and how many hours they teach English a week display more variety compared to the other demographic variables like gender, marital status, educational status, and the number of students in their classes. Besides, the levels of standard deviation in the type of institution the participant is currently working at and how long they have been teaching in the same institution are higher than the other variables.

Table 2

Frequency and Percentage of Demographic Variables

Gender	Frequency (N)	Percentage (%)
Female	35	83.3
Male	7	16.7
Marital Status		
Single	23	54.8
Married	19	45.2
Major		
American Culture and Literature	2	4.8
English Language and Literature	4	9.5
English Linguistics	1	2.4
English Language Teaching	35	83.3
Experience of Teaching		
Less than 1 year	2	4.8
1-5 years	21	50
6-10 years	9	21.4
11-15 years	5	11.9
16-20 years	3	7.1
21 years and over	2	4.8
Educational Status		
B.A	19	45.2
M.A.	22	52.4
Ph.D.	1	2.4
Type of Institution		
State Primary School	12	28.6
State High School	6	14.3
State University	23	54.8
Private University	1	2.4
Hours of Teaching		
Less than 15 hours	13	31
16-20 hours	5	11.9
21-25 hours	13	31
26 hours and over	11	26.2
Teaching Same Institution		
Less than 1 year	7	16.7
1-5 years	27	64.3
6-10 years	3	7.1
11-15 years	3	7.1
16-20 years	2	4.8
Number of Students		
Less than 20 students	13	31
21-30 students	21	50
31-40 students	8	19
Total	42	100

Table 2 summarizes the frequency and percentage of the demographic variables of the participants. According to the table, there are 35 (83.3%) females and 7 (16.7%) males. 23 (54.8%) are single while 19 (45.2%) are married. 2 (4.8%) are graduates of American Culture and Literature, 4 (9.5%) are graduates of English Language and Literature, 1 (2.4%) is graduate of English Linguistics and 35 (83.3%) are graduates of English Language Teaching. 2 (4.8%) have been teaching English for less than 1 year, 21 (50%) for 1-5 years, 9 (21.4%) for 6-10 years, 5 (11.9%) for 11-15 years, 3 (7.1%) for 16-20 years and 2 (4.8%) for 21 and over years of teaching experience. As for educational status, 19 (45.2%) are BA graduates, 22 (52.4%) are MA graduates while 1 is Ph.D. graduate. 12 (28.6%) of English teachers work in state primary schools, 6 (14.3%) in state high schools, 23 (54.8%) at state university and 1 (2.4%) works at a private university. 13 (31%) of the participants teach English for less than 15 hours a week, 5 (11.9%) for 16-20 hours, 13 (31%) for 21-25 hours, and 11 (26.2%) for 26 hours and over. Besides, 7 (16.7%) have been teaching English in the same institution for less than 1 year, 27 (64.3%) for 1-5 years, 3 (7.1%) for 6-10 years and 11-15 years and finally 2 (4.8%) for 16-20 years. As to the number of students in English classes, 13 (31%) teachers have less than 20 students in their classes, 21 (50%) have 21-30 students and 8 (19%) have 31-40 students.

It was found out that 25 (60%) are aged between 25-29, 7 (16.5%) are 30-35, 4 (9.4%) are 36-40 and 6 (14.1%) are 41 and over. As for the location of their school, 28 (66.7%) of them work in Ankara, 4 (9.5%) in Denizli, 2 (4.7%) in Afyon and Konya and finally 1 (2.4%) participant works in Bitlis, 1 (2.4%) in Iğdır, 1 (2.4%) in Elazığ, 1 (2.4%) in Mardin, 1 (2.4%) in Kayseri, and finally 1 (2.4%) in Antalya.

Data collection procedures

The researcher chose to pay visits to the schools within close proximity to her workplace. She visited various state schools including primary, secondary and high schools in order to get permission to apply both inventories and hold interviews on voluntary basis. The researcher had to visit the schools at least twice ensure participation in the study because some English teachers were absent when she first visited the school or uninformed about the content of the study. The researcher had to visit the related schools once more to collect the data collection instruments. Since the researcher aimed to increase the generalizability of findings, she needed to get more samples from different cities and types of schools. Therefore, she tried to contact more English teachers with the help of colleagues by sending emails. Again the researcher had to remind the English teachers three times or four times during three weeks in order to promote participation. In some cases, the researcher reminded the study individually more frequently. Thanks to these efforts, she was able to reach more participants with different backgrounds and experiences.

Data analysis procedures

There were three different types of data collection instruments namely Minnesota Job Satisfaction Inventory (Weiss et al., 1967), Maslach Burnout Inventory (Maslach & Jackson, 1981) and Written Interview Protocol (WIP). Such different instruments were employed to benefit from the advantages of triangulation and reach a clear understanding of the phenomenon in question with the involvement of both quantitative and qualitative procedures.

For the analyses of quantitative data, a statistical program called Statistical Package for Social Sciences (SPSS 16) was used to get the frequencies, percentages, means and standard deviations of some variables, and obtain the correlation between the two inventories and the correlations between the sub-parts of the Maslach Burnout Inventory. Besides, the demographic variables were also statistically analyzed to see whether they influence burnout and job satisfaction levels of the English teachers. Since the correlation between two variables was studied, independent samples t-test was run on the statistical program to find out correlation between the related variables. Table 3 and Table 4 show the t-test results in the following section. As for the qualitative data, constant comparison of grounded theory was employed in that the researcher did not set any categories or themes in advance but acted in line with the coming flow of qualitative data from the written interview protocol. The qualitative data analysis followed a zigzag pattern in that the researcher moved back and forth as the she came up with increasing number of words, phrases and expressions associated with the research questions. She first coded the data with main categories and then elaborated on these categories by adding sub-categories. After about three weeks she revised the previously formed main and sub-categories to give the final shape to the emerging themes, which was done to ensure intra-rater reliability. In order to minimize the subjectivity and increase objectivity in the qualitative data analyses, the researcher consulted another colleague as an independent coder to categorize the qualitative data as well, which was done to ensure inter-rater reliability. After the researcher finished her analyses, the two coders compared their categories and revisions were made till there was complete agreement between the two coders.

Findings & Discussion

Now the research questions of the study will be analyzed and discussed with the help of frequencies, percentages and participant comments to strengthen and confirm the gathered data. First, research questions will be given, then the findings will be interpreted and exemplified in light of the gathered data. The findings will be discussed with reference to the relevant literature in order to compare the results of this study with those of previous ones and show the contribution of the study to the relevant literature.

RQ1: What kind of demographic variables affect job satisfaction and teacher burnout among English teachers?

Each demographic variable (gender, years of teaching and teaching experience) was examined through statistical procedures to find out any correlation with burnout. In an attempt to find out any relationship between gender and burnout, independent samples t-test was employed and the result is summarized in Table 3 and Table 4.

Table 3
Gender-Burnout Statistics

	Gender	N	Mean	Std. Deviation	Std. Error Mean
burnout	1.00	35	111.8857	16.71873	2.82598
	2.00	7	100.5714	16.48087	6.22918

According to Table 3, there were 35 female and 7 male English teachers participating in the study.

Table 4
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
burnout	Equal variances assumed	.026	.873	1.638	40	.109	11.31429	6.90753	-2.64635	25.27492
	Equal variances not assumed			1.654	8.659	.134	11.31429	6.84024	-4.25274	26.88132

Levene test shows that the variances are not significantly different (p=0.678) so the equal variances assumed column was used. Associated p value is greater than 0.05, so the null hypothesis was accepted and it is stated that a significant difference does not exist between two groups in terms of gender. According to the statistical results, gender and burnout are not related. Comerchero (2008) also found no correlation between gender and burnout. These similar findings seem to prove that gender of the teacher does not have any influence on the burnout level of the teacher in that being a male teacher or a female teacher does not necessarily cause to feel burnout. Therefore, gender is not prerequisite of burnout as a single varible on its own.

Table 5
Years of Teaching and Burnout Descriptives

	Mean	Std. Deviation	N
Burnout	110.0000	17.02222	42
Teaching Experience	2.81	1.234	42

There were 42 participants and Table 5 shows the mean scores and standard deviation values of burnout and teaching experience.

Table 6
Teaching Experience and Burnout Correlation

		Burnout	Teaching Experience
Burnout	Pearson Correlation	1	-.074
	Sig. (2-tailed)		.640
	N	42	42
Teaching Experience	Pearson Correlation	-.074	1
	Sig. (2-tailed)	.640	
	N	42	42

According to Pearson Product-Moment Correlation test shown in Table 6, a very weak negative relationship (almost zero) exists between burnout and experience in teaching. It can be said that teaching experience and burnout are negatively correlated at a very low level in that if the teacher is more experienced s/he is likely to experience burnout at a lower level but if the teacher is less experienced s/he is likely to experience burnout at a higher level. It could be concluded that the English teacher is likely to experience less burnout as s/he gets more experienced in his/her teaching profession. The more experienced the teacher, the less burnout s/he feels, which could be attributed to the coping strategies, professional maturity and increased level of awareness because a newly recruited teacher may have difficulty in adapting to the school environment, serving shareholder expectations like parental issues, administrative limitations, colleague imposition or meeting professional requirements. Shifting from a student into a teacher in a new educational context and coming across unexpected situations or work overload, the beginning teacher may confront certain personal or institutional contradictions and think that teaching profession is tiring and experience burnout.

In sum, teaching experience was the only demographic feature that was found to be correlated with burnout although the correlation was very weak and negative. This finding differs the study from the previous studies. However, all the other demographic features examined, that is; gender, marital status, major, experience in teaching, ongoing educational status, the type of institution they are currently working at, how many hours they teach, how long they have been teaching in the same institution and the number of students in their classes, were not found to be correlated with burnout. None of these variables except for teaching experience influence burnout that English teachers suffer from in Turkish EFL context. In this respect, findings regarding correlation of the demographic findings show similarities to those of Maslach et al., (2001), and Barut and Kalkan (2002). These findings also coincide with the study of Mabry (2005) due to the lack of correlation between demographic variables and teacher burnout but this study differs from it with the exception of the correlation between teaching experience and burnout.

Table 7

Job Satisfaction and Teaching Experience Descriptives

	Mean	Std. Deviation	N
Satisfaction	67.1429	12.51452	42
Teaching Experience	2.81	1.234	42

Table 8

Job Satisfaction and Teaching Experience Correlations

		Satisfaction	Teaching Experience
Satisfaction	Pearson Correlation	1	-.121
	Sig. (2-tailed)		.444
	N	42	42
Teaching Experience	Pearson Correlation	-.121	1
	Sig. (2-tailed)	-.121	
	N	42	42

According to Table 7 and Table 8, a very weak negative relationship between job satisfaction and teaching experience is seen as Pearson Product-Moment Correlation test indicates (n=42; r=-.121; p=0.121). It can be said that the more experienced the teacher is, the less job satisfaction s/he gets from teaching profession or the less experienced the teacher is, the more job satisfaction s/he gets from the job. When the two findings are compared, more experienced teachers seem to suffer from less burnout and they get less job satisfaction so it can be said that maybe due to the prolonged exposure of hardships and unmet expectations, the teacher may begin to ignore getting pleasure from the job and get used to the similar problems encountered in the course of time. Surprisingly, when teaching experience and burnout correlation is examined, opposite results stand out in that beginning teachers were found to suffer from burnout more compared to the more experienced ones. These two findings lead us the conclusion that new English teachers seem to suffer from teacher burnout at a higher level but get job satisfaction more compared to experienced teachers. On the contrary, more experienced teachers tend to get less job satisfaction and experience lower level of teacher burnout. These differences may occur due to the coping strategies developed by English teachers in the course of time because they were expected to overcome certain difficulties in their previous teaching years so adopted specific strategies to solve their professional problems and easily adapt to the hard situations.

In sum, it can be said that none of the demographic variables has yielded significant differences in statistical procedures in terms of job satisfaction or burnout, that is, these variables are not correlated with burnout and job satisfaction. However, only teaching experience has been found to be correlated with job satisfaction and burnout at a low level.

RQ2: Is there a relationship between job satisfaction levels of English teachers and their burnout level?

Table 9

Job Satisfaction and Burnout Relationship

		Job Satisfaction	Burnout
Job Satisfaction	Pearson Correlation	1	-.239
	Sig. (2-tailed)		.127
	N	42	42
Burnout	Pearson Correlation	-.239	1
	Sig. (2-tailed)	.127	
	N	42	42

Pearson's r showed that there is a low negative relationship between job satisfaction and burnout (n=42; r=- 0.239; p=0.127), that is, when job satisfaction level of the teachers increases their burnout level decreases or when the teachers' job satisfaction level decreases their burnout level increases. These findings were confirmed with the previous findings above in that the job satisfaction and teacher burnout were negatively correlated with each other. The features of a see-saw can be utilized to explain the situation. Think about a see-saw. It has two ends. On the one hand there is job satisfaction and on the other hand there is burnout. When one side goes up, the other one goes down. In a similar vein, when burnout level increases, job satisfaction decreases or if burnout decreases job satisfaction increases on the part of the teacher. As is seen, there is an analogy to a see-saw while explaining the relationship between job satisfaction and burnout.

The two tables below show the relationship among the sub-dimensions of the instruments and how they internally affect one another.

Table 10

Burnout Dimensions and Descriptives

	Mean	Std. Deviation	N
Depersonalization	9.8810	4.22075	42
Accomplishment	110.0000	17.02222	42
Exhaustion	23.2143	6.28407	42

Table 11

Correlation among Sub-dimensions of Burnout

		Depersonalization	Accomplishment	Exhaustion
Depersonalization	Pearson Correlation	1	-.284	.639[**]
	Sig. (2-tailed)		.069	.000
	N	42	42	42
Accomplishment	Pearson Correlation	-.284	1	-.114
	Sig. (2-tailed)	.069		.474
	N	42	42	42

Exhaustion	Pearson Correlation	.639[**]	-.114	1
	Sig. (2-tailed)	.000	.474	
	N	42	42	42

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

According to Table 10 and Table 11, a weak negative correlation between depersonalization and personal accomplishment exists while a relatively strong positive relationship exists between depersonalization and emotional exhaustion. Also, a weak negative relationship exists between personal accomplishment and emotional exhaustion. However, only the relationship between depersonalization and exhaustion shows desired probability level at $p < 0.01$. Therefore, it can be said that if there is a high level of depersonalization, there is likely to be low level of personal accomplishment but there will be high level of emotional exhaustion. In addition, if there is low level of personal accomplishment, there is likely to be high level of emotional exhaustion. These findings are in parallel with those of Maslach & Jackson (1981) in that a relatively strong positive relationship was identified between depersonalization and emotional exhaustion ($p<0.001$).

Table 12
Job Satisfaction Descriptives

	Mean	Std. Deviation	N
Extrinsic Motivation	28.6667	6.42277	42
Intrinsic Motivation	38.4762	6.94311	42

Table 13
Job Satisfaction Sub-dimensions Correlations

		Extrinsic Motivation	Intrinsic Motivation
Extrinsic Motivation	Pearson Correlation	1	.753[**]
	Sig. (2-tailed)		.000
	N	42	42
Intrinsic Motivation	Pearson Correlation	.753[**]	1
	Sig. (2-tailed)	.000	
	N	42	42

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

According to Table 12 and Table 13, a strong positive correlation (n=42; r=.753; p=0.001) exists between the intrinsic and extrinsic job satisfaction levels, that is, the two sub-dimensions of job satisfaction are correlated with each other. It can be said that there is a relationship between job satisfaction levels of English teachers and their burnout level. In addition, intrinsic and extrinsic job satisfaction can be said to be interrelated and affect each other. Such interdependence could be interpreted based on the principles of self-determination theory. Proposed Deci & Ryan (1985), this theory integrates both instrinsic and extrinsic

motivation in that external goals of the individual may be internalised by the individual with differing levels of control and both can co-exist within the individual. Similarly, a teacher's motivation could show deviations throughout his/her professional life in line with the experiences gained. The teacher may feel obliged to carry out certain tasks and see them as a must rather than job-related activity that gives pleasure. However, s/he may handle these tasks easily and effectively after a while and take these tasks enjoying. The control over the internal and external motivation at the same time is thought to determine the route for the teacher as suggested by self-determination theory.

RQ3: What are the possible causes of burnout among English teachers?

The WIP (Written Interview Protocol) aimed to get detailed perspectives of the participant English teachers about the possible causes of burnout. Various factors affecting the burnout level of the teachers emerged since the WIP results revealed that shareholders, physical conditions, socio-cultural environment of the school and self-efficacy play an important role in teacher burnout.

Table 14

Influence of Shareholders on Teacher Burnout

Students	Parents	Colleagues	Administrators	Policy makers	Everybody	Self
*Attitudes (toward the target language and culture) *Mood *Willingness *Pleasure *Lack of enthusiasm *Learner errors *Lack of support *Language level *Irresponsibility *Misbehavior *Participation	*Visits *Support *Indifference *Intrusiveness	*Disrespect *Negative attitude *Dissatisfaction * Different educational efforts *Receiving feedback on academic studies	*Appraisal *Attitude *Lack of appreciation *Indifference of authority *Unequal distribution of teaching hours *Unequal distribution of administrative work	*Hours of English classes *Crowded classes *Undesired educational policies *Salary *Different school types	*Negative self-image of the teacher *Dissatisfaction with the learning outcomes *Stereotypes about teaching *Equal responsibility distribution *Mutual understanding among shareholders *Contact with shareholders *Handling problems with collaboration	*Lack of teacher authority *Useless efforts *Teacher participation in decision-making

When we look at Table 14 for the role of shareholders, it is seen that those who affect teaching and learning practices have been mentioned by the participants. 22 (27.5%) participants mentioned the role of students in their job satisfaction and burnout, 14 (17.5%) mentioned colleagues and policy makers, 12 (15%) of them mentioned administrators, and 10 (12.5%) mentioned parents. They also mentioned everybody (N=3, 3.75%), that is, laymen

and themselves (N=5, 6.25%) as teachers who influence the job satisfaction and burnout levels. The role shareholders play was also previously stressed by Pietarinen et al. (2013) because the succes in education depends on the interplay among various shareholders like parents, teachers, students, administrators and inspectors. If one of these elements are missing or in a bad condition, then the whole system could be damaged. Each stakeholder can be treated as one of the links in the chain and the educational system as the whole chain. If there is a problem in one part, it splashes onto another one and each link is negatively affected, which in turn, results in collapse of the of the whole system or failure of education.

The sub-categories of the emerging themes (shareholders in question) are summarized in the table above. Qualitative data supported the quantitative data in that the excerpts taken from the interviews show similarity with the questionnaire findings. In this way numbers and words complement each other and it becomes easier to reach sound conclusions. Thus, some comments of the participants are given to enlighten and exemplify the detailed nature of the categories. Below are the examples of how shareholders can affect the job satisfaction and burnout level of English teachers. One of the English teachers reported his/her opinion as in the following:

> "I think shareholders really have a great effect on our burnout level because I always believe education of a child is a kind of group work which is required to manage among all staff who is part of this duty. Moreover, if you are the only person who tries to do everything for the student as a teacher, you can't reach your aims. I think you can be successful only if you regularly make connections with the parents of the children, otherwise all your aim is in vain. For an effective education, in addition to parents, the importance of colleagues, other students, administrators, policy makers cannot be ignored but I think the parents, teachers and the policy makers have the biggest role in education, especially parents. If I need to give a ratio for each staff in this duty, I can clearly say that I think % 90 of the educational success of the student depends on the parents and policy makers and the %10 of the educational success of the student depends on the teachers. Because in our century, unfortunately, teachers do not have so many functions, they just do their job sincerely and effectively and they obey the rules of the policy makers. In my opinion, the thing which makes us valuable for the student opinion is the marks we give them. Some of them really give a great importance to the marks but there are also the students who never give importance to the marks because they are aware that they will already pass the class even if we give them low marks. This stems from rules of policy makers. However as idealist teachers, our mission is not just to educate students who only know grammar rules, our real aim is to educate students who can effectively express their feelings by using target language effectively but to reach this aim, and I do not think parents and the rule makers have showed the necessary importance."

Teaching is not seen an individual act but as a process carried out with the participation of a number of people who are included in the life of the learner so each shareholder is expected to actively involve and fulfil their responsibilities. If it is only the teacher who sacrifices his/her interests and puts extra efforts aside from giving marks due to exam-based education system and mark obsession, s/he may end up with exhaustion and burnout. Maybe the solution lies in the decisions made by the authorities because what they say in theory is put into practice by the teachers. In a way it can be said that it is the teacher who is the applicant and brings together the learner and the system in the classroom. Therefore, their reflections should direct the route of learning and have the potential to make necessary changes, which will be possible with their active participation in decision-making process on the educational system of the country.

Another English teacher stated his/her opinion as follows:

"If I feel that I have burnout problem, the reason may most probably be the way the manager treats me. I do not think I am too fatigued to work but sometimes I feel weary and disappointed and it stems from the nonchalant or unreasonable behaviour of my manager. I surely know that I am doing my job well and can do whatever to improve my teaching skills. I always prepare for my lessons and try to get along well with student. I suppose that I am an easy-going person. Yet, if these positive qualities of me are not appreciated enough or if I am maltreated for nothing, I get annoyed and it discourages me from working. Besides, colleagues are quite effective in burnout. In my former workplace, the office was a kind of hell where my colleagues' main duty was to gossip and waste time. In a very short time, I felt burnout and never wanted to come to the office. I might have a feeling of superiority while working with them because I was far better and hardworking than them. Earning the same salary was not fair. To recap, as long as my manager and colleagues are friendly and diligent, there is no reason to hate my job."

School culture sustained by the administrative staff and colleagues may suppress the potential of the teacher in that if the teacher thinks that s/he is well-qualified but cannot show his/her abilities due to the certain limitations then lack of administrative and colleague support should be questioned since it can discourage the teacher or cause him/her to lose his/her initial motivation to teach. The teacher may have unfavourable ideas about the colleagues, question their teaching skills, find them inadequate and even think that getting the same salary with such colleagues is unfair, all of which may push the teacher on the way to burnout. To wrap up, teacher burnout does not occur at one single level but instead it was found to take place at organizational, academic and personal levels, which is in parallel with Cephe (2010). The similarity of the study findings are crucial in that both were conducted in Turkish EFL context and both draw attention on the interplay among the variables at organizational, academic and personal levels. These findings may lead to the conclusion that Turkish EFL teachers may suffer from a different and specific type of teacher burnout owing to the contextual differences and insitutional variations in terms of learner image, shareholder expectations or school environment.

Table 15

Influence of Self-efficacy on Teacher Burnout

Student-Based	Teacher-Based	Both
*Student appraisal / compliment	*Academic Aspect	*Mutual enjoyment of the course
*Student achievement	*Affective Aspect	*Mutual understanding
*Student willingness		*Mutual appreciation between
*Student confidence in teacher		teachers & students
*Student language production		
*Student feedback		

According to Table 15, there are 13 (17.3%) student-based sources of being an effective teacher, which is considered as the leading one to teacher self-efficacy while there are 44 (58.7%) teacher-based sources covering a range of professional skills and competences as well as 15 (20%) sources of pedagogical knowledge (affective aspect) and finally 3 (4%) sources including both teachers and students as the joint factors determining self-efficacy. For instance, student-based category includes student confidence, language production and

feedback while teacher-based category includes academic and affective aspect and both category covers mutual understanding and enjoyment.

Table 16
Sub-categories of Teacher Self-efficacy

Academic Aspect	Affective Aspect
*What to teach	*Taking pleasure from teaching
*How to teach	*Building rapport with students
*How much to teach	*Caring students' personal problems
*Expertise	*Being good model for students
*Reflection	*Empathy with students
*Professional development	*Endless dissatisfaction with the current status
*Awareness of student needs	*Caring the job
*Decision-making	*Considering student feelings & mood
	*Using ice-breakers
	*Professional and personal satisfaction
	*Controlling emotions

Table 16 summarizes what teachers attach value in their self-efficacy in terms of academic and affective domains. For example academic aspect includes reflection, decision-making and expertise while affective aspect focuses on such aspects as building rapport, controlling emotions and being a good model for students.

According to a participant teacher, the sources of being an effective English teacher are as follows:

"Yes, I really think that I have been an effective teacher because since I began to work, I have tried to use so many techniques, methods and approaches to obtain the great success and I measured levels of my students by using some special tests and made observations and then I gave decision about which technique and method I will use. It worked a lot to educate successful and happy students. I believe there is only one rule. If you want to be happy by doing this profession, you need to be willing to do this job and you need to take pleasure because of doing this job. Moreover I used so many visual aids, videos and flash cards, puppets during the lessons. It helped me to create an enjoyable classroom environment and effective atmosphere."

The teacher sees employing the appropriate techniques or methods in line with the learner characteristics to reach success as the criterion of an effective teacher. S/he also adds the importance of intrinsic motivation to pursue teaching career. Creating a safe and enjoyable learning environment by appealing different senses with the help of visuals could work the teacher's way to success. Therefore, the teacher needs to be confident with his/her skills and knowledge to attract attention of the learners and modify the learning environment according to learner age, grade, level, interests, needs and expectations. However, it should be kept in mind that such sacrifice will only be possible with intrinsic motivation of the teacher.

Another English teacher expressed his/her opinion as follows:

"Yes I consider myself as an effective teacher as I spend a lot of time finding creative activities and materials for my students. I never lecture unprepared. If I happen to be not ready, I can make up activities at that very moment in the class because years of experience enabled me to obtain such a skill. The only moment I do not feel effective is when I cannot get enough feedback from my students. Their lack of enthusiasm or errors in learning may prevent me from believing myself to be effective."

Some teachers may give priority to using different activities to meet different needs of learners instead of rushing to cover the curriculum. However, not all English teachers can have such flexibility in their courses owing to institutional restrictions and expectations. On the contrary, the teacher could have the needed conditions to perform what s/he desires but learners may not react or participate as much as wanted, which is another demotivating factor for the teacher. Therefore, participation of the two parties or the mutual willingness is required for success and contributes to self-efficacy of the teacher.

Table 17

Influence of Physical and Social Environment on Teacher Burnout

Physical Environment	Social Environment	Working Conditions
*Physical appearance	*Supervisor support	*Feeling of redundancy
*Technical stuff	*Attitudes of colleagues	*Higher salary
*Location of school	*Parental attitudes	*Less secretarial work
*Catering service	*Student achievement and	*Mobbing
*Social facilities	feedback	*Rivalry
*Space and Furniture	*Socio-economic status	*Flexible working hours
	*Less free time for socialization	
	*Indifference of shareholders	
	*Positive treatment	

Table 17 displays the sub-categories of influence of physical and social environments on teacher burnout, which helps to understand how they may impact job satisfaction and burnout level of teachers. As to the frequencies and percentages of the distribution of the variables, factors related to physical environment were mentioned 18 times (46.2%), social environment related factors 13 times (33.3%) and finally work conditions related factors 8 times (20.5%). Below are the four examples upon how physical and social environment can affect job satisfaction and burnout level of English teachers:

> "I think working environment is extremely important in terms of my job satisfaction. For example we have a big garden which is full of with nice flowers and trees. We can sometimes go out and make picnic, play ball, skip rope, make revisions about the words in the garden and how we can express them in English. Students like that kind of activities so much and they can learn more easily and better. We also have projections in our classes. Thanks to it, I can use videos and pictures during the lesson. I believe social environment is also very important for job satisfaction. For example at the beginning of the year, I felt myself in experienced but my supervisor helped me a lot in terms of her techniques how she managed the lesson, she shared with me her own experiences. I also shared with her my own materials and my own ideas about how to manage the lesson. I believe this was very effective process for both of us."

> "Absolutely. Supposing that I do not have a comfortable desk and airy room, it would rather be hard for me to produce anything. I do not have such a problem at work."

> "Yes. We are in a disadvantageous position in terms of location and social environment. This negatively affects students' motivation and accordingly the teachers. This is to do with job satisfaction but not burnout in a short term."

> "It absolutely affects, as we need to communicate with the parents of students. However, only a few students visit us, the others never come to school and meet us for their children."

Physical and social environment of the school may not seem crucial in the first place in terms of teacher burnout but when the opinions of the participant English teachers are

examined, how teacher psychology is affected by the physical appearance of the classroom or the school draws attention. The influence of the physical conditions on teachers is clearly seen in these statements. Simply put, the teacher may want to use pair-work or group-work as an activity to reinforce a newly learnt grammatical point or a linguistic function but she may not do so due to the seating of the classroom, which will prevent the teacher from using such interactive activities. Instead of giving up, the teacher may consult to a more experienced peer or colleague to test a new technique or get feedback about classroom management and discipline problems. Dealing with classroom management, bad physical conditions and parental issues at the same time may exhaust the teacher and make him/her focus on a specific issue and ignore the others mandatorily. Such exhaustion and ignorance could result in low level of job satisfaction and high level of burnout in the long term. Although this study shows parallelism with previous studies, it differs from them with the qualitative findings. The influence of physical factors is one of these differences in that this study found out that physical considitons of the school have an impact on teacher burnout opposite to Baran et al. (2010).

RQ4: What are English teachers' expectations to prevent teacher burnout?

The WIP aimed to get detailed perspectives of the participant English teachers about their expectations and suggestions to prevent burnout and increase their job satisfaction levels. Various categories and sub-categories regarding teacher expectations emerged since the WIP results revealed that there are affective, political, administrative, technical, occupational, shareholder-related, academic, personal and physical aspects that need to be bettered and improved in order to lessen teacher burnout and increase their job satisfaction.

Table 18

Categorization of Teacher Expectations to Prevent Burnout

Affective	Political & Administrative	Technical	Occupational	Shareholder Related	Academic	Personal	Physical
*Appraisal *Compliment *Intrinsic motivation *Respect	*Teacher involvement in decision making *Improvement of working conditions *Monetary improvement *Place of English *Reducing theory-practice gap *Need of professional help	*Provision of educational tools *Technological tools *Spatial materials	*Pre-service teacher training *Methodology *Affective & psychological domains *In-service teacher training	*Co-worker *Learner	*Following publications *Participation in projects *More time for research *Guidance in in-service training	*Free-time activity *Lifestyle change *Opportunities for personal development *Getting prizes	*Less crowded classrooms *Separate language labs *School facilities

Table 18 displays the categories regarding teacher expectations to prevent burnout and increase job satisfaction. With respect to the frequencies and percentages of the categorization, teachers reported affective expectations 10 times (1.3%), political and administrative expectations 37 times (41.6%), technical and academic expectations 4 times (4.5%), occupational expectations 18 times (20.2%), shareholder related and personal

expectations 5 times (5.6%) and finally physical expectations 6 times (6.7%) to decrease their burnout level.

Below are some excerpts exemplifying the suggestions and expectations of English teachers to reduce their burnout level and increase job satisfaction:

"R E S P E C T- just a little."

"Administrators have big roles like holding meetings, potlucks, giving little prizes to show appreciation as simple as thanking in public. Higher salaries and better facilities."

"Teachers should have some opportunities to recharge themselves. Since I am working at a university right now, I have some guests coming from different schools, who work as teachers. They always say how they miss the time they spent at the university. In-service teacher training in cooperation with universities should be increased in numbers and in qualifications to make the teachers be students again. And also they are looking for some appreciation. Each stakeholder only criticizes negatively the teachers by giving examples of their practices at classrooms. But when the things go well, they never get the positive feedbacks that they deserve."

"In our education system, I do not know what works well, but I can say that, teachers should learn to be patient, see the positive parts all the time when s/he comes across a problem, and should not try to teach only classes, sometimes they need to teach just how to behave to some of the students. Otherwise, they can easily get bored and burnout from this lovely job. ☺"

"I think the golden rule of increasing job satisfaction for teachers is to prepare educational policies by taking into consideration ideas of the teachers. I think policy makers should continuously have connect with the teachers and listen needs of the teachers. If the rules are regulated according to the ideas of the teachers, a serious improvement will be obtained. In addition to this, some of the schools do not have any facilities such as projectors or other important technological devices which help teachers manage the lesson effectively. If these devices are supplied, teaching and learning can be more enjoyable for both sides."

As is seen, teacher expectations to cut down their burnout level include a range of factors from student attitudes to the use of technological tools. Some teachers in the study seem fed up with student misbehavior, lack of student motivation and prejudices against learning English, which a number of English teacher may encounter in their own teaching contexts. Some teachers yearn for supportive administrative attitudes to encourage teachers and prevent cynicism with the help of regular staff meetings or giving prizes. Getting technological assistance is a must since today's teachers are supposed to educate a digital generation with technological tendencies and interests. When they are deprived of new technology, both teacher and student motivation could be damaged easily. Teachers think that they deserve higher salaries due to the increasing responsibilities and context-specific hardships, which could be solved only with the help of the related authorities since salary also symbolizes the importance attached to teaching profession. They stress the importance of teacher education programmes to prevent burnout in that if teacher candidates receives education in realistic terms by recognizing the other side of the coin, they will know what to expect or what not to expect from their future institutions and colleagues, and will be ready to cope with the problematic situations when they step into their classrooms. Teacher involvement in decision-making is another stressed topic because if teachers' reflections are not taken into consideration, the practical problems seem to be inevitable and are likely to occur again. Besides, if they feel ignored, they may develop negative perceptions against their career and schools, and finally experience less job satisfaction as the time goes by. All in all, whether in ESL or EFL settings and changing resources, English teachers may suffer from burnout due to a variety of reasons but it is the teacher who allows or does not allow the

external factors to diminish his/her motivation to teach. That's why instrinsic motivation seems the key solution to prevent teacher burnout in the long term and help teachers to develop realistic perspectives about their profession.

Conclusion

This study aimed to find out probable causes of burnout among English teachers in Turkey and their expectations to prevent teacher burnout and increase their job satisfaction. Results revealed that gender and burnout are not related to teacher burnout, a very weak negative relationship (almost zero) exists between burnout and experience in teaching and there is a very weak negative relationship between job satisfaction and experience in teaching (n=42; r=-.121; p=0.121). Besides, there is a low negative relationship between job satisfaction and burnout (n=42; r=- 0.239; p=0.127). It has been found that a weak negative correlation between depersonalization and personal accomplishment exists while there is a relatively strong positive relationship between depersonalization and emotional exhaustion. Also, a strong positive correlation (n=42; r=.753; p=0.001) has been identified between the intrinsic and extrinsic job satisfaction levels.

This study shows similarities and differences from the previous studies. For example, in terms of sub-dimensions of MBI, the study findings are compatible with those of Maslach & Jackson (1981) in that a relatively strong positive relationship was identified between depersonalization and emotional exhaustion (p<0.001). In addition, the demographic variables except teaching experience were not correlated with teacher burnout or job satisfaction as in previous studies (Maslach et al., 2001; Barut & Kalkan, 2002) and gender did not yield signifigance differences, either (Comerchero, 2008). This study findings are again compatible with those of Mabry (2005) because of the lack of correlation between demographic variables and teacher burnout but this study differs from it with the exception of the correlation between teaching experience and burnout. The roles of shareholders were emphasized to prevent teacher burnout as in other studies (Pietarinen et al., 2013). The causes of teacher burnout at organizational, academic and personal levels show parallelism with the findings Cephe (2010) reached. However, as to the physical conditions, this study found out that physical considitons of the school have an impact on teacher burnout while this is not the case in the previous studies (Baran et al., 2010). In addition to these similarities, the study offers unique and original findings in Turkish EFL context thanks to the qualitative data gathered via WIP along with two different questionnaires but confirning the fact that burnout is a common phenomenon among teachers, the study yields findings applicable in many other countries. Therefore, the categorization and sub-categorization of the qualitative data present original research findings and provide practical ideas for foreign language teachers.

It can be said that the burnout experienced by teachers depends on the interplay between various internal (motivation or self-regulation) and external factors (institutional or professrional expectations) rather than just a single varible or demographic features namely gender, marital status, major, experience in teaching, ongoing educational status, the type of institution they are currently working at, how many hours they teach, how long they have been teaching in the same institution or the number of students in their classes. However, the study provides insight into teacher burnout in Turkish EFL context due to its qualitative findings in terms of the role of shareholders, who they are and in what ways they affect

burnout. Besides, self-efficacy perceptions of the teachers were found to be student-based, teacher-based or a combination of both. That is a teacher's self-assesment of his/her professional knowledge and skills can be said to depend on students, teachers or both. However, teacher-based self-efficacy was also found to be divided into academic and affective domains. It can be concluded that teacher self-efficacy is affected by both academic means and affective means. More importantly, parallellism has been identified between the causes of burnout and emerging suggestions to eradicate it. Like the multifaceted and comlex nature, definiton and causes of burnout, teacher expectations and suggestions are also multifaceted and various because teacher expectations focused on the affective, political, administrative, technical, occupational, shareholder-related, academic, personal and physical domains. These emerging themes demonstrate in what domains English teachers in Turkey need support or change. Policy makers and local authorities need to address these issues in order to detect the real level of burnout among English teachers, what has been done so far to solve their problems and what still needs to be done to enhance teaching settings so that the level of burnout they suffer from could be lessened. In Turkish EFL context, where foreign langıage instruction occupies a great importance to get a job or promotion, financial sources and educationl policies seem to be deeply affected by the negative consequences of teacher burnout.

Certain factors like demographic variables, working coditions, motivation, competence, years of experience and attitudes of administrators could impact teacher burnout. Not only professional skills and competence but also the social support or pressure from shareholders come into play while the teacher is trying to cope with the stress and job-related difficulties. As is seen, teaching is among the professions that suffer from burnout resulting in negative physical or psychologial consequences. If there is a school with exhausted and unwilling teachers, how can it be successful? The success of a school depends on a number of factors since success is like a chain consisting of many links. If there is a problem in one of the links, the whole system may be affected. The teacher is one of the links, which is also suggested in butterfly effect in chaos theory. Alternatively, the uniqueness of each teaching context embedded in differing socio-contextual environment can be explained in terms of The Theory of Planned Behavior (TPB) by Ajzen (1991) where the resources at hand, social support or social pressure play an important role in the occurance of a behaviour, that is, the teaching practices of a teacher. Additionally, the strong positive correlation between the intrinsic and extrinsic job satisfaction can be attributed to self-determination theory where the two factors are integrated together and extrinsic goals are internalized in the course of time so it makes motivation a continuum rather than fragmented notion.

English teachers in Turkey seem to suffer from burnout in a unique way because of the rote-learning based education system and high level of stress on high-stakes tests. Due to the central education system in Turkey, contextual differences seem not to be taken into consideration and each teacher is expected to survive and reach the same level of success with the same books and materials in different parts of the country. In addition, teachers are expected to fulfill all their responsibilities in the same way regardless of their experience, educational background and regional differences. They start at different places, with different students and administrators but are expected to reach the same learning outcomes –finish line- at the end of the academic term. It could be useful to reach standardization but considering the

differing nature of each school looks indipensible. Therefore, in-service teacher training needs to be effective in providing teachers with realistic and practical solutions and help them improve their professional skills and knowledge depending on their individual needs and experiences.

In conclusion, English language teachers may experience burnout due to occupational, administrative, professional or personal issues. Therefore, it is crucial that policy makers should make arrangements to reduce teacher burnout with the help of in-service training and administrative support. Teachers could also get feedback from colleagues to motivate themselves in order to go on their teaching practices. It is seen that reduction of teacher burnout requires cooperation of the shareholders who influence the school organization and student success. However, it is the teacher who possesses the desire and competency to overcome all the afore-mentioned difficulties and sustain his/her motivation in the long term by developing certain coping strategies. Thus, teacher candidates should have concerete learning and teaching experiences before starting to teach in real classroom environments so that they will feel confident about their knowledge and skills, evalute their performance, make modifications and develop various coping strategies to survive in their profession in the long term. All in all, the key aspect lies in understanding the differing nature of teaching contexts and improving intrinsic motivation of teacher candidates before they begin teaching so that they will set realistic goals and expectations, know how to work with their peers or supervisors and act accordingly in their future classes.

References

Ajzen, I. (1991). The theory of planned behavior. *Organizational Behavior and Human Decision Processes*, *50*(2), 179-211.

Akça, F., & Yaman, B. (2010). The Effects of internal-external locus of control variables on burnout levels of teachers. *Procedia Social and Behavioral Sciences, 2,* 3976–3980.

Ballantine, J. H., & Spade, J. Z. (2008). *Schools and society: A sociological approach to education*. Los Angeles: Pine Forge.

Baran,G., Yıldız Bıçakçı, M., İnci, F., Öngör, M.,Ceran, A., & Atar, G. (2010). Analysis of burnout levels of teacher. *Procedia Social and Behavioral Sciences, 9*, 975–980.

Barut, Y., & Kalkan, M. (2002). Ondokuz Mayıs Üniversitesi öğretim elemanlarının tükenmişlik düzeylerinin incelenmesi [Examining the burnout levels of instructors of Ondokuz Mayıs University]. *Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi*, *14*, 66-77.

Bas, G. (2011). Teacher student control ideology and burnout: their correlation. *Australian Journal of Teacher Education, 36*(4), 84-94.

Beckett, T. M. (2011). *On the job: a study of resiliency, teacher burnout, and coping styles*. Unpublished doctoral thesis, Capella University, the Graduate School of Education, Minnesota.

Brouwers, A., & Tomic, W. (2000). A longitudinal study of teacher burnout and perceived self-efficacy in classroom management. *Teaching and Teacher Education ,16*(2), 239-253.

Cephe, P. T. (2010). A study of the factors leading English teachers to burnout. *Hacettepe*

University Journal of Education, 38, 25-34.

Cherniss, C. (1980). *Professional burnout in human service organizations.* New York: Praeger.

Chiang, M. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational Psychology Review*, *21*(3), 193-218.

Comerchero, V. (2008). *Gender, tenure status, teacher efficacy, perfectionism and teacher burnout.* Unpublished doctoral thesis, Fordham University, Graduate Faculty of the School of Education, New York.

Cordes, C. L., & Dougherty, T. W. (1993). A review and an integration of research on job burnout. *The Academy of Management Review, 18*(4), 621-656.

Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. (4th Ed.) University of Nebraska: Lincoln.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Plenum.

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands resources model of burnout. *Journal of Applied Psychology*, *86*(3), 499- 512.

Dörnyei, Z. (2007). *Research methods in applied linguistics. Quantitative, qualitative and mixed methodologies.* New York: Oxford University Press.

Evans, B. K., & Fischer, D. G. (1993). The nature of burnout: A study of the three-factor model of burnout in human service and non-human service samples. *Journal of Occupational and Organizational Psychology*, *66*, 29-38.

Farrell, T. S. C. (2003). Learning to teach English language during the first year: personal influences and challenges. *Teaching and Teacher Education*, *19*, 95–111.

Fernet, C., Guay, F., Senécal, C., & Austin, S. (2012). Predicting intraindividual changes in teacher burnout: The role of perceived school environment and motivational factors. *Teaching and Teacher Education, 28*(4), 514-525.

Freudenberger, H. J. (1974). Staff burnout. *Journal of Social Issues , 30*(1), 159-165.

Freudenberger, H. J., & Richelson, G. (1980). *Burnout,* New York, Bantam Books.

Friesen, D., Prokop, C. M., & Sarros, J. C. (1988). Why teachers burnout. *Educational Research Quarterly, 12,* 9-19.

Gass, S. M., Behney, J., & Plonsky, L. (2013). *Second Language Acquisiton: an introductory course.* (4th Ed.) New York: Routledge.

Glaser, B. G., & Strauss, A. L. (1980). *The discovery of grounded theory*: *strategies for qualitative research* (11th ed.). New York: Aldine Publishing Company.

Gold, Y., & Roth, Y. A. (2005).Teachers Managing Stress and Preventing Burnout. In Y. Gold & R. A. Roth (Eds.). *Burnout: the insidious disease* (pp 30-48). London: The Falmer Press.

Grayson J. L., & Alvarez, H. K. (2008). School climate factors relating to teacher burnout: a mediator model. *Teaching and Teacher Education*, *24,* 1349-1363.

Greer, J., & Greer, B. (1992). Stopping burnout before it starts: Prevention measures at preservice levels. *Teacher Education and Special Education, 15,* 168-174.

Gündüz, B. (2004). İlköğretim öğretmenlerinde tükenmişlik. *Mersin Üniversitesi, Eğitim Fakültesi Dergisi,1*(1), 152-166.

Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology, 43*, 495–513.

Hancock, C. B., & Scherff, L. (2010). Who will stay and who will leave? Predicting secondary English teacher attrition risk. *Journal of Teacher Education, 61*(4), 328-338.

Kimav, A. U. (2010). *An exploration of burnout and individual and collective teacher efficacy in a Turkish state university*. Unpublished masters' thesis, Bilkent University, The Graduate School of Education, Ankara.

Mabry, R. D. SR. (2005). *Teacher burnout factors: a study of teachers in the Maury county, Tennessee, school system*. Unpublished doctoral thesis, Tehhessee State University, Graduate School, Maury.

Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational Behavior, 2*(1), 99-113.

Maslach, C. (1993). Burnout: A multidimensional perspective. In W. B. Schaufeli, C. Maslach, & T. Marek, *Professional burnout: Recent developments in theory and research* (pp. 19-32). Taylor and Francis: Washington, DC.

Maslach, C., & Jackson, S. (1993). *Maslach burnout inventory: Manual*. Palo Alto, CA: Consulting Psychologist Press.

Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). *Maslach Burn- out Inventory Manual* (3rd ed.). Palo Alto, CA: Consulting Psychologists Press.

Maslach, C., & Leiter, M. P. (1997). *The truth about burnout. How organizations cause personal stress and what to do about it*. San Francisco: Jossey-Bass.

McKenzie, K. E. (2009). *Teacher burnout: a laughing matter*. Unpublished doctoral thesis, Capella University, the Graduate School of Education, Minnesota.

Mclauchlan, K. A. (2010). *The influence of selected factors on teacher burnout among middle school teachers.* Unpublished doctoral thesis, Northcentral University, Graduate Faculty of the School of Education, Arizona.

Moe, A., Pazzaglia, E., & Ronconi, L. (2010). When being able is not enough. The combined value of positive affect and self efficacy fora job satisfaction in teaching. *Teaching and Teacher Education, 26*, 1145-1153.

Nguyen, H. T. M. (2013). Peer mentoring: A way forward for supporting preservice EFL teachers psychosocially during the practicum. *Australian Journal of Teacher Education, 38*(7), 30-44.

Pietarinen, J., Pyhaltö, K., Soini, T., & Salmale-Aro, K. (2013). Reducing teacher burnout: a socio contextual approach. *Teaching and Teacher Education, 35*, 62-72.

Pillay, H., Goddard, R., & Wilss, L. (2005). Well-being, burnout and competence: Implications for teachers. *Australian Journal of Teacher Education , 30*(2), 22-33.

Pyhältö, K., Pietarinen, J., & Salmela-Aro, K. (2011). Teachereworking-environment fit as a framework for burnout experienced by Finnish teachers. *Teaching and Teacher Education, 27*, 1101-1110.

Roness, D. (2011). Still motivated? The motivation for teaching during the second year in the profession. *Teaching and Teacher Education, 27*, 628-638.

Sari, H. (2010). An analysis of burnout and job satisfaction among Turkish special school

headteachers and teachers, and the factors affecting their burnout and job satisfaction. *Educational Studies, 30*(3), 291-306.

Singh, K., & Billingsley, B. S. (1996). Intent to stay in teaching. *Remedial & Special Education, 17*(1), 37-48.

Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the profession: Relations with school context, feeling of belonging and emotional exhaustion. *Teaching and Teacher Education, 27,* 1029-1038.

Stoeber, J., & Rennert, D. (2008). Perfectionism in school teachers: relations with stress appraisals, coping styles and burnout. *Anxiety, Stress & Coping, 21*(1), 37-53.

Weiss, D. J., Dawis, R. V., England, G. W., & Lofquist, L. H. (1967). *Manual for the Minnesota satisfaction questionnaire* (Vol. 22). Minnesota Studies in Vocational Rehabilitation, Minneapolis: University of Minnesota, Industrial Relations Center.

Zhang, Q., & Sapp, D. (2008). A burning issue in teaching: The impact of perceived teacher burnout and nonverbal immediacy on student motivation and affective learning. *Journal of Communication Studies, 1*(2), 152-168.