Exploring Burnout and Participation in Professional Learning Activities among University Prep Turkish EFL Instructors

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ABSTRACT

Exploring Burnout and Participation in Professional Learning Activities among University Prep Turkish EFL Instructors

by

Derya Kulavuz

This thesis aims at investigating burnout and participation in professional learning activities among Turkish EFL instructors currently working at university English prep programs in Istanbul. The relationship between the two variables is also explored in the study.

The quantitative data were collected from 224 Turkish EFL instructors through a questionnaire consisting of (a) multiple-choice questions for demographic information and information on working environment, (b) Turkish version of Maslach Burnout Inventory –Educators Survey and (c) the adapted version of Kwakman's (2003) inventory for the participation in professional learning activities. The qualitative data were collected from 22 instructors through semi-structured interviews either face-to-face or through email. The quantitative data were analysed through independent samples t-test and the Mann Whitney *U* Test for the variables where the data were not normally distributed. Pearson Product Moment Correlation and coefficient of determination were calculated to analyse the relationship between the two dependent variables. The qualitative data were analysed following content analysis procedures.

The results showed that State University English Prep Program Instructors (SUEPPI) had significantly lower sense of personal accomplishment and lower levels of participation in professional learning activities compared to

Private University English Prep Program Instructors (PUEPPI); and there is positive correlation between personal accomplishment and participation in professional learning activities with a 13 % shared variance. Those results were supported by the findings of the qualitative data.

The results are interpreted in terms of their relation and contribution to the existing literature. Finally, the limitations of the study are presented and suggestions for further research are provided at the end of the study.

KISA ÖZET

Üniversite Hazırlık Türk İngilizce Okutmanları Arasında Tükenmişlik ve Mesleki Öğrenme Etkinliklerine Katılımın Araştırılması

Derya Kulavuz

Bu tez, İstanbul ilindeki üniversite İngilizce Hazırlık programlarında çalışmakta olan Türk İngilizce okutmanları arasında tükenmişlik ve mesleki öğrenim etkinliklerine katılımı araştırmayı amaçlamaktadır. Aynı zamanda iki değişken arasındaki ilişki de incelenmektedir.

Nicel veriler, 224 Türk İngilizce okutmanından elde edilmiş olup, demografik ve çalışma ortamıyla ilgili bilgi edinmek için düzenlenmiş olan çoktan seçmeli soruları, eğitimciler için hazırlanmış olan Maslach Tükenmişlik Ölçeğinin Türkçe formunu ve Kwakman'ın (2003) mesleki öğrenim etkinliklerine katılım ölçeğinin Türkçe'ye uyarlanmış formunu içeren bir anket aracılığıyla toplanmıştır. Nitel veriler ise, 22 okutman ile yüz yüze ve e-posta yoluyla yapılan yarı-yapısal görüşmeler aracılığıyla toplanmıştır. Nicel veriler, bağımsız örneklemler t-testi kullanılarak ve normal dağılımın sağlanamadığı durumlarda Mann Whitney *U* testi kullanılarak analiz edilmiştir. İki bağımlı değişken arasındaki ilişki ise Pearson Product Momentler Korelasyonu ve karar katsayısı hesaplanarak incelenmiştir. Nitel veriler ise, içerik analizi yöntemleri kullanılarak analiz edilmiştir.

Nicel veri analizi sonuçları, devlet üniversitesi İngilizce hazırlık okutmanlarının (SUEPPI) özel üniversite İngilizce hazırlık okutmanlarından (PUEPPI) anlamlı bir şekilde daha az kişisel başarı hissine sahip olduklarını ve

daha az mesleki öğrenim etkinliklerine katıldıklarını ve tükenmişliğin kişisel başarı alt boyutu ile mesleki öğrenim etkinliklerine katılım arasında anlamlı ve olumlu bir korelasyon ile %13 oranında varyans paylaşımı olduğunu göstermiştir. Nicel verilerden elde edilen bu sonuçlar, nitel verilerden elde edilen bulgular tarafından da desteklenmektedir.

Sonuçlar daha önce yapılmış çalışmalarla ilişkisi ve alanyazına katkısı bakımından incelenmiştir. Son bölümde ise, çalışmanın zayıf yönleri belirtilmiş ve gelecek çalışmalar için önerilerde bulunulmuştur.

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CHAPTER 1

INTRODUCTION

I have been teaching at a university prep school Intensive English Program preparing students for the proficiency exam for four years. I started teaching with a high level of enthusiasm; days were passing with full of joy and excitement especially during my first year in teaching. Although I was very fond of my job and spent enjoyable and memorable times with my first students, I did not think myself of a "successful" teacher because I did not feel confident enough in teaching. Although I was learning something new each day, I always felt that I had a long way to go. The most difficult times were when I had no answer, but "I don't know", to the unexpected questions coming from the students. Nevertheless, as I share and exchange lots of things with the students because of our friendly relationship, I could not think of doing another job but teaching.

As years passed, I started feeling more confident about my teaching; my "I don't know" answers became fewer and fewer; I was more flexible in my lesson plans and more capable of finding solutions to the unexpected problems occurring in the classroom. I started feeling that I contributed to my students' lives. However, I was a bit anxious because now I started to experience different problems. The more professional I try to be in my job and the more I expect from my students, the more we had problems. There were times when going into class, meeting the students, playing the role of a happy and loving teacher or even having any kind of interaction with the students at all were real torture for me. Unfortunately, I later found out that the feelings I had were among the symptoms of burnout likely to be experienced by teachers.

When I shared my feelings with the other teachers, it was nice to hear that they occasionally had similar experiences in their own teaching. However, the senior teachers seemed not to be experiencing these any more. They seemed to have learned how not to take students' behaviours or thoughts personal and how to deal with their problematic behaviours, which was something that I was not capable of doing.

Among our colleagues, there were those who previously worked at a private university. It was interesting that they had more negative experiences in these private universities than the ones I did in my school. Although some advantages of working there (higher level of income, better technical and social facilities) have always been appealing to me, these colleagues who left their job at a private university to work at my institution had lots of reasons for running away. Among the main ones were *the student profile* and *the stressful environment*. They felt as if they were fighting with the students in the classroom, not teaching them. It was hard for them to establish a friendly relationship with the students. However, they had to deal with them to stay in their position, which was the main factor causing stress. They often expressed that they were far more relieved and began to like the profession again when they started working at my institution. According to them, each of our students was an "angel". Then, it occurred to me that the problems we experience *sometimes* at state universities were like *everyday routines* for our colleagues at private universities.

I heard the term "teacher burnout" first in one of my MA courses related with teacher education and teacher development. It was used for the teachers "who do not feel enthusiastic about this profession any more, who feel that they know everything and do not need to improve themselves professionally

and who see teaching as just giving the lesson and immediately going back home". In fact, there were teachers around us at school who gave me the feeling that they have been burned out for a while. In addition to this, there were times of feeling burned out for almost all of us depending on many different reasons.

As I read more on burnout, in addition to the symptoms I mentioned above, I learned that two of the main causes of burnout were stress and student behaviours, which were the ones that our colleagues having previously worked at private universities used to describe the circumstances there.

For all these reasons, I came up with the idea that burnout syndrome may reveal itself differently in these two different types of institutions depending on different working conditions. Therefore, I started making pilot informal interviews with my colleagues who had a previous experience at a private school or university.

The insights of my colleagues I interviewed indicated that they wanted to work at a state university because of the less stressful and more comfortable working environment, the more hard-working and respectable student profile, the lighter workload and the more collaborative relationships among students, instructors and the directors. However, they knew that the professional opportunities, technical facilities and social facilities that they would find at a state university would be fewer and underqualified compared to a private one.

Therefore, I started to be more curious about the ideas and feelings of the instructors working at these two different types of universities about their *working conditions*, *their professional learning practices* and *whether or not they felt burned out*, which led me to do this research.

1. 1. Background of the study

Burnout syndrome has recently come into stage as an issue of great importance. With the developments in technology and changes in the work environment, employees have been experiencing more job stress leading to burnout in the end than they did in the past. Since burnout has considerable negative impact on the job performance of employees, the causes and effects of the syndrome started to be investigated in order that institutions or organizations would understand the phenomenon better and take precautions accordingly.

Burnout was first investigated in mid-1970s in the United States (Freudenberger, 1974, 1975; Maslach, 1976). It can be defined as "a response to the chronic emotional strain of dealing extensively with others in need" (Byrne, 1999: 15). The burnout syndrome was first identified among the workers in people-oriented jobs such as human services, healthcare and education, which involve face-to-face interaction between the people who provide the service and those who get it. Due to this instruction, such jobs can be so emotionally and physically demanding that people in these jobs are likely to be under the risk of burnout (Maslach & Leiter, 1997). Being one of these people-oriented occupations, teaching is also a profession where the symptoms of the burnout syndrome can be seen among its workers, namely teachers.

Burnout is a multidimensional phenomenon consisting of three dimensions. Teachers who experience burnout, for instance, are usually so *emotionally exhausted* that they generally feel they cannot give of themselves to the job any more and do not have any enthusiasm for teaching; they start seeing it as a burden; they also feel *depersonalised*, meaning that they start developing non-humanistic feelings towards the students, perceiving them as "objects". They also

feel that they are not successful in teaching and lose their sense of accomplishment, which is described as *reduced (diminished, lack of) personal accomplishment*, the third dimension of the burnout phenomenon.

As well as some personal variables such as age, gender and teaching experience, some organizational variables have been found to be related with teacher burnout. For instance, while student misbehaviour, work overload, role conflict, inadequate access to facilities, lack of support and isolation contribute to teacher burnout; support of friends, family and colleagues, sharing professional experience, adequate physical facilities, job security, flexible administrative structure and reduced workload are among the organizational variables that reduce the likelihood of teacher burnout (Leithwood, Menzies, Jantzi, & Leithwood, 1999).

Therefore, it is obvious that teacher burnout is an important phenomenon in teachers' professional life.

1. 2. Significance of the study

The present study aims at exploring teacher burnout and teachers' participation in professional learning activities among the Turkish EFL Instructors working in prep programs at state and private universities in Istanbul as well as the relationship between the two variables. Although there is some research on teacher burnout in Turkey, many studies usually used a sample from primary school teachers, secondary school teachers and special education teachers (Akçamete, Kaner, & Sucuoğlu, 2001; Çokluk, 1999; Girgin, 1995). Only a few studies were carried out with university academic staff in Turkey (Çam, 1996a). Besides, these studies lack in qualitative data, which would give insights into teachers'

perceptions about teacher burnout. Moreover, in the teacher burnout literature worldwide, there is scarcity of research on the relationship between teacher burnout and teachers' participation in professional learning activities (Kwakman, 2003) and few studies looked at the burnout phenomenon among the university teaching staff (Lackritz, 2004).

For all these reasons, it is believed that this study will contribute not only to the teacher burnout literature but also teacher professional development literature by providing a sample of 224 university level Turkish EFL instructors. Complementing the results of the quantitative data, the qualitative data obtained in this study will also give insight into teachers' perceptions about their working conditions and how they would affect their feelings of burnout and their professional learning.

1. 3. Operational Definitions of Some Important Terms

University type: University type refers to whether a university is a state or a private university. The term is used since these two institutions have differences in terms of organizational characteristics and working environments although they have some in common as well. A p*rivate university* is funded by a private foundation or an association. Getting into a private university is not as competitive as getting into a state university and students with lower scores from the university entrance exam can get into these universities. The tuition is much more higher compared to state universities. A *state university,* on the other hand, is funded by the government and the student tuition is approximately ten or fifteen times less than the private universities depending on the department and the

university. Moreover, the number of students enrolled in state universities is much higher than the private universities.

Professional learning activity: This term, despite being defined in the literature review section of the present study in detail, refers to any individual or collaborative activity taking place in or out of the school environment that contributes to a teacher's learning about the teaching profession and is related to his/her daily teaching practices.

Technical facilities in a school: This includes any technical equipment (computers, cassette players, videos, OHPs, data projectors, internet facilities, etc.) available to the teachers and needed to carry out teaching in a school environment.

Social facilities in a school: Social facilities can include places in the university campus where teachers spend time with leisure activities (restaurants, cultural centers, cafeterias, etc.), and do extracurricular activities. Social facilities also include medical services.

Social environment in a school: The environment or the atmosphere in a school that supports the social relationship among the teaching staff. This term is related and will be dealt with social facilities, especially in the Results chapter of this study, as these facilities are thought to be contributing to creating a social environment in a school.

CHAPTER 2

REVIEW OF LITERATURE

2. 1. Introduction

This chapter discusses the theoretical issues in relation to the present study. It starts with examining the burnout phenomenon in general and teacher burnout in particular with more emphasis on some important personal and organizational variables found relevant to teacher burnout. Following that, the studies exploring burnout and teacher burnout in Turkey will be reviewed. Secondly, the other dependent variable, teachers' professional learning will be discussed starting with the brief overview on views of learning and the underlying theories of constructivism and social constructivism on teacher learning and development. After going over the individual and collaborative activities leading to teachers' professional learning, as the last section of this chapter, Kwakman's study (2003) will be reported in more detail to review the factors that might affect teachers' participation in professional learning activities, as it is the study that paved way to the present study.

2. 2. Burnout

Burnout syndrome has recently come into stage as an issue of great importance. With the developments in technology and changes in the work environment, employees have been experiencing more job stress leading to burnout in the end than they did in the past. Since it was highly negatively influential on the job performance of the employees, the causes and the effects of the syndrome started to be investigated in order that institutions or organizations would understand the phenomenon better and take precautions accordingly.

2. 2. 1. Definition

Maslach & Jackson (1981), two of the pioneers in burnout research, define burnout as "a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do "people work" of some kind" (p. 99). This suggests that people who work with or for other people or groups of people are more likely to experience burnout. Thus, the fields of education, social services and medicine are considered among some of these people-oriented occupations whose workers are under the risk of burnout 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" (Maslach & Schaufeli, 1993: 4).

As Maslach and Leiter (1997) state, people start their jobs with full involvement, feeling energetic and ready to commit time and effort to the work since they find the work activities meaningful. However, such high motivation can result in burnout if their expectations are not met. Moreover, according to Freudenberger (1974), people who idealize their work are more susceptible to burnout and as Pines (1993) argues, burnout is the result of a process with "an initial state of high motivation and involvement" and "is typically found among highly motivated individuals" (p. 36). Therefore, people feeling burned out start losing their idealism and enthusiasm for their work and become alienated toward their roles in their jobs (Dworkin, Saha & Hill, 2003). This can also be observed in their exhaustion, depression, low morale and emotional withdrawal.

The most common model adopted by the burnout researchers has been that of Maslach & Jackson's (1981) multidimensional model consisting of three interrelated dimensions: *emotional exhaustion, depersonalization* and *reduced personal accomplishment.*

2. 2. 2. Dimensions of Burnout

People start their jobs with energy, involvement and a sense of efficacy. However, once burnout shows itself, their enthusiasm and engagement no longer persist and these positive feelings turn into negative feelings: energy changes into exhaustion (emotional exhaustion), involvement into cynicism (depersonalization) and efficacy into ineffectiveness (reduced personal accomplishment) (Maslach & Leiter, 1997).

2. 2. 2. 1. Emotional Exhaustion

According to Maslach and Jackson (1981), *emotional exhaustion* refers to the emotionally overextended and exhausted feelings. They also mention that it is the depletion of one's resources and the person is no longer able to give of him/herself for his/her work or clients as s/he did earlier.

2. 2. 2. 2. Depersonalization

Depersonalization is related with how the individual perceives the others (Maslach, 1993) and refers to the development of cynical, negative, uncaring, excessively detached and even inhumane attitudes towards other people, usually the recipients of the service provided. They may even start to see those people as objects (Maslach, Jackson & Leiter, 1996).

2. 2. 2. 3. Reduced Personal Accomplishment

Also referred as (the sense of) *lack of personal accomplishment* or *diminished personal accomplishment, reduced personal accomplishment* consists

of feelings or perception of insufficiency and ineffectiveness in one's accomplishments and a decline in one's feelings of competence and successful achievement in his/her job. With a sense of decreased feelings of personal accomplishment, the individual becomes dissatisfied with his/her achievements in the job. Therefore, this dimension is related with one's self-evaluation (Byrne, 1991; Maslach, 1993; Maslach & Jackson, 1981)

2. 2. 3. Distinguishing Features of Burnout from Other Psychological Constructs

In earlier studies, burnout has been equated with some other psychological constructs such as stress, depression, fatigue and job satisfaction. However, burnout can be distinguished from these constructs in some ways although there are no clear-cut boundaries. Maslach and Schaufeli (1993) state that burnout can be distinguished from *stress* in the sense that burnout is the result of a prolonged exposure to job stress and it is a long-term process. As Farber (1984) indicates "burnout can be regarded as the final step in a progression of unsuccessful attempts to cope with negative stress conditions" (p. 324). Therefore, it is the result not only of stress but also of not having a support system to deal with this stress. As for *job satisfaction*, Maslach and Schaufeli assert that they are linked but not identical constructs. According to them, job satisfaction is weakly correlated with the third dimension of burnout, namely with personal accomplishment; thus, being a multidimensional construct makes burnout distinctive from job satisfaction. For them, job dissatisfaction is a consequence of burnout. Moreover, in terms of *depression*, Maslach and Schaufeli (1993) and Pines (1993) share the same view that depression and burnout are different from each other. While Maslach and Schaufeli claim that they are different because,

although highly related with emotional exhaustion, depression is not strongly related with the other two dimensions of burnout, Pines states that "depression is a dysphoric mood or loss of interest in or pleasure derived from all or almost all activities and pastimes" (p. 39). The causes and cures of depression can be found in the individual's whole life without being restricted to the work environment as in burnout. Finally, the distinction between burnout and *fatigue* again comes from Pines (1993). She claims that one can get better soon after physical fatigue and one usually experiences fatigue positively because of feelings of accomplishment and success, which is not the case for burnout. A person feels burned out because of a negative experience of a deep sense of failure.

2. 3. Burnout in the Teaching Profession

Being one of the people-oriented occupations where the relationship between the providers and the recipients is central to the job, teaching is also a profession where the providers of this service (teachers) are under the risk of experiencing high levels of burnout. However, it is also interesting that first studies on teacher burnout appeared later than the studies in other professions such as healthcare (Maslach, 1999).

Teaching is a stressful occupation in nature. As the needs and the characteristics of the students change very rapidly, the teachers have to renew themselves by developing new skills and knowledge to meet the increasing demands of the students and the expectations of the school as well. Therefore, they feel responsible towards not only the students and their parents but also the school, which creates the main source of stress in their job (Smylie, 1999).

In line with the other professions, teachers experiencing *emotional exhaustion* feel that they can no longer give of themselves to students and their jobs; they feel that their energy and resources are used up. They also become *depersonalized* towards not only the students but also the principals, their colleagues and the parents of the students, showing negative attitudes towards them. Moreover, they feel a *reduced sense of personal accomplishment*, which shows itself in their feelings of ineffectiveness in their students' learning and unfulfilling their other responsibilities at school.

According to Clouse and Whitaker (1981; cited in Kudwa, 1999) teachers undergo burnout in three stages. First, they start *losing their enthusiasm* when they see that their expectations are not met and when there is a discrepancy between their expectations before and what they are faced with after starting teaching. Once their morale start to get lowered, they experience *frustration*, which leads to detachment, withdrawal and isolation within the work environment, referred to as "*alienation"* stage.

Some of the causes of teacher burnout that have been proposed earlier summarized by Farber and Miller (1981) as "discipline problems (student violence and abusiveness), student apathy, overcrowded classrooms, involuntary transfers, excessive paperwork, excessive testing, inadequate salaries, demanding or unsupportive parents, lack of administrative support, and public criticism of teachers" (p. 237).

As for symptoms of teacher burnout, Farber and Miller (1981) indicated anger, anxiety, irritability, depression, fatigue, boredom, guilt and cynicism. Moreover, they state that teachers who feel burned out are more likely to show less sympathy and tolerance towards the students, to feel emotionally or physically

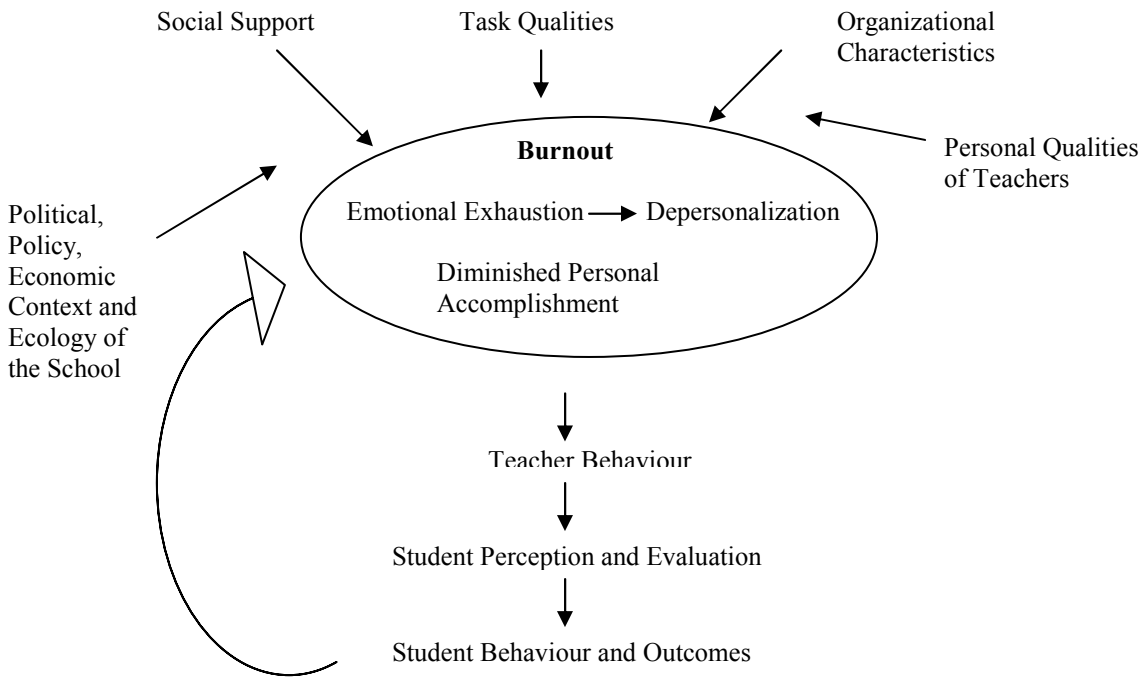
exhausted more frequently than the others, to commit and dedicate themselves to their jobs less and to dream about or plan to leave the profession earlier than the others. In addition to these, Rudow (1999) puts forward that teachers who fall victim to burnout can show a more absence rate. As the quality of their teaching is adversely affected by the stress and burnout they are experiencing, their work performance declines. They may be dissatisfied with their jobs and demotivated; and since they develop negative feelings towards the students, parents, their colleagues and the principals, their relationships are impaired and they are less involved and less charismatic. They cannot develop warm emotions while dealing with the students, which, in turn, negatively affects student learning, motivation and discipline. Finally, Cunningham (1983; cited in Leithwood et al., 1999) asserts that teachers experiencing burnout are likely to resist any changes to their practices and to rely strictly on the existing structure and routine.

2. 3. 1. A Working Model of Teacher Burnout

In burnout research, the most important focus and priority of the researchers have been to propose a model for the effect and the possible causes of the burnout syndrome on teaching process. The model proposed by Maslach and Leiter (1999), illustrated in Figure 2. 1. below, is one of the comprehensive models, which summarize the interactions between teacher burnout and the other dynamics existing in the working environment of the teachers found in the literature.

Figure 2. 1.

Maslach & Leiter's model of teacher burnout



The model presumes that while emotional exhaustion and depersonalisation develop in a sequential order, reduced personal accomplishment develop more separately, which suggests that the dimensions of burnout may develop in parallel because they are linked to different factors in the working environment (Leiter, 1993).

This model, primarily, shows us that the interaction between the teacher and the student is the most important dynamic in the incidence of burnout, as this interaction is central to teaching. Teachers' feelings of burnout emerge in their behaviour towards the students, which, in turn, causes the students to evaluate and perceive the teacher negatively. They misbehave and their academic performance decreases. This makes the teacher feel more burned out, and the cycle goes on in the same way. Teacher burnout is expected to negatively affect not only teachers'

social behaviour but also their preparation for and involvement in classroom activities, which can also be considered as a decline in their work performance.

Personal qualities of teachers also have an impact on teacher burnout according to this model. Teachers with certain characteristics could be more sensitive to the characteristics of the school environment. For instance, a teacher with lack of motivation and the one with high motivation are likely to react differently to the changes in their practices and the school environment; a teacher whose motivation has been impaired because of changes in the school environment might experience emotional exhaustion more severely.

Maslach and Leiter also emphasize the role of the school environment on teacher burnout in their model. The qualities of the task, the characteristics of the institution and social support constitute the school environment. To illustrate, experiencing role conflict and role ambiguity, work overload, class size, the organization of the class, challenges in motivating students in the classroom, the task focus, student misbehaviour, etc. have an important impact on teacher burnout. Moreover, the teachers' degree of involvement in the decision-making process, whether s/he has autonomy at the school or not, and whether s/he receives support from his/her colleagues, principals and the parents do have an influence on the likelihood of teacher burnout. Finally, the political, economic and ecological context of the school is expected to be effective on teacher burnout. For example, violence or poverty might adversely affect the well-being of not only the teachers but also the other members of the school.

2. 3. 2. Factors Related with Teacher Burnout

Throughout the burnout research, lots of variables or factors were explored in terms of their relation to teacher burnout. The main ones can be put into two main categories: personal (individual) factors and organizational (institutional) factors.

2. 3. 2. 1. Personal (Individual) Factors

These factors refer to those of demographic and personal characteristics of teachers that change from teacher to teacher. Although being in the same working environment, different teachers might experience burnout differently because of being different individuals and having different personal characteristics.

Age:

Although the findings vary in the literature, age is a personal factor found correlated with teacher burnout. In some studies, the younger teachers have shown significantly higher levels of emotional exhaustion and depersonalisation as opposed to their older colleagues (Anderson & Iwanicki, 1984; Maslach & Jackson, 1981). In his study with 265 university faculty members, Lackritz (2004) also reported that age was a negative predictor, especially, of emotional exhaustion and the younger university faculty members were more likely to experience higher levels of burnout. This finding was also supported by the results of the study by Sünbül (2003). He found that younger high school teachers had higher burnout scores. However, in her study with the elementary, secondary and university educators, Byrne (1991) found this to be true only for university educators, not for the other teachers. Maslach and Jackson (1981) also found that, among 1025

human service professionals, the younger have lower sense of personal accomplishment than the older.

Gender:

In many studies on teacher burnout, depersonalisation has been the only dimension affected by gender differences consistently. It has been found that males, compared to females, reported higher levels of depersonalisation among elementary and high school teachers (Anderson & Iwanicki, 1984; Burke & Greenglass, 1989; Lackritz, 2004; Sünbül, 2003). This finding was also supported by Maslach and Jackson (1981) in their study with the human service professionals. Besides, Lackritz (2004) reported that female faculty members had significantly higher levels of emotional exhaustion, whereas no significant gender differences were observed across personal accomplishment. Moreover, although Byrne (1991) found that females experienced significantly higher levels of burnout than the males among elementary and university educators, Anderson and Iwanicki (1984) found that the reverse was true. Finally, Ito and Toda (2004) reported no significant differences among females and males in terms of burnout in their study with 208 elementary and junior high school teachers.

Marital Status:

Although there have been lots of studies looking at the relationship between marital status and teacher burnout, findings have often yielded no significant results. Whether a teacher is married, single or divorced is not considered as an effective factor on the incidence of burnout (Byrne, 1991, 1999; Maslach & Jackson, 1986).

Teaching Experience:

Teaching experience is another variable that one thinks that it has a relation with burnout; however, studies on this issue have inconsistent results. For example, in their study with 844 Maltese primary school teachers, Borg and Falzon (1989; as cited in Byrne, 1999) found out teachers with more than 20 years of experience in teaching showed significantly higher levels of burnout as opposed to their less experienced colleagues. On the other hand, Anderson and Iwanicki (1984) revealed that only the teachers in the experience category of 13-24 years exhibited significantly lower levels of perceived personal accomplishment. Moreover, based on a sample of 20 diverse teachers, Bivona (2002) reported that teachers with less than ten years of experience have less positive attitudes towards teaching compared to experienced teachers and they are, therefore, more likely to experience burnout and leave the job. Finally, Leithwood (1994) stated that burnout is more likely to occur among the teachers with very little and quite extensive (more than 24 years) teaching experience.

Locus of Control:

Rotter (1966, cited in Sünbül, 2003) defines locus of control as the extent to which individuals believe that they can control events affecting them. Individuals who believe that these events are the results of their own actions and behaviours are said to have internal locus of control, whereas those who believe that they are determined by chance, fate or other people are said to have external locus of control. A considerable amount of research has shown that individuals who manifest external locus of control are more likely to experience higher levels of burnout (Byrne, 1999; Cedoline, 1982; Farber, 1991; McLaughlin, Pfeifer, Swanson-Owens & Yee, 1986; Sünbül, 2003).

Self-efficacy:

According to Bandura (1977, 1989, 1997), self-efficacy refers to one's perception of his/her ability to carry out actions in order to be successful toward a specific goal. He also states that there is a link between self-efficacy and stress; people who have a stronger sense of self-efficacy experience less stress in threatening and demanding situations. Following this, one can assume that there is a relationship between self-efficacy and burnout as well. Cherniss (1993) argues that, analysing the problem of professional burnout, it is essential to consider professional self-efficacy, one's beliefs in his/her abilities to perform the professional work roles, as the most important. Professional self-efficacy has three domains: the task domain, the interpersonal domain and the organizational domain. For a teacher, the task domain is related to how skilful they feel they are while preparing and giving lessons, making students perform better and motivating the students; the interpersonal domain relates to how effective the teacher is in his/her relationships with the students, or whether or not s/he can establish a good rapport with students; and the organizational domain refers to the teacher's belief in his/her abilities to influence social and political forces within the school. Moreover, self-efficacy is not a global trait; that is, a teacher can feel that s/he is successful in explaining a complex subject to students, but not in managing the student misbehaviour in classroom. Therefore, researchers investigate the link between teacher burnout and self-efficacy by specifying the domain of the self-efficacy. For instance, based on a sample of 1156 Dutch secondary school teachers, Brouwers and Tomic (2000) examined the link between disruptive student behaviour, perceived self-efficacy in classroom management and teacher burnout. They reported that student disruptive behaviour leads to a decrease in

their perceived self-efficacy in classroom management, which results in a higher level of burnout. A higher level of burnout also makes the students more disruptive and the process repeats itself.

Self-esteem:

Another individual factor that has been studied in the development of teacher burnout is professional self-esteem, or professional self-concept, which refers to "an individual's overall evaluation of his or her traits and abilities" on the profession (Rosenberg, 1965, as cited in Friedman & Farber, 1992: 28); the answer a teacher gives to the question "How well am I doing my job?" determines the level of his or her self-esteem or self-concept. In their study based on a sample of 641 Israeli elementary school teachers, Friedman and Farber (1992) have empirically tested the relationship between self-esteem and burnout although they conceptualised and measured teachers' self-concept in terms of both "an individual aspect (how teachers view themselves) and a socially reflected aspect (their sense of how others view them)" (p. 29). While they found that self-esteem was a significant predictor of burnout, they also stated that the process is reciprocal; "once the process of burnout begins… one's self-esteem is likely to suffer. On the other hand, burnout is more likely to occur if one's self-esteem, one's belief in one's own competence, does not sustain one's efforts in the face of the inevitable frustrations and stresses of teaching" (p. 34). They, furthermore, added that it is difficult for a teacher to have a high sense of self-esteem if s/he perceives that the significant people in the work environment (students, principals and students' parents) do not share their view of their professional competence and satisfaction. Therefore, negative attitudes of them may contribute to a teacher's feelings of burnout. In addition to Friedman and Farber, Anderson and Iwanicki (1984) found

a significant correlation between the lack of self-esteem and emotional exhaustion and depersonalisation. Finally, Hughes (1987, cited in Friedman & Farber, 1992) reported that teachers having a higher sense of self-concept and thus feeling more competent in their job perceive themselves as less burned out.

2. 3. 2. 2. Organizational (Institutional) Factors:

These factors refer to those characterized by the institution or the organization where the teacher is working and those that are not under the control of the teacher. Therefore, some researchers agree that they are more effective on teacher burnout than the personal factors (Friedman, 1991).

Workload:

One of the most important organizational factors related with teacher burnout is workload. It refers to the amount of work a teacher is expected to do and usually work overload increases the likelihood of burnout. The work overload can be quantitative or qualitative; the former referring to excessive paperwork, large class size, a high number of teaching contact hours, etc. and the latter referring to challenges in motivating students in the classroom or requirements in conflict management (Maslach & Leiter, 1999). Both forms of work overload can lead to burnout in schools where teachers cannot determine which students they will teach, how many and in what way. Studies on teacher burnout have indicated consistently that teachers who are overloaded are more at risk, especially in terms of emotional exhaustion (Byrne, 1999; Heus & Diekstra, 1999; Huberman, 1993; Lackritz, 2004; Mazur & Lynch, 1989).

Social Support:

Social support simply refers to the support and affiliation one receives from the people in the work environment. Karasek and Theorell (1990), defines it as the total amount of helpful social interaction of managers and colleagues that is available within the work context, as well as the instrumental and social-emotional aspects (as cited in Kwakman, 2003). It "pertains to the functional value of social relationships, in particular to their supportive quality in times of need" (Schwarzer & Greenglass, 1999: 244). The sources of social support can include the principal, peer group teachers (colleagues), friends in/out of school and family/spouse or relatives. Research has shown that people not receiving enough support mostly feel more incompetent in their job and more vulnerable to burnout (Burke & Greenglass, 1993; Byrne, 1999; Leithwood, et al., 1999). Furthermore, teachers who feel exhausted and depersonalised and show weak performance on the job are less likely to make friends and establish close interpersonal relationships where they work (Schwarzer & Greenglass, 1999). In her study with elementary, intermediate and secondary teachers, for instance, Byrne (1999) found that lack of peer support significantly contributed to burnout and peer support has a positive effect on increasing a teacher's self-esteem. She added that compared to administrator support, it is more important for a teacher to receive support from their colleagues who share the same environment. In addition to Byrne, Anderson and Iwanicki (1984) also revealed that teachers working in a supportive environment report lower levels of job stress and burnout. These results were supported by Sarros and Sarros's (1992) finding in their study with 491 government secondary school teachers that principals and supervisors should provide support for the teachers in order to alleviate teacher burnout.

School Structure:

The structure, organization or the climate of the school where a teacher is working is another important factor in the analysis of burnout, especially in the sense that one can hardly change a person's characteristics or nature whereas changes are more likely at the organizational level. In a school where teachers feel a sense of community and supportive environment, where it is important to increase the teachers' sense of professionalism, where principals provide the support needed to reduce the stressors in the work environment, which, in turn, will increase the teachers' sense of autonomy and job satisfaction, it would be guaranteed to decrease the likelihood of burnout among teachers (Friedman, 1999). In addition, the results of the study with 2961 urban public school teachers by Dworkin, Saha and Hill (2003) revealed that teachers who perceive their school as a democratic one, where principals are non-authoritarian but supportive and collegial and involve the teachers in decision-making are less likely to experience burnout than their colleagues who perceive the opposite. Mission consensus, which refers to the strong agreement of teachers on the overall goals of the school, and affiliation among teachers, reduces the levels of burnout, whereas work pressure in a school increases teachers' feelings of emotional exhaustion (Dorman, 2003). In his study with high- and low-burnout schools (where teachers scored higher and lower levels of burnout, respectively), Friedman (1991) found out that, contrary to the common wisdom, in high burnout schools, "educational goals are clearly defined…, teachers must work hard, constantly under close supervision, measured regularly by periodic tests, and under pressure to get their students to score high on educational outcomes that most likely seem elusive and hard to achieve" (p. 331). In these schools, there is a hidden pressure on teachers to adjust

existing standards and there is a highly organized hierarchy. However, low burnout schools are less organized, more flexible and tolerant to different behaviour patterns, spontaneity and initiatives. Teachers easily have access to and contact with the principals and administrators. Although it can be thought that in a well-organized school with well-defined goals and structure, the level of burnout should be low, it is clear that a school with a more humanistic environment is the place where teachers feel more relaxed and less burned out.

Classroom Environment /Disruptive Student Behaviour:

Since teachers are faced mostly with students in their daily work, and since they are the ones to whom teachers provide service, relationships with the students and student behaviours, which characterize the climate and the environment of a classroom, are of the major factors affecting a teacher's attitudes towards and feelings about their job. When teachers have difficulties with students, experience discipline problems or when the students behave disruptively causing classroom management problems for the teachers, teachers are most likely to feel frustrated, leading to burnout in the end (Friedman, 2000). Research has indicated that disruptive student behaviour, such as disrespect, student apathy, verbal and physical abuse of teachers, is a predictor of teacher burnout, especially of emotional exhaustion and depersonalisation (Brouwers & Tomic, 2000; Byrne, 1994; Hastings & Bham, 2003). Moreover, based on a sample of 246 private school teachers, Dorman (2003) reported that as teacher-student interactions increase and students are more task-oriented, teachers feel a higher sense of personal accomplishment. He also found that while cooperation among students was related negatively with depersonalisation and positively with personal

accomplishment, order and organization in the classroom reduces the level of emotional exhaustion a teacher could feel.

Role Conflict & Role Ambiguity:

Role conflict and role ambiguity are two of the workplace stressors (Smylie, 1999). When the individual is simultaneously trying to fulfill two or more inconsistent role expectations, s/he is said to be experiencing role conflict (such as conflicts between family roles and work roles); on the other hand, role ambiguity refers to the situation in which the individual has unclear and uncertain information with regards to his/her job responsibilities, duties, tasks and rights (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964). Research has shown that burnout, especially emotional exhaustion and depersonalisation, is significantly correlated with role conflict and role ambiguity (Byrne, 1994; Leiter, 1993; Maslach, 1993; Schwab & Iwanicki, 1982).

2. 4. Research on Burnout in Turkey

Although having been widely researched in the other countries, teacher burnout has been less investigated in Turkey. Studies on burnout in Turkey started to appear in the research literature in early 90s.

The very first studies focused on translating and testing the validity and reliability of the Turkish version of Maslach Burnout Inventory (MBI) and these studies explored burnout mostly among doctors and nurses (Çam, 1991, 1992, 1996b; Ergin, 1992). In her study with 235 people from 6 different occupations, Ergin (1992) first piloted the Turkish version of the scale and then she tested the validity and the reliability of it with 297 nurses and 255 doctors, while Çam (1992) did the same with 276 nurses. Both of them found the scale valid and reliable (the

reliability and validity values will be given in the Methodology chapter). Moreover, Ergin reported that feelings of emotional exhaustion and reduced personal accomplishment were more among the women than among the men; she also found that, single doctors felt more emotionally exhausted and depersonalized than the married ones, while the same finding was attained among nurses only in terms of depersonalization. Moreover, she indicated that burnout was negatively related to number of years at work. Çam (1995) compared the frequencies of the nurses' and nursing educators' (academicians at nursing departments of the universities) feelings of burnout and reported that although nurses experienced emotional exhaustion more often than the nursing educators, their feelings of personal accomplishment were more frequent. In another study with nursing educators, she explored the relationship between burnout and some related variables (Çam, 1996a). Even though she could not find any relationship with regards to marital status, number of child and support from colleagues, the results of her study indicated that the level of satisfaction with the work atmosphere was the most important predictor of emotional exhaustion, whereas the feelings of job pressure and job satisfaction were the most important predictors of depersonalization and personal accomplishment, respectively. Çam and Baysal (1997) explored burnout among psychiatrists and psychologists this time. In terms of demographic variables, they found that women felt less depersonalized as opposed to men. Furthermore, they reported that satisfaction with the work environment and job satisfaction had a significant effect on reducing feelings of emotional exhaustion and increasing the sense of personal accomplishment. The same finding also applies to people who do not want to change their job and who think that their working life has positive effects on their family life.

In addition to doctors and nurses, there are also studies done with people from other occupations. For instance, Örmen (1993) explored burnout among bank managers and the results revealed that managers felt higher levels of emotional exhaustion rather than depersonalization and reduced personal accomplishment, that women experienced more reduced personal accomplishment, and that age was positively related with emotional exhaustion and reduced personal accomplishment, indicating that older people are more under the risk of burnout. In addition to Örmen, Güngör (1997) examined the effects of job stressors and social support on burnout among managerial and professional staff in a local and a multinational firm. She found no effect of gender, marital status and having a university degree on burnout whereas having a managerial position led to higher levels of burnout. Besides, she reported that role conflict, role ambiguity and role overload were positively related with burnout, while social support, specifically supervisor and peer support, was negatively related to burnout.

2. 5. Research on Teacher Burnout in Turkey

The research on burnout among teachers and educators in Turkey, however, is relatively recent.

In her study with 401 elementary school teachers, Girgin (1995) used a questionnaire asking personal and work-related information along with MBI-Educators Survey to measure teacher burnout. She found that while women and men did not differ in their levels of emotional exhaustion and reduced personal accomplishment, women experienced lower levels of depersonalization. In addition, according to her study, as teachers get older, they feel lower levels of emotional exhaustion and depersonalization, while they feel more accomplished in

their job. The results of her study also revealed that teaching experience is a contributing factor in reducing depersonalization and increasing sense of personal accomplishment. Moreover, positive attitudes towards the job, satisfaction with the work environment and support from colleagues and the administrators help teachers experience lower levels of burnout and find themselves more successful in their jobs. In another study with primary school teachers, Kırılmaz, Çelen and Sarp (2003) indicated that age, gender, teaching experience, number of children and class size did not have an impact on burnout. The results in terms of attitudes towards the job, satisfaction with the work environment and social support were in congruence with Girgin's (1995) study.

Baysal's (1995) study explored factors contributing burnout among high school teachers. In her study, she again used a questionnaire for demographic and work environment issues along with MBI-Educators Survey. The results showed that women experienced higher levels of emotional exhaustion, younger teachers felt more emotionally exhausted and depersonalized. She also reported that teachers who stated that they were teachers because they love teaching experienced lower levels of burnout than those who gave other reasons like not being able to find another job. Finally, teachers who felt support from their administrators, colleagues and families had significantly lower levels of burnout. Sünbül (2003) also studied with high school teachers, exploring the relations among locus of control, burnout and job satisfaction, using the Internal-External Locus of Control Scale, MBI-Educators Survey and the Job Satisfaction Survey to collect data. His study with a sample of 297 high school teachers revealed that internal locus of control was positively associated with low burnout and high job satisfaction. He also reported that females had lower depersonalization scores than

males, that younger teachers experienced higher burnout, that emotional exhaustion is positively related to external locus of control, and that age was effective on depersonalization but personal accomplishment was positively and significantly related with age.

There are also studies exploring burnout among special education teachers. For example, Akçamete, Kaner and Sucuoğlu (2001) compared 153 teachers of special education children and 261 teachers of normal children in terms of burnout. They found that while there was no difference between the two groups of teachers in terms of reduced personal accomplishment, teachers of normal children experienced higher levels of emotional exhaustion and depersonalization. However, with the similar groups of teachers, Sucuoğlu and Kuloğlu-Aksaz (1996) reported no difference in terms of emotional exhaustion and depersonalization but personal accomplishment, indicating that teachers of normal children felt more accomplished than the teachers of special education children. In addition, Akçamete, Kaner and Sucuoğlu could not find any effect of age and gender on teacher burnout, yet, they indicated that single men experienced more burnout than single women and married men, while married women also felt more emotionally exhausted compared to married men. These results were similar to the findings of Sucuoğlu and Kuloğlu-Aksaz, who also found no effect of age and gender on teacher burnout, although they stated an effect of teaching experience on reduced personal accomplishment; teachers with less experience had lower sense of personal accomplishment. In another study with teachers and principals working in special education, Çokluk (1999) reported that principals experienced higher levels of emotional exhaustion and depersonalization as opposed to teachers.

Although these studies are some examples from research in Turkey, to the knowledge of the researcher of the present study, studies on teacher burnout in Turkey usually explored burnout among primary school, high school and special education teachers; there is more need for the studies exploring burnout among instructors and academicians working at universities. Moreover, it is clear that the majority of the studies explored relationship between personal variables and burnout, while some of them examined the relationship between some organizational variables, such as social support and burnout. However, again, to the knowledge of the researcher, there are no studies in Turkey looking into the relationship between professional learning/development and burnout among teachers. Finally, these studies are mostly surveys and the issue was not explored through interviews.

2. 6. Teacher Professional Learning

2. 6. 1. Views of Learning and Teacher Learning

The behavioural, cognitive and constructivist views of learning define learning and knowledge from different perspectives (Woolfolk, 2004). According to behavioural view, pioneered by Skinner, knowledge is fixed and stimulated from outside and learning is the acquisition of facts, skills and concepts and takes place through drills and guided practice. For the cognitive view, although again there is a fixed body of knowledge to acquire which is stimulated from outside, the learner brings his/her prior knowledge to the process of learning; that is, the prior knowledge influences how the learner acquires and processes this new knowledge. In this view, learning occurs through effective application of strategies. Finally, constructivist views on learning define learning and knowledge from two different

but complementary perspectives. The individual perspective, pioneered by Piaget, claims that knowledge is not fixed but changing naturally. The learner again brings his/her prior knowledge to the learning process and as the learner acquires new knowledge, s/he reconstructs what s/he already knows. Therefore, according to this perspective, knowledge is individually constructed; "individuals make sense of their world, based on individual knowledge, beliefs, self-concept, or identity" (Woolfolk, 2004: 343). However, Vygotsky's social constructivist perspective asserts that although the knowledge is constructed, it is done in a social context through interaction and collaboration with others. "By participating in a broad range of activities with others, learners appropriate the outcomes produced by working together; they acquire new strategies and knowledge of their world" (Woolfolk, 2004: 343).

Previously in literature, Wallace (1991) has identified three different models of teacher education to explain how teaching is acquired: *the craft model, the applied science model* and *the reflective model.* It can be said that the idea of *the craft model* in teacher education derives from the behaviouristic view of learning. The model proposes that teachers learn and develop through modelling, observing and imitating the expert teacher or the teacher educator and by making lots of practice because teaching is a craft or a skill that needs to be acquired. In this "do-as-I-do" view, there is no place for critical thinking, thus, no place for change in the application of the skill. Moreover, *the applied-science model* in teacher education also has some behaviouristic implications in the sense that teachers or teacher trainees, for example, learn the best technique to use in teaching from the findings of the empirical science and practice it in their classrooms. Although they do not imitate a master or an expert teacher, they again

lack in critical thinking; they are just receptive and passive learners who take these research findings for granted. In this sense, these two models remind us the nature of what we call teacher training implying mostly the learning conditions of pre-service teachers where teacher trainees prepare for professional practice usually through formal courses at colleges or universities (Ur, 1996). Wallace's last model, *the reflective model,* on the other hand, emphasizes the importance of the teacher as an active learner, combining the principles of cognitive and constructivist views of learning. The teacher makes use of his/her prior knowledge and experience and construct or reconstruct this knowledge through reflecting upon and critically evaluating experience and through experimenting either individually or collaboratively with others. In this sense, the model implies the term teacher development, which is mostly experienced by the in-service teacher practitioners already working at a school; thus, the model bases its roots upon the nature of teachers' professional learning at the workplace.

2. 6. 2. The Nature of Teachers' Professional Learning

Professional knowledge is defined as "the knowledge possessed by professionals which enables them to perform professional tasks, roles, duties with *quality*" (Eraut, 1996: 1). From an expanded view of professional learning, Day (1999) defines professional development as "consisting of all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or school and which contribute, through these, to the quality of education in the classroom" (p. 4). Moreover, Johnson (1999) states "the complex developmental process of learning to teach occurs as a result of using your knowledge and beliefs to make sense of yourself as

a teacher, your own teaching practices, your students, the content you are expected to teach, and the classroom and school within which you work; such sense making is continually constructed and reconstructed within and out of your experiences…" (p. 43). Therefore, professional development or professional learning, both of which will be used interchangeably throughout this study, includes not only the private, individual and unaided learning based on experience but also informal development opportunities available at school and formal in-service education or training activities provided in or out of the school, which will lead the professionals to get qualified knowledge about the profession. In addition, professional development is life-long. It consists of all the formal and informal learning experiences from the start of a teacher's career to the end of it. An important component of this career-long learning occurs in the workplace (Retallick & Groundwater-Smith, 1999), which sheds light on the effect of the teachers' context on their professional learning. These perspectives taken into account, it is clear that teachers learn about their profession through a variety of ways in and out of their workplace, which indicates that the nature of teachers' professional knowledge is not only individually but also socially constructed; that is, individuals construct knowledge in a context through social interactions (Williams, 1999; Williams & Burden, 1997).

Once the constructivist and social constructivist views of teacher learning and Wallace's reflective model analysed, it can easily be understood that teachers' professional learning occurs through individual and collaborative activities in and out of their workplace. Teachers' professional learning at the workplace is mainly connected with their daily practices at school and they develop it through interaction and collaboration with others at school, such as students, colleagues

and administrators. However, they also do individual professional development activities in order to keep pace with the new developments in the field, put these new developments and insights into practice and reflect upon their own performance, which are the aims of their collaborative activities as well (Kwakman, 2001). It is these activities that constitute teachers' career-long professional learning and what types of activities are counted as professional learning activities should be analysed in more detail. It should also be considered that these activities are inter-dependent and inter-related, reinforcing and complementing each other.

2. 6. 2. 1. Teachers learn through individual activities

Learning and development are essentially personal and self-directed processes (Clark, 1992), meaning that, without individual efforts and enthusiasm for learning, there will be no room for collaboration, either. Therefore, some of the activities teachers carry out to achieve their professional goals are on an individual basis (Kwakman, 2003) especially when the working conditions in the school, such as lack of time and school culture, do not give teachers a chance to realize their collaborative efforts (Raymond, Butt, & Townsend, 1992).

First of all, teachers *read* in order to accumulate knowledge or data enabling them to keep up with the new trends, ideas and innovations as well as new teaching methods and insights not only in their subject area but also in major matters related with education and educational improvement (Darling-Hammond, 1998). They may learn and develop themselves professionally through reading books, professional journals or magazines and teaching manuals as well as studying the subject matter literature (Kwakman, 2003).

Secondly, they learn through *experimenting* new ideas, methods and techniques they get through collaborating with colleagues or reading. By experimenting new things in their classrooms, they gain new ideas and experiences, which helps them evaluate their practices and see what works and what not (Kwakman, 2003). Besides, it enables the teacher to be active, open-minded and innovative by preventing him/her from being static and resistant to change, which is essential to development and growth.

The third activity is *reflecting*, meaning "teachers' thinking back on and evaluating their experiences critically" in its basic sense. Teachers usually do this automatically after something has gone well or bad in the classroom or at the end of the year to evaluate their performance throughout the year in order to take appropriate actions for the next classes or terms. They can also do it in interaction with others. Teachers' going to staff-rooms after lessons and swapping anecdotes about their students or their classroom practices can also be an example of reflective activity. However, according to Wallace (1999), there is more to reflection than just thinking back on because reflective practice should be developmental and lead to change, thus, be a deliberative, sustained and structured process. While it is admitted that reflection is embedded in most of the individual activities like experimenting discussed above and collaborative activities, which will be dealt with next in this chapter, *journal writing* or teachers' keeping diaries can be considered as a personal way giving teachers a chance to reflect upon their practices (Gebhard, 1999; Jarvis, 1992; Richards & Lockhart, 1994; Richards & Ho, 1998). There are two types of journals: intrapersonal and dialogue journals (Gebhard, 1999). The intrapersonal journals are the journals written individually with an emphasis on introspection and not shared with others; these are the ones

that we mention here since it is an individual activity. The dialogue journals, also called collaborative journals, which will also be discussed in the next section, are shared with other teachers; the teacher asks for feedback from the colleagues by making them read his/her journal. According to Richards and Ho (1998), in both of these journals or *learning records*, as Jarvis (1992) calls, teachers may include their theories and beliefs about teaching and how they apply them to classroom practice; the content of the lesson, students' background, the school context; their evaluation of the lessons; problems occurred during the lessons and their solutions to these problems and their personal goals and objectives, etc. Such activities like journal writing increase teachers' self-awareness, provide more opportunities for review and reflection, enable other teachers or supervisors to have an understanding of what's going on in classrooms if they do not have time or chance to observe classes by giving way to a kind of dialogue among these colleagues.

The main individual activities carried out individually by teachers to gain more understanding and learn about their profession and their daily practices are these. In addition to them, they may also participate in workshops, seminars, meetings and conferences held at schools or other local places with their individual efforts to keep up with the new ideas and insights in their subject area as their time, finance etc. permit.

2. 6. 2. 2. Teachers learn through collaborative activities

As it was said earlier in this chapter, learning is the constructive as well as socially situated and cooperative process of knowledge, meaning and skill development. Teachers' development is not an individual process; teachers need to cooperate with their colleagues and students (Edge, 1992; Williams, 1999;

Williams & Burden, 1997). By doing so, they can understand their own experiences and opinions and enrich them by sharing the opinions and experiences of others. Through collaboration, teachers can exchange and develop what they know of teaching (Knezevic & Scholl, 1996). This explains why, collaboration and interaction with the others at school is necessary for teachers' professional learning because collaborative activities not only provide teachers support for learning, feedback and new ideas and insights, which will, in turn, lead to the creation of a more supportive and stimulating learning culture at school, where teachers are more keen to learning (Kwakman, 2003), but also help teachers to develop a high level of self-awareness and find chance to evaluate themselves critically (Underhill, 1992). Therefore, teacher collaboration is especially important in order for teachers to explore their own beliefs, experiences and ideas about teaching/learning process. Besides, it helps them become critical reflective practitioners by providing them ways to become autonomous teachers exploring and solving problems or difficulties in their own classrooms emerging from the needs of their own students rather than the so-called scientific findings about language teaching.

Some of this collaboration occurs automatically and daily at the teachers' workplace, although teachers also need to know and learn about systematic ways of collaboration with students, colleagues and administrators so that a more supportive and professional learning environment can occur at the workplace. The most common way of that kind of an automatic collaboration is *teachers' talking* or *dialoguing* with each other either informally or formally sometimes in the staff room, sometimes in their offices and sometimes in the meetings held at the school. In these instances, teachers get together to *exchange ideas* about the lessons,

materials, ways of teaching, students' problems, educational issues, educational improvement in the school; they can *swap materials* or *prepare lessons together* and they can talk about and *support each other* in teaching problems; they sometimes get together with the administrators in these meetings and *express their opinions* about the curriculum, working conditions, etc. (Kwakman, 2003). That is why; this type of talk and sharing is crucial to teachers' growth. However, in order for this type of talk to be critical and become a more sustained type of reflection, which is essentially required to build a professional learning culture at a school, institutional support is especially needed (Day, 1999). On the other hand, although this is not a structured and systematic way of collaboration, it still enables teachers to learn and find chances to evaluate their own experiences and explore their own ideas about and ways of teaching.

Another collaborative activity that can be held by teachers is *peer observation*, teachers' participating and observing each other's classes to gather information about and discover what really happens in the classroom with non-evaluative purposes, which leads to each teachers' exploring their own ideas and practices and development (Cosh, 1999; Gebhard, 1999; Richards, 1998; Richards & Lockhart, 1994; Thiessen, 1992). Teachers can get together before the observation (pre-conference) to discuss what to focus on in the particular lesson and after the observation (post-conference stage) to go over the information gathered during the lesson and help each other to explore and reflect upon their practices (Diaz-Maggioli, 2003). Oprandy, Golden and Shiomi (1999) calls this process "collaborative exploration" and claims that it not only reduces the isolation of teaching, but also, with its non-evaluative characteristic, it gives no way to top-down and hierarchical approaches in supervision.

Among the other ways of collaboration can be *collaborative journal writing* or *dialogue journals*, which enables teachers to have a pedagogical dialogue by giving each other feedback and advice through exchanging their journals, where they write about their own classroom practices, (Diaz-Maggioli, 2003); *project groups* or *committees of teachers* organized in a school, in which teachers take part in a joint work to carry out a task, a project, etc. (Kwakman, 2003) giving way to collaborative peer dialogue (Bailey, 1996); *working with students* to adapt, study and transform classroom practices through getting feedback from them (Thiessen, 1992), and designing *classroom-based research*, also called action research or collaborative action research when it is carried out with other colleagues and/or a researcher, in which teachers pose a question or a problem related with their teaching practices, integrate research methods and collaboration with colleagues to collect data and reflect upon the data to solve the problem initially posed by experimenting, and the process of which is cyclical that leads to further action research projects (Nunan, 1989; Richards & Lockhart, 1994). However, it should also be acknowledged that the final activity mentioned here consists of almost all the individual and collaborative activities mentioned in this section and it is a kind of a combination of these activities in a more structured, systematic and professional way which needs more commitment and support from not only the teachers but also the administrators and outside people such as researchers. Therefore, the other activities should be considered as pre-requisites for action research.

Having discussed the possible individual and collaborative activities teachers carry out either in or outside their workplace in order to gain understanding about their daily teaching practices and develop professionally

either in informal or formal ways, we need to have a deeper understanding of in which contexts or under what conditions and by which factors teachers' participation in these types of professional learning activities are encouraged and facilitated as it is one of the issues that guided the present study.

2. 6. 3. Factors Affecting Teachers' Participation in Professional Learning Activities

In her study, Kwakman (2003) worked with 939 teachers from 10 schools, which volunteered to participate in the study. 542 of them returned the questionnaires with a response rate of 59%.

While developing her inventory for professional learning activities, she identified 21 professional learning activities (Appendix A) and divided them into 3 different categories, as collaborative, individual and instructional activities, through a factor analysis procedure, by excluding "collegial classroom observation", "reflect individually on a lesson" and "talk about teaching problems with colleagues" out of these categories. She developed an inventory in Dutch in order to find out how often teachers participated in each of these activities on a 4-point scale (1 = hardly ever, 2 = sometimes, 3 = fairly often, 4 = often). She adopted the idea that most of the learning occurring at the workplace is situated in classrooms and schools; thus, she excluded collaborative learning activities with people outside the school. Hence, in her inventory, there were activities done collaboratively with people inside the school and individually that may or may not be carried out in the school but related with the teachers' daily teaching practice at school. She also draws our attention to the fact that participation in these activities may not necessarily lead to learning, but it is a pre-requisite for learning to occur.

As for the factors affecting these activities, she identified three factors: *personal factors, task factors* and *work environment factors.* In her 4-point scale inventory, personal factors included professional attitudes (6 items), feasibility of activities (12 items), meaningfulness of activities (13) and, in terms of stress and burnout, emotional exhaustion (3 items) and reduced personal accomplishment (as she called, loss of personal accomplishment, 4 items); task factors constituted pressure of work (7 items), emotional demands (3 items), job variety (7 items), autonomy (5 items) and participation (5 items); and work environment factors consisted of two social support factors as management support (5 items) and collegial support (4 items) and one cultural support factor, intentional learning support (5 items), referring to the effect of school culture as supportive factor in teachers' participation in professional learning activities.

She made a correlational analysis to analyse which variables were correlated with the activities and followed a multiple regression procedure to identify which of the variables found correlated could predict participation in these activities.

The results of her study indicated that among all these three factors, personal factors except from emotional exhaustion appeared to be more significant in predicting participation in professional learning activities. This shows that the feasibility and the meaningfulness of activities, teachers' professional experience and professional attitudes do affect their participation in these activities. Moreover, their higher sense of reduced personal accomplishment leads to lower levels of participation.

Besides, she found out that teachers were more engaged in individual activities. They did not attach enough importance to activities which would lead to

more sustained and critical reflection and more collaboration. Although teachers did reflect, they did not do it in ways in which they would make use of explicit feedback from colleagues or students. She attributes the reason to the lack of opportunities for powerful learning in the workplace. Finally, she draws our attention to the need for building conditions that stimulate powerful learning at the workplace, which would help us to establish strong professional communities in schools where more interaction, collaboration and reflection take place.

2. 7. Conclusion

This chapter attempted to explore the theoretical issues related to burnout and teacher professional learning. Research on burnout both in Turkey and in other countries shows a need for new studies exploring burnout among university staff and looking into relationships between burnout and variables related with professional life of teachers such as their professional learning and development. Therefore, this study is an attempt to fill this gap.

The next chapter gives details with regards to the research questions and methodology of the present study.

CHAPTER 3

METHODOLOGY

3. 1. Introduction

In this chapter, the methods and the procedures of the study are explained. First, the aim of the study and the research questions are stated; then, the participants and the instruments used in the study are introduced preceding the detailed description of the data collection and data analysis procedures.

3. 2. Aim

The point of departure of the present study was the different working conditions in state and private universities and the observed lack of professional development opportunities for the instructors working at state universities. While this question constituted one part of the study, whether or not teacher burnout has any relationship with teachers' performing professional learning activities was another curiosity in conducting the present study. Moreover, the need for more studies in literature exploring burnout among university staff and its relationship with teachers' professional learning was another motivating factor paving way to the present study. Finally, since instructors working at or having worked at private universities have revealed some different characteristics of these universities, to see whether the type of the university (i.e. state or private) has any effect on teacher burnout, I intended to explore teacher burnout in these two different types of institutions. Data on some selected work-related issues and demographics were also gathered via a multiple-choice questionnaire to obtain some more information about the participants and their working conditions.

3. 2. 1. Research Questions

The study aims to find the answers of the following research questions:

1. Is there a significant difference between State University English Prep Program Instructors (SUEPPI) and Private University English Prep Program Instructors (PUEPPI) in terms of the dimensions of teacher burnout (emotional exhaustion, depersonalisation and reduced personal accomplishment) and participation in professional learning activities? If so, what might be the possible reasons behind this difference?
2. Is there a relationship between participation in professional learning activities and the dimensions of teacher burnout (emotional exhaustion, depersonalisation and reduced personal accomplishment)?

3. 3. Definitions and measurements of variables

Independent Variable:

Type of the University: This is a categorical variable with two levels: a) State university, b) Private university

Dependent Variables:

Burnout: This is a continuous variable measured through Maslach Burnout Inventory – Educators Survey (Maslach, Jackson & Leiter, 1996). It has three dimensions: emotional exhaustion, depersonalisation and reduced personal accomplishment. Emotional exhaustion is measured through nine items; depersonalisation through five items and reduced personal accomplishment is measured through eight items, but this is a reversed variable (i.e. high scores on emotional exhaustion and depersonalisation and low scores

in personal accomplishment indicate a higher level of burnout). Each participant has a separate score on each of the dimensions of burnout which is calculated through MBI Scoring Key (Appendix B) provided in the Maslach Burnout Inventory Manual (Maslach, Jackson & Leiter, 1996).

Participation in Professional Learning Activities: This is a continuous variable measured through the adapted Turkish version of the Inventory for Teachers' Participation in Professional Learning Activities developed by Kwakman (2001, 2003). Each participant has a total score of participation in professional learning activities, the lowest being 24 and the highest being 96.

3. 4. Participants

The sample employed in this study consisted of 224 Turkish EFL instructors working at the University English Prep Programs (UEPPs) in Istanbul during the spring term of the 2004-2005 academic year. 77 of these participants (34.4) were recruited in a state university and 147 of them (65.6) in a private university in Istanbul. All these instructors taught Intensive English courses to students who were supposed to pass the English proficiency exams at the end of a year in order to continue their education in their respective departments.

As seen from Table 3.1 below, of 224 respondents, 180 were female and 44 were male. The participants whose ages ranged from 23 to 30 constituted the largest group of the participants (36.8%), whereas, the ones between 36 and 40 constituted the smallest group (13.9%). 44.8% of the sample was married, 49.3% was single and 5.8% stated that they were divorced. 70 of the instructors who participated in the study had up to 5 years of total teaching

experience, whereas 67 of them had 6 to 10 years, 38 of them 11 to 15 years, 21 of them 16 to 20 years and 28 were involved in teaching over 20 years.

Table 3. 1.

Overview of the Participants

	Groups	N	%
Age	21-30	82	36.8
	31-35	61	27.8
	36-40	31	13.9
	Over 40	48	21.5
Gender	Female	80	80.4
	Male	44	19.6
Marital Status	Single	110	49.3
	Married	100	44.8
	Divorced	13	5.8
Teaching Experience	0-5 years	70	31.3
	6-10 years	67	29.9
	11-15 years	38	17.0
	16-20 years	21	9.4
	Over 20 years	28	12.5
Type of the University	State	77	34.4
	Private	147	65.6

3. 5. Procedure

3. 5. 1. Setting

The study was carried out with Turkish EFL instructors employed at UEPPs in Istanbul during May 2005.

3. 5. 2. University English Preparatory Programs (UEPPs)

UEPPs offer one-year intensive English programs within universities. In UEPPs, where students are placed according to their levels, students study

English that they need in order to be able to follow their courses in their future departments. The course load of the programs differs from level to level, beginners having the most intensive study program (mostly over 25 hours of English per week). In some of the universities the medium of instruction is English, but in some only a certain percentage of the courses are carried out in English. However, in all of these UEPPs, every student has to prove a certain level of English proficiency determined by the directorate.

In UEPPs, at the end of the one-year intensive study, students take an English proficiency examination, which determines whether the student can start studying in his/her department. The cut-off score is 60 out of 100. Students who score lower than 60 have to take the next proficiency exam, and this goes on until the student gets at least 60.

3. 5. 3. Instruments

The main instrument of the present study, which was designed to collect quantitative data, was a questionnaire (Appendix C1 and C2) consisting of three parts: Multiple-choice questions, to gather background information on participants and their working conditions; Maslach Burnout Inventory – Educators Survey, to measure burnout; and the adapted Turkish version of Kwakman's (2003) Inventory for the Teachers' Participation in Professional Learning Activities to measure the frequency of the participants' participation in professional learning activities.

In order to complement the results obtained through quantitative data, some qualitative data were also needed. Semi-structured interviews were conducted to collect more information about the instructors' perceptions on

their working conditions and how these affect their perceptions of burnout and professional learning.

3. 5. 3. 1. Multiple-choice Questions (Part 1)

These consisted of questions on demographic information such as age, gender, marital status and teaching experience. In addition, in order to collect information about the instructors' present working conditions and their perceptions about the work environment, questions on some selected work-related issues such as relationships among people in the work environment, social and technical facilities in the school and general student behaviour were also included in Part 1.

3. 5. 3. 2. Maslach Burnout Inventory – Educators Survey (Part 2)

In order to measure teacher burnout, the Turkish version of the Maslach Burnout Inventory (MBI) – Educators Survey (Maslach, Jackson, & Leiter, 1996) was used.

MBI was originally developed for general use and this version is called MBI – General Survey (Maslach & Jackson, 1981). In this instrument, the subscales for the dimensions – emotional exhaustion, depersonalisation and personal accomplishment – are considered and scored separately, meaning that there is not a combined, single, total score for burnout. High scores on emotional exhaustion and depersonalisation and low scores in personal accomplishment reflect a high degree of burnout. Moreover, as for Educators Survey, the word "clients" in General Survey was replaced by "students".

Çam (1991, 1992) and Ergin (1992) were the first researchers in Turkey who translated MBI into Turkish in order to explore burnout among health workers such as doctors and nurses. The validity and reliability of the Turkish version were tested in many studies in Turkey and this version was found to be valid and reliable (Çam, 1992; Ergin, 1992). Ergin found reliability coefficients of .83, .65, and .72 for emotional exhaustion, depersonalisation and reduced personal accomplishment respectively; besides, Çam's reliability coefficients were also in line with hers (.89, .71, .72, respectively). In order to test the construct validity of the Turkish version, Ergin applied factor analysis and the scale yielded three main factors, which showed that the Turkish version is completely consistent with the English version. Çam also used a convergent validity technique by comparing the nurses' answers to the inventory and their friends' answers about these nurses in order to test whether the Turkish version was valid or not. The results revealed no significant difference between the Turkish and English versions.

The main difference between this version and educators' version was the term "hastalar" (patients). Therefore, Baysal (1995) and Girgin (1995) changed the word "hastalar" (patients) to "öğrenciler" (students) in the Turkish version of the inventory and used it for the educators and teachers. This version was also found to be reliable with .74, .75, and .77 reliability coefficients for emotional exhaustion, depersonalisation and reduced personal accomplishment, respectively. The correlation coefficients obtained from the convergent validity technique also proved the version to be valid; .74 for emotional exhaustion, .70 for depersonalisation and .68 for reduced personal accomplishment (Girgin, 1995).

3. 5. 3. 3. Inventory for the Teachers' Participation in Professional Learning Activities

In order to measure teachers' participation in professional learning activities, the inventory developed by Kwakman (2003) was used with her permission. However, since Turkish version of the MBI was used, in order to keep consistency between the inventories, Kwakman's inventory was translated into Turkish and adapted considering the Turkish context through the guidelines provided by Hambleton and Patsula (1999). In the original Kwakman inventory, factor analysis revealed three types of professional learning activities: collaborative activities (e.g. sharing ideas about pupil counseling), individual activities (e.g. reading professional journals), and instructional activities (e.g. constructing lesson materials). However, for the purposes of this study, the professional learning activities were not categorized into three types, but each participant was given a total participation score, which ranges from 24 and 96. This issue will be discussed further in the data analysis part of this chapter.

During the translation process, the researcher looked for the following criteria in selection of the translators:

- The translators should be in the English teaching profession;
- They should have education, teaching and research background;
- They should have had experience in translation.

The original version of the inventory was in Dutch, but the English version of it was sent to five translators via e-mail and they were asked to translate each item into Turkish. After they sent the translations back, the researcher chose the most suitable, understandable and clearest translations. The Turkish version of the

inventory was finalised after careful refining of each item and concept by the supervisor and the jury members.

During translation, one item was left out (make agreements about the way of teaching) since nobody could provide a clear Turkish version for the item and found the item itself unclear (e.g. with whom? What kind of an agreement? etc.). Moreover, the researcher, the supervisor and the jury members decided to include four more items: attending local ELT conferences/seminars, attending workshops/meetings at school, keeping a teaching journal/diary, and collaborative journal writing. These concepts have been suggested as teacher professional development practices in the literature earlier. Besides, the instructors considered the first two as the main examples of professional development practices since they first mention such practices when asked what they do for their professional development. These two concepts also resulted from the researcher's general observation in her own institution and emerged respectively in the pilot informal interviews with some instructors in different universities, which supported the idea that these two items should be included in the inventory.

3. 5. 3. 3. 1. Pilot Study

After finalising the inventory for participation in professional learning activities, the researcher piloted it with 56 SUEPPI from three different state universities in order to test the internal consistency reliability of the instrument. The coefficient alpha of .86 suggests that the items comprising the inventory were internally consistent (Huck, 2004).

3. 5. 3. 4. Semi-structured Interviews

In order to identify the possible reasons behind the similarities and/or differences between the state and private university English prep program instructors in terms of burnout and participation in professional learning activities, semi-structured interviews were conducted. The interview questions (Appendix D1) were constructed after the quantitative data were analysed, as the results of the quantitative data would better reveal which questions remained to be unanswered.

3. 5. 4. Data Collection

A convenient sample from 15 out of 20 universities in Istanbul were included in the study. The remaining 5 universities could not be included because:

- One university did not have a separate UEPP.
- One university had only two Turkish EFL instructors (all the other 30 instructors were native speakers of English).
- One university did not return any of the questionnaires.
- Two universities were excluded from the study since they had already participated in the pilot study carried out to test the reliability of the adapted version of Kwakman's inventory.

The study was restricted to Istanbul because of the time limitations and access to the participants. For the purposes of the study, in order to avoid the time as being a confounding factor, data collection had to be completed within the shortest time possible. Also, all the participants had to receive and send the questionnaires back around the same period –within the last month of

the academic year. The questionnaires could not be sent to them in different semesters because some instructors' classes could change and this would not be fair for the others who completed the questionnaires in the previous term as class change could affect an instructors' psychology. In addition, if some of them received the questionnaires at the beginning of a term and some at the end of the same term, this would again affect the results of the study, as the instructors usually feel more refreshed and enthusiastic at the beginning of the semesters. Therefore, for all the participants, one-month-period was fixed. Since the researcher completed the pilot study and the other arrangements for data collection during March and April, the questionnaires were sent and returned in May 2005. This was also another reason why the study had to be restricted to Istanbul; there might have been delays in sending and receiving the questionnaires and they might not have been completed in one month.

After the universities were selected, for the less accessible universities, the researcher contacted the department heads and colleagues for help in distributing the questionnaires to the instructors. The questionnaires were mailed to department heads and distributed to the instructors interested in the study by them. The department heads and colleagues were informed about the data collection timeline; once received, the questionnaires had to be completed and mailed to the researcher back within 3-4 weeks. The number of questionnaires to be mailed to each university was determined after an extensive Internet search. To universities where the instructor number was unknown, an approximate number of questionnaires (20-25) were mailed. In a few universities to which the researcher had access, she handed out the questionnaires and collected them within the 3-4 weeks following the

distribution. The whole quantitative data collection was carried out in May 2005.

A total of 400 questionnaires were distributed to the instructors and 224 of them were returned with an overall return rate of 56%.

After these quantitative data were analysed, in order to find answers to the questions remaining unanswered, during January and February 2006, formal semi-structured interviews were conducted. Because of time constraints and access to the participants and questionnaires being anonymous, a limited number of instructors (22) from two state universities could participate in the interviews and no interviews could be made with any of the private university instructors. These 22 instructors were not only available for and showed an interest in the interviews but also responded to the questionnaire. 21 were from the same state university and 1 was from a different state university. With 11 of them one-to-one, face-to-face interviews were conducted and they were audio recorded; to the other half, the interview questions were e-mailed and the interviewees were asked to provide as much detail as possible in their answers.

3. 6. Data Analysis

The quantitative data analysis was done through SPSS 10.0. The alpha level was adjusted at .01 for each analysis by means of Bonferroni adjustment technique in order to decrease the likelihood of committing a Type 1 error (Huck, 2004).

Research Question #1:

Is there a significant difference between State University English Prep Program Instructors (SUEPPI) and Private University English Prep Program

Instructors (PUEPPI) in terms of the dimensions of teacher burnout (emotional exhaustion, depersonalisation and reduced personal accomplishment) and participation in professional learning activities? If so, what might be the possible reasons behind this difference?

Data for the first part of this question were gathered through the questionnaire. While analysing the data, before conducting an independent samples *t*-test in order to investigate the relationship between the type of the university and the dimensions of teacher burnout and participation in professional learning activities, the assumptions of the independent samples *t*-test, the normality and homogeneity of variance assumption was checked via Kolmogorov-Smirnov test and Levene's test, respectively. In case of a violation of the assumptions, the nonparametric equivalent of the independent samples *t*-test, the Mann-Whitney *U* test, was conducted in order not to commit a Type 2 error (Huck, 2004; Field & Hole, 2003).

In order to explore the possible reasons for the difference, on the other hand, which is the second part of this research question, formal semi-structured interviews were conducted with 22 instructors, 21 from the same state university and 1 from a different state university. The interview questions were constructed in the light of the quantitative data results. Therefore, on the interviews the focus was more on the working conditions in these universities and their possible effects on instructors' feelings of burnout and their participation in professional learning activities. The same semi-structured questions approximately in the same order were asked to the interviewees in both one-to-one, face-to-face interviews and e-mail interviews. As the interviews were aimed to complement the findings revealed by the quantitative

data, the working conditions to be focused and explored were already defined by the researcher and the interview questions were either directly or indirectly asking the instructors' ideas about these working conditions previously determined.

During this qualitative data analysis, the audio-recorded face-to-face interviews were partially transcribed. The transcriptions and the returned emails were read again and again to analyse the same ideas and topics raised and group them under the same content following the content analysis procedures (Brenner, Brown & Canter, 1985; cited in Cohen, Manion & Morrison, 2000). The length of the face-to-face interviews differed from 30 minutes to one hour. All the interviews were made in Turkish; thus, while being reported, they were translated into English. Pseudonyms for the interviewees were used in the analysis.

Research Question #2:

Is there a relationship between participation in professional learning activities and the dimensions of teacher burnout (emotional exhaustion, depersonalisation and reduced personal accomplishment)?

In order to determine whether there is a relationship between the dimensions of teacher burnout and teacher's participation in professional learning activities, a Pearson product-moment correlation coefficient was calculated. Moreover, to be able to talk about the amount of shared variance, coefficient of determination was also calculated squaring the value of the correlation coefficient.

Data for this question were again collected through the questionnaire.

3. 7. Summary

The research questions and the data analysis procedures are summarized in the Table 3.2. below:

Table 3.2.

Overview of the Research Questions and Related Procedures

Research Questions	Data Analysis
Is there a significant difference between SUEPPI and PUEPPI in terms of the dimensions of teacher burnout (emotional exhaustion, depersonalisation and reduced personal accomplishment) and participation in professional learning activities? If so, what might be the reasons behind this difference?	- Independent samples T-test (When normality was not assumed, the Mann-Whitney *U* Test) - Semi-structured interviews, content analysis
Is there a relationship between teacher burnout and teachers' participation in professional learning activities?	Pearson product-moment correlation coefficient & coefficient of determination

3. 8. Conclusion

In this chapter, the data collection and data analysis procedures along with the setting, participants and the university types were introduced. In the next chapter, the results obtained through the analyses discussed in this chapter will be presented.

CHAPTER 4

RESULTS

4. 1. Introduction

This chapter presents the results of the analyses conducted based on the methods and procedures specified in the previous chapter. Both quantitative and qualitative analyses have been used to answer the research questions. The first research question sought not only to examine whether the State University Prep Program Instructors (SUEPPI) or Private University Prep Program Instructors (PUEPPI) feel more emotionally exhausted, depersonalised and had a reduced sense of personal accomplishment but also to determine which group performed professional learning activities more. The second research question examined if the dimensions of teacher burnout (emotional exhaustion, depersonalisation and reduced personal accomplishment) are correlated with teachers' participation in professional learning activities.

4. 2. Results

The first research question investigated the effect of the university type on the instructors' degrees of emotional exhaustion, depersonalisation, reduced personal accomplishment and their participation in professional learning activities. The dimensions of teacher burnout were examined through Maslach Burnout Inventory (MBI) –Educators Survey (Maslach, Jackson & Leiter, 1996) and the level of teachers' participation in professional learning activities was measured through the inventory developed by Kwakman (2003). The second research question explored the relationship between the two

dependent variables, namely, teacher burnout and participation in professional learning activities.

4. 2. 1. Effect of University Type on Teacher Burnout and Teachers' Participation in Professional Learning Activities

The first research question investigated the difference between the SUEPPI and PUEPPI in terms of the dimensions of teacher burnout (emotional exhaustion (EE), depersonalisation (DP) and reduced personal accomplishment (RPA)) and participation in professional learning activities (PPL). The two groups were compared in terms of these variables. Their means and standard deviations are shown in Table 4.1 below.

Table 4. 1.
Means and Standard Deviations of SUEPPI and PUEPPI on EE, DP, LPA and PPL

	Groups							
	SUEPPI				PUEPPI			
	M	SD	Min.	Max.	M	SD	Min.	Max.
EE	20.33	10.44	3	54	18.74	10.37	0	46
DP	5.08	5.09	0	24	4.83	4.92	0	24
RPA	33.61	7.48	14	48	36.73	6.71	19	54
PPL	58.78	9.21	41	80	65.74	10.44	47	92

As the table shows, feelings of emotional exhaustion and depersonalisation were higher among the instructors working at a state university than those working at a private university. Also, state university instructors felt less personal accomplishment and participated in the professional learning activities less than the private university instructors. In

order to determine whether these differences between the two groups are statistically significant or not, an independent samples t-test was conducted. However, before doing so, since normality and homogeneity of variance are underlying assumptions that need to be met when using a parametric analysis, these assumptions should be checked. When the normality assumption was met, this indicates that our data were normally distributed; if not, this means our data deviated from normality, which might be caused by some of the participants not taking the questionnaires seriously and not giving exact answers. Homogeneity of variance assumption, on the other hand, is related with variability. When the assumption was met, it means the variance in one experimental condition will be similar to variance in another experimental condition. As the normality and homogeneity of variance assumptions were met, it will tell us that the sample used in a study has the desired characteristics of the study's population and we can make inferences from the sample to the population (Field, 2000; Field & Hole, 2003; Huck, 2004).

The normality assumption was checked via Kolmogorov-Smirnov test. The test revealed that other than RPA, the scores obtained from EE, DP and PPL were not normally distributed ($P < .01$). The homogeneity of variance assumption, on the other hand, was computed through Levene's test of homogeneity of variances with no significant differences being found for any of the variables. Therefore, for the RPA variable, independent samples t-test was conducted. However, as the normality was not assumed for the other variables, the non-parametric equivalent of independent samples t-test, the Mann-Whitney *U* test, was conducted for EE, DP and PPL in order to avoid a Type 2 error (the error made when we do not consider a difference between the

groups but in reality there is a difference) (Huck, 2004; Field & Hole, 2003). The Table 4.2 below shows the results obtained through the independent samples t-test for reduced personal accomplishment.

Table 4.2.

T-test Results for the Difference between SUEPPI and PUEPPI in terms of Reduced Personal Accomplishment

Independent Samples Test

		Levene's Test for Equality of Variances		*t-test for Equality of Means*		
		F	***Sig.***	***t***	***df***	***Sig. (2-tailed)***
total RPA score	Equal variances assumed	2,607	,108	-3,007	219	,003
	Equal variances not assumed			-2,902	140,576	,004

Levene's test for equality of variances indicates that the two groups are homogeneous (F=2,607, p>.01). The test value reveals that the PUEPPI (M=36.73, SD=6.71) feel significantly more accomplished than SUEPPI (M=33.61, SD=7.48) do, $t(219) = 3{,}007$, $p < .01$, $r = .19$.

As stated before, the Mann-Whitney *U* test, the non-parametric equivalent of independent samples t-test, was conducted for EE, DP and PPL. According to the test, SUEPPI (*Mdn=19*) did not seem to differ from PUEPPI (*Mdn=17*) in terms of EE ($U = 5116{,}5$, *ns*). Again SUEPPI (*Mdn=4*) and PUEPPI (*Mdn=3*) did not significantly differ in DP ($U = 5514$, *ns*, $z = -.31$). However, the two groups, SUEPPI(*Mdn=58*) and PUEPPI(*Mdn=65*), significantly differed in terms of their participation in professional learning activities ($U = 3552$, $z = -4{,}45$, $p < .001$).

The results obtained through the independent samples t-test and the Mann-Whitney *U* test show that instructors working at a private university not only felt more personally accomplished but also participated in professional learning activities more than their colleagues working at a state university.

In order to identify the possible reasons behind these differences, information about the working conditions obtained through the multiple-choice questions in Part 1 of the questionnaire given to the instructors was analysed. On the Table 4.3, the means of some issues related with the working environment are displayed for SUEPPI and PUEPPI. Those multiple-choice items in the questionnaire were designed to determine the participants' perception of their monthly income (Question # 13, 1=very low, 5=very high); their teaching load per week (Question # 8, 1=5-10 hrs, 6=over 30 hrs); their total workload per week (Question # 9, 1=5-10 hrs, 6=over 30 hrs); their perception of the relationship between the instructors and directors at school (Question # 14), between the directors and students (Question # 15), between the students and instructors (Question # 18) and among the instructors (Question # 16) (1=quite negative, 5=quite positive); their perception of the professional relationship among the instructors (Question # 17, 1=competitive, 2=collaborative, 3=not sure); their perception of the general behaviour patterns of the students at the school (Question 19, 1=quite undisciplined, disrespectful and uncontrolled; 5=quite disciplined, respectful and controlled); their perception of the technical facilities provided for the instructors (Question # 20, 1=quite insufficient, 5=quite sufficient); their perception of the social facilities provided for the instructors (Question # 21, 1= quite insufficient, 5=quite sufficient); their perception of the quality and quantity of the professional activities provided for the instructors

(Question # 22, 1=not frequent and underqualified, 4=frequent and qualified); and their perceived general stress in the working environment (Question # 24, 1=quite relaxed, 5=quite stressful).

Table 4.3.

Means and Standard Deviations of Some Selected Working Conditions of SUEPPI and PUEPPI

	Groups				
	SUEPPI		PUEPPI		
	M	SD	M	SD	MPS*
Perception of the monthly income	2.10	.80	2.55	.64	5
Teaching load per week	2.44	.77	3.42	1.08	6
Total workload per week	2.90	.78	5.20	.94	6
Perception of the relationship					
- btw instructors & directors	3.56	.91	3.87	.90	5
- btw directors & students	3.58	.80	3.89	.72	5
- among instructors	3.86	.78	4.07	.82	5
- btw instructors & students	3.72	.70	3.80	.77	5
Perception of the professional relationship among instructors	2.20	.50	2.20	.42	3
Perception of the general behaviours of the students at the school	3.25	.79	3.20	.77	5
Technical facilities provided for the instructors	2.10	.81	2.92	1.26	5
Social facilities provided for the instructors	1.77	.74	2.45	1.25	5
Professional activities provided for the instructors	2.04	.93	2.49	1.14	4
Perceived general stress in the working envrnmnt.	2.63	.76	3.04	1.01	5

* Maximum possible score on the item

Looking at the table above, we can see that except for the perception of the professional relationship among instructors at school, for all the other items, there are differences between SUEPPI and PUEPPI. Therefore, we can say that the quantity of the monthly income, teaching load per week and total workload per week are lower in the state universities. It is also eye-catching that the average teaching load per week and the average total workload per week are not very different among SUEPPI and it seems that they spend around 10-20 hours at

school mostly teaching. However, while PUEPPI teach around 20-25 hours at school, which is more than their colleagues at state universities, the time they have to spend at school reaches to 30 hours or more, which gives us a sense that they might have some other duties at school other than teaching. As for the relationships among the people at school and the perception of the students' general behaviour patterns, although again there are differences between the universities, they do not seem to differ much at first sight. However, for the last four items, the mean differences seem to differ more between the two groups. Technical facilities and social facilities provided for the instructors seem more sufficient at private universities. In addition, the professional development activities provided or designed for the instructors at private universities are more frequent and more qualified than the ones at state universities. Finally, it can be said that PUEPPI find their working environment more stressful.

As stated earlier, in order to find out what the instructors think about their working conditions, mainly the ones put above, and what might cause the differences between the two groups of instructors in terms of their sense of personal accomplishment and their participation in professional learning activities, semi-structured interviews were conducted. The interview questions (Appendix D1) were prepared especially to see whether the different working conditions revealed in the multiple choice questions in the questionnaire could be reasons for this difference.

Of the 22 instructors, 4 were male and 18 were female. The ages of the interviewees ranged from 26 to 57 with an average of 32.7 and the range of their total teaching experience was 4-35 with and average of 9.2 years of teaching experience. They have been teaching at their current schools for 6.5 years on

average (For a more detailed information about the interviewees, see Appendix D2).

The findings of these qualitative data support the results of the quantitative data in the sense that characteristics of the work environment in state universities could be effective on the state university instructors' more reduced sense of personal accomplishment and less participation in professional learning activities than their colleagues at private universities either directly or indirectly. Those work environment factors that emerged from the analysis could be put under the following headings:

- Monthly income
- Time spent at school
- Supportive learning environment
- Technical facilities (equipment)
- Social environment in the school
- Interaction with and feedback from the students

As for how these factors were effective, following findings in relation with each factor were obtained through the qualitative data. These findings also shed light on the fact that different working conditions could explain the difference between SUEPPI and PUEPPI in terms of sense of personal accomplishment and participation in professional learning activities, which was also revealed by the quantitative data.

Monthly income:

When asked, most of the interviewees implied that their monthly income is an important factor in performing their jobs. Although they do not think that it has a major influence on their job satisfaction, they strongly agreed that if they

could earn more, not only they would use it for their professional development but also they would not have to work in other part-time language centres or give private lessons. By the help of it, they would devote more of their time and energy to their students at the university; thus, they would be more helpful to their "own" students' learning and achievement, which would make them feel more successful in their jobs.

> You can just meet your basic needs with the money you earn here, but a teacher needs more than this. For example, you are teaching English and it would be nice to have been in England, or to take a course for your professional development abroad. You are teaching English culture but you just know it from the books like your students. Also, you have to work extra in other private courses or language centers. This sometimes causes you to underestimate your duty and students here because you divide your energy and time into two, sometime into three. You get more exhausted and you look exhausted the next morning in your class.(Öznur, January 4, 2006)

> In a private university, you would probably earn twice as much as you earn here. Because of this, you would not have to work extra in another place; thus, you could spend your time and energy only for the university you are working at. (Hasan, January 5, 2006)

> If I earned more, I would feel that I get what I deserve; however, I do not feel that way here… If I earned more, I would spend it for my professional development and this would help me become a more proficient teacher and feel more accomplished in my job. (Sema, January 4, 2006)

Some of them also stated that not earning much money affects their commitment to the job and sense of belonging to the institution they are working at.

> The money I earn here is very low and this is a serious deficiency of my institution. Also, if I earned more money, I would feel belonged to my school more and commit myself to the work I do here more; I would identify myself with my school more. (Didem, February 6, 2006)

> If I earned more, I would spend most of my time at school and I would participate in the activities, workshops or projects more at school. (Semih, January 5, 2006)

Time Spent at School:

The multiple-choice questions related with working conditions in the questionnaire of this study revealed that the hours state university instructors had to work at school were almost equal to their teaching hours. The interviews also revealed that all of the instructors who have no office jobs (Testing Office, Material Office, etc.) stay at school only to chat with their colleagues and sometimes to prepare for the next day's lesson; otherwise, they leave the school. However, this situation was different in private universities. An instructor working at a private university had to work or spend extra 10-15 hours on average in addition to their teaching hours. Although work overload was found to be a factor contributing to teacher burnout, in this study, it gave us the sense that the more time an instructor spends at school, the more s/he could give of him/herself to the job and institution. Keeping this in mind, through the interviews, the researcher tried to explore whether this was the case or not.

First of all, most of the interviewees indicated that a teacher's job is not teaching only; thus, they should not leave the school when the lesson finishes.

> A teacher's responsibility is not teaching and leaving the school after they finish teaching. The school should be a learning place for the teacher. (Öznur, January 4, 2006)

> Teachers should not have teaching hours only. They have to have "working hours"; thus, they have to spend time and work at school in addition to their teaching hours. (Rasim, February 26, 2006)

In the light of this fact, they said that they would have positive attitudes towards staying at school on the condition that they were asked to do "meaningful" things that would be beneficial for themselves, for their students and for the school. They also pointed out that these extra work hours and

responsibilities should be divided and shared "equally" among all the instructors at school.

> Here, instructors do not stay at school after the lessons. They give their lessons and leave the school. However, they should stay, but for "meaningful" things. (Gül, January 4, 2006)
>
> If the instructors had to spend extra time other than their teaching hours at school, they had to be given "specific" tasks to do. Otherwise, they would just spend this time chatting with their colleagues. (Galip, January 5, 2006)
>
> If instructors are going to work extra at school in some projects and/or committees, everybody should work under "equal" conditions. Otherwise, there would be problems, if somebody works more than another, etc. (Esra, February 20, 2006)
>
> It would be nice to spend extra time at school working on some projects that would be "beneficial" for our school and students. (Tülin, February 10, 2006)

In addition to this, some of them suggested some tasks to be organized at school by the administrators for the teachers to do during the times they spend at school other than teaching.

> Every instructor could work in offices for a month, for instance. Let's say, I will work in the Material Office during April and in Curriculum Development Office in May. Or, the administration could put teachers in teams. There would be a team for revising and developing our current books, for instance. There might also be a "quiz team"; they might work in collaboration with the Test Office. Teachers always criticise the quizzes, then they have to take part in preparing and proof-reading the quizzes. These jobs should not be the duties of the people working at offices only. (Galip, January 5, 2006)
>
> In these extra working hours, teachers can do lots of things from preparing materials to helping to improve the curriculum or organizing the books and the resources in the library. (Rasim, February 26, 2006)
> In these extra working hours, teachers can observe their colleagues' classes. Some study groups might be formed; for instance, teachers in one study group, preferably teachers teaching to the same level of students, can get together and prepare lessons together, discuss and share ideas on how to teach a specific unit. (Gül, January 4, 2006)

When the instructors were asked about the benefits of having to spend extra time at school working on some projects, they first indicated that this would increase the "sharing" and "exchange" among the instructors.

> Here instructors are separated into groups; people at around the same ages spend time together or married and single people form different groups, etc. Therefore, there is no "exchange" among the groups because they hardly know each other. However, working in some project groups after the lessons would make this "exchange" possible. (Yeliz, February 26, 2006)
>
> It would increase the "sharing" among instructors here. They would exchange ideas about teaching more, for instance. Otherwise, the time we spend together here is limited to breaks and lunchtime. Therefore, I can't see my friends here as "colleagues" because we do not share many "professional" things. (Rasim, February 26, 2006)

While some think that that kind of an extra work at school could decrease the amount of time they work at home, some think that it would prevent their work from being monotonous.

> If we come together and work here, we would not spend much time preparing lessons at home. (Yeliz, February 26, 2006)
>
> Spending time outside the classroom related with my profession would affect me positively by preventing my job from being monotonous. (Özgün, February 15, 2006)

Finally, they all think that spending extra time at school working together on specific tasks would contribute to their professional development.

> These practices would definitely contribute to my professional development because the more brains come together, the more qualified things they can produce. Everybody can learn a lot from each other. Just preparing materials for classroom use together, for instance, could help everybody since they contribute learning and production at school. (İlknur, February 8, 2006)
>
> Last year, we participated in that kind of a project. We stayed at school after the lessons and discussed some issues related with our reading lessons as a group of teachers. We saw that we were not alone in having some specific problems and we also became aware of our colleagues' different practices in the classroom. Lots of different ideas could come up

> in these instances and you can use them in your classes later on. You learn alternative techniques to use in the classroom from your colleagues. These contribute a lot to your professional development. (Zeliha, February 8, 2006)

> They would help teachers develop professionally. By working on such tasks other than teaching, they would gain experiences in lots of things; they would have an experience in preparing materials, quizzes, so they will learn how to prepare them and they will also be more proficient in using the technology such as computers. Everybody will be an expert at the end and they will become more proficient in their job. They will be better teachers and learn how to motivate their students, etc. (Galip, January 5, 2006)

They also added that as these activities would help them develop professionally, they would become more proficient in their jobs at the end.

These activities, I believe, would increase the teachers' awareness; they will be aware of each other's practices. Sharing and exchanging ideas, etc. with colleagues will develop him/herself and they will learn to criticise themselves. By the help of this, they will become better teachers. I have participated in lots of such "out-of-class" projects, which, I think, contributed to my professional development a lot. They broadened my horizon. All the activities I participated, all the projects at school I participated and worked helped my classroom practices become better. You learn a lot, you can determine your goals and objectives better and you become a better teacher in the classroom. (Sema, January 4, 2006)

> I would be willing to participate this type of activities because they will be beneficial to our students at the end and it is very important for me to see students' improvement. When I contribute to their improvement with the things I myself did, I feel a lot more motivated and successful. (Pelin, February 11, 2006)

As it can be seen from these, instructors have positive attitudes towards spending extra time at school working on some specific tasks other than teaching and they think that this is also a part of their job, and there should be such a system in their schools.

Supportive Learning Environment:

Whether or not instructors see their working environment as supportive is another issue worth considering when analysing their sense of personal

accomplishment and professional learning. The interviewees indicated that in order for them to see their working environment as supportive they should feel support both from their colleagues and from the administrators.

When asked about the professional relationship among the instructors in their schools, some of them pointed out the importance of sharing again and complained about the lack of it in their schools.

> In this school, there are very few people for whom professional development and exchange is important. This prevents us from learning from each other. (Sema, January 4, 2006)
>
> There are people who pay attention to academic studies. When you are in contact with them, you learn a lot from them. But the number of these people is very low. (Ebru, January 5, 2006)
>
> People are separated in groups here, maybe because the number of instructors here is very high. However, this decreases the interaction among us. Sometimes you do not know your partner (two people share the same class, one gives grammar, one gives skills courses), you do not know what s/he is doing in the class. (Galip, January 5, 2006)

For some, it is very important to see colleagues around who are motivated and enthusiastic to learn and share. Otherwise, their motivation to do good things for the school, for the students decreases dramatically and this also affects their happiness in their workplace.

> Most of the teachers do not have an interest in anything related with the school. They are like housewives. They are not open to development. They do not do anything that would contribute to either their professional development or school improvement. When I see these people around, I do not want to do anything for the school or for myself. The ambition and motivation and the support I receive from my colleagues make me happy where I work. However, since I am not working at such a school, I am not happy. (Esin, February 2, 2006)

Some of them also drew our attention to the importance of administrative support not only to form a learning environment at school, but also to support teachers' professional development.

> Actually, I feel that I work in a learning environment. However, this is carried out by the efforts of a group of friends around me. There is not an administratively organized and supported learning environment in this school. (Öznur, January 4, 2006)

> I do not receive any support from the administrators for any activities that I want to participate for my professional development. It seems to me that they just help people whom they know better and get on well with. (Esin, February 2, 2006)

> Although some people care about their professional development and try to do things related to it, there is little support from the administration in regard to this. (Sema, January 4, 2006)

For some, receiving reward or being appreciated at least would increase their commitment to work, their job performance and their motivation to learn. While some saw increasing the amount of money they earn as a motivating factor or a reward, some paid attention to colleagues' and administration's appreciating the good things they have done.

> I am preparing weekly worksheets for all levels at the moment. At first, I thought that this job would be very beneficial for me and the school and it would bring a new perspective to my job preventing it from being monotonous and I would be happier. However, this did not happen. Before that, I used to deal only with students. But now, I deal with the instructors. They do not like anything I prepared; they complain, they always criticise; they do not appreciate. This decreases my motivation to do such things which would contribute to school improvement. (Esin, February 2, 2006)

> I worked in a multinational institution abroad. We did lots of things and I learned a lot there. But it was a place where you were being promoted when you do good things in your job. However, here, let's say, you give the best lesson in the world, this does not have an effect either on your salary, or on your position. Therefore, this school is not supportive and reinforcing in terms of professional development. (Hasan, January 5, 2006)

> We cannot talk about a learning environment here that supports and motivates us for professional learning. The low income is the most serious problem that prevents it because after the lessons people hurry up to catch up with their private lessons. (Semih, January 5, 2006)

To conclude, we can say that most of them complained about the lack of supportive learning environment in their schools, therefore, for some, their schools are not the ideal places they want to work at.

> The ideal school should support teachers' professional learning and development. There should be reward and reinforcement system and performance evaluation, and then we can talk about a learning environment. But my school is not such a place. (Didem, February 6, 2006)

> The ideal school should provide opportunities for professional development for the teachers, support academic studies, create an academic environment and support teachers in all aspects. Any effort or success of a teacher should be appreciated and reinforced by the administrators. (Esra, February 20, 2006)

Technical Facilities (Equipment):

The responses to the multiple-choice questions in the questionnaire indicated that private university instructors perceived the technical facilities provided to them in their schools as less sufficient than their colleagues in state universities did. Therefore, the instructors participated in the interviews were asked to give information about the technical facilities in their schools.

First of all, although some of them indicated that their school is not equipped with sophisticated technological equipment, what they already have would be enough for them if the equipment *worked well*.

> Photocopy machines and the computers are usually out of order and it takes time to see them repaired. (İlknur, February 8, 2006)

> Most of the cassette players and cassettes are out of work. (Özgün, February 15, 2006)

> We have some technical equipment to use in the classroom, however, they do not work well. For instance, there are 6 OHPs available for the teachers, but when you take one to use in the classroom, it can suddenly stop working after a while. (Rasim, February 26, 2006)

In relation to technical facilities, they also mentioned some problems with the physical conditions in school and in the classrooms.

> We have OHPs, that's good! But we do not have any curtains in the classrooms! I bring the OHP to the classroom and reflect something on the board, but nobody can see or read anything because of the sun coming from the windows. (Galip, February 5, 2006)

> The school is very big and you lose time in order to reach the technical equipment. The photocopy machine and the computers are on the first floor; cassette players and DVD players are on the second, video rooms are on the third floor. Sometimes you come up with a new idea suddenly but you need to prepare it immediately maybe during the break or lunch. This would be possible only if we had a teachers' room where you can find all these devices together. (Gül, January 4, 2006)

> The classes are so big, which makes it hard to reach every student in the classroom while teaching. (Rasim, February 26, 2006)

Moreover, when they were asked what kind of equipment would be good to use in the classrooms, what some mentioned clearly showed that their schools had a long way to go.

> When I was in Japan, there were special video cameras inserted into the teachers' tables. The teacher just put the book on the camera and it reflects the page on the board. It was very practical especially when you want to show something short or small. It would be nice to have something like this in our classrooms here. However, now we have to have the students photocopy every thing we want to use in the classroom. Sometimes, because of this impracticality, we give up the idea of using something supplementary or interesting in our classrooms. (Semih, January 5, 2006)

> The classrooms should be equipped with OHPs, data projectors and computers. They should be readily available to the teachers. When you come up with something new suddenly in the classroom, you can immediately prepare and show it to the students with the OHP in the classroom. (Hasan, January 5, 2006)

> It would be nice to have the TV and video readily available in the classrooms so that we could make the students watch CNN or BBC in the classroom. By the help of this, students would see the "living English" and they would not see English as a lesson. (Sema, January 4, 2006)

> A computer with Internet access and a data projector in the classrooms would be great. There are thousands of interactive English games and quizzes on the Internet. I am sure that our students would love them and learn better if we could use Internet in such a way in the classroom. (Galip, January 5, 2006)

Although most of them saw financial problems of the state universities for these unsuitable conditions and do not expect ideal technical equipment to be provided in the classrooms, one of the interviewees had a suggestion for this that I found worth adding here.

> The administration could find sponsorship for the equipment. For instance, a computer firm could provide computers and there can be that firm's advertisements on the walls. Or, there are lots of graduates of this university in business world. These people could be contacted and they can improve the classrooms and their names could appear in front of the classrooms. (Galip, January 5, 2006)

Finally, when these instructors were asked what the benefits of having more sufficient technical facilities in their schools would be, they all agreed that this would make them have better lessons with the students, which would, in turn, help them feel more successful and professional in their jobs.

> If the technical facilities were sufficient and better, I could have better lessons. I could have more enjoyable lessons that would attract and motivate students. Then I would feel more successful because my class' success and participation would increase. (Öznur, January 4, 2006)

> The sufficiency of the technical facilities would save time; we would use our time more efficiently. We could use more authentic and up-to-date materials in our classes. Lessons would be more enjoyable. Then, we could achieve the ideal lessons and the ideal teacher in our minds. (Semih, January 5, 2006)

> Better technical equipment would contribute to my being a more professional and better teacher. I would feel better in the classroom then, because the students could be more active in the classroom. (Zeliha, February 8, 2006)

> By the help of better technical facilities I would prepare more things for my students and this would increase their success, which also means the increase of my success. (Pelin, February 11, 2006)

Social Environment in the School:

Having a social environment in the school is generally important for teachers to feel belonged to their workplaces because this increases not only social but also professional interaction among them.

Being asked about the social facilities and activities provided for them, the interviewees first complained about not having a place in the school, like a teachers' room, for the teachers to come together, to rest and talk.

> There should be a room for teachers where students are not let in. You can relax and spend time together with your colleagues there. We did have such a place but they turned it to a cafeteria for all the school. (Yeliz, February 26, 2006)

> We had a Teachers' Lounge last year, but now we have a cafeteria. Now we do not have any place where we can get together around a table and exchange ideas. Hence, the interaction among the instructors has almost vanished. (İlknur, February 8, 2006)

For other types of social facilities, they stated that although there are social activities like cinemas, theatres, sports activities, in their universities, they are all organized in other campuses, which makes it difficult for the instructors to make use of them. Although the administrators in the Prep Program try to organize some parties at the end of the year, on Teachers' Day and on December 31, they think that such activities should be done more frequently because they create a social environment in the school, where instructors could get some "fresh air" apart from the lessons and the students. They will also feel that they are important for the school and can get what they deserve. This will, in turn, help them feel satisfied with their job, happy with their workplace, commit themselves more to their work, feel belonged to their school more and interact with each other more. At the end, these feelings will contribute to their being more proficient and effective teachers.

> Sometimes the administration organizes parties. Such things make you feel you are appreciated and valued. The bond among you, your colleagues and the administrators gets stronger. You become more of a person who just comes to school, teaches and leaves. And when you feel that you are valuable for the school you are working at, you feel belonged to the school. Therefore, I believe that there should be more of these activities. (Zeliha, February 6, 2006)

> Social facilities are not enough and we cannot talk about a social environment in our school much. However, these are very necessary; they increase people's happiness with their workplace, which enables a teacher's ties with the school to get stronger. Relationships get better. And this, at the end, creates better professional relationship and professional exchange among the instructors. (Öznur, January 4, 2006)

Finally, it should also be added that, for some teachers, the social environment could be created and supported by spending more time at school working on some specific tasks and producing things together in groups.

> When people work together in groups by staying in the school apart from their teaching hours, their social relationship will also get better because these help people come together and spend time together. (Yeliz, February 26, 2006)

> Social environment in our school could be created by making people work together other than teaching. Committees, project groups can be created. Then people would share more and become closer, which would improve the social interaction at the end, as well. (Rasim, February 26, 2006)

Interaction with and Feedback from the Students:

As the interaction between the students and the teacher is central to teaching, it is not surprising to hear that teachers feel the success when they get positive feedback from their students. This was also the case for the interviewees participated in this study.

On being asked about whether they feel successful or not in their job, nobody claimed to feel unsuccessful. This finding was interesting actually when it is compared with the results of the quantitative part of this study because the level

of state university instructors' sense of accomplishment was lower than the private university instructors'. However, as they were asked about the general relationship between teachers and students in their schools, all of them agreed that their students were good in general, respectful towards their teachers and they were not difficult to deal with.

> The students here are disciplined, intelligent and interested in the lessons in general. (Pelin, February 11, 2006)
>
> The students and the teachers are not enemies; they are like walking in hand in hand. (Tülin, February 10, 2006)
>
> The students are not spoilt and problematic as opposed to those in private universities. (Ferda, February 15, 2006)

Moreover, they all pointed out that they feel successful as a result of positive atmosphere they get after their interaction with the students in the classroom.

> I could tell myself that I am a good teacher when I see the expression of "Yes, I understood" on my students' faces, when they ask a question and I answered it. That makes me very happy. (Yasemin, February 12, 2006)
>
> Especially when my students say that most of the things they have learned about English and life is because of me, I feel very happy and successful. Although I do not claim to be very successful, I feel that I am good because I think I can motivate my students. Moreover, when I have a very good lesson in which everything has gone according to my plan and not only the lesson was enjoyable, but also the students learned something, then I feel a lot better. (İlknur, February 8, 2006)
>
> Sometimes students come after the class and thank you, or you can feel this on their faces. In these times I feel that I am successful. (Gül, January 4, 2006)

It was very obvious that although they complain about most of the working conditions in their schools, the main reason why most of them want to stay in these schools is this student profile because they stated that if they had to go to another school one day, the first thing they will look for would be the student profile in that school.

> In spite of all these deficiencies, I do not want to leave my job here because of the good students we have. If I had to leave and go somewhere else, the first thing I would look for would be a good student profile. Otherwise, I would not choose to work in that school. (Zeliha, February 8, 2006)

Finally, it should also be borne in mind that although these teachers claimed to feel that they are successful in their jobs because of the good relationships with the students and the good, intelligent and respectful student profile, they still want the working conditions to be improved in the aspects I stated above because then they will be able to give more of themselves to their students. Hence, as their students become more successful and learn more, they will feel more proficient and successful in their jobs. All of these will increase their motivation to learn and develop as professionals more. For all these reasons, it can be concluded in the light of these findings of the interviews that working conditions must have an effect on teachers' sense of personal accomplishment and on their participation in professional learning activities sometimes directly, sometimes indirectly.

4. 2. 2. The Relationship Between Teacher Burnout and Teachers' Participation in Professional Learning Activities

The second research question examined if there is a correlation between the dimensions of teacher burnout and teachers' participation in professional learning activities. In order to do this, a Pearson product-moment correlation coefficient was calculated. The Table 4.4 below displays the intercorrelation matrix for these variables. It is also important to note again that the variable "reduced personal accomplishment" is a reversed variable, which means that as the score in that variable goes higher, the sense of reduced personal

accomplishment decreases; however, for emotional exhaustion and depersonalisation, it is vice versa.

Table 4.4.

Correlations between the Dimensions of Teacher Burnout and Teachers' Participation in Professional Learning Activities

	1	*2*	*3*	*4*
1. Emotional Exhaustion (EE)	1.00	.55**	-.37**	-.13*
2. Depersonalisation (DP)		1.00	-.34**	-.14*
3. Reduced Personal Accomplishment (RPA)			1.00	.37**
4. Participation in Professional Learning Acts. (PPL)				1.00

** Correlation is significant at the .01 level (2-tailed).

* Correlation is significant at the .05 level (2-tailed).

As it can be seen from the table above, a weak negative correlation was found between EE and PPL (r = -.13), and between DP and PPL (r = -.14). Moreover, in order to see the shared variance between these pairs, coefficients of determination were also calculated and the results were negligible as well (r^2 = .01). However, teachers' sense of personal accomplishment is moderately correlated with their participation in professional learning activities (r = .37, p< .01). This means that as the teachers' participation in professional learning activities increases, their sense of reduced personal accomplishment decreases. We also see that they have 13% shared variance, (r = .13), meaning that 13% of the variability in participation in professional learning activities can be explained by teachers' sense of personal accomplishment and vice versa.

4. 3. Conclusion

This chapter has presented the results obtained through both quantitative and qualitative analyses conducted to answer the research questions posed in the previous chapter.

In terms of the effect of university type on the dimensions of teacher burnout and teachers' participation in professional learning activities, it was found that state university instructors (SUEPPI) and private university instructors (PUEPPI) significantly differ in terms of their reduced sense of personal accomplishment and their participation in professional learning activities, but not in their sense of emotional exhaustion and depersonalisation. The analyses revealed that SUEPPI did not feel as accomplished and did not participate in professional learning activities as much as their colleagues working at private universities. The qualitative data gathered through the interviews gave insights for this difference, revealing the possible effects of the working conditions on instructors' sense of personal accomplishment and participation in professional learning activities. The findings more specifically indicated that monthly income, time spent at school, the supportive learning environment and the social environment in the school and technical facilities could have either direct or indirect effects while the instructors' positive interaction with the students and the general student profile could have a direct effect. It is also unfortunate that this last characteristic of the state universities seems to be the main and, for some, the only positive aspect of these institutions.

As for the relationship between the dimensions of teacher burnout and teachers' participation in professional learning activities, although the correlations between EE, DP and PPL were negligible, RPA and PPL were moderately

correlated with a 13% shared variance. This shows that teachers' sense of personal accomplishment increases while they participate more in professional learning activities.

CHAPTER 5

DISCUSSION AND CONCLUSION

5. 1. Introduction

The main objective of this study was to explore if there is any difference between Turkish EFL instructors working at state and private universities in terms of burnout and participation in professional learning activities and if there is any relationship between teacher burnout and teachers' participation in professional learning activities. Data were gathered and analysed both quantitatively and qualitatively.

The returned questionnaires of 224 Turkish EFL instructors from 15 state and private universities in İstanbul constituted the quantitative data and interviews with 22 instructors from two different state universities provided the qualitative data for the present study.

In this chapter, the results will be discussed in terms of the possible effects of university type and working conditions on the likelihood of burnout and participation in professional learning activities among the instructors as well as highlighting the relationship between these two variables. After that, pedagogical implications of the findings will be discussed. Finally, limitations of the study will be presented, and suggestions for further research will be provided.

5. 2. Discussion

The findings of the present study indicate that Turkish EFL instructors working at state university English prep programs had significantly lower sense of personal accomplishment and they participated in professional learning activities

less than their colleagues working at private university English prep programs. The insights from the interviews also shed light on some of the working conditions in state universities, which could be directly or indirectly effective on this difference between the two groups of instructors in these two different types of universities. As the finding for the second research question indicated a positive relationship between personal accomplishment and participation in professional learning activities, the idea that the different working conditions in these two types of universities could possibly explain these two variables is supported.

The study revealed findings contrary to my expectation. In the light of my pilot interviews with and observations of my colleagues who left their jobs in a private university to work at my institution, I had expected to find more burned-out instructors in private universities because of the generally expressed difficult, misbehaving and disruptive students and the stressful environment at private universities, which are the two factors that would seriously contribute to teacher burnout (Brouwers & Tomic, 2000; Byrne, 1994; Friedman, 2000; Hastings & Bham, 2003). However, while the results revealed no significant differences between the two groups in terms of emotional exhaustion and depersonalisation, private university instructors had higher sense of personal accomplishment, revealing that they felt more effective and sufficient in their jobs and being able to change things in their students' lives. Nevertheless, this discrepancy between my expectation and the finding could be explained in several ways. First of all, the instructors I talked with informally before starting the study were all people who left working there, whereas the participants of this study were the ones who were still working at a private university. Their staying at the university could be as the result of the feeling that they could deal with their present students and that's why

there were not many differences between the two groups in terms of the related question in Part 1 of the questionnaire (see Table 4.3.). Secondly, the more improved conditions and more professional learning opportunities might possibly make these instructors feel more capable of finding strategies to cope with disruptive student behaviours. Finally, as for the stressful environment, as argued by Cherniss (1980, cited in Smylie, 1999), it can be said that stressful environment might be a factor motivating learning, development and achievement for these instructors to some extent, which would, in turn, could decrease the likelihood of burning out. However, these should be considered as assumptions and investigated in more detail in future research.

Although the study revealed some interesting results, the findings are in line with some of the previous research in the literature. First of all, it is clear that both the quantitative and the qualitative findings supported the idea that school structure is an important factor on burnout. This finding is in line with Friedman's (1999) findings in the sense that teachers feeling a supportive environment in their schools where there is a sense of community and professionalism that is supported by the principals are less likely to experience higher levels of burnout. In addition to Friedman (1999), Leithwood et al. (1999) also mentions how the sufficient resources influence teachers' sense of personal accomplishment positively:

> "Sufficient resources to support essential professional development in aid of teachers' initiatives are a decided boost to their learning. Within their own schools, teachers use colleagues as professional development resources, along with professional libraries and any professional readings that are circulated among staff. Access to rich curriculum resources and to computer facilities also can help teachers learn. Through their influence on teachers' context beliefs, these conditions seem likely to increase opportunities for teachers to experience a sense of personal accomplishment. Insufficient resources also may lead to a sense of frustration, thereby contributing to emotional exhaustion". (p. 114)

These explain why, state university instructors have lower sense of personal accomplishment as they mentioned the absence of these circumstances in their

schools most probably because of not spending much time in their schools, insufficiency of the technical equipments and the absence of a social environment in their schools. Moreover, insights from the interviews gave us a sense that these instructors are not much satisfied with their working environment because of the deficiencies stated above, which might cause them not to be willing to join or create a professional learning community in their schools and feel less proficient and effective in their jobs. This finding is also similar with Çam and Baysal's (1997) findings and Girgin's (1995) findings in the sense that satisfaction with the work environment reduces emotional exhaustion and depersonalisation while it increases the sense of personal accomplishment.

The results obtained in this study also have similarities with Kwakman's (2003) findings. In terms of the relationship between teacher burnout and teachers' participation in professional learning activities, although a significant correlation could not be found with the emotional exhaustion and depersonalisation, the result indicated a significant positive correlation between personal accomplishment and participation in professional learning activities with a 13% shared variance. That is, as teachers participate more in professional learning activities, their sense of personal accomplishment increases; and as it increases, their participation in professional learning activities also increases. Kwakman also reported similar findings. Furthermore, in the light of her findings, she concluded that teachers in her sample did not make use of collaboration or collaborative activities more in their schools and she attributes the reason to the lack of powerful learning in the workplace. This finding is also similar to the findings revealed from the interviews of the present study. Although the instructors said that they were in collaboration with a small group of closer friends, this collaboration is not systematic, not

school-wide and not much supported by the principals. Therefore, they complained about the absence of such collaboration among all the instructors in their schools. This explains why, they do not sense a powerful and supportive learning environment in their schools, which might lead to decreased levels of participation in professional learning activities and reduced sense of personal accomplishment. This is also in accord with Akyel's (1999) findings in her interviews with 22 high school English teachers. She also sheds light on the fact that "the context of a teacher's work plays a crucial role in creating a positive climate which engenders opportunities for teachers to realise their potential on their way to self-empowerment" (p. 107). Moreover, the complaints of these instructors remind us the importance of 'collaborative school cultures' on reducing burnout as argued by Nias (1999). Analysing eleven case study schools, she observed some of their collaborative characteristics:

> "In the eleven case study schools, interpersonal relationships were at the center of every aspect of school life… Individuals learned from one another, sometimes in pairs and at others to ones in groups; indeed, most professional learning took place as a result of some kind of formal or informal interaction, in or out of school." (p. 233)
>
> "Our case study schools had, for most of the time, cultures in which individuals felt a sense of community with and obligation to one another. They had also developed structures (e.g., pairing, teams, meetings) that made such caring easier to effecting action. In other words, their ability to act in their pupils' interests was strengthened by knowledge that others tried to act in theirs. The resulting atmosphere of mutual concern and practical assistance often prevented intermittent stress from becoming chronic or acute. Collaborative cultures are built on a belief in the value of both the individual and the group to which he or she belongs. In schools with such cultures, people habitually praise, thank, appreciate, help, support, encourage one another, and welcome the differences between them as a source of mutual learning and enrichment. Staff know about and accept one another as people and ae sensitive to one another's personal and professional needs, often acting with great kindness, and supportiveness, even toward people whom they do not particularly like. The group is important, too, and the sense of interdependence that comes from membership in it." (p. 234-235)

Finally, the interviews revealed that, despite the poor working conditions in state universities, instructors do not think of leaving their jobs because of the

qualified and respectful students. This helps them have more positive interaction with the students. They also stated that they feel accomplished and successful most when they get positive feedback from the students after a positive interaction with them. This is also in line with the Maslach and Leiter's (1999) model of teacher burnout in the sense that the most crucial factor in teacher burnout is the student misbehaviour and Maslach and Schaufeli's (1993) argument that burnout occurs mostly among the staff of people-oriented occupations as the interaction between the service provider and the recipient is central to the job as in the case of teaching.

Last but not least, the results of this study indicated the effect of university type on reduced personal accomplishment only. This supports Byrne's (1999) argument that each dimension of burnout must be modelled as separate constructs as the predictors of these dimensions could be different from each other. This also confirms Maslach and Jackson's (1981) argument of burnout as a multidimensional construct.

To sum up, this study provided evidence for the effect of university type (or school structure and working environment) on teacher burnout and teachers' participation in professional learning activities. As a significant relationship between teachers' sense of personal accomplishment and their participation in professional learning activities was found, it seems plausible that a way of increasing teachers' sense of personal accomplishment could contribute to creating more supportive and professional learning environments in schools and providing teachers with more professional learning opportunities.

5. 3. Pedagogical Implications

The present study has several implications for pre-service teachers, in-service teachers and administrators.

First of all, teacher burnout is a negative issue that might not be good to discuss and include in the curriculum in pre-service teacher education programs as the teacher candidates enthusiastically and impatiently wait for joining into the profession. However, it should be accepted as one of the realities that teachers face in the real schools and classrooms. Therefore, teacher candidates should be aware of this phenomenon, its possible causes and preventing strategies. The more they are aware about it, the less they will be scared of it and the more they could be able to find coping strategies with the stressors in the work environment causing burnout. Moreover, since they knew it before starting their profession, if they sense some of the symptoms of burnout one day, they will know that they are not alone. In addition, the teacher candidates should be made aware of the importance of professional learning and having a supportive learning environment in a school in increasing their sense of personal accomplishment, which would positively affect not only their achievements in teaching but also their students' achievement. Finally, they ought to be aware of the different working conditions in these two types of universities on their way to career planning. They also need to recognize the importance of collaborative and supportive learning environment in a school. This awareness might be facilitated by their supervisors in their programs; the supervisors could make the teacher candidates work on group projects in collaboration more in order for them to develop more positive attitudes toward collaboration.

In line of the implications for pre-service teachers, first of all, the in-service teachers should also be aware of the symptoms and possible causes of the burnout syndrome and develop or get help to develop coping strategies. Secondly, it is required for the state university instructors that they spend more time in their schools engaging in meaningful and collaborative tasks that will contribute to a more supportive learning environment to occur, in which they will find more opportunities for their professional development within their schools and their sense of belonging to the school and motivation to work and learn will increase. This will positively affect their attitudes towards their job, their sense of personal accomplishment and their students' success at the end and most of them will know that they themselves contributed to their students' achievement, not the students' being already "good students".

Finally, there are actually more things to suggest for the administrators and principals in the light of the findings of this study. First of all, the findings of the study indicated the importance of the administrative support for the improvement of the conditions in the school not only for teachers but also for students. They should provide a positive school atmosphere for the teachers, which is apparently supportive for learning and provides opportunities for professional development. They should work on to improve the schools where teachers have instant and immediate access to up-to-date technical equipment that will help them prepare and carry out better classes with their students. The administrators consider organizing social and extracurricular activities more to bring the teachers together and to create a sense of community in the school, which will help teachers sense that they are getting what they deserve and they are reinforced not only financially but also psychologically. Moreover, there could be

an awarding system for the teachers. In this system, for instance, a teacher who pays attention to professional development and showing it by participating in more professional learning activities could receive a higher rank for reinforcement and motivation. By strong administrative support, these conditions could be actualised. Then, teachers will feel that they are valued in their schools, they will be more satisfied with their working environment and they will show more commitment. This will, in turn, lead to higher levels of professional learning and teachers will feel more successful in their jobs because they will be able to have the ideal lessons in their minds as the conditions are constantly improved by the administrators.

5. 4. Limitations and Suggestions for Further Research

There are several limitations of the present study; hence, the findings of the study should be considered keeping these limitations in mind.

First of all, the target population of the present study was Turkish EFL instructors working at university English prep programs in Istanbul. However, the study consisted of a convenient sample of 224 instructors from these universities. Therefore, the results of the study can only be generalized to this group of instructors. The whole population could not be reached because of time and financial constraints. Therefore, the study would have revealed more valid and generalizable results, if the whole population had been reached individually through posting. This would have not only increased the number of participants in the study but also decreased the likelihood of teachers' providing incorrect answers to the items. As the department heads were asked for collaboration in

distributing the questionnaires to the instructors in the present study, this might have had an effect on their responses.

Secondly, as the instructors were not asked to include their names on the questionnaires, the questionnaires were anonymous. I chose this way because I did not want it to affect their answers as the department heads distributed and received the questionnaires back. However, this affected the interviews. As I did not know the majority of the participants, especially in the private universities, I had to limit the interviews to a small number of instructors whom I knew that responded to the questionnaires. Moreover, the interviews were on a volunteer basis. For all these reasons, it should be considered that the interviewees were not representative of the actual sample taking the questionnaires, thus, although being worth considering, their answers to the interview questions may only partially represent the ideas of the actual sample. Moreover, more information should be gathered about the working conditions in private university English prep programs in order to be able to discuss the difference between the two types of universities and their possible effects on teachers' sense of personal accomplishment and their participation in professional learning activities in the light of more valid findings.

Because of the time constraints, the quantitative data were collected in May 2005. However, as the term ended and the quantitative data had to be analysed before conducting the interviews, it was only possible to conduct the interviews during January and February 2006. The study might have revealed more valid results if both the quantitative and the qualitative data collection had been completed within the same academic term.

Finally, this study should also be replicated for the Turkish EFL instructors working in other universities in other parts of Turkey, comparing the

similar and different working conditions in these universities. In order to be able to analyse the effects of the working conditions on teacher burnout and teachers' participation in professional learning activities statistically, scales could be developed and used in further studies. Lastly, there is still more research needed in order to explore the issue of burnout among university teaching staff in Turkey.

APPENDIX A

KWAKMAN'S (2003) PROFESSIONAL LEARNING ACTIVITIES AND THEIR CATEGORIES

Professional Learning Activity	*Category*
1. Collegial classroom observation	
2. Prepare lessons with colleagues	Instructional
3. Ask pupils feedback	Individual
4. Use colleagues' materials in own lessons	Instructional
5. Support colleagues' in teaching problems	Collaborative
6. Give opinion to school management	Collaborative
7. Read professional journals	Individual
8. Share ideas about pupil counselling	Collaborative
9. Join a committee at the school	Collaborative
10. Experiment with new teaching methods	Individual
11. Share ideas about educational improvement	Collaborative
12. Make agreements about way of teaching	Instructional
13. Talk about teaching problems with colleagues	
14. Adapt way of teaching to pupils' needs	Individual
15. Share way of teaching with colleagues	Instructional
16. Reflect individually on a lesson	
17. Construct lesson materials	Instructional
18. Share ideas about education with colleagues	Collaborative
19. Study teaching manuals	Individual
20. Study subject matter literature	Individual
21. Help students learn study skills	Individual

APPENDIX B

MBI SCORING KEY

MBI Scoring Key

Emotional Exhaustion Subscale (EE)

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

HOW OFTEN
0 - 6

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

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

Depersonalization Subscale (DP)

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

HOW OFTEN
0 - 6

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

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

Personal Accomplishment Subscale (PA)

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

HOW OFTEN
0 - 6

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

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

*Scored in opposite direction from EE and DP.

APPENDIX C1

THE QUESTIONNAIRE (TURKISH VERSION)

Değerli Meslektaşım,

Bu anket Boğaziçi Üniversitesi Yabancı Diller Eğitimi Bölümü, İngiliz Dili Eğitimi Yüksek Lisans Programında, İstanbul çapında yürütmekte olduğum yüksek lisans tezimin veri toplama çalışmasını oluşturmaktadır. Bu çalışmayla okutmanlık mesleği kapsamında çeşitli sorunlar araştırılmak istenmektedir. Çalışmanın amacına ulaşabilmesi ve okutmanların bulundukları koşulların daha iyi anlaşılabilmesi için, bu ankete vereceğiniz yanıtların doğru olması çok büyük önem taşımaktadır. Anket **3** bölümden oluşmaktadır. Anketi cevaplamak **15-20 dk**. sürmektedir.
Anketi doldurmak için zaman ayırdığınız ve bu çalışmaya katkıda bulunduğunuz için teşekkür ederim. İyi çalışmalar...

DERYA KULAVUZ
İTU, İNGİLİZCE OKUTMANI
BOĞAZİÇİ ÜNİVERSİTESİ YÜKSEK LİSANS ÖĞRENCİSİ

BÖLÜM 1:

1. Cinsiyetiniz:
   a. Kadın
   b. Erkek
2. Yaşınız:
   a. 23-30
   b. 31-35
   c. 36-40
   d. 40 ve üstü
3. Medeni durumunuz:
   a. Evli
   b. Bekar
   c. Diğer: ……
4. Akademik anlamda herhangi bir dereceniz (diploma, sertifika, DELTA, CELTA, MA, PhD, vb.) var mı?
   a. Evet
   b. Hayır
   c. Evetse belirtiniz:.....
5. Öğretmenlik mesleğini kaç yıldır yapıyorsunuz?
   a. 0-5 yıl arası
   b. 6-10 yıl arası
   c. 11-15 yıl arası
   d. 16-20 yıl arası
   e. 20 yıl ve üstü
6. Halen çalışmakta olduğunuz üniversitede ne kadar zamandır görev yapıyorsunuz?
   a. 0-5 yıl arası
   b. 6-10 yıl arası
   c. 11-15 yıl arası
   d. 16-20 yıl arası
   e. 20 yıl üstü
7. Halen çalışmakta olduğunuz üniversite:
   a. Devlet üniversitesidir
   b. Özel (Vakıf) üniversitedir.
8. Çalıştığınız üniversitede haftada ortalama kaç saat **derse** giriyorsunuz?
   a. 5-10
   b. 11-15
   c. 16-20
   d. 21-25
   e. 26 ve 30

f. 31 ve üzeri

9. Çalıştığınız üniversitede haftada toplam kaç saat çalışıyorsunuz (ders + ofis + toplantı, vs., (okulda bulunmak zorunda olduğunuz toplam süre))?
   a. 5-10
   b. 11-15
   c. 16-20
   d. 21-25
   e. 26-30
   f. 31 ve üzeri

10. Hangi İngilizce yeterlilik düzeyinde ders veriyorsunuz? (Lütfen şu anda ders verdiğiniz öğrenci grubunuzun onlara ilk kez ders vermeye başladığınızdaki yeterlilik düzeylerini esas alınız. Eğer aynı anda değişik düzey grubuna ders veriyorsanız, birden fazla seçenek işaretleyebilirsiniz.)
   a. Başlangıç (Beginner)
   b. Alt-Orta (Pre-Intermediate)
   c. Orta (Intermediate)
   d. Üst-Orta (Upper-Intermediate)
   e. İleri (Advanced)

11. Bir sonraki dönemde size sorulsa hangi İngilizce yeterlilik düzeyinde ders vermek isterdiniz?
   a. Başlangıç (Beginner)
   b. Alt-Orta (Pre-Intermediate)
   c. Orta (Intermediate)
   d. Üst-Orta (Upper-Intermediate)
   e. İleri (Advanced)
   f. Farketmez

12. Çalıştığınız bölümde herhangi bir ofiste (Materyal ofisi, Test ofisi, Program Gelistirme (Curriculum Development) ofisi, vb.) görevli misiniz?
   a. Evet
   b. Hayır

13. Aylık (toplam (diger aile üyelerininkilerle birlikte)) geliriniz sizce:
   a. Oldukça azdır.
   b. Azdır.
   c. Yeterlidir.
   d. Dolgundur.
   e. Oldukça dolgundur.

14. Sizce çalıştığınız ortamda (hazırlık biriminde) yönetim ve okutmanlar arasındaki ilişki:
   a. Oldukça olumsuzdur.
   b. Olumsuzdur.
   c. Kısmen olumludur.
   d. Olumludur.
   e. Oldukça olumludur.

15. Sizce çalıştığınız ortamda (hazırlık biriminde) yönetim ve öğrenciler arasındaki ilişki:
   a. Oldukça olumsuzdur.
   b. Olumsuzdur.
   c. Kısmen olumludur.
   d. Olumludur.
   e. Oldukça olumludur.

16. Sizce çalıştığınız ortamda okutmanlar arasındaki ilişki:
   a. Oldukça olumsuzdur.
   b. Olumsuzdur.
   c. Kısmen olumludur.
   d. Olumludur.
   e. Oldukça olumludur.

17. Sizce çalıştığınız ortamda okutmanlar arasındaki **mesleki** ilişki:
   a. Çoğunlukla rekabete dayalıdır.
   b. Çoğunlukla işbirliğine dayalıdır.
   c. Kararsızım.

18. Sizce çalıştığınız ortamda okutmanlar ve öğrenciler arasındaki ilişki:
   a. Oldukça olumsuzdur.

b. Olumsuzdur.
c. Kısmen olumludur.
d. Olumludur.
e. Oldukça olumludur.

19. Sizce çalıştığınız ortamda öğrenciler:
a. Oldukça disiplinsiz, saygısız ve kontrolsüz davranırlar.
b. Displinsiz, saygısız ve kontrolsüz davranırlar.
c. Kısmen displinsiz, saygısız ve kontrolsüz davranırlar.
d. Disiplinli, saygılı ve kontrollü davranırlar.
e. Oldukça disiplinli, saygılı ve kontrollü davranırlar.

20. Sizce çalıştığınız ortamda okutmanlara sağlanan teknik imkanlar (bilgisayar, internet, video, DVD, OHP, fotokopi, vb.):
a. Oldukça yetersizdir.
b. Yetersizdir.
c. Kısmen yeterlidir.
d. Yeterlidir.
e. Oldukça yeterlidir.

21. Sizce çalıştığınız ortamda okutmanlara sağlanan sosyal imkanlar (sosyal tesisler, düzenlenen sosyal etkinlikler, vb.):
a. Oldukça yetersizdir.
b. Yetersizdir.
c. Kısmen yeterlidir.
d. Yeterlidir.
e. Oldukça yeterlidir.

22. Çalıştığınız ortamda okutmanların mesleki gelişimine yönelik düzenlenen etkinlikler:
a. Seyrek düzenlenir ve kalite açısından da yetersizdir.
b. Sıksık düzenlenir ama kalite açısından yetersizdir.
c. Seyrek düzenlenir ama kalite açısından yeterlidir.
d. Sıksık düzenlenir ve kalite açısından yeterlidir.

23. Çalıştığınız ortamda okutmanların mesleki gelişimine yönelik düzenlenen etkinlikler:
a. Her zaman zorunludur.
b. Çoğunlukla zorunludur.
c. Çoğunlukla isteğe bağlıdır.
d. Her zaman isteğe bağlıdır.

24. Sizce çalıştığınız ortam genel olarak:
a. Oldukça stressizdir.
b. Stressizdir.
c. Kısmen streslidir.
d. Streslidir.
e. Oldukça streslidir.

25. Önümüzdeki bir-iki yıl içerisinde şu anda çalıştığınız üniversiteden ayrılmayı düşünüyor musunuz?
a. Evet
b. Hayır
c. Kararsızım
d. Cevabınız **evet** ise **26. ve 27.** soruları cevaplayınız, **hayır** ise arka sayfadaki **BÖLÜM 2**'ye geçiniz.

26. Şu anda çalıştığınız üniversiteden ayrılma nedenleriniz nelerdir (birden fazla seçenek işaretlenebilir):
a. Ekonomik nedenler
b. Akademik / mesleki nedenler
c. Emeklilik
d. Diğer: .....

27. Şu anda çalıştığınız üniversiteden ayrılınca başka bir üniversitede çalışmayı düşünüyor musunuz?
a. Evet özel üniversitede çalışacağım.
b. Evet devlet üniversitesinde çalışacağım.
c. Hayır başka bir üniversitede çalışmayacağım.
d. Kararsızım.

BÖLÜM 2:

- *Lütfen aşağıdaki ifadeleri* ***ne kadar sıklıkla hissettiğinizi****, aşağıdaki yönergede yer alan rakamlardan size uygun olanını her ifadenin başındaki boşluğa yazarak belirtiniz.*

---

0 Hiçbir zaman	1 Yılda birkaç kez ya da daha az	2 Ayda bir kez ya da daha az	3 Ayda birkaç kez
4 Haftada bir kez	5 Haftada birkaç kez	6 Hergün	

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1. ..... İşimden duygusal olarak uzaklaştığımı hissediyorum.
2. ..... İş gününün sonunda kendimi bitkin hissediyorum.
3. ..... Sabahları uyanıp diğer bir iş günü ile karşılaşmak zorunda olduğumda kendimi yorgun hissediyorum.
4. ..... Öğrencilerimin neler hissettiğini kolayca anlayabilirim.
5. ..... Bazı öğrencilerime kişilikten yoksun nesnelermiş gibi davrandığımı hissediyorum.
6. ..... Bütün gün insanlarla çalışmak benim için gerçekten bir gerginliktir.
7. ..... Öğrencilerimin sorunlarını çok etkili bir şekilde hallederim.
8. ..... İşimin beni tükettiğini hissediyorum.
9. .....İşimle diğer insanların yaşamlarını olumlu yönde etkilediğimi hissediyorum.
10. .....Bu mesleğe başladığımdan beri insanlara karşı katılaştım.
11. .....Bu mesleğin beni duygusal olarak katılaştırmasından sıkıntı duyuyorum.
12. .....Kendimi çok enerjik hissediyorum.
13. .....İşimin beni hayal kırıklığına uğrattığını hissediyorum.
14. .....İşimde gücümün üstünde çalıştığımı hissediyorum.
15. .....Bazı öğrencilere ne olduğu umurumda değil.
16. .....Doğrudan insanlarla çalışmak bende aşırı gerginlik yaratıyor.
17. .....Öğrencilerime rahat bir atmosferi rahatça sağlayabilirim.
18. .....Öğrencilerimle yakın olduğum bir çalışmadan sonra kendimi neşeli hissederim.
19. .....Bu meslekte pek çok değerli iş başardım.
20. .....Kendimi çaresiz hissediyorum.
21. .....İşimde duygusal sorunlarla soğukkanlılıkla ilgilenirim.
22. .....Öğrencilerimin bazı sorunlarından dolayı beni suçladıklarını hissediyorum.

BÖLÜM 3:

- *Lütfen aşağıdaki ifadelerde belirtilen etkinlikleri ne kadar sıklıkta yaptığınızı uygun rakamın altını işaretleyerek belirtiniz.*

1 = Neredeyse hiç

2 = Bazen

3 = Sık

4 = Oldukça sık

	1	**2**	**3**	**4**
1. Diğer öğretmenlerle karşılıklı olarak birbirinizin derslerini gözlemlemek				
2. Meslektaşlarınızla birlikte ders hazırlamak				
3. Öğrencilerinizden geri bildirim almak				
4. Diğer öğretmenlerin hazırladığı ders malzemelerini kendi dersinizde kullanmak				
5. Meslektaşlarınıza öğretimle ilgili yaşadıkları sorunlarda destek olmak				
6. Okul yönetimine görüş bildirmek				
7. Mesleki dergileri izlemek				
8. Öğrencilerin sorunları konusunda fikir alışverişinde bulunmak				
9. Okulunuzdaki eğitim, öğretim, program yeniliği, vs. için yapılacak bir işte oluşturulan bir komitede görev almak				
10. Yeni öğretim yöntemlerini denemek				
11. Kurumunuzdaki eğitim ve öğretimin iyileştirilmesi konusunda meslektaşlarınızla fikir alışverişinde bulunmak				
12. Meslektaşlarınızla sınıf içi uygulamalarınızda karşılaştığınız sorunları tartışmak				

13. Öğretim yönteminizi öğrencilerin ihtiyaçlarına göre uyarlamak				
14. Kendi öğretim yönteminizi meslektaşlarınızla paylaşmak				
15. Vermiş olduğunuz bir ders üzerine kendi kendinize eleştirel bir değerlendirme yapmak				
16. Ders malzemeleri geliştirmek				
17. Meslektaşlarınızla eğitimle ilgili konularda fikir alışverişinde bulunmak				
18. Verdiğiniz ders ile ilgili ek kitapları ve ek ders malzemelerini incelemek				
19. Alanla ilgili yayınları izlemek				
20. Öğrencilerinizin öğrenme becerilerini kazanmalarına yardımcı olmak				
21. Alanla ilgili konferanslara katılmak				
22. Kendi okulunuzda düzenlenen çalıştaylara (workshop) / seminerler / toplantılara katılmak				
23. Öğretmen günlüğü (teaching journal) tutmak				
24. Diğer meslektaşlarla ortak günlük (collaborative journal) tutmak				

APPENDIX C2

THE QUESTIONNAIRE (ENGLISH VERSION)

Dear Colleague,

This questionnaire is designed to collect data for my MA Thesis in English Language Teaching Program at the Department of Foreign Language Education at Bogazici University. The aim is to investigate some problems with regards to teaching at University English Prep Programs in Istanbul. It is important that you give correct and sincere answers in order for the study to achieve its aim and the working conditions of the Turkish EFL instructors working at University English Prep Programs to be better recognized.

This questionnaire has 3 parts. It takes 15-20 minutes to answer the questionnaire.

Thank you very much for contributing to this study by filling in this questionnaire...

DERYA KULAVUZ
İTU, EFL INSTRUCTOR
BOGAZICI UNIVERSITY, MA STUDENT

PART 1:

1. Your gender:
    a. Female
    b. Male
2. Your age:
    a. 23-30
    b. 31-35
    c. 36-40
    d. Over 40
3. Marital Status:
    a. Married
    b. Single
    c. Other: ……
4. Do you have any academic degree (diploma, certificate, DELTA, CELTA, MA, PhD, etc.)?
    a. Yes
    b. No
    c. If yes, specify:.....
5. How long have you been teaching?
    a. 0-5 years
    b. 6-10 years
    c. 11-15 years
    d. 16-20 years
    e. Over 20 years
6. How long have you been teaching at your current university?
    a. 0-5 years
    b. 6-10 years
    c. 11-15 years
    d. 16-20 years
    e. Over 20 years
7. Your current university is a :
    a. State university
    b. Private university
8. How many hours a week do you **teach** at school?
    a. 5-10
    b. 11-15
    c. 16-20
    d. 21-25
    e. 26 and 30

   f. Over 30
9. How many hours a week do you **work** at school (teaching + office hours + meetings etc. (total amount of time that you **have to** spend at school))?
   a. 5-10
   b. 11-15
   c. 16-20
   d. 21-25
   e. 26-30
   f. Over 30
10. To which English proficiency level are you teaching? (Please consider your students' English proficiency level at the time you start teaching to them. You can circle more than one choice if you are teaching to different levels at the same time.)
   a. Beginner
   b. Pre-Intermediate
   c. Intermediate
   d. Upper-Intermediate
   e. Advanced
11. If you were asked, to which English proficiency level would you prefer to teach the next term?
   a. Beginner
   b. Pre-Intermediate
   c. Intermediate
   d. Upper-Intermediate
   e. Advanced
   f. Does not matter
12. Do you work in any of the offices at your department (Materials Development Office, Testing Office, Curriculum Development Office, etc.)?
   a. Yes
   b. No
13. In your opinion, your (total) monthly income (plus the other family members' income) is:
   a. Very low
   b. Low
   c. Enough
   d. High
   e. Very high
14. In your opinion, the relationship between the administrators and instructors at your school (at the prep program) is:
   a. Quite negative
   b. Negative
   c. Partly positive
   d. Positive
   e. Quite positive
15. In your opinion, the relationship between the administrators and students at your school is:
   a. Quite negative
   b. Negative
   c. Partly positive
   d. Positive
   e. Quite positive
16. In your opinion, the relationship among the instructors at your school is:
   a. Quite negative
   b. Negative
   c. Partly positive
   d. Positive
   e. Quite positive
17. In your opinion, the **professional** relationship among the instructors at your school is:
   a. Mostly competitive
   b. Mostly collaborative
   c. Not sure
18. In your opinion, the relationship between the instructors and students at your school is:
   a. Quite negative
   b. Negative

c. Partly positive
d. Positive
e. Quite positive

19. How would you define the general student behaviour at your school?
    a. Quite undisciplined, disrespectful and uncontrolled
    b. Undisciplined, disrespectful and uncontrolled
    c. Partly disciplined, partly respectful and partly controlled
    d. Disciplined, respectful and controlled
    e. Quite disciplined, respectful and controlled
20. In your opinion, the technical facilities (computers, internet, video, DVD, OHP, photocopy, etc.) at your school provided for the instructors are:
    a. Quite insufficient
    b. Insufficient
    c. Partly sufficient
    d. Sufficient
    e. Quite sufficient
21. In your opinion, the social facilities (sports facilities, social activities, etc.) at your school provided for the instructors are :
    a. Quite insufficient
    b. Insufficient
    c. Partly sufficient
    d. Sufficient
    e. Quite sufficient
22. The professional development activities designed for the instructors at your school are:
    a. Not frequent and underqualified
    b. Frequent but underqualified
    c. Not frequent but qualified
    d. Frequent and qualified
23. The professional development activities designed for the instructors at your school are:
    a. Always compulsory
    b. Usually compulsory
    c. Usually optional
    d. Always optional
24. In your opinion, your work environment is generally:
    a. Quite relaxed
    b. Relaxed
    c. Partly stressful
    d. Stressful
    e. Quite stressful
25. Do you think of leaving your current school within the next two years?
    a. Yes
    b. No
    c. Not sure
    d. If your answer is yes, please answer the questions **26 and 27**; if it is **no,** you can go on with **Part 2**.
26. What are your reasons for leaving your current school? (You can circle more than one choice below.)
    a. Economic reasons
    b. Academic/professional reasons
    c. Retirement
    d. Other: .....
27. Do you plan to work at another university after you leave?
    a. Yes, I will work in a private university.
    b. Yes, I will work in a state university.
    c. No, I won't work in another university.
    d. Not sure

PART 2:

- *Please indicate* ***how often you feel*** *the way the following items suggested, by putting the most suitable number on the spaces provided next to each item.*

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

1. .....I feel emotionally drained from my work.
2. .....I feel used up at the end of the workday.
3. .....I feel fatigued when I get up in the morning.
4. .....I can easily understand how my students feel about things.
5. .....I feel I treat some students as if they were impersonal "objects".
6. .....Working with people all day is really a strain for me.
7. .....I deal very effectively with the problems of my students.
8. .....I feel burned out from my work.
9. .....I feel I'm positively influencing other people's lives through my work.
10. .....I've become more callous toward people since I took this job.
11. .....I worry that this job 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.

PART 3:

- *Please indicate how often you perform the activities below by putting a sign under the relevant number.*

1 = Hardly ever

2 = Sometimes

3 = Often

4 = Quite often

	1	**2**	**3**	**4**
1. Collegial classroom observation				
2. Preparing lessons with colleagues				
3. Asking pupils feedback				
4.Using colleagues' materials in own lessons				
5.Supporting colleagues' in teaching problems				
6.Giving opinion to school management				
7.Reading professional journals				
8.Sharing ideas about pupil counselling				
9.Joining a committee at the school				
10.Experimenting with new teaching methods				
11.Sharing ideas about educational improvement				
12.Talking about teaching problems with colleagues				
13.Adapting way of teaching to pupils' needs				

14.Sharing way of teaching with colleagues				
15. Reflecting individually on a lesson				
16. Constructing lesson materials				
17. Sharing ideas about education with colleagues				
18. Studying teaching manuals				
19. Studying subject matter literature				
20. Helping students learn study skills				
21. Participating in conferences on the subject matter				
22. Participating in workshops/ seminars/ meetings organized at the school				
23. Keeping a teaching journal / diary				
24. Keeping a collaborative journal with colleagues (Sharing your journal with colleagues)				

APPENDIX D1

MAIN INTERVIEW QUESTIONS

1. How old are you? How long have you been teaching? How long have you been teaching at this university? Is it a state or a private university?
2. How many hours a week do you teach? How many hours a week do you work totally in your school; do you have to work in your school other than teaching? If yes, how many hours do you work other than teaching and what do you do at these times?
3. If you do not have to work at school other than teaching, do you still stay at school or spend time at school after the lessons finish? If yes, what do you do at these times?
4. If you had to work at school other than teaching, and you had to work in some projects beneficial to your school and your students, what would you think about such an obligation? Would you think it would have a contribution to your professional development? Please explain.
5. Please give information about your working conditions in relation to the following.
   a. Define the relationships between instructors and students, instructors and the administrators, and the professional and personal relationships among the instructors in your school.
   b. Do you think the technical facilities in your school (photocopy, computers, internet facilities, technical equipment in the classrooms) are sufficient? Explain.
   c. How would you define the social environment in your school? Are there any social activities designed for the instructors?
   d. What about the social facilities provided for the instructors (restaurants, sports activities, cinema, theatre, medical services, Teachers' rooms or launches, etc.)
6. How would you define the school which do you think has the ideal working conditions? Do you think your school is such a place?

(Please answer the question that applies to you)

a. If your school is your ideal workplace, how does it affect your attitude to your profession and your sense of accomplishment, effectiveness and success in your job?
b. If it is not, what kind of improvements needed to make your school an ideal place to work? And if these are accomplished, how would the new environment affect your attitude towards your profession and your sense of accomplishment, effectiveness and success in your job?

7. If you think your school has lots of deficiencies, do you think other schools could also have these deficiencies or not? In which school do you think there are not such deficiencies?
8. Have you ever thought of working at another school? Why, why not? If you chose to work at another school, what kind of criteria would be of priority to you? (Please mention the most important criterion first and tell the reason.)
9. Do you think you are working at a school where you feel there is a learning environment in which professional learning is supported and you develop professionally? Why, why not?
10. What kind of things do you do that you think contribute to your professional development? How often do you do these things? Please talk about the things you do not only outside but also inside your school.
11. Do you think you are a successful teacher? Do you believe that you affect your students' learning positively? At what times do you feel in such a way? (What happens and you say "Yes, I am a good teacher" to yourself?)

APPENDIX D2

Detailed Information about the interviewees

Name	*Gender*	*Age*	*Total Teach. Exp.*	*Exp. at current School (years)*	*Univ. Type*
Gul	F	35	12	6	State A
Öznur	F	30	9	9	State A
Semih	M	40	16	12	State A
Hasan	M	57	35	17	State A
Ebru	F	29	6	3	State A
Sema	F	31	6	5	State A
Galip	M	26	4	4	State A
Zeliha	F	29	6	6	State A
Yeliz	F	26	4	4	State A
Rasim	M	39	10	5	State A
Özgün	F	27	6	4	State A
Esra	F	29	8	5	State A
Ayşegül	F	34	10	4	State A
Ferda	F	29	8	5	State A
Tülin	F	33	9	9	State A
Ayşe	F	36	10	8	State A
Şermin	F	32	11	2	State A
Didem	F	30	6	6	State A
Pelin	F	31	9	2	State A
İlknur	F	37	15	10	State A
Yasemin	F	35	9	6	State A
Esin	F	26	4	4	State B

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