T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES

THE PSYCHOSOCİAL WORK ENVİRONMENT AND MENTAL HEALTH OF EFL TEACHERS: A COMPARATİVE STUDY BETWEEN MOROCCO AND TURKEY

MASTER THESIS

Fatima Zahra KATHIR

Departement of Foreign Languages Education
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APRIL, 2024

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THESIS EXAM REPORT

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JURY

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DECLARATION

I, Fatima Zahra KATHIR, hereby declare that the thesis titled "The Psychosocial Work Environment and Mental Health of EFL Teachers: A Comparative Study between Morocco and Turkey" is the result of my own work and research. I affirm that all sources used in this work were properly acknowledged and cited. This thesis was not submitted in part or in full to any other educational institution for the purpose of obtaining another academic qualification. I confirm that the contents of this thesis are entirely my own, with the exception of acknowledged assistance. (02/04/2024)

Fatima Zahra KATHIR

FOREWORD

I would like to express my sincere gratitude to everyone who has contributed to the completion of this thesis. First and foremost, I extend my deepest appreciation to my thesis advisor Prof. Dr. Saeed MEHRAPOUR, for his invaluable guidance, unwavering support, and insightful feedback throughout the entire research process. his knowledge and support have been crucial in determining the focus and quality of this work.

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APRIL, 2024 Fatima Zahra KATHIR

THE PSYCHOSOCİAL WORK ENVİRONMENT AND MENTAL HEALTH OF EFL TEACHERS: A COMPARATİVE STUDY BETWEEN MOROCCO AND TURKEY

ABSTRACT

Limited research exists in the field of English Language Teaching (ELT) on teachers' psychosocial work environments and mental health, particularly in developing countries. This thesis investigates and contrasts the psychological work environment and burnout rates among Moroccan and Turkish EFL teachers, with a specific focus on gender perspectives. It examines various aspects of the workplace, such as workload, job responsibilities, support mechanisms, fairness, and respect, based on data obtained from surveys conducted in both countries. The study identifies similarities and differences between the two contexts. Although Moroccan and Turkish teachers have similar experiences with time constraints, interruptions, and responsibility in their roles, they differ in areas such as job promotion opportunities and salary adequacy. The findings show that female teachers in both countries experience higher levels of burnout than male ones. Moroccan female teachers express concerns about job promotion opportunities and unfair treatment, whereas Turkish female teachers emphasize issues of respect and salary adequacy. These gender-specific findings highlight the importance of addressing the unique challenges faced by female instructors in order to improve their overall well-being in both contexts.

The variations highlight the importance of taking cultural and organizational factors into account when understanding the challenges that teachers face in various contexts. The study emphasizes the importance of tailored interventions and support systems to meet teachers' diverse needs and promote a healthier work environment in both countries.

Keywords: Burnout. Mental health. Psychological work environment. Teachers.

YABANCI DIL ÖĞRETMENLERİNİN PSİKOSOSYAL ÇALIŞMA ORTAMI VE RUH SAĞLIĞI: FAS VE TÜRKIYE ARASINDA KARŞILAŞTIRMALI BİR ARAŞTIRMA

ÖZET

İngilizce Öğretmenliği (ELT) alanında, özellikle gelişmekte olan ülkelerde öğretmenlerin psikososyal çalışma ortamları ve ruh sağlığı üzerine sınırlı araştırma mevcuttur. Bu makale, cinsiyet perspektifine özel olarak odaklanarak, Faslı ve Türk EFL öğretmenler arasındaki psikolojik çalışma ortamını ve tükenmişlik oranlarını araştırıyor ve karşılaştırıyor. Her iki ülkede yürütülen anketlerden elde edilen verilere dayanarak, işyerinin iş yükü, iş sorumlulukları, destek mekanizmaları, adalet ve saygı gibi çeşitli yönlerini inceliyor. Çalışma, iki bağlam arasındaki benzerlikleri ve farklılıkları tespit etmektedir. Faslı ve Türk öğretmenler rollerindeki zaman kısıtlamaları, kesintiler ve sorumluluk konusunda benzer deneyimlere sahip olsalar da, iş terfi fırsatları ve maaş yeterliliği gibi alanlarda farklılık gösteriyorlar. Bulgular, her iki ülkedeki kadın öğretmenlerin erkek öğretmenlere göre daha yüksek düzeyde tükenmişlik yaşadıklarını göstermektedir. Faslı kadın öğretmenler iş terfi fırsatları ve adil olmayan muamele konusundaki endişelerini dile getirirken, Türk kadın öğretmenler saygı ve maaş yeterliliği konularına vurgu yapıyor. Cinsiyete özgü bu bulgular, her iki bağlamda da genel refahlarını artırmak için kadın eğitimcilerin karşılaştığı benzersiz zorlukları ele almanın önemini vurgulamaktadır.

Çeşitlilikler, eğitimcilerin çeşitli bağlamlarda karşılaştığı zorlukları anlarken kültürel ve organizasyonel faktörlerin dikkate alınmasının önemini vurgulamaktadır. Çalışma, her iki ülkede de öğretmenlerin çeşitli ihtiyaçlarını karşılamak ve daha sağlıklı bir çalışma ortamını teşvik etmek için özel müdahalelerin ve destek sistemlerinin önemini vurgulamaktadır.

Anahtar Kelimeler: Tükenmişlik, Akıl sağlığı, Psikolojik çalışma ortamı, Öğretmenler.

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EFL **:** English as a Foreign Language

ERI **:** Effort Reward Imbalance

OLBI **:** Oldenburg Burnout Inventory

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I. INTRODUCTION

Numerous studies have demonstrated that the psychosocial work environment has a significant impact on workers' mental health. The work environment refers to the physical, social, and organizational conditions in which teachers work. (Ratanasiripong et al., 2021). Different occupations may have different psychosocial demands and stressors that affect workers' mental health in different ways, but not all occupations are equally susceptible to mental health problems as the teaching profession. Teachers are responsible for educating their students and face several challenges and stressors that can affect their mental health and well-being. These challenges can include heavy workloads, time pressures, difficult student behavior, and pressure to meet academic standards. In addition, teachers often face emotional labor, meaning they must manage their emotions to meet the expectations of others, such as students, parents, and administrators (Hakanen et al., 2006; Stoeber & Rennert, 2008).

In the field of education, a negative work environment has far-reaching consequences for teachers' mental health. This phenomenon, known as teacher burnout, describes the chronic stress and exhaustion that teachers experience. It manifests when teachers become emotionally and physically exhausted as a result of their professional responsibilities, resulting in a decline in job performance, job satisfaction, and overall well-being. This state not only harms teachers but also has implications for their students, influencing work output, motivation, engagement, and academic performance (Maslach, C., & Leiter, M. P. 1999). The causes of teacher burnout are complex and can include factors such as lack of administrative support, high expectations, and difficult student behavior. Addressing this problem is critical to creating a positive and productive learning environment for both teachers and students.

Teachers in developed countries such as the United States and Europe usually benefit from having access to more resources and support systems. These teachers are more likely to receive training in critical areas such as stress management and

emotion regulation, providing them with valuable tools for navigating the challenges inherent in their roles. Furthermore, teachers in these well-established educational systems frequently have more autonomy and control over their professional responsibilities, creating an environment conducive to positive work experiences. This advantageous combination of resources, training, and autonomy not only enriches educators' professional lives, but also helps to foster a positive and thriving work environment within the educational landscape (Wermke, Olason Rick, & Salokangas, 2018)

Conversely, teachers in other developing countries, particularly in Morocco and Turkey, may face increased work pressures. In these educational settings, the emphasis is frequently on demanding assessments and academic performance, which contributes to increased levels of stress and burnout among educators. Furthermore, teachers in these regions may have less control over their professional responsibilities and fewer opportunities for ongoing professional development (Meskini et al., 2023; Yilmaz et al., 2015). As a result, this study examines two non-Western countries, Morocco and Turkey, with the primary goal of delving into and comparing the specific challenges that EFL teachers face when dealing with mental health issues in their workplaces. The examination seeks to provide delicate insights into the distinct dynamics that influence teacher well-being in these two educational settings.

Exploring the psychosocial work environment and mental health of teachers reveals a notable gap in research, particularly with a predominant focus on developing countries. The existing body of research has primarily focused on nations that share important characteristics, distinguishing them from less developed countries around the world. This concentration in predominantly developed countries emphasizes the importance of a more inclusive examination that considers diverse global contexts while also acknowledging the unique challenges that teachers in less developed countries face. As a result, this study seeks to close this gap by delving into the psychosocial work environment and mental health of EFL teachers in developing countries, providing a comprehensive understanding that extends beyond the confines of current Western-centric research (Tang, Leka, & MacLennan, 2012). Recognizing this gap, our study will investigate the mental health and work environments of EFL teachers in Turkey and Morocco. The primary focus is on a

comparative analysis of working conditions and mental health statuses among teachers in these two countries. Our goal in conducting this cross-cultural study is to identify the factors that contribute to teachers' positive and negative mental health outcomes.

The challenges that EFL teachers encounter in Morocco and Turkey can have a significant impact on their mental health. One significant challenge is that teachers may have little control over many aspects of their work, such as curriculum design, teaching methodologies, and assessment strategies. The lack of autonomy can be stressful and frustrating. Furthermore, the lack of strong support systems, whether from colleagues, administrators, or government structures, increases the difficulties that teachers face in these countries. The persistent stigma associated with mental health issues in Morocco and Turkey is an important factor contributing to the situation's complexity. The societal stigma associated with mental health concerns in these countries may act as a barrier, preventing teachers from seeking the help they need when encountering challenges (Benevene, De Stasio, & Fiorilli, 2020). The main goal of the sstudy is to precisely document and compare the complex relationship between the psychosocial work environment and the mental health of EFL teachers in Turkey and Morocco. This investigation will be based on the theoretical framework of the Effort-Reward Imbalance (ERI) model, and the Oldenburg Burnout Inventory (OLBI), with the goal of providing an in-depth understanding of the unique factors influencing teachers' experiences in these non-Western educational settings.

Should be acknowledge here that this study was a replication of the source, "The Psychosocial Work Environment and Mental Health of Teachers: A Comparative Study between the United Kingdom and Hong Kong," published in the **International Archives of Occupational and Environmental Health** in 2012; The research was carried out in an eastern country (Hong Kong) and a western country (United Kingdom).

Replication studies conducted in other countries are important because they help to determine whether research findings are consistent across cultures and societies. Repeating experiments or studies in different settings allows researchers to determine whether their findings are consistent and reliable outside of the original context. This not only increases the credibility of the findings but also provides a

better understanding of how cultural factors may influence behavior and outcomes. Furthermore, these studies help identify any cultural differences that may moderate the relationships between variables, resulting in a more nuanced understanding of the subject. Overall, replication studies in other countries contribute to a broader, more global scientific perspective while also ensuring the validity and applicability of research findings across different cultural contexts (Smith et al., 2020).

Therefore, based on the objectives of the study, the following research questions are intended to be answered:

Q1: How does the psychological work environment affect the mental health of EFL teachers in Turkey and Morocco?
Q2: Is there a relationship between EFL teachers' gender and the level of burnout they experience at work?
Q3: Are there similarities or differences between the psychological work environment and the EFL teachers' mental health in Morocco and Turkey?

II. LITERATURE REVIEW

The following chapter delves into previous research on topics that are closely related to the focus of this research. While numerous studies have investigated the relationship between the psychosocial work environment and teachers' mental well-being in Western countries, there has been little research on the subject in non-Western contexts.

The psychological work environment has a significant impact on employees' mental health. According to the World Health Organization, a significant portion of the global workforce, more than half, works in informal settings with no regulatory protection for health and safety. These workers are frequently exposed to psychosocially unsafe work environments. While psychosocial risks exist in all sectors, certain workers are at a higher risk of exposure due to the nature of their work or the conditions under which they work.

Numerous reviews and independent studies have identified teachers as a particularly vulnerable professional group. Teaching has been identified as one of the professions with the highest prevalence of Common Mental Disorders (CMDs) and burnout in both Western and Eastern countries (Hussein, Kaur, Al-Ani, Poh, & Salihu, 2021); however, research on teachers' psychosocial work environment and mental health in non-western countries is limited. This research gap necessitates further investigation into the specific challenges faced by teachers in non-western contexts.

The concept of psychosocial safety climate is a relatively new addition, defined by its developers as "policies, practices, and procedures for the protection of worker psychological health and safety" (Dollard & Bakker, 2010). Several studies have found a relationship between the psychosocial safety climate and both work demands and work resources (Clarke & Cooper, 2004; Dollard & Bakker, 2010). Furthermore, evidence suggests a link between the psychosocial safety climate and burnout and mental health issues (Johnson & Hall, 1988; Smith & Johnson, 2019). Notably, longitudinal studies indicate a protective effect of the psychosocial safety

climate. Workplaces with a high psychosocial safety climate have consistently been shown to have lower work demands and fewer occurrences of mental health issues over time. This implies that fostering a positive psychosocial safety climate within organizations may contribute to employees' overall well-being (Amoadu, Ansah, & Sarfo, 2023)

Research conducted in school settings, in particular, has provided important insights into the relationship between the psychosocial safety climate and job demands. Studies in this context show a significant relationship between a higher perceived psychosocial safety climate and lower job demands for educators. This finding highlights the importance of psychosocial safety measures in educational institutions, implying that a supportive environment can play an important role in mitigating the challenges posed by job demands on teachers (Winwood, 2020; Teoh, 2021)

Understanding the unique challenges that teachers in non-western countries face is critical for developing targeted interventions and support systems that are tailored to their specific contexts. Cultural differences, educational structures, and societal expectations may all play a role in different stressors and coping mechanisms among teachers in these regions. Non-Western-based research could provide valuable insights into the psychosocial dynamics of teaching professions, informing strategies to improve mental well-being and job satisfaction.

This literature review aims to synthesize and analyze some of the findings of studies conducted on the psychosocial work environment and mental health of teachers in non-Western countries.

A. Psychosocial Work Environment Factors:

The work environment encompasses policies, regulations, cultural norms, resources, interpersonal dynamics, workplace setting, and internal and external environmental elements. All these aspects collectively shape how employees carry out their job responsibilities (Oludeyi, 2015).

The work environment is a fundamental aspect of any organization, encompassing various systems and conditions that have a significant impact on worker performance. When nurtured positively, this environment can lead to

increased job satisfaction, productivity, and overall well-being (Jufrizen and Rahmadhani, 2020). A proper workplace values and supports its employees, promotes effective communication, offers career development opportunities, fosters positive relationships, and develops a sense of community and purpose. A negative work environment, on the other hand, can be characterized by excessive stress, low morale, poor communication, and limited growth opportunities. Some of the consequences include poor health and well-being and decreased productivity. Recognizing the critical role of the workplace environment in shaping employees' experiences is critical for developing a healthy, motivated, and productive workforce (Malik, Ahmad, Gomez, & Ali, 2011).

1. The Psychological Work Environment and Motivation:

A poor working environment and insufficient recognition at the workplace can lead to a lack of motivation among teachers, which has a direct impact on student performance (Momanyi, 2015). When teachers are unmotivated, they exhibit decreased enthusiasm for participating in or organizing school activities, poor attendance, unexpected absences, limited engagement in additional training, uncooperative attitudes when assistance is needed, a reluctance to contribute beyond minimal expectations, and the potential emergence of conflicts among colleagues (Momanyi, 2015). As a result, fostering a collaborative work environment has the potential to boost teachers' enthusiasm by encouraging active participation in comprehensive training programs and inspiring contributions that are aligned with the organization's overall goals. Schools can improve teacher engagement and the learning experience for students while also improving the overall effectiveness of the educational institution by addressing motivational factors and creating a supportive collaborative environment.

In a comprehensive examination of the Nigerian educational landscape, research revealed that teachers have the poorest working conditions compared to other segments of the workforce (Momanyi, 2015). The important relationship between workplace motivation and teacher performance has a direct impact on student learning outcomes. As a result, advocating for a balanced and healthy workplace that prioritizes meeting basic needs emerges as an essential strategy. This transformation necessitates the development of positive and strong collegial relationships among teachers, as well as the promotion of effective communication

between teachers and school administrators. Mitigating stressors and factors that discourage teachers, such as heavy workloads, inadequate school security, and a lack of collegial behavior, has emerged as a critical strategy for improving the overall work environment (Momanyi, 2015).

Aligning with this perspective, a research study conducted in Kuwait revealed the profound influence of workplace motivation on employees' ability to meet their needs within the organizational setting (Shaddad, 2022). The findings convincingly indicated that when employers actively address their employees' needs, they perform better and more consistently. This emphasizes the universal importance of recognizing and prioritizing employee needs to boost motivation and, as a result, improve overall workplace performance (Shaddad, 2022). Together, these findings highlight the importance of a supportive work environment, emphasizing the need for tailored strategies that consider the specific conditions and challenges found in different educational contexts, such as Nigeria and Kuwait (Momanyi, 2015; Shaddad, 2022)

Maslow's Hierarchy of Needs, a seminal motivational theory, has had a significant impact on our understanding of human motivation across many disciplines (Cordell & Thompson, 2019). This theory proposes a hierarchical structure for human needs, implying that individuals seek to meet a set of needs sequentially as they progress through different levels. The hierarchy is divided into five levels, beginning with the most basic Physiological Needs, such as food and shelter, and progressing through Safety Needs, Love and Belongingness Needs, Esteem Needs, and the pursuit of Self-Actualization. (Maslow, 1943, p. 370).

Maslow's Hierarchy of Needs research has helped to clarify the complex interplay between these needs and their impact on individual behavior, particularly in the workplace. The theory emphasizes the importance of meeting lower-level needs before pursuing higher-level needs. In the workplace, this means that meeting employees' basic physiological and safety needs is critical for creating a positive work environment (Cordell & Thompson, 2019).

Furthermore, Maslow's theory delves into the psychological and social dimensions of needs, emphasizing the value of social connections, recognition, and self-worth in the workplace. Scholars have extensively researched how organizational structures and leadership strategies can be designed to align with the

principles of the hierarchy, thereby promoting employee well-being, motivation, and performance (Hale, Ricotta, Freed, Smith, & Huang, 2019; Benson & Dundis, 2003)

Maslow's Hierarchy of Needs has had a wide-ranging impact, but it has not been without criticism. Scholars have expressed concerns about its universality and applicability to different cultures and individuals (McCleskey & Ruddell, 2020; Bouzenita & Boulanouar, 2016; King-Hill, 2015). Nonetheless, Maslow's framework's continued relevance in understanding human motivation, particularly in the workplace, demonstrates its significant impact on the literature. The theory serves as a foundation for understanding the complex dynamics of employee motivation and continues to be a valuable resource for scholars and practitioners studying organizational behavior and psychology.

Following the foundational principles outlined in Maslow's Hierarchy of Needs, the literature delves into Herzberg's Two-Factor Theory, which provides a more varied examination of the various factors that contribute to job satisfaction and dissatisfaction at work.

Herzberg's Two-Factor Theory, proposed by psychologist Frederick Herzberg in the 1950s, is considered a seminal contribution to organizational psychology and management. This theory, also known as the Motivation-Hygiene Theory, distinguishes two distinct sets of factors influencing job satisfaction and dissatisfaction, providing a complex framework for understanding employee motivation. Motivator factors, which are inherent in the nature of work, are central to Herzberg's theory. The study has investigated these factors, highlighting the importance of achievement, recognition, the meaning of the work, responsibility, advancement opportunities, and personal growth as critical contributors to job satisfaction and motivation. In parallel, research has examined the significance of addressing factors such as company policies, supervisory relationships, peer interactions, work conditions, salary, and job security (Noell, 1976). By understanding the role of these hygiene factors, researchers have attempted to establish a baseline for a positive work environment that reduces potential sources of dissatisfaction.

The literature on Herzberg's Two-Factor Theory has emphasized its practical applications in organizational management. Studies have examined the theory's application in a variety of industries and contexts including education and healthcare,

providing insights into how organizations can strategically improve motivator factors to foster genuine job satisfaction and employee motivation (Dartey-Baah & Amoako, 2011). Furthermore, the theory has sparked debate about its limitations and critiques, prompting scholars to reconsider and refine its conceptual foundations.

Both theories Herzberg's Theory of Motivation and Maslow's Hierarchy of Needs emphasize the importance of not only meeting basic needs, but also recognizing the role of intrinsic motivators in promoting teacher well-being, job satisfaction, and, ultimately, improving educational quality (Karugu, 1980; Ghazi, Shahzada, & Khan, 2013; Zhao, 2021). Integrating these theories enables educational institutions to create environments that meet teachers' holistic needs, resulting in a positive and motivated teaching workforce.

The results of a study conducted in China about the mental health of EFL teachers showed adequate levels of divergent validity, as well as goodness of physical activity. The results revealed a direct positive relationship between physical activity (PA) and teachers' mental health and well-being. However, contrary to expectations, the structural relationship between PA and self-efficacy was not supported. Nonetheless, it was discovered that physical activity (PA) indirectly contributes to teachers' self-efficacy by improving their mental and psychological health. Furthermore, the total effect of PA on self-efficacy was found to be significant, emphasizing the importance of PA in developing teachers' confidence and belief in their abilities. Additionally, the study discovered that mental health and psychological well-being had a significant impact on teachers' self-efficacy (Guo & Jiang, 2023). In conclusion, the findings suggest that regular weekly physical activity can benefit EFL teachers by improving their mental health, psychological well-being, and, ultimately, self-efficacy. These findings are theoretically significant in understanding the relationship between physical activity, mental health, and self-efficacy among educators, but they also have practical implications for teachers, trainers, and education psychologists. Regular physical activity in teachers' routines may not only improve their overall well-being but also boost their confidence and effectiveness in the classroom, potentially improving student outcomes.

Markova and Ford (2011) conducted a study exploring the effectiveness of financial rewards as motivators for knowledge workers. They discovered that hygiene factors played a critical role in motivating teachers, with salary being the

most important factor, likely due to teachers' generally lower salary scales when compared to other professions. It is important to note that their study focused on developing countries, which limits the generalizability of their findings to developed countries. However, because Morocco and Turkey are developing countries, the findings of their study remain relevant to the context of this study.

An individual's overall sense of capability, as outlined by Bandura (1997), significantly influences perception, motivation, and performance. People are generally reluctant to engage in tasks that they believe they will fail at, with self-efficacy having a significant impact on learning, motivation, and performance (Ivancevich et al., 2011; Luthans et al., 2007; Bandura, 2004). In the context of inclusive education, teacher self-efficacy emerges as a critical factor influencing behavior, motivation, and, ultimately, the success or failure of instructional efforts. Teachers with high self-efficacy demonstrate increased enthusiasm, commitment, and fewer absences. Furthermore, they effectively manage stress, prevent burnout, and improve the overall learning environment (Olayiwola, 2011).

Teacher self-efficacy is a strong self-regulatory characteristic that allows teachers to use their abilities to benefit students. High self-efficacy not only improves teachers' performance and motivation but also has a significant impact on the students they teach (Hattie, Marsh, Neill, & Richards, 1997). A highly self-efficient teacher is more likely to use a variety of teaching methods, encouraging critical and creative thinking in students and promoting their autonomy. Low self-efficacy, on the other hand, is associated with difficult teaching situations and increased job-related stress. Numerous studies have found a strong link between teacher self-efficacy and burnout, highlighting the role of low self-efficacy in emotional exhaustion, decreased personal accomplishment, and depersonalization (Olayiwola, 2011).

The link between teacher self-efficacy and job satisfaction reinforces the complex dynamics at play. Job satisfaction, which comes from daily work activities and the psychological work environment, is positively associated with improved job performance. Classroom activities, collaborative opportunities, student progress, and a positive school climate all provide teachers with satisfaction and motivation (Caprara, Barbaranelli, Steca, & Malone, 2006). Collaborative initiatives among teachers are especially effective at increasing self-efficacy, decreasing feelings of

isolation, and fostering mutual support. Positive interactions, coaching, constructive feedback, and emotional support, in essence, are critical in developing a teacher's confidence in their teaching abilities and increasing their motivation (Soodak, Podell, & Lehman, 1998). In conclusion, the interconnected relationship between self-efficacy, job satisfaction, and collaborative support emphasizes the multifaceted nature of teacher well-being and effectiveness in the educational environment.**Workload**

The literature on the mediating role of workplace social support in the relationship between trait emotional intelligence (TEI) and teacher burnout, considering teachers' workload, reveals the complex interplay of factors influencing educators' well-being. Trait emotional intelligence, which includes emotional perception, understanding, and regulation, is recognized as an important aspect of educators' emotional experiences in the face of the demanding workload associated with teaching (Petrides & Furnham, 2001).

Research has consistently investigated the direct impact of TEI on teacher burnout, recognizing that individuals with higher trait emotional intelligence are better able to manage stress and navigate the challenges of large workloads (Brackett et al., 2010; Extremera & Rey, 2016). However, there is a growing recognition in the literature of the mediating role of workplace social support in this relationship, particularly among teachers dealing with heavy workloads (Aloe et al., 2014; Day & Carroll, 2004).

Workplace social support, which includes assistance from colleagues, supervisor encouragement, and a positive organizational climate, emerges as a significant mediating factor that can help teachers cope with workload-related stressors (Maslach & Leiter, 2016). Teachers with high levels of TEI may be better able to seek and receive social support, providing an important buffer against burnout caused by workload pressures. Furthermore, the reciprocal nature of these relationships is highlighted, with teachers with higher trait emotional intelligence benefiting not only from workplace social support but also contributing positively to the overall social climate within educational institutions (Extremera et al., 2007). Their improved interpersonal skills, empathy, and emotional regulation may foster a collaborative and supportive environment among colleagues, providing critical resources for dealing with the challenges presented by heavy workloads.

Given the complex nature of teacher burnout, workload, and emotional intelligence, understanding these dynamics is critical for developing targeted interventions and support mechanisms. This comprehensive approach recognizes the demanding nature of teachers' work, the role of emotional intelligence in navigating this workload, and the importance of creating supportive work environments to enhance teacher well-being.

According to Sahhari (2006), excessive and unnecessary non-teaching responsibilities have the potential to undermine the effectiveness of the teaching and learning experience in the classroom. When teachers are burdened with additional non-academic duties and an overwhelming number of administrative tasks, it not only causes stress but also has the potential to significantly reduce their motivation to fulfill their primary responsibility of classroom instruction (Halim, 2013).A study conducted in the Philippines found that workload had a significant impact on both teacher burnout and performance (Jomuad et al., 2021). The teaching profession is defined by a variety of job demands, which contribute to a perceived heavy workload. Without adequate support, teachers risk becoming overburdened and neglecting their mental and physical health. Job demands include frequent meetings that cut into preparation time, administrative paperwork generated by management, and the constant implementation of reforms that require the reorganization of work tasks (W.F. & Kittelsen Røberg, K.I., 2023).

In the study almost half of the teachers interviewed stated that the increase in administrative tasks added to their already heavy workload (Jomuad et al., 2021). Therefore, the increased workload was not due to teaching itself, but rather to the constant introduction of new demands without the removal of existing tasks. This suggests that teachers in the Philippines, particularly those responsible for more than two additional services, face a significant workload due to multiple demands, resulting in role overload. These teachers are under pressure not only from their classroom responsibilities but also from community service. According to the 2016 teacher workload survey, primary classroom teachers spent a significant amount of time (an average of 33.2 hours in one week) on non-teaching tasks. This included individual planning or lesson preparation, as well as marking and correcting students' work. Furthermore, most teachers expressed that they spent an excessive amount of time on these activities, in addition to general administrative work.

In Egypt, a study found that teachers' occupational stress (OS) was related to their extensive workload, which included tasks such as lesson planning, activity organization, curriculum development, management of extracurricular activities, class supervision, information provision, discipline maintenance, covering teacher shortages, record-keeping, timetable administration, and student performance evaluation (Desouky & Allam, 2017). The study discovered significantly higher OS, anxiety, and depression scores among teachers over the age of 40, female teachers, primary school teachers, and those who expressed dissatisfaction with their pay. Furthermore, higher teaching experience, qualifications, and workload were linked to increased stress levels. The study's findings revealed that an inadequate salary, higher qualifications, and increased workload all predicted depression (Desouky & Allam, 2017). This is consistent with previous research emphasizing workload as a primary predictor of OS among teachers, with the quantity rather than the quality of work being a stress source for them (Waweru & Ndambuki, 2021; Christian, Sutariya, & Kagathra, 2022).

Evidence derived from a survey approach to the effects of work-related stress among teachers indicates that teachers are extending their work hours to fulfill responsibilities, facing heightened and unsustainable workloads. This trend raises concerns about potential physical and mental health risks for teachers, as well as threats to their overall well-being and job satisfaction. Furthermore, 55.9% of respondents cite insufficient daily planning time and unreasonable workloads as stressors exacerbating the problem (Hall-Wirth, 2018).

A study conducted in Kuwait regarding the workload and job satisfaction of English as a Foreign Language (EFL) teachers revealed that many Kuwaiti EFL educators were dissatisfied with their jobs, primarily due to the stressful work environment and the demands of their roles. Dissatisfaction was particularly evident in areas such as leadership and peer interactions, school infrastructure, community relations, workload, supervision, class sizes, and communication networks within schools. Teachers, on the other hand, reported the highest levels of satisfaction in areas such as leadership and peer support, school infrastructure, community engagement, workload management, supervision, class sizes, school-wide communication networks, and ability utilization. However, compensation, school policies, and human relations in supervision were identified as the least satisfying

factors in this study (Aladwani & Amel, 2022). These findings highlight the importance of various factors in shaping EFL teachers' job satisfaction in Kuwait, and they provide insights for educators, and administrators how to address areas of dissatisfaction and improve overall job satisfaction and well-being among EFL teachers.

A large amount of evidence identifying the primary stressors faced by teachers points to specific factors: demanding workloads, relationships with colleagues and management, suboptimal working conditions, challenging pupil behavior, extended working hours, covering teacher shortages, the pressure of meeting school targets, undergoing inspections, adapting to change, and handling administrative duties (Naghieh et al., 2015). Many teachers report that recent changes in approaches to data tracking, student behavior management, marking, and teacher evaluation were implemented with the explicit goal of reducing workload. Still, some other teachers report that these changes have not resulted in a significant reduction in their workload; in fact, a minority believe that these changes have increased their workload. These findings demonstrate the ongoing need to reduce the amount of time teachers spend on non-teaching activities and improve teachers' perceptions of their workload and work-life balance. These findings highlight the challenges associated with improving teacher workload. Addressing teachers' perceptions of their workload requires more than just reducing the number of hours they work; it necessitates a comprehensive approach that considers various factors contributing to their overall workload experience (Walker, Worth, & Brande, 2019).

To address these stressors, organizational interventions are critical in promoting teacher well-being and reducing work-related stress. These interventions can be strategically implemented using a variety of approaches. First, by improving communication channels, fostering social support networks, and cultivating an organizational culture that values and recognizes teachers' contributions. Second, by changing the role of teachers or line managers, giving them more control and autonomy over their work, increasing decision-making latitude, and reducing conflicts that may arise because of conflicting roles. Third, interventions that redesign objective workload levels or the physical work environment have a direct impact on the tangible aspects of teachers' daily tasks and surroundings (Naghieh et al., 2015). These interventions focus on workload or work environment redesign,

intending to make it easier for teachers to manage their workloads and cultivate a work environment that better meets their psychosocial needs.

Over the last two decades, the teaching profession has faced new challenges, including increased paperwork, administrative processes, and more difficult classroom dynamics. Teachers face a variety of responsibilities, including navigating significant changes, undergoing evaluations, and managing complex relationships with colleagues, administration, and management, all while working in generally suboptimal conditions (Valli & Buese, 2007). Furthermore, there is a strong relationship between workload and various aspects of the teaching experience, such as career satisfaction, perceived administrative support, dealing with job-related stress, and attitudes toward students. Research emphasizes the importance of workload on teacher burnout, with career satisfaction being the most significantly affected dimension (Malik, 2019).

According to research findings, a high percentage of teachers take leave due to mental health issues (Hojo, 2021). To address these challenges, studies recommend an equitable distribution of work assignments to prevent teacher overwork, emphasizing the importance of teachers not being excused from specific responsibilities, such as supervising school-sponsored co-curricular and extracurricular activities (Walker, Worth, & Brande, 2019).

3. Social Support

Social support refers to the resources, both tangible and intangible, that individuals receive from their social networks, including emotional support, instrumental support, informational support, and appraisal support. It involves the exchange of resources within social relationships, contributing to an individual's ability to cope with stress, adapt to challenges, and enhance overall well-being (Cohen & Wills, 1985; House, 1981; Thoits, 2011). The study of social support is interested in researching and understanding how individuals receive and provide support within their social networks, this can include investigating the impact of social support on mental health, physical health, and overall well-being (Kaplan, Cassel, & Gore, 1977).

Social support for teachers involves the provision of emotional, instrumental, and informational resources within their professional and personal networks,

contributing to their psychological well-being, job satisfaction, and resilience in the face of challenges. Research findings indicate that social support plays a crucial role in shaping teachers' efficacy and psychological well-being. It has been suggested that investing in the social context of teachers can contribute significantly to enhancing their psychological state (Wallace et al., 2001; Shen, 2009; Kruger, 1997; Field & Buitendach, 2012). Moreover, studies have highlighted the importance of social support, encompassing both informal support and formal support (Ingersoll & Strong, 2011; Skaalvik & Skaalvik, 2007). Teachers often rely on a combination of informal and formal social support to navigate the challenges of their profession. Informal support, stemming from personal relationships with colleagues, friends, and family plays a vital role in providing emotional encouragement and a sense of camaraderie (Johnson et al., 2005). Informal interactions, such as sharing experiences, venting frustrations, or seeking advice from fellow teachers, contribute to a supportive network within the school community. This informal support can be spontaneous and comforting, fostering a sense of belonging and understanding among educators facing similar professional demands. On the other hand, formal social support for teachers involves structured programs and institutional resources. This may include mentorship initiatives, professional development opportunities, counseling services, or wellness programs provided by educational institutions. These formal avenues are intentional and designed to address specific needs, offering a more structured and sometimes professionalized approach to support. Formal support recognizes the unique stressors teachers face and aims to provide targeted assistance to enhance their well-being and professional development. The combination of informal and formal social support creates a comprehensive network for teachers, allowing them to draw on both personal connections and institutional resources to navigate the complexities of their roles (Ingersoll & Strong, 2011; Skaalvik & Skaalvik, 2007). This dual approach acknowledges the importance of both spontaneous, emotionally driven support and intentional, organized assistance in fostering a positive and resilient teaching community.

In a study conducted in China, the findings suggest that work engagement may play a role in mediating the relationship between social support and teacher efficacy. The relationship appears to be nuanced, with different aspects of social support and work engagement influencing teacher efficacy to varying degrees.

Notably, the encouragement of family and friends, as well as the quality of energy, emerge as particularly important factors. More specifically, increased levels of work engagement may encourage teachers to actively seek and use support. It is believed how social support is sought and utilized contributes to the development of teacher efficacy (Lu, Lei, Chen, & Potměšilc, 2018). One possible explanation is that social support stimulates work engagement, improving the internal psychological aspects of social support and, as a result, increasing teacher efficacy. The mediating model, on the other hand, proposes that work engagement can serve as a catalyst for teachers to mobilize their social support networks. In the end, this study showed that Improving teacher efficacy requires the implementation of interventions aimed at reinforcing work engagement through the development of strong social support networks throughout the larger community.

As a result, it becomes critical to advance our understanding of the interactions between social support, work engagement, and the socio-demographic factors associated with teacher efficacy. To gain a more comprehensive understanding, it is necessary to delve into the intricate dynamics of how social support, work engagement, and various socio-demographic factors all contribute to teachers' overall efficacy. This broader understanding can inform targeted strategies and initiatives that not only support individual teachers but also address systemic factors influencing their effectiveness in the classroom.

Teachers' perceived social support in their professional settings is likely related to their ability to exchange emotions and feelings with others at work. A study conducted in Brazil found that, regardless of social support, the disclosure of incidents of violence at school was associated with job strain in teacher groups. This emphasizes the importance of workplace violence as a major stress factor. Notably, Brazil exhibited the highest percentage of instances involving intimidation or verbal abuse directed towards teachers. This highlights the significance of recognizing and addressing the prevalence of workplace violence against teachers, as it has consequences for their well-being and job-related stress (Birolim, Mesas, González, Santos, Haddad, & Andrade, 2019).

In the same study, it was discovered that a negative perception of the student-to-class ratio was significantly related to job strain, particularly among teachers who reported lower levels of social support at work. This suggests that social support can

help to mitigate the relationship between teachers' concerns about class size and their job strain. Additionally, the study discovered that teachers working more than 40 hours per week were another contributing factor to job strain, but this association was particularly significant in the group with lower social support. This emphasizes the importance of creating supportive environments for teachers, as it not only directly influences their stress levels but also reduces the impact of other difficult aspects of their working conditions, such as larger class sizes and extended work hours.

Studies consistently highlight the influential factors of job demands, job control, and social support in the broader landscape of research on teachers' psychological well-being. The research findings show that these three factors significantly predict teachers' psychological well-being. Teachers, in particular, who are dealing with increased job demands, and insufficient social support, tend to report higher levels of depression, anxiety, and stress. Research suggests that social support plays a moderating role in moderating both job demands and anxiety, as well as job control and depression (Ibrahim et al., 2021). This complex interaction demonstrates that teachers are particularly vulnerable to increased anxiety when confronted with high job demands and a lack of social support. Studies consistently emphasize the critical role of social support as a moderator in the alleviation of psychological distress, highlighting the critical importance of aligning stressors and the support received by educators. Within the larger research landscape, these findings contribute to a comprehensive understanding of the complex interplay between job characteristics, social support, and teachers' psychological well-being.

Existing literature supports the notion that individuals' self-esteem is intricately linked to various components of burnout in the context of the Conservation of Resources (COR) model of burnout (Ho, 2016). Furthermore, the study's findings highlight the importance of perceived social support from critical sources, such as the principal, colleagues, and friends, as important mediators in these relationships. Additionally, social support appears as a moderator in the relationships between a person's sense of humor and the distinct components of burnout: emotional exhaustion, depersonalization, and personal accomplishment. The study suggests that having support from colleagues in the same work environment creates a space for discussing difficult aspects of teaching. Colleagues who are

familiar with the work environment are more likely to respond sympathetically. Teachers tend to seek assistance from colleagues in addressing problems in such supportive environments, allowing for a positive reframing of experiences (Ho, 2016). As a result, we can say that there is a lower likelihood of job withdrawal and the development of depersonalization feelings. Furthermore, when it comes to the relationship between humor and a sense of personal accomplishment, perceived social support from friends plays a significant mediating role. While friends may not provide tangible assistance in reducing workplace stressors, their emotional support and reminders of competence help to maintain a sense of personal accomplishment (Halbesleben, 2006).

In a large study conducted in the United Arab Emirates, researchers discovered a significant link between higher levels of social support among teachers and lower reported burnout, which led to increased personal accomplishment. This highlights the importance of social support in preventing burnout among teachers (Bataineh & Alsagheer, 2012). In light of these findings, intervention programs developed in collaboration with school health personnel have been identified as valuable strategies for the development, implementation, and evaluation of early detection and prevention initiatives aimed at reducing teacher burnout. These interventions, particularly in the form of in-service training on teacher stress and burnout, have the potential to promote a healthier and more supportive work environment for teachers. Furthermore, the study emphasizes the importance of supervisor training to improve their ability to supervise. Bridging the gap between supervisors and teachers has been identified as critical to ensuring timely assistance and support for teachers when needed. This aspect is critical for fostering a collaborative and supportive relationship between school leadership and teaching staff (Bataineh & Alsagheer, 2012).

While acknowledging the difficulties in developing effective support forms, the study emphasizes the importance of addressing burnout as a means of promoting maximum job performance, health, and overall well-being among teachers. These findings add significantly to the body of knowledge on teacher burnout and lay the foundation for comprehensive strategies to improve the professional lives of teachers.

4. Depression, Anxiety, Stress, and Burnout

Numerous research studies show that the relationship between stress, burnout, and mental health in the teaching profession is a well-documented and complicated interplay. High levels of stress and burnout have a negative impact on teachers' job performance, productivity, and ability to maintain positive relationships in their professional roles. This is a major concern, especially given the proven link between stress, burnout and the development of anxiety and depression in teachers. The demanding nature of the teaching profession, characterized by high work demands and emotional pressure, has been consistently associated with increased stress levels in teachers (Kyriacou, 2001). In the educational context, stress is defined as emotional and physiological strain caused by a perceived imbalance between job demands and available resources. In parallel to these stressors, limited professional control and autonomy contribute to teachers' ongoing stress as they are confronted with multiple demands (Skaalvik & Skaalvik, 2007). Burnout, a common consequence of excessive stress, has three dimensions: emotional exhaustion, depersonalization, and diminished personal accomplishment (Maslach et al., 2001). Emotional exhaustion refers to feelings of exhaustion and fatigue, depersonalization involves cynicism and distancing from one's work, and diminished personal accomplishment refers to a decline in perceived effectiveness and performance in one's professional role. Considering emotional exhaustion as a precursor to depression, where teachers can experience a pervasive sense of emptiness and detachment (Chan, 2006), the link between burnout and mental health outcomes becomes clear. Depression is characterized by persistent low mood, loss of interest or pleasure, and feelings of worthlessness related to mental health.

Depersonalization, a burnout symptom characterized by cynicism and detachment, has also been linked to increased anxiety (Skaalvik & Skaalvik, 2010). Anxiety is defined as excessive worry or fear, often accompanied by physical symptoms such as restlessness and tension. In addition, lower personal performance, which is a sign of a decline in perceived effectiveness, makes teachers more susceptible to poorer mental health outcomes, such as anxiety and depression (Travers & Cooper, 1996).

Examining teacher burnout in non-Western countries reveals that a variety of cultural, organizational, and contextual factors shape educators' experiences in

unique ways. Cultural variations, such as the Japanese concept of "karoshi" (death caused by overwork or job-related exhaustion) and China's traditional authority values, highlight the complicated interplay between societal norms and teacher burnout (Yamaguchi et al., 2012; Li, 2020). Organizational challenges characterized by high student-teacher ratios and limited resources contribute to burnout in various settings such as India and Nigeria (Skaalvik & Skaalvik, 2017; Adeyemo, 2011). The introduction of educational reforms in countries such as South Korea and the Middle East brings rapid changes that increase competition and stress for teachers (Lee & Chung, 2019; Hassan, 2017). In addition, gender dynamics play an important role, with societal expectations influencing male and female teachers differently, as seen in countries such as Pakistan (Akhtar, 2016).

This nuanced study extends to North African countries and Turkey, where a multifaceted analysis reveals the interplay of cultural, organizational, and contextual factors that influence educators' experiences. Cultural aspects in these regions, such as the communal values prevalent in North Africa and Turkey's distinct mix of Eastern and Western influences, contribute to the complex landscape of teacher burnout. Organizational challenges characterized by high student-teacher ratios and limited resources persist in countries such as Egypt, Algeria, and Tunisia and impact teacher well-being (Skaalvik & Skaalvik, 2017; Adeyemo, 2011; El-Mouhayya, 2018). In addition, Turkey's diverse educational landscape brings its own set of stressors for teachers. Educational reforms, which are a common thread running through these regions, present both opportunities and challenges that affect teachers' wellbeing. Gender dynamics, which are deeply embedded in the social fabric of these countries, shape the experiences of male and female teachers. Coping mechanisms and resilience strategies are developed differently in North African countries and Turkey, which requires a differentiated understanding. Measures to combat burnout must take into account these cultural nuances, organizational hurdles, and systemic factors that are unique to the education systems in North Africa and Turkey.

A study conducted in Morocco generated important insights into the challenges faced by newly hired contract teachers. The findings highlighted that these teachers frequently face barriers to accessing climate change education training and resources. This lack of assistance not only hinders their ability to navigate unfamiliar topics but also contributes to increased stress and anxiety as they strive to

deliver effective and engaging climate change lessons (Meskini et al., 2023). The study emphasizes the importance of coping mechanisms and support systems for teachers' mental health. When adequate support is lacking, the study suggests that stress and mental well-being among these teachers may increase.

A study conducted in South Africa found a significantly high prevalence of depression among teachers, five times higher than in a group of teachers who had experienced a major disaster in China. This marked difference suggests the influence of culture-specific contextual factors contributing to increased rates of depression and anxiety in the sample studied. Furthermore, the reported prevalence of depression in this study was almost ten times higher than in the general adult population in Nigeria, highlighting the particular challenges faced by teachers. The findings highlight the need for targeted interventions and support in the educational context to address the increased prevalence of depression in this occupational group. Specifically, the study found that around half of the teachers scored above the threshold for depression, with around one in ten showing symptoms of anxiety disorders. These mental health challenges were primarily attributed to the high occupational demands and the lack of support in the educational context. Specifically in Oyo State, Nigeria, certain determinants of depression and anxiety were identified, including a "poor and non-conducive environment"," unfavorable school locations, inconsistent government policies, high student-teacher ratios, and a lack of monitoring and evaluation mechanisms, especially among younger teachers who view their careers as an investment in a suboptimal education system. The study found a notable correlation between teachers' stress levels and the presence of depression or anxiety. More recent research has corroborated these findings by establishing significant correlations between excessive workload, job burnout and depression. The results of the study support the widely recognized continuum between anxiety and depression and suggest that the traditional diagnostic boundaries between these clinical conditions may not need to be adhered to be reconsidered. The interconnectedness of stress, depression, and anxiety underscores the importance of holistic approaches to mental health that acknowledge and address the complex interactions between these factors (Asa & Lasebikan, 2016).

In a turkish study of EFL teachers, a significant proportion reported suffering from mental health challenges, The paper aims to provide a comprehensive review of

studies conducted in Turkey between 2012 and 2022, with a focus on the burnout rates of English as a Foreign Language (EFL) teachers. The findings show that burnout has a significant impact on the teaching profession in Turkey, particularly among English teachers in their early careers. This pervasive issue gradually erodes teachers' idealism, resulting in a less enjoyable and more intolerable teaching environment. The selected articles highlight various internal and external factors, as well as demographic variables such as age, marital status, years of seniority, and gender, that contribute to burnout in Turkey. Consistent with existing literature (Maslach et al., 2001), these determinants are recognized to have multiple influences, as elucidated in the reviewed articles (Seis, 2023).

This comprehensive examination of teacher mental health in different global contexts underscores the need for tailored interventions. Addressing cultural nuances, organizational challenges, and systemic factors is critical to promoting teacher well-being and improving educational outcomes worldwide (Yamaguchi et al., 2012; Li, 2020; Skaalvik & Skaalvik, 2017; Adeyemo, 2011; Lee & Chung, 2019; Hassan, 2017; Akhtar, 2016; El-Mouhayya, 2018).

A study conducted in Iran attempted to fill a significant gap in existing research by investigating the relationship between burnout levels and motivation to teach among Iranian educators, specifically EFL teachers. The study used descriptive statistics to discover that EFL teachers reported relatively low levels of burnout, as well as a strong preference for autonomously motivated teaching practices. This finding implies that Iranian EFL teachers are motivated by internal factors such as personal interest and satisfaction in their teaching efforts, rather than external pressures or rewards. Further investigation revealed a negative relationship between autonomous forms of motivation and burnout levels among EFL teachers, implying that those who were more intrinsically motivated had lower levels of burnout. Furthermore, the study used multiple regression analysis to identify burnout predictors, and the findings showed that both autonomous motivation and external regulation had a significant impact on burnout levels among EFL teachers (Roohani & Dayeri, 2019). In conclusion, the study emphasizes the importance of considering motivational factors when addressing teacher burnout, particularly in the context of EFL education in Iran. According to the findings, fostering autonomous motivation among EFL teachers may protect them from burnout.

Extensive literature on coping with stress and burnout among teachers has investigated various interventions to mitigate these challenges (Agyapong, Brett-MacLean, Burback, Agyapong, & Wei, 2023). Mindfulness, which is well-known for its positive effects on psychological well-being, is effective in reducing stress and burnout symptoms in a variety of professional settings. Cognitive-behavioral therapy (CBT) and rational-emotive behavioral therapy (REBT) are effective in a variety of healthcare settings and improve burnout subscales. Yoga, a mind-body intervention, has been shown to help relieve psychosomatic problems, with combinations such as yoga-based CBT interventions showing promise. Regardless of their benefits, the time commitment associated with these interventions must be carefully considered, especially given teachers' hectic schedules. New approaches, such as prayer and prayer reflection, have investigated the role of spirituality in burnout management and found that it has a positive effect on depersonalization. Furthermore, interventions such as Blended Inquiry-Based Stress Reduction (BIBSR) and group sand games provide unique perspectives, though more research is needed to confirm their effectiveness (Agyapong, Brett-MacLean, Burback, Agyapong, & Wei, 2023). This comprehensive literature review emphasizes the importance of various intervention strategies tailored to the participants' preferences and circumstances, as well as insights into ongoing efforts to combat stress and burnout in the teaching profession.

5. Gender

Examining the findings through the lens of care work reveals the gendered nature of teachers' coping mechanisms and stress responses. Female teachers, according to Chatmon (2020), may be expected to deal with stress in more emotionally expressive ways, reflecting societal norms that often associate women with nurturing roles. This perception is reinforced by gender structures that see female teachers as emotional support providers, imposing a significant emotional burden on this population (Isenbarger & Zembylas, 2006; Ott et al., 2017). Notably, this corresponds to the care work framework, in which female teachers, who are primarily viewed as caregivers, face disproportionate challenges, such as loss of household income and responsibilities in securing childcare during situations such as divorce or separation.

The care work lens also emphasizes the ongoing nature of many female

teachers' care responsibilities. They frequently devote time away from the classroom to care for aging parents or children, or to continue teaching tasks remotely, such as managing report cards or communicating with substitute teachers covering their absence. Female educators, especially those who have children, face difficulties in taking sick leave for their health because their caregiving responsibilities take precedence. Maternity leave adds to these difficulties, with potential consequences such as being overlooked for promotions or leadership positions within their school or board. From a care work perspective, the absence of support structures becomes evident. Female teachers who take a leave of absence are frequently denied gradual return-to-work options, potentially compromising their ability to successfully reintegrate. Some teachers may be unable to afford a gradual return due to financial constraints. The study by Gorsy, Panwar, and Kumar (2015) reinforces these gendered dynamics by revealing that male teachers in public sector schools had better mental health than their female counterparts. This realization emphasizes the importance of tailored return-to-work strategies that acknowledge the impact of gender on teachers' experiences, particularly those dealing with the complexities of care work.

Following previous research, an Egyptian study sheds light on gender differences in Occupational Stress (OS) among teachers (Desouky, and Allam 2017). OS was significantly more prevalent among female teachers than among male teachers, a trend attributed to various stressors unique to female educators' experiences. According to previous research, female teachers frequently face higher total workloads and greater conflicts between their professional and familial roles. Furthermore, the study found that female teachers are more stressed than male teachers due to factors such as classroom management challenges, student behaviors, feelings of insecurity about safety, and societal pressures, all of which contribute to their higher prevalence of OS. Significant gender differences in stress, anxiety, and depression severity emerge, with female teachers reporting higher rates across these dimensions. This is consistent with Kane's (2006) observation that female teachers frequently play multiple roles at school while also managing various domestic roles as wives, mothers, sisters, or daughters, contributing to a perpetual state of exhaustion due to their unpaid "second shift" at home (Desouky, and Allam 2017).

In Turkey, an intriguing gender disparity among teachers emerges, with

female educators reporting higher levels of fatigue than their male counterparts, while male teachers express feelings of being trapped, worthless, and unsuccessful more frequently than their female colleagues (Bozkuş, 2018). This disparity in experiences is thought to be related to females' alleged proficiency in social relations, which may make them more prone to fatigue due to the demanding nature of interpersonal interactions within their roles. Male teachers, on the other hand, may experience feelings of entrapment and diminished self-worth as a result of specific challenges or societal expectations associated with their gender.

Despite Sweden's reputation as a role model for gender equality, female teachers in the country report significantly higher stress levels and exhaustion than their male colleagues (Boström et al., 2019). According to the study, female teachers recover from work less well on days off, a phenomenon that could be linked to observed work-life conflicts and extended working hours. Work-life imbalance and insufficient recovery time have been identified as factors contributing to the development of exhaustion in female teachers. This surprising finding calls into question assumptions about gender equity in Sweden and highlights the critical importance of considering the intersectionality of gender and work-related factors in understanding teachers' well-being.

The landscape of teacher burnout has long been viewed through a gendered lens, with the widely held belief that female educators bear a disproportionate burden. Recent research, however, challenges this conventional wisdom, presenting a nuanced perspective that suggests male teachers may be more prone to burnout. Smith and Ingersoll (2004)'s comprehensive review unravels the intricate web of stressors unique to male educators, particularly those in primary education, emphasizing societal expectations and the changing nature of their roles within the teaching profession. This departure from traditional assumptions is supported by studies elucidating the impact of gender roles and stereotypes on male teachers, as discussed by Noddings (2003) and Kyriacou (2001), revealing how these factors contribute to role strain and emotional conflict, potentially resulting in burnout. According to Hargreaves (2000), the emotional labor and expression challenges faced by male teachers provide additional insight into the complexities of their experiences, challenging notions of emotional restraint and resilience.

Renshaw and MacNeela's (2011) study emphasizes the importance of tailored

burnout interventions for male teachers, recognizing their unique needs in the face of these challenges. The ramifications go beyond the classroom, affecting societal expectations, emotional well-being, and the changing dynamics of the teaching profession. This paradigm shift necessitates a rethinking of assumptions about gender roles in education, as well as targeted interventions that acknowledge and respond to the unique experiences of male educators. Recognizing the need for additional research, this review advocates for a more in-depth examination of the complexities inherent in gender disparities in teacher burnout, as well as evidence-based strategies to promote equitable mental health outcomes across the diverse landscape of educators.

B. ERI

The Effort-Reward Imbalance (ERI) model, developed by Siegrist (1996) in the context of occupational stress, has become an influential framework for understanding teacher well-being. According to the ERI model, stress occurs when people perceive an imbalance between their efforts at work and the rewards they receive in return. This imbalance is rooted in the myriad demands of educational roles, ranging from lesson planning to student behavior management, as well as administrative responsibilities, in the context of teaching. Effort, as defined by Luthar and Antonucci (2015), encompasses a wide range of activities critical to effective teaching, and its imbalance has been linked to increased stress in educators.

According to Klassen and Chiu (2010), intrinsic rewards, such as a sense of accomplishment and positive student relationships, play an important role in mitigating the potential negative effects of effort on teachers' well-being. Furthermore, as outlined by Bakker and Demerouti (2017), the investigation of moderating factors such as organizational support, leadership effectiveness, and the socio-cultural context adds depth to the understanding of the ERI model's dynamics in educational settings. Recognizing the complex interplay between teachers' efforts, rewards, and moderating factors lays the groundwork for developing targeted interventions to reduce occupational stress, burnout, and foster a healthier teaching environment.

This triadic framework involves weighing high efforts (E) expended on work tasks against tangible and intangible rewards (R), with the resulting imbalance (I)

thought to contribute to poor health outcomes. Tangible rewards such as salary and job security, as well as intangible rewards such as recognition and career advancement, all contribute to the psychological and physiological responses to occupational stress. According to the ERI model, if this perceived imbalance persists, it can lead to chronic stress, which can result in burnout, mental health issues, and other stress-related disorders (Siegrist, 1996). This model has been widely used in occupational health research, providing valuable insights into the complex dynamics of the relationship between work-related efforts, rewards, and individuals' overall well-being in a variety of professional settings (Siegrist, 2016).

Numerous studies have found a link between the Effort-Reward Imbalance (ERI) model and burnout in a variety of occupational settings. Siegrist and colleagues (2004) conducted a notable study on the relationship between ERI and burnout among healthcare professionals, revealing a significant correlation between high effort-reward imbalance and elevated levels of burnout. Similarly, Sonnentag and Pundt (2013) conducted a study on the relationship between the ERI model and burnout among university faculty, emphasizing that a perceived imbalance between effort and reward was a significant predictor of burnout symptoms. In the field of organizational psychology, Li and colleagues (2016) conducted a comprehensive meta-analysis that synthesized findings.

C. The Oldenburg Burnout Inventory (OLBI) Survey

The Oldenburg Burnout Inventory (OLBI) is a popular tool for assessing burnout in occupational settings, particularly in the context of workplace stress and psychological strain. The OLBI, developed by Demerouti and colleagues in 2001, measures two key dimensions of burnout: exhaustion and disengagement. Exhaustion refers to feelings of being emotionally drained and physically overburdened as a result of work-related demands, whereas disengagement encompasses cynicism and detachment from one's work, which is frequently accompanied by a diminished sense of personal accomplishment. The OLBI consists of 16 items, and respondents rate their agreement with statements reflecting these dimensions on a Likert scale. By offering a comprehensive evaluation of burnout experiences. As educators face new challenges, the OLB survey remains a valuable resource, guiding research efforts, informing targeted interventions, and providing profound insights into the complex

landscape of burnout in educational settings.

In conclusion, research into the psychosocial work environment and mental health of English as a Foreign Language (EFL) teachers in developing countries is limited (Johnson & Lee, 2019). Despite the importance of teachers' well-being in educational settings, there is a lack of understanding about the specific challenges and stressors that EFL teachers face in developing countries, as well as how these factors affect their mental health.

One reason for the lack of research in this area is that EFL teachers' psychosocial work environments in developing countries can differ significantly from those in developed countries (Smith & Brown, 2020). Teachers in these settings may face unique stressors due to limited resources, large class sizes, inadequate infrastructure, and socioeconomic challenges. However, there is a lack of research that specifically examines the psychosocial aspects of their work environment and its impact on their mental health.

Furthermore, while there is a growing body of literature on teacher well-being and mental health in general, much of it is targeted toward primary and secondary school teachers or educators in other subject areas (Chen et al., 2018). EFL teachers, who frequently work in diverse and multicultural environments, face unique stressors and require specialized interventions to support their mental health. García-Carmona et al. (2021) found that the cultural and linguistic contexts of developing countries can influence how EFL teachers perceive and experience mental health issues. Stigma surrounding mental health, limited access to mental health services, and cultural beliefs about stress and coping mechanisms may all influence how EFL teachers in these settings perceive and address their mental health concerns. It is critical to address this research gap in order to create targeted interventions and support mechanisms that improve the well-being of EFL teachers in developing countries. Understanding the psychosocial work environment and its impact on mental health in these contexts can assist policymakers and instructors in implementing strategies to create a supportive and a positive working environment for EFL teachers, which would benefit both teachers and students.

III. METHODOLOGY

A. Introduction

The methodology section of this thesis provides an analytic framework for describing the systematic approach taken to address the research questions and achieve the study's objectives. This section describes the research design, data collection methods, and analytical techniques used in the study. By transparently detailing the steps taken, I hope to provide a clear understanding of how the research was conducted, allowing readers to understand the foundation upon which the thesis's results and conclusions are built.

B. Research Design

This section describes the methodology used in our comparative study of Morocco and Turkey to investigate the psychosocial work environment and its impact on the mental health of EFL teachers.

To assess the psychosocial dynamics and potential burnout among EFL teachers, two key instruments were used: the Effort-Reward Imbalance (ERI) survey and the Oldenburg Burnout Inventory (OLBI).

The ERI survey, which is designed to assess the disparity between effort exerted and rewards received in the workplace, provides a quantitative lens through which to examine the psychosocial stressors faced by EFL teachers. Simultaneously, the Oldenburg Burnout Inventory survey, a validated instrument designed specifically to measure burnout in a variety of professional settings, provides important insights into the emotional exhaustion and disengagement aspects of burnout among EFL teachers. Generally speaking quantitative research methods involve systematic approaches to numerical data collection and analysis, with the primary goal of comprehending various aspects of reality. These techniques are frequently used to generalize findings to larger populations, make predictions, establish causal relationships, and validate hypotheses. Researchers can gain

meaningful insights from numerical data by using statistical analyses, which improves our understanding of phenomena and helps to generalize results to larger contexts (Apuke, 2017).

C. Participants

The purpose of this study was to look into the psychological work environment and mental health of EFL teachers in Morocco and Turkey. The study includes a large number of English teachers from both private and public schools in Morocco and Turkey. Male and female teachers from both countries, regardless of age or experience participated in the study. Convenient and snowball sampling were used as methods of sampling. "Convenient sampling is a non-probability sampling technique where participants are selected based on their availability, accessibility, or willingness to participate in the study (Fowler, 2013). Snowball sampling is a non-probability sampling technique where participants are recruited through referrals from other participants." Goodman, L. A. (1961). The choice of sampling method was guided by the research questions, the population of interest, and the available resources.

Our study included 200 participants in total—100 from Morocco and 100 from Turkey for each survey—to examine the psychosocial work environment and mental health of EFL teachers. Two separate surveys were administered as part of the extensive data collection process: the Oldenburg Burnout Inventory (OLBI) survey and the Effort-Reward Imbalance (ERI) survey. The aim was to gain insights into the psychosocial stressors and burnout experienced by EFL educators in these diverse cultural contexts. To ensure a diverse and representative sample, surveys were distributed to EFL teacher groups in each country via various social media platforms. The selection of online platforms allowed us to engage with a geographically dispersed and diverse population of EFL professionals while also facilitating effective communication. The surveys were offered to the participants voluntarily, with a focus on maintaining the privacy and anonymity of their answers.

D. Data Collection Instruments

The Effort-Reward Imbalance (ERI) Survey, which is known for its reliability

and validity in capturing the disparity between individuals' workplace efforts and perceived rewards, was used as a foundational tool in assessing the complex dynamics of effort-reward imbalance. The ERI Survey, which is widely used in occupational health research, provided a systematic method for evaluating the balance or disproportionality between expended efforts and perceived outcomes or rewards within the occupational context, making it a strong and relevant instrument for this study.

It has been validated in several studies and has been shown to have acceptable reliability and validity. For example, a study by Siegrist et al. (2004) assessed the validity and reliability of the ERI questionnaire in a large sample of employees in Germany. The study found that the questionnaire had good internal consistency and test-retest reliability, and was able to predict job-related stress, burnout, and depression.

In the study of the Effort-Reward Imbalance (ERI) model using self-report surveys, individuals are presented with a series of carefully crafted statements, each strategically designed to elicit their perceptions of the exertion of effort and the adequacy of rewards within the framework of their professional roles. On the spectrum of effort-related statements, participants may reflect on the significant mental and emotional investments required by their job, the ongoing challenges they face, and their willingness to work longer hours to meet the demands of their responsibilities, for example, “I am often pressured to work overtime”, and “my job is physically demanding”. Simultaneously, reward-related statements prompt people to evaluate their satisfaction with compensation, the availability of viable career advancement opportunities, and the extent to which they feel acknowledged or appreciated for their contributions, for instance, “my job promotion prospects are poor”, and “I receive the respect I deserve from my superior or respective relevant person.”

Concurrently, the Oldenburg Burnout Inventory (OLBI) Survey, a well-established tool validated for measuring burnout, particularly among EFL professionals, allowed for a more complex exploration of burnout levels by examining the dimensions of exhaustion and disengagement. The OLBI Survey's validity and reliability were demonstrated by its consistent use in previous studies, which ensured a thorough understanding of burnout experiences in the teaching

profession. This survey provided a structured approach to assessing burnout, evaluating two fundamental dimensions: exhaustion, which represents a loss of emotional and physical resources, and disengagement, which measures the degree of detachment from professional responsibilities. The OLBI Survey's dual-dimensional assessment not only quantified burnout levels but also provided valuable insights into the emotional and physical strains experienced by EFL teachers, enriching our understanding of burnout in the teaching profession.

The OLBI Survey includes two key scales that delve into different aspects of burnout experienced by individuals. The Exhaustion Scale measures feelings of emotional and physical exhaustion, as demonstrated by statements like "There are days when I feel tired before I arrive at work" and "After my work, I usually feel worn out and weary." Meanwhile, the Disengagement (Cynicism) Scale assesses an individual's detachment and negative attitude toward their work, using statements such as "during my work, I often feel emotionally drained" and "lately, I tend to think less at work and do my job mechanically."

Both surveys used in this quantitative study are 16-item instruments with responses scored on a 4-point Likert scale. The Likert scale, which ranged from "1 = strongly disagree" to "4 = strongly agree," allowed respondents to express how much they agreed or disagreed with each statement. This structured measurement approach provided a quantitative framework to assess participants' attitudes or behaviors related to the study objectives.

The internal consistency of the two questionnaires was evaluated in this study in order to determine their reliability. One important component of questionnaire reliability is internal consistency, which guarantees that each questionnaire's items measure the same underlying construct consistently. We used the Cronbach's Alpha reliability test in the Statistical Package for the Social Sciences (SPSS) to assess the internal consistency of the questionnaires (Cronbach, 1951). A popular statistical tool for determining how closely related a set of items is to one another is Cronbach's Alpha, which also provides a reliability coefficient that shows how well the items consistently measure the same construct. This rigorous reliability assessment improves the credibility of our data by demonstrating the trustworthiness of the instruments used to assess the psychological work environment and teachers' burnout. (Cronbach, 1951).

E. Data Analysis:

In this study, both SPSS and STATA were employed for data analysis to ensure comprehensive examination and robustness of the findings. Descriptive statistics were initially computed using SPSS to summarize the demographic characteristics of the participants and the variables under investigation. This included measures such as means, standard deviations, and frequencies. Furthermore, STATA was used to compare the gender of the participants and their survey results for both Moroccan and Turkish participants. This included comparative analyses of various psychosocial work environment factors, such as time constraints, interruptions, responsibilities, and perceptions of support, among others. STATA enabled the comparison of mean scores, frequencies, and other relevant statistical measures between male and female participants from Morocco and Turkey, allowing for a thorough examination of gender differences in the psychological work environment across the two cultural contexts. The integration of SPSS and STATA enabled a full examination of the data and provided a sturdy basis for obtaining significant conclusions from the research.

IV. FINDINGS AND ANALYSIS

A. Introduction

This section presents the results and findings of an extensive quantitative investigation into the complex relationships between the psychological work environment, gender dynamics, and the mental well-being of EFL teachers in Turkey and Morocco's unique educational contexts. As stated before, the study used two questionnaires to investigate fundamental questions about the relationship between occupational environments and teachers' mental health. The research sought to determine how the psychological work environment influences the mental health of educators in both countries. We also investigated whether there was an evident relationship between teachers' genders and the levels of burnout they experience in their professional roles. Furthermore, a critical aspect of the investigation involved uncovering potential similarities or differences in the psychological work environment and mental health outcomes among EFL teachers in Morocco and Turkey.

B. Findings from the Questionnaires

This section presents the findings obtained from the analysis of questions from the first part (1.1), (1.3) and the second part (1.2), (1.4) of the Oldenburg Burnout Inventory (OLBI) Survey.

The analysis revealed that the Cronbach’s Alpha coefficient is 0.781. (See Appendix 1 Cronbach’s Alpha Coefficient for Reliability) which is above the minimum level of 0.7. This indicates that there is a moderate to high degree of internal consistency among the 16 items included in the Oldenburg Burnout Inventory (OLBI) survey.

Cronbach's Alpha coefficient was used to assess the reliability of the Effort Reward Imbalance survey, which revealed varying levels of internal consistency among its constituent scales. The effort scale, which included six variables

represented by statements with numbers 1 to 6, showed a high level of reliability, with a Cronbach's Alpha coefficient of 0.854. The reward scale, which includes ten variables represented by statements numbered 7 to 16, had a slightly lower but still acceptable level of reliability, with a Cronbach's Alpha coefficient of 0.736. (See Appendix 2 and 3 Cronbach's Alpha Coefficient for Reliability) These findings suggest that the effort scale items showed higher internal consistency than the reward scale items. Such insights are critical to ensuring the reliability and validity of the survey instrument in capturing all aspects of effort-reward imbalances experienced by individuals in various contexts.

1. Findings from the OLBI Questionnaire: Part I

This section provides a detailed analysis of the demographic profile derived from the first section of the Oldenburg Burnout Inventory (OLBI) Survey, which includes the gender and age of 100 Turkish and 100 Moroccan EFL teachers. The Moroccan sample had a gender distribution of 55.7% male and 44.3% female participants. Age-wise, 38.8% ranged from 31 to 45 years old, 32.7% were under the age of 27, 21.4% were between the ages of 25 and 30, and 7.1% were between the ages of 46 and 50. On the other hand, in the Turkish sample, 56.1% were females, and 43.9% were males. In terms of age, 36.4% were between the ages of 25 and 30, 35.4% were between the ages of 31 and 45, 17.2% were younger than 27, 8.1% were between the ages of 46 and 50, and 3% were over 50.

These findings provide an in-depth understanding of the diverse demographics within each participant group, laying the foundation for a nuanced examination of the subsequent results.

The figures below show a clearer understanding of the above-mentioned percentages in the form of pic charts:

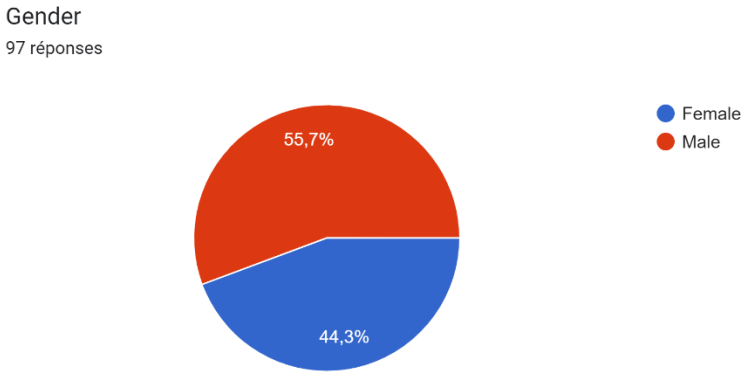

Figure 1 Moroccan Respondents' Genders

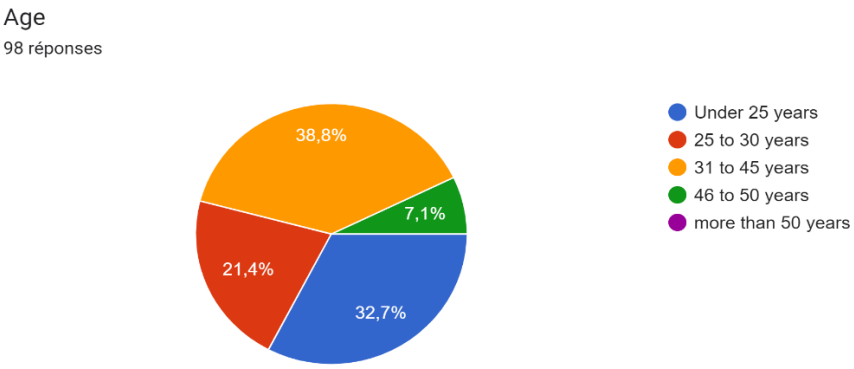

Figure 2 Moroccan Respondents' Ages

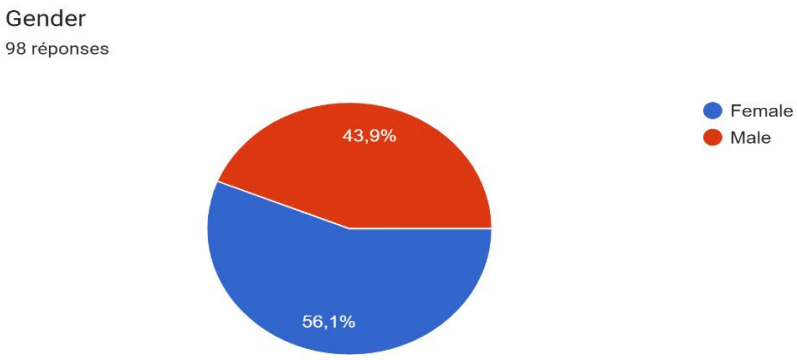

Figure 3 Turkish Respondents' Genders

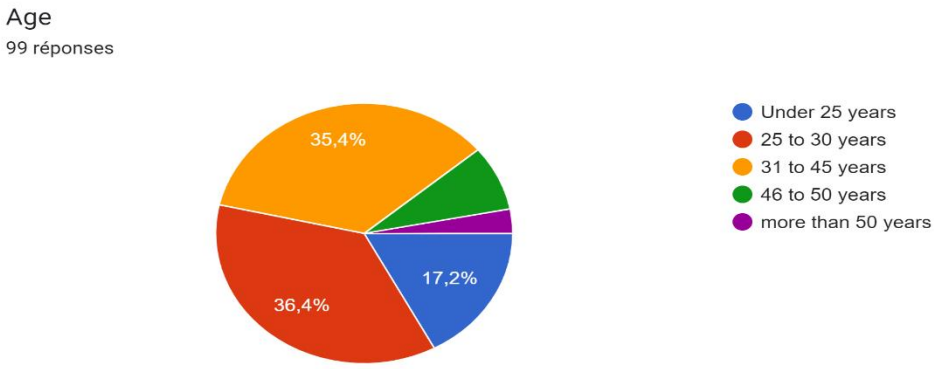

Figure 4 Turkish Respondents' Ages

(Table1) Shows the analysis of the results obtained from the Oldenburg Burnout Inventory questionnaire from Moroccan respondents. Before proceeding with the analysis tables, it is important to note that the Likert scale used in the OLBI survey was reverse coded, with "Strongly Agree" assigned a value of 1, "Agree": 2, "Disagree": 3, and "Strongly Disagree": 4. This reverse coding should be considered when interpreting the results shown in the tables.

Table 1 The OLB Survey Statistical Analysis

	Morocco			Turkey		
Statements	Min	Max	Mean	Min	Max	Mean
I always find new and interesting aspects in my work.	1	4	2.66	1	4	3.03
There are days when I feel tired before I arrive at work.	1	3	1.81	1	4	2.00
It happens more and more often that I talk about my work in a negative way.	1	3	1.82	1	4	1.96
After work, I tend to need more time than in the past in order to relax and feel better.	1	3	1.65	1	3	1.77
I can tolerate the pressure of my work very well.	1	4	2.70	1	4	3.37
Lately, I tend to think less at work and do my job almost mechanically.	1	4	2.04	1	4	2.12
I find my work to be a positive challenge.	1	4	3.01	1	4	3.12
During my work, I often feel emotionally drained.	1	3	1.85	1	4	1.70
Over time, one can become disconnected from this type of work.	1	3	1.87	1	2	1.67
After working, I have enough energy for my leisure activities.	2	4	3.34	1	4	3.60
Sometimes I feel sickened by my work tasks.	1	3	1.83	1	4	1.73
After my work, I usually feel worn out and weary.	1	3	1.88	1	4	1.68
This is the only type of work that I can imagine myself doing.	1	4	2.83	1	4	3.24
Usually, I can manage the amount of my work well.	1	4	3.12	1	4	3.42
I feel more and more engaged in my work.	1	4	2.79	1	4	3.36
When I work, I usually feel energized.	1	4	3.01	1	4	3.35

revealed that higher mean scores indicate a greater level of disagreement with certain statements, whereas lower mean scores indicate a higher level of agreement with these statements. Notably, statements with higher agreement levels (lower mean scores) include expressions like “There are days when I feel tired before I arrive at work” (mean: 1.81), “It happens more and more often that I talk about my work in a negative way” (mean: 1.82), “After work, I tend to need more time than in the past in order to relax and feel better” (mean: 1.65), “During my work, I often feel emotionally drained” (mean: 1.85), “Over time, one can become disconnected from this type of work” (mean: 1.87), “Sometimes I feel sickened by my work tasks”

(mean: 1.83), and lastly “After my work, I usually feel worn out and weary” (mean: 1.88). The findings show a high level of agreement among Moroccan educators about potential challenges and disengagement in their workplace. In contrast, statements with lower agreement levels (higher mean scores), indicating less consensus, include expressions like “I find my work to be a positive challenge”, and “When I work, I usually feel energized,” both sharing the same mean score of (3.01). This suggests a significant difference in perspectives, as teachers may experience varying levels of positivity and energy in their work. Furthermore, the statement “After working, I have enough energy for my leisure activities” reflects a slightly higher mean score of (3.34), indicating a more common perception of fatigue or exhaustion after work. Lastly, the statement “Usually, I can manage the amount of my work well” with a mean score of (3.12) indicates a low level of agreement, implying that Moroccan teachers' perspectives on effective workload management differ. These varied findings highlight the complexity of the factors that influence Moroccan EFL teachers’ work-related perceptions and experiences.

In addition, some statements have mean scores that fall within the medium range, indicating a mixed or nuanced perspective. For example, in the statement "I always find new and interesting aspects in my work" with a mean score of 2.66, participants report a moderate level of agreement, indicating a balance between seeking novelty and dealing with routine in their professional roles. Similarly, the statement "I can tolerate the pressure of my work very well" (mean: 2.70) indicates a mixed sentiment regarding participants' ability to deal with job-related stressors. On the other hand, the statement "Lately, I tend to think less at work and do my job almost mechanically" (mean: 2.04) implies potential challenges with engagement and mental involvement. Also, the statement "This is the only type of work that I can imagine myself doing" (mean: 2.83) demonstrates a moderate level of agreement, indicating a sense of commitment to the teaching profession. Lastly, the statement "I feel more and more engaged in my work" (mean: 2.79) implies a balanced but evolving perspective on workplace engagement. These diverse responses shed light on the complex interplay of factors that influence Moroccan educators' perceptions of their professional roles and burnout levels.

When analyzing the responses of Turkish participants to the Oldenburg Burnout Inventory survey, can be noticed that higher mean scores indicate greater

disagreement with specific statements. Notably, statements reflecting higher disagreement levels (higher mean scores) include sentiments such as “I always find new and interesting aspects in my work” (mean: 3.03), “I can tolerate the pressure of my work very well” (mean: 3.37) “I find my work to be a positive challenge” (mean: 3.12), “After working, I have enough energy for my leisure activities” (mean: 3.60), “This is the only type of work that I can imagine myself doing” (mean: 3.24), “Usually, I can manage the amount of my work well” (mean: 3.42), “I feel more and more engaged in my work” (mean: 3.36), and lastly, “When I work, I usually feel energized” (mean: 3.35). The scores for these statements indicate significant areas of disagreement and potential dissatisfaction in the Turkish educational landscape. They show a general lack of creativity or enthusiasm in professional tasks, implying that many Turkish teachers may struggle with the associated stressors of their jobs. Furthermore, these scores reflect a noticeable lack of interest or a positive attitude toward their jobs, as well as a general sense of exhaustion or lack of energy, which has a significant impact on their ability to engage in social activities outside of workplace.

On the other hand, statements with lower disagreement levels (lower mean scores) indicate higher levels of agreement and include expressions like “There are days when I feel tired before I arrive at work” (mean: 2.00), “It happens more and more often that I talk about my work in a negative way” (mean: 1.96), “After work, I tend to need more time than in the past in order to relax and feel better” (mean: 1.77), “During my work, I often feel emotionally drained” (mean: 1.70), “Over time, one can become disconnected from this type of work” (mean: 1.67), “Sometimes I feel sickened by my work tasks” (mean: 1.73), and finally, “After my work, I usually feel worn out and weary” (mean: 1.68). These findings reveal a common attitude among Turkish EFL teachers to engage in negative discussions about their work. Furthermore, they indicate a general sense of increased fatigue, necessitating extended recovery periods after work. Moreover, there is a common sense of emotional exhaustion during working hours, reflecting the physical and emotional strain that Turkish educators frequently face throughout the day.

Tables 2 and 3 below show the data from a burnout survey in Morocco that included both female and male respondents, with a focus on understanding the mean rates to identify patterns and differences between the two gender groups.

Table 2 The OLBI Survey: Moroccan Female Respondents

Variables	N	%	Min	Max
Age				
Under 25	43	49%	0	1
25 to 30	43	35%	0	1
31 to 45	43	7%	0	1
46 to 50	43	9%	0	1
1 I always find new and interesting aspects in my work.				
Strongly agree	42	29%	0	1
agree	42	55%	0	1
Strongly disagree	42	17%	0	1
2 There are days when I feel tired before I arrive at work.				
Strongly agree	43	40%	0	1
agree	43	19%	0	1
disagree	43	42%	0	1
3 It happens more and more often that I talk about my work in a negative way.				
Strongly agree	42	43%	0	1
agree	42	12%	0	1
disagree	42	45%	0	1
4 After work, I tend to need more time than in the past in order to relax and feel better.				
Strongly agree	43	37%	0	1
agree	43	60%	0	1
disagree	43	2%	0	1
5 I can tolerate the pressure of my work very well.				
Strongly agree	43	16%	0	1
agree	43	49%	0	1
disagree	43	16%	0	1
Strongly disagree	43	19%	0	1
6 Lately, I tend to think less at work and do my job almost mechanically.				
Strongly agree	43	23%	0	1
agree	43	33%	0	1
disagree	43	42%	0	1
Strongly disagree	43	2%	0	1
7 I find my work to be a positive challenge.				
Strongly agree	43	7%	0	1
agree	43	26%	0	1
disagree	43	42%	0	1
Strongly disagree	43	26%	0	1
8 During my work, I often feel emotionally drained.				
Strongly agree	43	21%	0	1
agree	43	60%	0	1
disagree	43	19%	0	1
9 Over time, one can become disconnected from this type of work.				
Strongly agree	43	26%	0	1
agree	43	56%	0	1
disagree	43	19%	0	1
10 After working, I have enough energy for my leisure activities.				
agree	43	2%	0	1
disagree	43	67%	0	1
Strongly disagree	43	30%	0	1

Table 2 (Con) The OLBI Survey: Moroccan Female Respondents

Variables		N	%	Min	Max
11 Sometimes I feel sickened by my work tasks.					
Strongly agree	43	35%	0	1	
agree	43	21%	0	1	
disagree	43	44%	0	1	
12 After my work, I usually feel worn out and weary.					
Strongly agree	43	30%	0	1	
agree	43	26%	0	1	
disagree	43	44%	0	1	
13 This is the only type of work that I can imagine myself doing.					
Strongly agree.	43	7%	0	1	
agree	43	60%	0	1	
disagree	43	23%	0	1	
Strongly disagree	43	9%	0	1	
14 Usually, I can manage the amount of my work well.					
Strongly agree	43	2%	0	1	
agree	43	47%	0	1	
disagree	43	16%	0	1	
Strongly disagree	43	35%	0	1	
15 I feel more and more engaged in my work.					
Strongly agree	43	2%	0	1	
agree	43	67%	0	1	
disagree	43	16%	0	1	
Strongly disagree	43	14%	0	1	
16 When I work, I usually feel energized.					
Strongly agree	43	2%	0	1	
agree	43	28%	0	1	
disagree	43	53%	0	1	
Strongly disagree	43	16%	0	1	

Table 3 The OLBI Survey: Moroccan Male Respondents

Variables	N	%	Min	Max
Age				
Under 25	53	21%	0	1
25 to 30	53	11%	0	1
31 to 45	53	62%	0	1
46 to 50	53	6%	0	1
1 I always find new and interesting aspects in my work.				
agree	54	15%	0	1
disagree	54	59%	0	1
Strongly disagree	54	26%	0	1
2 There are days when I feel tired before I arrive at work.				
strongly agree	54	37%	0	1
agree	54	63%	0	1
3 It happens more and more often that I talk about my work in a negative way.				
Strongly agree	54	35%	0	1
agree	54	65%	0	1
4 After work, I tend to need more time than in the past in order to relax and f				
Strongly agree	53	42%	0	1
agree	53	49%	0	1
disagree	53	9%	0	1

Table 3 (Con) The OLBI Survey: Moroccan Male Respondents

Variables		N	%	Min	Max
5 I can tolerate the pressure of my work very well.					
	Strongly agree	54	11%	0	1
	agree	54	6%	0	1
	disagree	54	61%	0	1
	Strongly disagree	54	22%	0	1
6 Lately, I tend to think less at work and do my job almost mechanically.					
	Strongly agree	54	33%	0	1
	agree	54	46%	0	1
	disagree	54	20%	0	1
7 I find my work to be a positive challenge.					
	Strongly agree	54	2%	0	1
	agree	54	19%	0	1
	disagree	54	44%	0	1
	Strongly disagree	54	35%	0	1
8 During my work, I often feel emotionally drained.					
	Strongly agree	53	36%	0	1
	agree	53	53%	0	1
	disagree	53	11%	0	1
9 Over time, one can become disconnected from this type of work.					
	Strongly agree	54	30%	0	1
	agree	54	59%	0	1
	disagree	54	11%	0	1
10 After working, I have enough energy for my leisure activities.					
	disagree	54	63%	0	1
	Strongly disagree	54	37%	0	1
11 Sometimes I feel sickened by my work tasks.					
	Strongly agree	54	39%	0	1
	agree	54	61%	0	1
12. After my work, I usually feel worn out and weary.					
	Strongly agree	54	33%	0	1
	agree	54	67%	0	1
13 This is the only type of work that I can imagine myself doing.					
	agree	54	13%	0	1
	disagree	54	54%	0	1
	Strongly disagree	54	33%	0	1
14 Usually, I can manage the amount of my work well.					
	agree	54	7%	0	1
	disagree	54	50%	0	1
	Strongly disagree	54	43%	0	1
15 I feel more and more engaged in my work.					
	agree	54	20%	0	1
	disagree	54	52%	0	1
	Strongly disagree	54	28%	0	1
16 When I work, I usually feel energized.					
	Strongly agree	54	2%	0	1
	agree	54	19%	0	1
	disagree	54	44%	0	1
	Strongly disagree	54	35%	0	1

When we look at the age distribution of female respondents, we see a diverse representation across age brackets, with a strong presence among those under 25 and

those aged 25 to 30. Male respondents, on the other hand, have a more diverse distribution across age groups, with a notable concentration in the 31 to 45 age range. This difference in age distribution between female and male respondents could indicate different patterns of experiences in the teaching profession among different age groups and genders.

The examination of the survey replies from the participants—both male and female—offers insightful information about the opinions and experiences of Moroccan EFL teachers. We find significant variations in the degree of agreement or disagreement between males and females across the different statements, which may indicate differences in their professional experiences.

Certain patterns in the surveyed statements can be identified in terms of work-related attitudes and feelings. In general, females have a positive attitude toward discovering new and interesting aspects of their work, with approximately 55% expressing agreement and 29% expressing strong agreement. Males, on the other hand, are less likely to agree with this statement, with only about 15% agreeing and 59% disagreeing. This suggests a potential disparity in their perception of work novelty, as well as a more cautious approach to exploring new dimensions in their work environment. Similarly, there is a significant difference in responses to feeling tired before arriving at work. Male teachers are more likely to report pre-work fatigue than female teachers, with 63% of males agreeing and 37% strongly agreeing versus 40% of females strongly agreeing and 42% disagreeing with the statement.

Furthermore, there is a noticeable difference in the tendency to discuss work negatively, with a higher percentage of males (approximately 65%) agreeing with this statement than females, who responded in a balanced manner, with no clear majority agreeing or disagreeing (43% strongly agreeing and 45% disagreeing). This finding suggests that genders may differ in their coping mechanisms or stress management strategies. Furthermore, while both males and females report feeling emotionally drained at work, females are more likely to agree with this sentiment (60% females versus 53% males).

Interestingly, females and males have similar attitudes toward becoming disconnected from the type of work overtime. The rate of agreement among men is roughly 59%, whereas the rate among women is 56%. This finding suggests that men and women have similar perceptions of long-term career satisfaction or fulfillment.

Moreover, when it comes to effectively managing workload, males and females respond differently. Approximately 50% of males disagreed and 43% strongly disagreed with being able to manage their workload, compared to a more balanced distribution among females 47% agreed and 35% strongly disagreed with the statement. The analysis of responses to the statement "After working, I have enough energy for my leisure activities" reveals an interesting pattern among both male and female respondents expressing only disagreement and strong disagreement. Notably, 67% of females disagree and 30% strongly disagree with the statement, while 63% of males disagree and 37% strongly disagree. Additionally, female teachers tend to need more time to relax and feel good after work than male teachers (60% females versus 49% males). This finding emphasizes the potential challenges of balancing work demands and personal time, as well as the need for strategies to improve energy management and overall well-being among female and male teachers. The symmetrical distribution pattern between genders suggests that energy depletion after work may be a common issue among both female and male EFL teachers.

The analysis emphasizes the necessity of considering gender-specific perspectives and experiences when addressing issues related to burnout and well-being in the educational context. Such findings may inform the implementation of targeted interventions and support strategies aimed at enhancing the mental health and job satisfaction of Moroccan EFL teachers, ultimately contributing to a more resilient and robust workforce in the education sector.

The data show a notable pattern, indicating that female EFL teachers may face a greater emotional burden than male colleagues. This disparity emphasizes the need for gender-inclusive approaches that can help educators manage stress and maintain their mental health. The observed differences could be explained by variations in organizational structures or the availability of support systems in educational settings. Females may benefit from structured approaches to task management and the expansion of support networks, whereas males may require interventions aimed at improving workload management skills and lowering workplace stressors. Adopting gender-sensitive workload allocation and support strategies ensures that all educators have equal access to resources and opportunities, resulting in a healthier and more inclusive work environment.

Data presented in Tables 4 and 5 explore the Turkish burnout survey data, focusing on mean percentages to identify patterns as well as differences between male and female participants.

Table 4 The OLBI Survey: Turkish Female Respondents

Variables	N	%	Min	Max
age				
Under 25	55	13%	0	1
25 to 30	55	49%	0	1
31 to 45	55	35%	0	1
46 to 50	55	4%	0	1
1 I always find new and interesting aspects in my work.				
Strongly agree	55	7%	0	1
agree	55	18%	0	1
disagree	55	62%	0	1
Strongly disagree	55	13%	0	1
2 There are days when I feel tired before I arrive at work.				
Strongly agree	54	26%	0	1
agree	54	67%	0	1
disagree	54	7%	0	1
3 It happens more and more often that I talk about my work in a negative way.				
Strongly agree	55	31%	0	1
agree	55	64%	0	1
disagree	55	5%	0	1
4 After work, I tend to need more time than in the past in order to relax and f				
Strongly agree	55	30%	0	1
agree	55	69%	0	1
5. I can tolerate the pressure of my work very well.				
Strongly agree	55	2%	0	1
agree	55	5%	0	1
disagree	55	65%	0	1
Strongly disagree	55	27%	0	1
6 Lately, I tend to think less at work and do my job almost mechanically.				
Strongly agree	55	29%	0	1
agree	55	53%	0	1
disagree	55	15%	0	1
Strongly disagree	55	4%	0	1
7 I find my work to be a positive challenge.				
Strongly agree	55	5%	0	1
agree	55	16%	0	1
disagree	55	56%	0	1
Strongly disagree	55	22%	0	1

Table 4 (con) The OLBI Survey: Turkish Female Respondents

Variables	N	%	Min	Max
8 During my work, I often feel emotionally drained.				
Strongly agree	55	33%	0	1
agree	55	64%	0	1
disagree	55	4%	0	1
9 Over time, one can become disconnected from this type of work.				
Strongly agree	55	35%	0	1
agree	55	65%	0	1
10 After working, I have enough energy for my leisure activities.				
Strongly agree	55	4%	0	1
agree	55	4%	0	1
disagree	55	67%	0	1
Strongly disagree	55	25%	0	1
11 Sometimes I feel sickened by my work tasks.				
Strongly agree	55	36%	0	1
agree	55	56%	0	1
disagree	55	5%	0	1
Strongly disagree	55	2%	0	1
12 After my work, I usually feel worn out and weary.				
Strongly agree	55	35%	0	1
agree	55	58%	0	1
disagree	55	5%	0	1
Strongly disagree	55	2%	0	1
13 This is the only type of work that I can imagine myself doing.				
Strongly agree	55	2%	0	1
agree	55	16%	0	1
disagree	55	65%	0	1
Strongly disagree	55	16%	0	1
14 Usually, I can manage the amount of my work well.				
Strongly agree	55	2%	0	1
agree	55	5%	0	1
disagree	55	56%	0	1
Strongly disagree	55	36%	0	1
15 I feel more and more engaged in my work.				
agree	55	13%	0	1
disagree	55	53%	0	1
Strongly disagree	55	35%	0	1
16 When I work, I usually feel energized.				
agree	55	13%	0	1
disagree	55	49%	0	1
Strongly disagree	55	38%	0	1

Table 5 The OLBI Survey: Turkish Male Respondents

Variables	N	%	Min	Max
age				
Under 25	42	24%	0	1
25 to 30	42	19%	0	1
31 to 45	42	38%	0	1
46 to 50	42	14%	0	1
More than 50	42	5%	0	1
1 I always find new and interesting aspects in my work.				
Strongly agree	43	19%	0	1
agree	43	35%	0	1
disagree	43	37%	0	1
Strongly disagree	43	9%	0	1
2 There are days when I feel tired before I arrive at work.				
Strongly agree	43	26%	0	1
agree	43	49%	0	1
disagree	43	16%	0	1
Strongly disagree	43	9%	0	1
3 It happens more and more often that I talk about my work in a negative way.				
Strongly agree	43	23%	0	1
agree	43	51%	0	1
disagree	43	16%	0	1
Strongly disagree	43	9%	0	1
4 After work, I tend to need more time than in the past in order to relax and feel good.				
Strongly agree	43	26%	0	1
agree	43	60%	0	1
disagree	43	5%	0	1
Strongly disagree	43	9%	0	1
5 I can tolerate the pressure of my work very well.				
Strongly agree	43	7%	0	1
agree	43	19%	0	1
disagree	43	44%	0	1
Strongly disagree	43	30%	0	1
6 Lately, I tend to think less at work and do my job almost mechanically.				
Strongly agree	43	26%	0	1
agree	43	42%	0	1
disagree	43	19%	0	1
Strongly disagree	43	14%	0	1
7 I find my work to be a positive challenge.				
Strongly agree	43	12%	0	1
agree	43	23%	0	1
disagree	43	35%	0	1
Strongly disagree	43	30%	0	1

Table 5 (con) The OLBI Survey: Turkish Male Respondents

Variables	N	%	Min	Max
8 During my work, I often feel emotionally drained.				
Strongly agree	43	40%	0	1
agree	43	58%	0	1
disagree	43	2%	0	1
9 Over time, one can become disconnected from this type of work.				
Strongly agree	43	30%	0	1
agree	43	70%	0	1
10 After working, I have enough energy for my leisure activities.				
disagree	43	65%	0	1
Strongly disagree	43	35%	0	1
11 Sometimes I feel sickened by my work tasks.				
Strongly agree	43	47%	0	1
agree	43	44%	0	1
disagree	43	7%	0	1
Strongly disagree	43	2%	0	1
12 After my work, I usually feel worn out and weary.				
Strongly agree	43	44%	0	1
agree	43	59%	0	1
13 This is the only type of work that I can imagine myself doing.				
Strongly agree	43	7%	0	1
agree	43	28%	0	1
disagree	43	37%	0	1
Strongly disagree	43	28%	0	1
14 Usually, I can manage the amount of my work well.				
Strongly agree	43	2%	0	1
agree	43	9%	0	1
disagree	43	49%	0	1
Strongly disagree	43	40%	0	1
15 I feel more and more engaged in my work.				
Strongly agree	43	2%	0	1
agree	43	9%	0	1
disagree	43	44%	0	1
Strongly disagree	43	44%	0	1
16 When I work, I usually feel energized.				
Strongly agree	43	2%	0	1
agree	43	12%	0	1
disagree	43	49%	0	1
Strongly disagree	43	37%	0	1

The age distribution of male participants is significantly large, with a strong presence in the 31 to 45 and under 25 age groups. Female respondents, on the other hand, have a more diverse distribution, with a strong presence in the age groups 25 to 30 and 31 to 45. These findings shed light on EFL Turkish teachers' multifaceted

perspectives on work-related issues, reflecting diverse experiences across gender and age groups.

The analysis of survey responses from both male and female participants revealed notable patterns and disparities in their occupational experiences. Concerning the discovery of novel and captivating aspects of their work, 62% of females disagree with this statement Concerning the discovery of novel and captivating aspects of their work, 62% of females disagree with this statement, compared to 37% of males, implying that females are more dissatisfied in this area. Similarly, there is a higher level of agreement among females (around 67%) than males (around 49%) about feeling tired before starting work. However, when it comes to the ability to deal with work-related stress and pressure, females (around 93%) report significantly higher levels of dissatisfaction than males (74%). Additionally, female teachers exhibit more tendencies to think less at work and perform tasks mechanically, with approximately 82% expressing agreement and strong agreement compared to 68% of their male colleagues.

Furthermore, the perception of work as a positive challenge varies significantly by gender, with approximately 78% of females and 65% of males expressing disagreement or strong disagreement. While both genders report feelings of emotional exhaustion at work, roughly 74% of females and 77% of males are affected equally. However, both males and females show high rates of agreement with the statement “Over time, one can become disconnected from this type of work” (70% males, 65% females). On the other hand, the majority of both genders (nearly 92% of females and 100% of males) disagree or strongly disagree with having enough energy for leisure activities after work. Furthermore, males (approximately 91%) and females (around 92%) equally agree with feeling sickened by work tasks. In addition, females (around 92%) disagree more than males (around 89%) about how to manage work effectively.

The examination of Turkish EFL teachers’ survey responses reveals critical information about their burnout experiences in Turkey's educational environment. One notable outcome is widespread dissatisfaction among male and female EFL teachers with various aspects of their jobs. Specifically, female teachers disagree more than their male colleagues with statements about discovering new and interesting aspects of their work, dealing with work pressure, and feeling energized

while working. This implies a pervasive sense of boredom, stress, and a lack of energy in their professional activities. Furthermore, both genders report feeling emotionally drained at work, indicating that their roles impose a significant emotional burden on them.

Additionally, the majority of respondents disagree with having enough energy for leisure activities after work, demonstrating the broad effect of work-related fatigue on their personal lives. These findings emphasize the importance of implementing targeted interventions and support mechanisms to address the multifaceted challenges faced by Turkish EFL teachers. To ensure the well-being and effectiveness of these teachers, it is crucial to implement strategies that increase job satisfaction, reduce stress, and promote work-life balance.

(Table 6) The results of the analysis of data related to the effort-reward imbalance survey (ERI) among Turkish participants.

Table 6 The ERI Survey: Turkish Participants

Variables	N	%	MIN	MAX
gender	100			
Male	47	47%	0	1
Female	53	53%	0	1
age	100			
Under 25	21	21%	1	5
25 to 30	38	38%	1	5
31 to 45	26	26%	1	5
46 to 50	12	12%	1	5
More than 50	3	3%	1	5
1. I have constant time pressure due to a heavy workload.	100			
Strongly agree	33	33%	2	4
agree	66	66%	2	4
disagree	1	1%	2	4
2. I have many interruptions and disturbances while performing my job.	100			
Strongly agree	36	36%	2	4
agree	63	63%	2	4
disagree	1	1%	2	4
3. I have a lot of responsibility in my job.	100			
Strongly agree	38	38%	2	4
agree	61	61%	2	4
disagree	1	1%	2	4
4. I am often pressured to work overtime.	100			
Strongly agree	30	30%	2	4
agree	69	69%	2	4
disagree	1	1%	2	4
5. My job is physically demanding.	100			
Strongly agree	31	31%	2	4
agree	67	67%	2	4
disagree	2	2%	2	4
6. Over the past few years, my job has become more and more demanding.	100			

Table 6 (Con)The ERI Survey: Turkish Participants

Variables	N	%	MIN	MAX
Strongly agree	24	24%	1	4
agree	57	57%	1	4
disagree	17	17%	1	4
Strongly disagree	2	2%	1	4
7. I receive the respect I deserve from my superior or a respective relevant person.	100			
Strongly agree	10	10%	1	4
agree	36	36%	1	4
disagree	42	42%	1	4
Strongly disagree	12	12%	1	4
8. I experience adequate support in difficult situations.	99			
Strongly agree	3	3%	1	4
agree	29	29%	1	4
disagree	52	52%	1	4
Strongly disagree	15	15%	1	4
9. I am treated unfairly at work.	100			
Strongly agree	4	4%	1	2
agree	44	44%	1	2
disagree	39	39%	1	2
Strongly disagree	13	13%	1	2
10. My job promotion prospects are poor.	99			
Strongly agree	4	4%	1	2
agree	73	73%	1	2
disagree	17	17%	1	2
Strongly disagree	5	5%	1	2
11. I have experienced, or I expect to experience an undesirable change in my w	100			
Strongly agree	10	10%	1	2
agree	65	65%	1	2
disagree	18	18%	1	2
Strongly disagree	7	7%	1	2
12. My employment security is poor.	99			
Strongly agree	5	5%	1	2
agree	62	62%	1	2
disagree	24	24%	1	2
Strongly disagree	8	8%	1	2
13. My current occupational position adequately reflects my education and training.	100			
Strongly agree	1	1%	1	4
agree	44	44%	1	4
disagree	48	48%	1	4
Strongly disagree	7	7%	1	4
14. Considering all my efforts and achievements, I receive the respect and prestige I deserve at work.	100			
agree	25	25%	1	3
disagree	63	63%	1	3
Strongly disagree	12	12%	1	3
15. Considering all my efforts and achievements, my job promotion prospects are adequate.	100			
agree	2	2%	1	3
disagree	76	76%	1	3
Strongly disagree	22	22%	1	3
16. Considering all my efforts and achievements, my salary/income is adequate.	100			
disagree	70	70%	1	2
Strongly disagree	30	30%	1	2

The table above shows a balanced representation of gender, with female

teachers accounting for 53% of the sample and males accounting for the remaining 47%. In terms of age distribution, the sample includes a wide range of demographics. Approximately 38% of teachers are between the ages of 25 and 30, indicating a significant proportion of young educators. Around 26% of participants are between the ages of 31 and 45, indicating a significant number of mid-career professionals. Furthermore, 21% of respondents are under the age of 25, demonstrating the inclusion of recent entrants into the teaching profession. Finally, 15% of teachers are between the ages of 46 and 50, indicating a smaller but significant representation of more experienced teachers. These insights provide useful context for understanding the Turkish EFL teachers' perspectives and experiences with effort-reward imbalance in the workplace.

The results of the effort-reward imbalance (ERI) survey among Turkish participants provide useful information about their work-related perceptions and experiences. Participants generally rate their workload as intense, with the majority of percentages reporting constant time pressure as a result of heavy workloads (33% strong agreement; 66% agreement). Furthermore, a significant proportion of the respondents report having a high level of responsibility at work (strong agreement 38%, agreement 61%) and being pressured to work overtime (strong agreement 30%, agreement 69%), indicating a demanding work environment. Over the last few years, a large number of respondents believe their job has become more demanding (strong agreement 24%, agreement 57%), indicating a continuing pattern of increased job demands.

On the other hand, the survey reveals aspects of workplace support and recognition. An interesting finding is a low perception of receiving respect from superiors or relevant individuals 36% of respondents agreed with the statement and 42% disagreed, indicating potential concerns about how superiors treat employees. Similarly, respondents are dissatisfied with the help they received in difficult situations with 52% disagreeing and 15% strongly disagreeing with the statement “I experience adequate support in difficult situations”, indicating a lack of adequate support mechanisms in the workplace. Furthermore, a large percentage report feeling unfairly treated at work with 44% of respondents agreeing and only 13% disagreeing, indicating potential issues with workplace justice and fairness.

The survey examines employees' perspectives on career advancement, job

security, and the adequacy of their rewards. Participants are dissatisfied with their chances of getting promoted and see few opportunities for career advancement with 73% agreeing and only 17% disagreeing. Furthermore, a significant number of respondents believe their jobs are not secure (agreement 62%, disagreement 24%), indicating concerns about job stability and continuity. Also, there is a slight mismatch between respondents' current occupational positions and their educational and training backgrounds with 44% of participants agreeing and 48% disagreeing.

The survey also looks into the adequacy of rewards, such as respect, promotion opportunities, and salary/income. 63% of respondents believe that their efforts and accomplishments are not valued at work. Furthermore, 76% showed dissatisfaction with job promotion prospects, and 70% demonstrated frustration with salary/income adequacy, indicating issues in workplace reward structures.

(Table 7) Examines the results of the effort-reward imbalance survey (ERI) among Moroccan participants.

Table 7 The ERI Survey: Moroccan Participants

Variables	N	%	Min	Max
gender	100			
Male	56	56%	0	1
Female	44	44%	0	1
age	97			
Under 25	24	24%	0	1
25 to 30	13	13%	0	1
31 to 45	42	42%	0	1
46 to 50	19	19%	0	1
1. I have constant time pressure due to a heavy workload.	100			
Strongly agree	16	16%	0	1
agree	84	84%	0	1
2. I have many interruptions and disturbances while performing my job.	99			
Strongly agree	37	37%	0	1
agree	59	59%	0	1
disagree	3	3%	0	1
3. I have a lot of responsibility in my job.	100			
Strongly agree	27	27%	0	1
agree	73	73%	0	1
4. I am often pressured to work overtime.	100			
Strongly agree	30	30%	0	1
agree	69	69%	0	1
disagree	1	1%	0	1
5. My job is physically demanding.	100			
Strongly agree	32	32%	0	1
agree	68	68%	0	1
6. Over the past few years, my job has become more and more demanding.	100			
Strongly agree	20	20%	0	1
agree	60	60%	0	1
disagree	17	17%	0	1
Strongly disagree	3	3%	0	1

Table 7 The ERI Survey: Moroccan Participants

Variables	N	%	Min	Max
7. I receive the respect I deserve from my superior or a respective relevant person.	100			
Strongly agree	13	13%	0	1
agree	39	39%	0	1
disagree	42	42%	0	1
Strongly disagree	6	6%	0	1
8. I experience adequate support in difficult situations.	99			
Strongly agree	7	7%	0	1
agree	57	57%	0	1
disagree	29	29%	0	1
Strongly disagree	6	6%	0	1
9. I am treated unfairly at work.	100			
Strongly agree	2	2%	0	1
agree	23	23%	0	1
disagree	58	58%	0	1
Strongly disagree	17	17%	0	1
10. My job promotion prospects are poor.	100			
Strongly agree	14	14%	0	1
agree	86	86%	0	1
11. I have experienced, or i expect to experience an undesirable change in my work situation.	100			
Strongly agree	12	12%	0	1
agree	50	50%	0	1
disagree	29	29%	0	1
Strongly disagree	9	9%	0	1
12. My employment security is poor.	100			
Strongly agree	16	16%	0	1
agree	82	82%	0	1
disagree	2	2%	0	1
13. My current occupational position adequately reflects my education and training.	99			
Strongly agree	4	4%	0	1
agree	40	40%	0	1
disagree	50	50%	0	1
Strongly disagree	5	5%	0	1
14. Considering all my efforts and achievements, I receive the respect and prestige I deserve at work.	100			
Strongly agree	1	1%	0	1
agree	42	42%	0	1
disagree	48	48%	0	1
Strongly disagree	9	9%	0	1
15. Considering all my efforts and achievements, my job promotion prospects are adequate.	100			
Strongly agree	1	1%	0	1
agree	23	23%	0	1
disagree	62	62%	0	1
Strongly disagree	14	14%	0	1
16. Considering all my efforts and achievements, my salary / income is adequate.	100			
Strongly agree	1	1%	0	1
agree	12	12%	0	1
disagree	62	62%	0	1
Strongly disagree	25	25%	0	1

The table above reveals an interesting pattern in gender representation, with male teachers accounting for 56% of the sample and females accounting for 44%. This gender distribution provides valuable insights into Moroccan educators' experiences and perceptions of effort-reward dynamics in the workplace. The sample's age demographics are diverse. Approximately 42% of teachers are between

the ages of 31 and 45, indicating a significant number of mid-career professionals. In contrast, 13% of participants are aged 25 to 30, indicating a small but significant proportion of younger educators. Furthermore, 24% of respondents are under the age of 25, showing a significant representation of early-career teachers. Finally, 19% of teachers are between the ages of 46 and 50, indicating a smaller but significant presence of more experienced educators.

The results of the effort-reward imbalance (ERI) survey among Moroccan participants provide valuable information about their work experiences and perceptions. Respondents generally agreed that they are under constant time pressure due to their heavy workload, with the highest agreement percentage of 84%. Furthermore, a significant number of the participants reported interruptions and distractions while on the job, with 37% agreeing and 59% strongly agreeing with the statement. Additionally, a large proportion of the respondents referred to having a lot of responsibility in their job with 73% agreeing and 27% strongly agreeing with the statement; similarly, a high percentage of the respondents felt compelled to work extra hours, with 69% agreeing and 30% strongly agreeing with the statement.

Despite these challenges, the participants reported receiving adequate support in difficult situations, with an average agreement percentage of 57% and 29% disagreement. Likewise, a lower proportion of respondents felt unfairly treated at work, with a low agreement percentage of 23% and a high disagreement percentage of 58%. However, many respondents thought their job promotion prospects were poor, with a high agreement percentage of 86%. Similarly, the majority of participants agreed that their employment security was poor with an agreement percentage of 82%. Furthermore, 68% of the participants agreed and 32% strongly agreed to the fact that their job is physically demanding; similarly, 60% of the respondents agreed and 20% strongly agreed to their job being more and more demanding over time. Additionally, the participant's responses to receiving the respect they deserve from their superiors varied between 39% agreeing and 42% disagreeing.

Participants, on the other hand, expressed dissatisfaction with specific aspects of their workplace. many participants thought their salary was inadequate, with 62% disagreeing and 25% strongly disagreeing with the statement “Considering all my efforts and achievements, my salary/income is adequate”. Furthermore, 40% of

respondents believed that their current occupational position did not accurately reflect their level of education and training, and 50% disagreed with the statement.

Overall, the ERI survey results among Moroccan participants highlight a variety of challenges and areas of satisfaction regarding workload, workplace support, career advancement, and reward adequacy. These findings highlight the critical importance of addressing these issues in order to create a more supportive, equitable, and fulfilling work environment for Moroccan employee

V. DISCUSSIONS AND CONCLUSIONS

The psychological work environment plays a crucial role in shaping the mental health of EFL teachers in both Turkey and Morocco. The results of the Oldenburg Burnout Inventory (OLBI) and the effort-reward imbalance (ERI) survey among Turkish and Moroccan participants of the study revealed the significant impact of workplace factors on the well-being of EFL teachers in these countries.

According to the OLBI survey, a significant number of teachers experience high levels of emotional exhaustion, feelings of emotional drain, and a lack of energy for leisure activities after work. These findings suggest that the demanding nature of the work environment, such as heavy workloads, time pressures, and a lack of support, contributes to burnout and has a negative impact on EFL teachers' mental health. Previous research has found that job stress, long working hours, and inadequate support systems are associated with higher levels of burnout and psychological distress among Turkish teachers (Kilic & Odabas, 2015; Cigdem, 2020).

Similarly, the ERI survey identified several challenges for teachers, including constant time pressure, interruptions at work, and pressure to work overtime. These factors contribute to job strain and can result in negative outcomes like stress, anxiety, and depression. These findings are supported by Moroccan research, which shows that work-related stressors like high job demands, and low job control are significant predictors of psychological distress among teachers (Abdessadeq et al., 2018; Benzekri et al., 2020).

Furthermore, both surveys revealed disparities in perceived workplace support and recognition, with many participants reporting insufficient support from supervisors as well as a lack of respect and recognition for their contributions. These findings are consistent with previous research that has shown the importance of supportive leadership and positive work relationships in mitigating the negative effects of job stress on teacher well-being (Demirtas & Akdogan, 2015; Benzekri et al., 2020).

Overall, the findings from EFL teachers in Turkey and Morocco highlight the critical need for interventions to improve the psychological work environment for teachers. Implementing strategies to reduce workload, provide adequate support, and improve recognition and appreciation for teachers' contributions can all help to reduce job stress, burnout levels, and promote positive mental health outcomes. Furthermore, promoting a culture of well-being and resilience within educational institutions through training programs and organizational policies can help to create healthier and more supportive work environments for teachers.

Additionally, in this study, we looked at the effort-reward imbalance and burnout levels of Turkish and Moroccan female and male EFL teachers to gain a better understanding of the subtle differences and similarities in the psychological work environments that these educators face in these two unique contexts. The results also show interesting patterns in the experience of pre-work fatigue, with Moroccan males reporting a higher prevalence of feeling tired before arriving at work than Turkish males, which could reflect differences in work-life balance or job demands between the groups.

Furthermore, Moroccan male EFL teachers show a significantly higher level of agreement when discussing work negatively, which could indicate differences in workplace satisfaction or communication dynamics among male educators in these contexts. While Turkish males are slightly more likely to seek relaxation after work compared to Moroccan males, both groups express a significant need for increased relaxation, indicating potential differences in stress management strategies or leisure opportunities for male educators in these regions. Additionally, Moroccan males tolerate work pressure at a lower rate than Turkish males, suggesting that the two groups may have different stress coping mechanisms or job demands.

On the other hand, Different patterns emerge when female EFL teachers from Morocco and Turkey respond to various dimensions of work-related attitudes. Female Moroccan educators generally provide mixed responses, indicating a nuanced perception of their work environment. While they agree on feeling emotionally drained at work and the need for more relaxation after work, their opinions on other issues, such as work pressure and engagement, differ significantly. In contrast, female EFL teachers in Turkey show more pronounced patterns, with a higher prevalence of agreement on feeling emotionally drained and discussing work

negatively. They also express a strong disagreement with viewing their work as a positive challenge and having enough energy for leisure activities after work.

The findings above shed light on the varied experiences and perspectives of female and male EFL teachers within distinct cultural and organizational contexts. They also emphasize the significance of customized interventions aimed at addressing the unique needs and obstacles encountered by teachers in Morocco and Turkey.

Analyzing the burnout levels between genders as presented in the OLBI survey data from Morocco and Turkey EFL teachers revealed that females have higher levels of burnout than men. This pattern can be attributed to a number of factors, including variations in job roles, responsibilities, and societal expectations. In many cultures, women are often responsible for managing multiple roles, such as caregiving, household management, and professional work, which can lead to increased stress and exhaustion. Furthermore, female teachers may encounter unique challenges such as gender discrimination, unequal workload distribution, and limited access to resources and support systems, all of which can exacerbate feelings of burnout (Bozkuş, 2018; Desouky & Allam, 2017).

The data presented in this study provide insight into the psychological work environment of teachers in Morocco and Turkey, highlighting potential similarities and differences. Although both countries share similarities in some areas, such as time constraints, interruptions, and high levels of responsibility, Turkish and Moroccan EFL teachers have different perspectives on job promotion opportunities, salary adequacy, and workplace dynamics. For example, Turkish teachers are more dissatisfied with these aspects, while Moroccan EFL teachers are more likely to face unfair treatment. Despite these differences, both groups face significant psychological challenges in their workplaces, which can have a negative impact on their mental health and well-being.

A. Limitations of the Study

One limitation of this study is the methodology used to measure teacher burnout levels. Initially, the Maslach Burnout Survey was used for this purpose. However, during the implementation phase, some issues arose that hampered the

smooth integration of the survey results into the study. As a result, a decision was made to use the Oldenburg Burnout Inventory (OLBI) instead. While this adjustment allowed the research to continue, it resulted in a significant difference in the composition of the samples collected from the ERI and OLBI surveys. This variation in sample composition may have resulted in inconsistency in the data analysis and interpretation process.

Furthermore, an additional limitation is the lack of qualitative data collection through interviews with EFL teachers in both Morocco and Turkey. Incorporating qualitative insights from interviews could have resulted in a deeper understanding of the psychological effects of the work environment on Moroccan and Turkish teachers. Having verbal interactions with teachers could have elicited rich narratives and personal experiences, shedding light on contextual factors and individual perspectives that quantitative surveys may overlook. Thus, while quantitative analysis provides useful insights, the lack of qualitative data collection limits our ability to fully capture the multifaceted nature of teacher burnout in these contexts.

B. Suggestions for Further Research

Building on the study's findings, several possibilities for future research emerge, allowing us to gain a better understanding of teacher burnout in a variety of settings. To begin, future research could look into the long-term dynamics of teacher burnout, tracking changes in burnout levels over time and determining the factors that contribute to these fluctuations. Longitudinal research designs would allow researchers to detect patterns of burnout development and identify critical periods or triggers for increased burnout risk among educators.

Furthermore, more research into the specific mechanisms underlying gender differences in teacher burnout is needed. While this study found that female teachers have higher burnout rates than their male counterparts, the underlying causes of these disparities remain largely unknown. Future research could use qualitative methods to investigate the different stressors encountered by male and female teachers, as well as the coping strategies used, shedding light on the gendered nature of burnout in educational settings.

Finally, investigating the efficacy of intervention strategies for reducing teacher burnout is a promising area for future research. Longitudinal intervention studies could assess the effectiveness of various support programs, such as mindfulness training, peer support groups, and organizational wellness initiatives, in reducing burnout and improving teacher well-being. By rigorously evaluating the effectiveness of various intervention approaches, researchers can make evidence-based recommendations for improving teacher mental health and promoting sustainable teaching practices.

VI. REFERENCES

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APPENDIX

Appendix 1: Cronbach's Alpha Coefficient for Reliability of the OLBI Survey:

Appendix 2: Cronbach's Alpha Coefficient for Reliability of the ERI Survey (Effort scale):

Appendix 3: Cronbach's Alpha Coefficient for Reliability of the ERI Survey (Reward scale):

Appendix 4: Ethical Approval Form

Appendix 1: Cronbach's Alpha Coefficient for Reliability of the OLBI Survey:

Reliability Statistics

Cronbach's Alpha	N of Items
.781	16

Appendix 2: Cronbach's Alpha Coefficient for Reliability of the ERI Survey (Effort scale):

Reliability Statistics

Cronbach's Alpha	N of Items
.854	6

Appendix 3: Cronbach's Alpha Coefficient for Reliability of the ERI Survey (Reward scale):

Reliability Statistics

Cronbach's Alpha	N of Items
.736	10

Appendix 4: Ethical Approval Form

Evrak Tarih ve Sayısı: 01.07.2024-122862

T.C.
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Sayın FATIMA ZAHRA KATHIR

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Bilgilerinize rica ederim.

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Bu belge, güvenli elektronik imza ile imzalanmıştır.

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