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INSTITUTE OF SOCIAL SCIENCES  
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

**TURKISH EFL TEACHERS' PERCEPTIONS OF SELF EFFICACY AND  
BURNOUT DURING COVID-19 PANDEMIC**

**THESIS BY  
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We **certify** that thesis under the title of “**Turkish EFL Teachers’ Perceptions of Self Efficiency and Burnout during COVID-19 Pandemic**” which was prepared by our student **Merve ÇELİK SUNGUR** with number 20198044 is satisfactory **consensus** for the award of the degree of **Master of Arts** in the Department of English **Language Education**.

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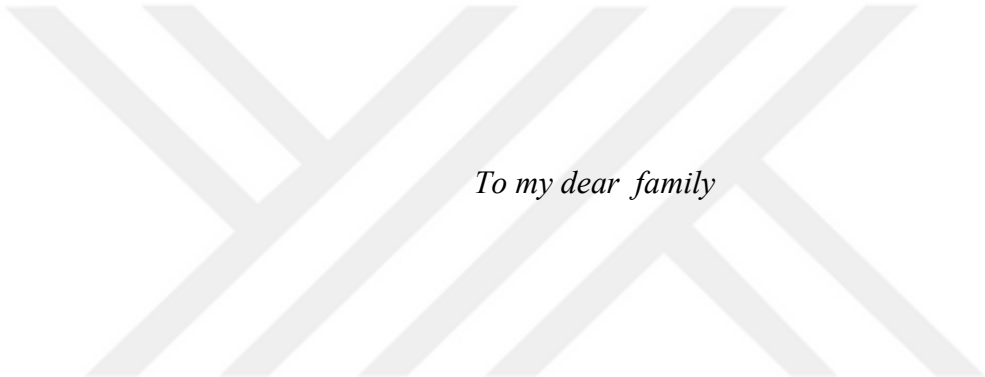
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**DEDICATION**

*To my dear family*

**ETHICS DECLARATION**

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Burnout during COVID-19 Pandemic

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

I cited all sources to which I made reference in my thesis, The work of art in this thesis is original,

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Merve ÇELİK SUNGUR

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**ABSTRACT****EFL TEACHERS' PERCEPTIONS OF SELF EFFICACY AND BURNOUT  
DURING THE COVID-19 PANDEMIC****Merve ÇELİK SUNGUR****Master of Arts, Department of English Language Education****Supervisor: Dr. Seden TUYAN****December 2021,140 Pages**

This correlational study mainly investigates the relationship between Turkish English foreign language (EFL) teachers' perceptions of their self-efficacy and burnout levels during the COVID-19 pandemic. Relevant data consists of 121 Turkish EFL teachers who work at primary, secondary, and high schools to gain a basic understanding of teacher self-efficacy and burnout levels. For the data collection, Teacher Professional Self-Efficacy Scale (TPSS) and the Teacher Professional Burnout Scale (TPBS) were used. A quantitative method was adopted for this investigation. In order to analyze the data, the Statistical Package for Social Sciences (SPSS) software program was used. Within the scope of the research questions, descriptive, inferential, and correlational analyses were carried out. According to the results, EFL teachers were found to have a moderate perception of self-efficacy and burnout coming from demographic variables and subdimensions. Furthermore, the findings illustrated that there is a strong and negative correlation between the participants' perceptions of self-efficacy and burnout. The findings of the study were discussed within the scope of the previous literature.

*Keywords:* Covid-19 Pandemi, EFL teachers' perceptions, English language teaching, teacher burnout levels, teacher self-efficacy, professional

**ÖZ****KOVİT-19 DÖNEMİNDEKİ İNGİLİZCE ÖĞRETMENLERİNİN ÖZ-YETERLİLİK VE TÜKENMİŞLİK ALGISI****Merve ÇELİK SUNGUR****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı****Tez Danışmanı: Dr. Öğr. Üyesi Seden TUYAN****Aralık 2021, 140 Sayfa**

Bu korelasyonel çalışma, temel olarak, COVID-19 salgını sırasında Türk İngilizce yabancı dil (EFL) öğretmenlerinin öz-yeterlik algıları ile tükenmişlik düzeyleri arasındaki ilişkiyi araştırmaktadır. İlgili veriler, öğretmen öz-yeterliği ve tükenmişlik düzeyleri hakkında temel bir anlayış kazanmak için ilköğretim, ortaokul ve liselerde çalışan 121 Türk İngilizce öğretmeninden oluşmaktadır. Verilerin toplanmasında Öğretmen Mesleki Öz-yeterlik Ölçeği (TPSS) ve Öğretmen Mesleki Tükenmişlik Ölçeği (TPBS) kullanılmıştır. Bu araştırma için nicel bir yöntem benimsenmiştir. Verilerin analizi için Statistical Package for Social Sciences (SPSS) yazılım programı kullanılmıştır. Araştırma soruları kapsamında betimsel, çıkarımsal ve ilişkisel analizler yapılmıştır. Elde edilen sonuçlara göre, İngilizce öğretmenlerinin demografik faktörler ve alt boyutlardan kaynaklanan tükenmişlik ve orta düzeyde bir öz-yeterlik algısına sahip oldukları bulunmuştur. Ayrıca bulgular, katılımcıların öz-yeterlik algıları ile tükenmişlik arasında güçlü ve negatif bir ilişki olduğunu göstermiştir. Çalışmanın bulguları önceki literatür kapsamında tartışılmıştır.

*Anahtar Kelimeler:* Covid-19 pandemisi, yabancı dil öğretmen algısı, İngiliz dil öğretimi, öğretmen tükenmişlik seviyeleri, öğretmen öz-yeterliliği, profesyonel

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## ABBREVIATIONS

|          |                                                                    |
|----------|--------------------------------------------------------------------|
| ANOVA    | : Analysis of Variance                                             |
| COVID-19 | : Coronavirus                                                      |
| EFL      | : English as a Foreign Language                                    |
| MBI      | : Maslach Burnout Inventor                                         |
| SPSS     | : Statistical Package for the Social Sciences                      |
| TPBS     | : Teacher Professional Burnout Scale                               |
| TPSS     | : Teacher Professional Self-Efficacy Scale                         |
| UNESCO   | : United Nations Educational, Scientific and Cultural Organization |
| WHO      | : World Health Organization                                        |

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## 1. INTRODUCTION

### 1.1. Background of the Study and Statement of the Problem

The new emerging Coronavirus (COVID-19) is a dangerous virus that causes fever and shortness of breath, causes respiratory tract infection, is transmitted from person to person through droplets and contact, and can lead to death (The World Health Organization, 2020). The COVID-19 (Coronavirus) pandemic, which started in December 2019 and affected the world and our country, have experienced extraordinary situations worldwide. It was defined on January 13, 2020, as a result of an investigation into the symptoms seen in a group of patients in late December in Wuhan, China. The virus disease affected the whole world in a short time. On February 11, 2020, the World Health Organization (WHO) named the new disease “COVID-19”, which means “Coronavirus disease 2019”. On January 30, 2020, the World Health Organization declared the situation an international public health emergency (WHO, 2020). To reduce the spread of the COVID-19 epidemic and prevent people from being exposed to the virus, different authorities in many parts of the world have called on people to stay at home and limit outdoor activities.

Before COVID-19, there were many types of online teaching, such as different online open courses and distance education. However, it was not enough to be recognized and applied to students in the literature and the world of education. This rapid educational transition in the world of education created an unexpected and unpredictable shock for both the teacher and the student because of the distance undergoing digitalization. The online teaching transition caused by the school lockdown during the 2019 coronavirus pandemic (COVID-19) led to several challenges from the teachers’ and students’ perspectives. The first half of 2020 witnessed school lockdowns across 172 countries, which impacted the education of approximately 1.5 billion students/learners (United Nations Educational, Scientific and Cultural Organization, UNESCO 2020). Extended education cuts, compelled isolation, and changes in social relations due to the COVID-19 epidemic emerged to present problems for education. Teachers, in particular, had to adopt new instructional techniques to guarantee that classes could continue. In light of these difficulties, teaching was announced to be an unquestionably challenging profession (Garcia-Carmona et al., 2019). With outbreaks of the COVID-19, it became critical for

instructors to give psychological assistance to students who were at an increased risk of depression owing to isolation from their teachers and colleagues (Scull et al., 2020). In addition, teachers were found to feel less self-efficacious about online teaching due to the difference between physical and virtual classroom situations (Johnson et al., 2020). In order to achieve more valuable and efficient educational outcomes, it became crucial to address in-depth the needs of primary, secondary, and high school EFL teachers in the profession, concerning the adjustment of teaching techniques, increased focus on language ability, organizational effectiveness, school culture, teaching techniques, and material development. It could become more threatening than how if this pandemic affected teachers and thereby involved learners in stressful education. As a result of these factors, during the COVID-19 pandemic period, teachers started to exhaust the struggle to survive in a hopeless, empty life. For this reason, teachers began to lose their self-confidence due to physical and emotional exhaustion, as they could not believe that they had the skills to achieve by being away from the work environment.

It can be defined that efficacy is a notion that has been paid more attention to in education. All EFL teachers probably work for private and public educational institutions. However, most teachers do not pay enough attention to the concept of efficiency in Turkey. EFL teachers' perceptions of self-efficacy and burnout levels are typically not regular or constant. On account of this, individuals' living environment and the standards they establish influence their level of life satisfaction. Teachers' expectations, occupational statutes, economic situations, school-based environmental conditions, and inter-employee interactions are all variables influencing teachers' life happiness. (Tasdan and Tiryaki, 2008). As a result, all factors such as discontent, sadness, disappointment, and unwillingness in the work environment affect the general employees' whole lives. These might have also reduced the life satisfaction levels of the teachers, especially after the COVID-19 pandemic.

It is referred that job dissatisfaction plays a critical role in the decline of human resources efficiency and performance in organizations. Furthermore, job dissatisfaction consists of obstacles to business and organizational belonging (Erdil & Keskin, 2003; Şimşek et al., 2001). In this regard, whether or not the situation is an internal or external cause, EFL teachers' self-efficacy and burnout levels should be more sustainable to enable effective teaching. To achieve this, teacher' self-efficacy and burnout levels should be at an acceptable controlled and updated according to

exceptional situations such as the COVID-19 pandemic, which affects the continuity of teaching. In light of this, Hiep (2001) noted that teachers need to keep with the rapid advances of today. In this line of reasoning, EFL teachers in Turkey might properly find an answer to meet the challenges of distance teaching and learning in education, as well.

## **1.2. Purpose of the Study and Research Questions**

This study aims to examine the levels of teachers' self-efficacy and burnout levels and determine if there is a relationship between them. Another objective of this study is to understand teachers' self-efficacy and burnout levels and determine whether self-efficacy and burnout levels vary by gender and years of experience in teaching during the time of the COVID 19 Pandemic. The following research questions have been formulated to help accomplish these objectives.

1. What perceptions do Turkish EFL teachers have of their self-efficacy and burnout levels during the COVID-19 pandemic?
2. Is there a relationship between Turkish EFL teachers' perceptions of their self-efficacy and burnout levels?
3. Are there any significant differences in Turkish EFL teachers' self-efficacy during the COVID-19 pandemic based on their;
  - a) gender?
  - b) years of experience in teaching?
4. Are there any significant differences in Turkish EFL teachers' burnout levels during the COVID-19 pandemic based on their;
  - a) gender?
  - b) years of experience in teaching?

### **i. Significance of the Study**

With the Coronavirus's sudden emergence in December 2019, it spread in a short time all over the world. The COVID-19 epidemic, which has become a pandemic, has affected all areas of social life, reaching from production to consumption, international relations, transportation, entertainment, and especially education. Furthermore, it has led to many changes in our current individual and social habits involving education scopes. Along with the COVID-19 pandemic, Turkey has recently increased interest in teachers' perceptions of instructional efficacy and burnout. EFL

teachers are expected to be well prepared, have a deep knowledge of the subject, and answer learners' questions instantly every time. However, this can not be possible all the time because of in or out circumstances. In sum, burnout is the final result of the challenges faced by teachers in their work-life, and self-efficacy could be considered a preventive tool or a problem tool in dealing with these challenges. While several studies have been done on the relationship between self-efficacy and burnout, some of the studies also have been done between teachers and students or in the school context. Ultimately, it is expected to enrich our knowledge of self-efficacy perception and burnout during the COVID 19 pandemic conceptually. This research that offers beneficial information can be influential in increasing awareness of the field of ELT in Turkish private and public schools. As a result, it explicitly sheds light on previous and upcoming studies in education, psychology, and sociology.

### **1.3. Literature Review**

This section addresses the vital notional frameworks concerning the perception of self-efficacy and burnout levels of EFL teachers and an overview of academic research on the subject during the COVID-19 pandemic. First, it establishes a theoretical framework based on Maslach's ideas on burnout and based on Bandura's ideas about self-efficacy and social theory (Maslach, 1981& Bandura, 1986). Subsequently, several studies have highlighted teacher burnout and self-efficacy, which are relational and contextual in the educational context. Finally, previous literature that provided insight for this study is exhibited to have a deeper understanding with more specific studies conducted on the concepts of self-efficacy and burnout in Turkey and abroad.

In the 21st century, the COVID-19 pandemic has affected different facets of life, particularly education, the economy, and so on. The educational world suddenly encountered new challenges to extraordinary transition teaching during the COVID-19 pandemic. Hence, the COVID-19 pandemic is defined as an exceptional situation that addresses pedagogical and technical barriers and some technological advantages and disadvantages.

Currently, the present education also has unprecedented experience for teachers to syncretize synchronous teaching with asynchronous teaching due to distance education caused by the COVID-19 pandemic. Most people, such as teachers,

especially EFL teachers, have lost thousands of jobs, and each day we have had new updates about the hopeless possibilities that might lie ahead during COVID-19. Therefore, EFL teachers may continuously face new problems, difficulties, and challenges in their teaching careers (Reeve & Su, 2014). That is why, it is evident that the pandemic of COVID-19 may have a catastrophic impact on teachers in need.

#### **1.4. The Social Cognitive Theory**

The Social Cognitive Theory of Albert Bandura stresses how cognitive, behavioral, psychological, and environmental variables mediate motivation and behavior (Crothers et al., 2020). As regards this, Bandura (1986) criticized behaviorism, which is mentioned in Social Cognitive Theory, and argued that a theory that does not accept that ‘thought affects behavior’ will be insufficient to reveal complex individual behaviors. He wanted to separate his theory from the behaviorist approach, explaining behavioral acquisitions with cognitive processes. The Social Cognitive Theory consists of four main processes and factors: self-observation, self-evaluation, self-reaction, and self-efficacy. These processes are interconnected, and each of them impacts on motivation and goal accomplishment (Redmond et al., 2016). That is why Social Cognitive Theorists dealing with behavioral sciences refer to “self-efficacy” as one of the most significant elements in providing behavior change. As it can be understood from the definition, self-efficacy is the individual’s perception of herself as competent and effective in any domain and her belief in her ability and skills to demonstrate performance that will be effective in events that may affect her life. At that point, Bandura’s Social Cognitive Theory emphasizes the triadic reciprocity trend between behavior, the environment, and personal factors (including an individual’s emotional state, cognitive state, and physiological state). Also, it highlights how specific factors influence human behavior as can be seen in below.

(1) Enactive mastery experiences that represent responses provided by capabilities (2) vicarious experiences that modify efficacy beliefs by evaluating how others perform specific tasks, (3) verbal persuasion, which can guide individuals to believe in their capabilities, and (4) physical sensations that imply one’s vulnerability to the disorder (Bandura, 1997).

In brief, the concepts of Social Theory are comprised of three ideas, according to the literature. First, people may learn through observing others, which is known as

observational learning. Second, states of mind play an essential role in learning. It is sometimes referred to as intrinsic reinforcement. Finally, it relates to the fact that learning often does not result in a behavior change, and the modeling process follows it. This theory consists of a notional teaching context with the perception of the teacher's self-efficacy and burnout levels as the aspects of this study.

### **1.5. The Concept of Self-Efficacy**

There are numerous psychological factors in teaching, such as teaching and learning goals, performance and success perceptions, attitudes, expectations, anxiety, pressure, motivation, self-confidence, self-efficacy, etc. As a result of these studies, self-efficacy has been shown as an essential part of effective teaching. (Denham & Michael, 1981; Gibson & Dembo, 1984). In this line, belief is put forward as one of the most significant determinants of teacher efficacy in the scope of education (Güvenç, 2011; Palmer, 2006; Tekkaya et al., 2002; Yilmaz et al., 2004, as cited in Gerez Cantimer et al., 2017). In addition, there have been many descriptions and comments about self-efficacy from self-perception; maybe the most impressive one is explained by Bandura (1997). Also, self-efficacy considers self-perception mainly cognitively described these views (Dörnyei, 2005).

At that stage, the notion of self-efficacy has generated a massive amount of research on the treatment of emotional and behavioral issues such as anxiety and phobic dysfunction, depression, eating disorders, and alcohol and drug misuse (Bandura, 1997). According to Skaalvik and Skaalvik (2010), self-efficacy may be described as individual beliefs in their own ability to think, plan, monitor, organize and accomplish activities required in educational contexts (Bandura, 1997, 2006).

In particular, according to Bandura (1977), individuals learn about their self-efficacy by four sources:

(a) performance accomplishments (also known as “mastery experience” ); (b) vicarious experiences (or “role-modelling” ); (c) verbal forms of persuasion; and (d) emotional and other psychological variables (physiological arousal). It is anticipated that self-efficacy beliefs reveal learning processes. Social interactions are crucial in these learning processes, which are based on four different information sources. Ross (1994) found from a study of 88 teachers' self-efficacy research that teachers with a strong sense of self-efficacy were much more prone to:

(1) learn and use new approaches and strategies for teaching, (2) use management techniques that enhance student autonomy and diminish student control, and (3) provide special assistance to low achieving students, (4) build students' self-perceptions of their academic skills, (5) set attainable goals, and (6) persist in the face of student failure. Consequently, these are all points of interest about the concept of self-efficacy as a summary for teachers.

#### **i. Teachers' Self-efficacy and Burnout in Education with the Covid-19**

Today, all people are adjusting to a new and unexpected life that is unfolding. Some refer to our life during COVID-19 as the "new normal." From this current perspective, the relationship between burnout and perceived self-efficacy is significant in the educational field, notably for language teachers. It is widely acknowledged that English is the worldwide lingua franca in many multiple disciplines. Given the importance of English as a foreign language (EFL), teachers play a significant role in today's global, interconnected society with the high demand for English foreign language education. Therefore, EFL teachers need to solve essential learning and teaching problems concerned with promoting students' language. In essence, EFL teachers find the practice and encouragement to look for natural and virtual support thanks to professional development programs. It is clear that there are all sorts of advantages to adapting and persevering because teachers have and share different beliefs and goals,. EFL teachers can build on the stringent limitations by preventing the end of identity in the teaching process. For this reason, along with the recent COVID-19 pandemic, the role of teacher self-efficacy and burnout levels emerge as a profound explanation for EFL teachers.

In the educational context, according to Goodwin (2011), successful teaching practice has regarded by different researchers under various names, such as effective teaching (Cooper & McIntyre 1996; Kyriacou, 1997), quality teaching (Stones, 1992), creative teaching (Woods & Jeffrey, 1996), veteran teaching (Shulman, 1987), and good teaching (Brown & McIntyre, 1993). Including these, some researchers have addressed the factors contributing to teacher performance (Chan & Yuen, 2014; Karwowski et al., 2015; Nakata, 2011). That is, the teaching effectiveness may contribute to teachers' performance throughout the teaching process. Besides, a great deal is written and said about teachers' burnout levels and self-efficacy in a

professional context. Teacher self-efficacy has evolved as a significant study issue during the last 40 years (Zee & Koomen, 2016). Most of these studies are based on Bandura's self-efficacy hypothesis (Berg & Smith, 2016; Zee & Koomen, 2016).

During the nineties and into the current decade, educational scholars also were particularly interested in the concept of teacher efficacy, or "the extent to which teachers believe they can influence student learning" (Dembo & Gibson, 1985, p. 173). Basic studies have found positive correlations between teachers' self-efficacy and a variety of instructional outcomes, instructional behavior, and teacher well-being, including student motivation, engagement, achievement, student self-efficacy, teacher job satisfaction, work commitment, teacher efficacy, and teacher well-being (Klassen & Chiu, 2011; Klassen & Tze, 2014; Skaalvik & Skaalvik, 2014; Tschannen-Moran & Woolfolk Hoy, 2001; Zee & Koomen, 2016).

From the beginning of the self-efficacy concept to burnout, Social Cognitive Theory described teachers efficacy as teachers' beliefs that they may monitor the reinforcement of their actions (Tschannen-Moran et al., 1998). This judgment is defined as an efficacy expectation, 'the conviction that one can successfully execute the behavior required to produce the outcome' (Bandura, 1977, p. 193). Moreover, Schwarzer (2008) explains that burnout is a chronic state of exhaustion due to long-term interpersonal stress within the human service professions. It pertains to feelings experienced by people whose jobs require repeated exposure to emotionally charged social situations (p. 154). Therefore, teachers' burnout levels and self-efficacy have become more critical to this educational system.

Self-efficacy beliefs describe an individual's confidence in his or her ability to accomplish a specified task. Namely, it has a lot to do with the management of reinforcement, which depends on teachers themselves (internal) or on environmental conditions (external). Teacher self-efficacy beliefs, which are based on Bandura's notion of self, are beliefs that teachers hold about their ability to influence student achievement. Teachers inevitably affect the learners' learning experience since they represent the process and are responsible for learning outcomes. Bergman et al. (1997) have also indicated self-efficacy as "the extent to which the teacher believes he or she can affect student performance" (p. 137). Following this description, it is defined as

“teachers’ belief or conviction that they can influence how well students learn, even those who may be difficult or unmotivated” (Guskey & Passora, 1994, p. 4).

Furthermore, many students and teachers regard the teaching class as the final test of their talents and test themselves as human beings (Sinclair & Nicoll, 1981). As a result, we must investigate the extent to which these individuals feel stress or burnout and how personal views (teacher efficacy) may reduce their stress. Even, Bandura asserts that there is an association between self-efficacy and stress in his philosophy. Indeed, in the current educational system, as Wright (2010) has pointed out, the need for an investigation into how to design and implement unexpected situations reflecting on teachers’ beliefs and narratives “into the professional contexts of teaching and learning for which [they] are being prepared” (p. 273). The fact is that teachers that are burnt out do not offer their students all the required information or backup; connections are stressed, and adoption of their suggestions is probably diminished (Kyriacou, 1987).

Self-efficacy and burnout have been shown as an essential notion reflected in the “Situation conditions” individual, external, and organizational factors background of education. Teachers’ belief in self-efficacy and their sense of burnout are known to have significant considerations that need to be evaluated in-depth to obtain an insight into the reasons for their success. Whereas most teachers manage well under such stress, burnout might result from failing to deal with stress (Jennett et al., 2003).

Teachers may have feelings of burnout due to a lack of accomplishment in their profession, leading to judgments of inefficacy about their classroom successes. Teachers suffer from chronic stress, which creates feelings of dissatisfaction and tiredness. According to Bandura (1997), people who have strong self-efficacy beliefs do not shy away from new difficulties, and also, they are likely to finish things effectively. People with low self-efficacy beliefs in specific activities seem to suffer tension, stress, and aversion more than those with firm self-efficacy beliefs. Therefore, researchers’ findings are emphasized that stress is a universally effective factor in all contexts and workplaces, especially in the educational context.

Teachers with high self-efficacy and implementing it for academic goals make us consider which learning and teaching processes will be carried out efficiently and productively (Sirakaya, 2015). According to the Elton’s study, overall, teachers’ self-efficacy has a significant impact on the conduct of students (Elton, 1988). Topic

expertise, teacher's self-efficacy impact the preparation and execution of lessons quickly, and students' interest all heavily. EFL teachers provided the following suggestions on how to carry out and emerge from autonomous learning and teaching: clarify the present teaching "what to teach" and "how to teach," and continue to evaluate the spontaneous mix of classroom teaching and distance classes within the scope of the school. Research indicates that teachers' self-efficacy has beneficial impacts on students' behavior and attitude to school (Tschannen-Moran & Hoy, 1998), their achievement (Ross, 1994), their motivation (Midgley et al., 1989), and student self-efficacy (Greene & Miller, 1988; as cited in Gültekin et al., 2020).

There is a potential association with the perception of a teacher's self-efficacy in classroom management. However, low self-efficacy could contribute to teacher burnout in general. Given these points, burnout and self-efficacy can be shaped by demographic factors, including gender, experience, and school type. It is concluded:

The task of creating learning environments conducive to the development of cognitive competencies rests heavily on the talents and self-efficacy of teachers. Evidence indicates that teachers' beliefs in their instructional efficacy partly determine how they structure academic classroom activities and shape students' evaluations of their intellectual capabilities (Bandura, 1997, p. 240).

The creative task learning environments favourable to the development of cognitive capabilities are primarily reliant on the teachers' abilities and self-efficacy. Evidence suggests that teachers' attitudes about their instructional efficacy influence how they plan educational activities in the classroom and impact students' perceptions of their intellectual ability.

Graham and Weiner's (1996) research shows that self-efficacy beliefs reliably predict academic success in all kinds of academic fields, above and beyond other motivational constructs, and influence academic success in many ways. It can be noted that teachers have a low self-efficacy level in some situations. Therefore, teachers become teacher-centred in the activities; they leave their comfort zone or challenge their boundaries to practice new experiences that need more effort and a clear sense of self-efficacy (Mızrak, 2019). However, teachers' low self-efficacy and low burnout levels bring pedagogical challenges, involving possible alienation and loneliness, leading to increased attrition and burnout levels. Teaching is a complicated method that

requires teachers to make immediate choices. Thus, in good teaching, teachers should successfully meet the needs of students (Miller, 2002a, 2002b). For example, Freeman and Johnson (1998) clarify that it is critical to construct effective teacher education to study, understand, and learn how to negotiate the dynamics of these powerful environments. Some actions and ways of being are valued and encouraged. In contrast, others are downplayed, ignored, and even silenced (p. 409).

According to Chiang (2008), providing classroom management theories and lesson preparation is insufficient for novice instructors. During the first years, novice teachers have not one but two challenging jobs: “teaching effectively and learning to teach.” (Wildman et al., 1989, p. 471). Some novice teachers might not feel adequately prepared to handle all the distinct responsibilities and tasks throughout the adjustment period (Fradd & Lee, 1997; Peacock, 2009). To illustrate, teachers did not feel like they belonged to the process, and even experienced teachers felt inadequate at one point or another during the COVID-19 period as self-awareness and adaptability are protective factors against burnout. Namely, if teachers could adapt to unexpected pandemics such as COVID-19, they could reply positively as a mental and physical in or out of teaching.

On the other hand, as a teacher who lived through that period, the researcher would like to state that “circumstances allow me to have confidence that I have two pairs of eyes on everything that I do in or out of the classroom” during COVID-19 pandemic. It was the teacher who made the situation teacher live in a story and taught us to be. Indeed, Zimmerman, Bandura, and Martinez-Ponz (1992) proposed that perceived self-efficacy impacts success directly or indirectly through its influence on self-set objectives. They claimed that “perceived self-efficacy influences the level of goal challenge people set for themselves, the amount of effort they mobilize, and their perseverance in the face of difficulties” (p. 664).

Therefore, self-efficacy is an essential topic in language teaching because the stress teachers experience due to challenges with classroom management and their incapacity to meet the demands of institutions and authorities produces a lack of confidence in themselves and damages their self-efficacy. The result of this condition is exhaustion and depression. In this line, burnout is a common occurrence in the teaching profession. Teacher burnout has been considerably researched concerning vital

psychological characteristics, such as perceived self-efficacy. Nevertheless, few studies have been conducted on this connection among teachers of English as a foreign language (EFL). The lack of research in this field and the significant role of EFL teachers in today's world, where English is the lingua franca in many sectors, especially education, may authorize more research into the probable relationship between EFL teachers' self-efficacy and burnout. Investigating affective and personality factors as potential burnout causes might help to reduce teacher burnout.

Due to the near-instantaneous advent of COVID-19, teachers were forced to switch to virtual teaching, but they were given no training or experience on their new platform. Considering the importance of self-efficacy balanced with burnout perspectives in teaching and learning, primary, middle, and high school teachers can improve their self-efficacy beliefs by teaching remotely. This may be accomplished by combining teaching and learning with the four tenets of self-efficacy theory. In addition to this, It can be said that self-efficacy appears to be an essential variable in convincing teachers to use research-based teaching techniques (Wong, 1997). Given that a teacher is an experienced designer, education can materialize in time, as it encourages us to be creative and develops an environment suitable for school managers. Multiple competencies and multi-purpose are needed for both teacher and student, even in unpredictable times. Overall, teacher self-efficacy and burnout are essential components of life success, especially in education. Eventually, competent teachers also have fresh ideas; they attempt new ways to meet their students' needs better; they are ready to teach and continue in the teaching profession for a longer time (Ghait & Yaghi, 1997; Guskey, 1994).

Change is a vital aspect of education as well as all phases of life. Teachers anticipate utilizing new teaching materials, technology, methodologies, and strategies. As a result, teacher development programs need to provide opportunities for teachers to improve their reflective teaching methods. Bandura (1997) refers to the fact that 'perceived self-efficacy is concerned not with the number of skills you have, but with what you believe you can do with what you have under a variety of circumstances' (p. 37).

Concerning these explanations, we checked whether there was a relationship between the EFL teachers' perceptions of self-efficacy and burnout levels during the Covid-19 Pandemic or not.

### 1.6. The Concept of Burnout

Burnout syndrome has become a well-studied topic for ages. Some numbers can help clarify this assertion: Schaufeli and colleagues (2009) assessed at least 6,000 studies on burnout. Following these studies, it is shown that there is a devoted scientific journal, *Burnout Research*, published from 2014 to 2017. Maslach and Leiter (2014) published approximately 1000 articles on some aspects of burnout each year in that journal. Despite the enormous number of articles and studies about burnout, the historical origins of the notion have rarely been studied. Muheim (2013) discovered parallels between burnout syndrome and the characteristics of biblical and literary characters, as well as prior diagnoses. Given such a wide range of options, how can one determine the study area for burnout history? Friberg (2009) and Hoffarth (2017) concentrate on the era in the 1970s and evaluate the issue from a critical conceptual and historical perspective. Nevertheless, it is linked that people face not only emotional but also physical difficulties. Psychologists refer to this state as burnout. Burnout studies began with human service professionals, where researchers utilized the word to describe emotional fatigue and decreased motivation and engagement (Freudenberger, 1975). The Free Clinic movement is the context for creation of the burnout metaphor in Herbert J. Freudenberger's study. Freudenberger himself published at least two texts expressing concern about the ongoing generational struggle (Fontes, 2020).

Freudenberger first created the word "burnout" in the 1970s. Freudenberger used it to describe people involved in support work and health care, such as social work, teaching, nursing, and counselling (Adriaenssens et al., 2015). Besides, Maslach and Leiter (1999) defines burnout as an individual stress experience that is embedded in the context of social relationships, and so involves the person's conception of both self and others as one of the primary components in the current study (as cited in Durr et al., 2014, p. 199). Durr's study investigates just what is expressly indicated as burnout, ignoring comparisons with other diagnoses and searching for a teacher's burnout. Hereby, people face not only emotional but also physical difficulties, including burnout, that is why psychologists refer to this state as "burnout." In parallel to those

sayings about the concept of burnout, for instance; Freudenberger (1973) demonstrates working conditions as:

Most of what you do there you do after your normal professional working hours (...) you start your second job when most people go home (...) And you put a great deal of yourself into the work. You demand this of yourself, the staff demands it of you, and the population that you are serving demands it of you. As usually happens, more and more demands are made upon fewer and fewer people. You gradually build up in those around you and yourself the feeling that they need you. You feel a total sense of commitment. The whole atmosphere builds up to it, until you finally find yourself, as I did, in a state of exhaustion (p. 56).

According to Özgen (2007), burnout is an increasing loss of idealism, energy, and purpose. In other words, burnout is a psychological syndrome that is opposed to stress-increasing problems at work. Burnout is defined as a state of “physical and emotional exhaustion, involving developing a negative self-concept, negative job attitude, and loss of concern. As a result, emotional fatigue may be innate in the helping professions and contribute insufficiently to greater degrees of burnout (Lee & Ashforth, 1993). Burnout, which impacts all aspects of a teacher’s life, can be defined by its physical, cognitive, emotional, and behavioral symptoms caused by long-term engagement with emotionally demanding circumstances and individuals (Emerson & Markos, 1996; Feldstein, 2000; Pines & Aronson, 1988).

According to Skaalvik and Skaalvik (2010), burnout is described as a result of long-term professional stress, particularly among human service employees such as teachers. (Jennett et al., 2003). Burnout is a state of physical and emotional depression that occurs after high pressures in working life (Ersoy et al., 2001). As a result of this concept, attrition or high burnout levels lead to teacher frustration, job absenteeism, depression, and health problems involving sleep problems, eating problems, addiction, and heart failure (Bauer et al., 2006). In line with this, studies show that one of the fundamental reasons teachers quit their jobs due to burnout. Professional Burnout is also a significant health problem in today’s day and age (Maslach et al., 2016a; Lheureux et al., 2016b). Namely, the concept of burnout presents a ‘psychological syndrome of emotional exhaustion, depersonalization, and reduced personal

accomplishment that can occur among individuals who work with other people in some capacity' (Maslach & Jackson, 1986). Based on the studies of burnout in the current literature, two categories are classified: personal (individual) factors and organizational (situational) factors. Maslach and Schaufeli (1993) state that organizational factors have a much greater impact on burnout than individual factors.

#### **1.6.1. Four Dimensions of Burnout Levels**

Maslach examined the concept of burnout in four dimensions: emotional exhaustion, depersonalization, personal accomplishment, and desensitization to colleagues and managers (Kaner et al. 2008). According to Maslach et al. (2001), these four aspects of burnout are related to different performance-related factors, such as turnover, desire to leave the job, absenteeism, and job satisfaction. As paralleled, burnout is related to psychological disorders such as stress, neuroticism, addiction, and despair.

##### **i. Dimension of the Emotional Exhaustion**

Emotional exhaustion is one of the first Maslach burnout dimensions. It is about feeling constantly tired and exhausted in the workplace. It is indicated that individuals experiencing emotional exhaustion have no patience to meet their psychological demands (Maslach & Jackson, 1981). The person who has the feeling of burnout does not have the enthusiasm for work and life. Therefore, s/he does not feel as beneficial as before in the workplace environment, that s/he does his work in vain and that it is useless (Küçükaltan, 2009).

##### **ii. Dimension of the Depersonalization**

Depersonalization is the attitude and behavior of the person to whom they serve, without considering that these people are individuals. It is referred to as an objective inclination towards the person. Relatedly, the person with desensitized acts towards people in business life, as if they are an object, exhibits distant, callous, cynical, and humiliating behavior towards the organization he works for and the people he works with (Kaçmaz, 2005). Besides this dimension, the lack of personal achievement is the inability of the person to feel self-sufficient and overcome it with success.

When an individual feels inadequate, one thinks that he can not become successful in anything by being dragged by a sense of lack. To individuals who think as if the whole world is conspiring against one's attempts while the world is running its mechanism, everything they successfully achieve loses its meaning and seems small. Such individuals demonstrate individual differences and lack confidence in their ability to be different (Maslach & Leiter, 1997).

### **iii. Dimension of the Personal Accomplishment**

While personal failure describes the individual's feelings about competence and success in business life, the negative way of thinking that the individual develops concerning other individuals causes him to think negatively about himself. The individual feels guilty about his wrong actions and has negative thoughts. Individuals that can not progress in their working life and also show regression see themselves as guilty. Such people, who believe that trying will not work, lose their reputation and may suffer the possibility of experiencing a psychological breakdown (Dursun, 2000).

### **iv. Dimension of the Desensitization to Colleagues and Managers**

This dimension is related to the significant workplace factors. In other words, teachers start to display desensitization to colleagues and managers. Numerous previous studies have studied teachers' self-efficacy and burnout levels. (Evers et al., 2002; Mardini et al., 2015, Şenel, 2015; Sökmen, 2018; Demirel, 2017; as cited in Mızrak, 2019). Atila's (2014) research examined the burnout and career satisfaction rates of 135 English teachers employed in the middle, elementary and secondary schools as well as English teachers working at public universities. Cansoy, Parlar, and Kılınç (2017) investigated the relationship between teacher perceptions of self-efficacy and burnout, including 416 teachers who work in middle, intermediate, and secondary schools in Istanbul. Akçamete et al. (2001) contrasted the burnout rate of special education teachers with that of general education teachers. Several of this research is planned to find a relationship between burnout and personal or organizational causes. However, there is limited research has explored the relationship between teachers' self-efficacy beliefs and burnout levels. Even so, previous studies have demonstrated that teachers' self-efficacy is negatively related to professional burnout (Skaalvik, 2010a, 2020b; Schwarzer & Hallum, 2008; Brouwers, 2000). Similarly, in the longitudinal survey by

Lauermann and König (2016), it was found that teacher burnout was negatively associated with self-efficacy perception in 10 out of 11 types of research. However, except for these studies, there is no adequate information about the relationship between teachers' self-efficacy and burnout levels in an extraordinary situation like the COVID-19 pandemic.

#### **1.6.2. Individual Factors Affecting Burnout**

Burnout has two crucial affecting factors for an individual and a teacher: individual characteristics are defined as socio-demographic traits. These qualities might be classified as age, gender, marital status, education, personality traits, and attitude toward work as individual factors. These elements have a significant impact on burnout. The age component appears to be the one that produces the most consistent burnout effects. According to studies, burnout levels and rates reduce with age. It is believed that the maturity that comes with age shields us against burnout. Individual characteristics are defined as the socio-demographic characteristics of the person. These characteristics may be classified as age, gender, marital status, education, personality traits, and attitude towards work as individual factors. These factors have a severe effect on burnout. The age factor appears to be the factor that gives the most consistent results on burnout. A clear link between studies shows that burnout levels and rates decrease as age progresses. It is thought that the maturity brought by age protects us from burnout (Karadayı, 2020). Burnout increases when one's academic level rises. In this way, people's expectations increase in their profession if their education level increases. Furthermore, this can be considered to raise burnout rates due to the growing number of details in their life challenges. (Maslach and Leiter, 2016)

There was no significant difference across the studies that looked at the relationship between marital status and burnout. Compared to married people, singles are more likely to experience burnout in terms of emotional fatigue and depersonalization (Maslach et al., 2001), on the other hand, married people have higher burnout levels due to personal accomplishments (Dericioullar et al., 2007). It has been observed that single teachers have higher job satisfaction levels than married teachers (Şahin, 2013). It may conclude that married people have other aspects of their lives, and therefore, they must focus on priority, and employment is not just at the center of their life. show that marriage reduces burnout levels. Even so, most studies indicate that

marriage has a positive effect on burnout. It is revealed that single and married teachers' perceptions of burnout levels are rare. According to the findings of the study, there is no significant relationship between teachers' burnout levels and marital status (Akyürek 2020, p.40). Karanfil and Atay (2020) observed that divorced teachers had considerably less burnout than single teachers.

There are conflicting results about gender in the studies. There is data that most women are more likely to experience burnout than men. It is clear that variable gender factors in occupational groups. Personality traits are directly related to burnout levels. It may occur at different burnout levels in people working in the same environment and conditions. Burnout levels are observed to be higher in people who have low resilience. Meanwhile, a lot of research has concluded that gender is not a reliable predictor of maturity because it provides inconsistent results. Males in elementary and secondary schools have been reported to have greater degrees of depersonalization than females (Anderson & Iwanicki, 1984; Burke & Greenglass, 1989; Sünbül, 2003). Females reported higher burnout scores than males in emotional fatigue research (Byren, 1991; Lackritz, 2004).

### **1.6.3. Organizational Factors Affecting Burnout**

Overload is a widely recognized cause of burnout: job expectations surpass human capacities. People believe they spend too much time on work, not enough time to complete necessary activities they need to do, and insufficient resources to complete the work correctly. Thus, there is a mismatch between the job's needs and the individual's ability to meet those demands. Work overload, unsurprisingly, is the single strongest predictor of the fatigue component of burnout (Izgar 2000, p.35). The notion of a burnout-to-engagement continuum broadens our knowledge of how the organizational context of work influences workers' well-being. A work environment that encourages the positive development of the three fundamental traits of energy, engagement, and effectiveness should boost employee well-being and productivity (Maslach and Leither, 2016).

At these points, professional life has grown more chaotic and unclear with a lack of control. People sense a loss of control due to economic downturns, increased work hours, and conditions in work settings. In this context, it is regularly connected to employment variables. It means more uncertainty and less control in work-life.

Insufficient rewards could describe that a great deal to individuals that someone else recognizes what they do and cares about the quality of their job. Namely, it is a clear interest in what individuals are doing, an explicit acknowledgement and celebration of their achievements. Employees need feedback on their efforts if they are working hard and believe they are doing their best. Employee morale is highly reliant on awards and recognition. Breaking down community, professional relationships are sometimes marked by a lack of support and trust, unresolved conflict, and the feeling that the community suffers. When work relationships go well, people resolve conflicts effectively and provide social support. In contrast to this, in some situations, stress and burnout emerge, breaking down the community. The absence of fairness, the perception that the workplace is unequal and unfair, is most likely the strongest predictor of burnout's cynicism component. When individuals believe they are not being given the respect that comes from being treated properly, anger and hostility are likely to emerge. Employees may take alternative steps in areas over which they have authority if they do not think there is any chance. Conflicts of values are the principles and aspirations that draw individuals to their employment (Maslach and Leiter, 2008).

As a result, all factors serve as a motivational bridge between the worker and the job. 'This work is destroying my soul,' or 'I cannot look in the mirror knowing what I am doing.' I cannot live on my own. This does not sit well with me. 'If your employees are experiencing this, please let us know. Burnout is more prone to occur when there is a chronic misalignment of values (Maslach, 1999). As regarded in this comment, the impact of the self-mood judgments resulting from the interaction on the worker enhances perceived efficacy, can bias attention, and affects how the worker interprets and cognitively organizes events.

### **1.7. Digitalization and Teachers' Self-Efficacy and Burnout with the Covid-19 Pandemic**

Today, there is a digital transformation in the education sector, as in many other institutions, due to contingency with the COVID-19. This process, which accelerates the integration into the change process, also emphasizes the importance of the needed dimension of digitalization (PWC, 2020). The pandemic process with COVID-19 has changed lifestyles and habits globally. Like other global events with such an impact, the COVID-19 could change the way people see the world, the way they think, and the way

they live their lives. Although the socio-economic changes caused by the epidemic restrict our daily lives with quarantine in the short term, this contingency situation leaves traces in the name of digitalization in the long term. Therefore, it can be defined as the leap process of digital transformation for the education sector, as in most sectors. This process has pushed institutions and consumers to experience many technological platforms, such as e-commerce, e-learning (learning), digital payments, mobile applications, and many more (Elavarasan & Pugazhendhi, 2020).

Indeed, the times are gone when a fast and rushing culture resulted in the twentieth century. Digital technology has made it possible to readily locate practical knowledge and materials obtained in the educational environment. Transitioning from traditional face-to-face learning to online learning may be a completely different experience for teachers and students. They must adjust to it with few or no other options in unpredictable situations like the COVID-19 pandemic. Therefore, educators need to do quick extra research when studying the subject or transfer curriculum strategies to their students. When preparing teaching instructions that will contain a large amount of relevant material and methods based on the subject of the study, teachers' proficiency and efficacy are essential at that point in the sense.

Some modernized or traditional teachers may have fewer power management skills. However, teaching skills need additional input skills like online education tools or materials that will help to reduce mistakes and challenges in distance teaching. If teachers are self-aware of learning more about teaching and learning a second language, etc., they want to spend their golden time learning more deeply by cross-up-to-date teaching information ceaseless. To explain, in this case, everything that underlies digitalization in the context of education is likely a learning and teaching process. "School is Out, But Class's On" is more than just a crisis intervention plan; it is the development of a new variant of an education and teaching model in the light of restructuring (Wang et al., 2020) through the use of new information technologies. Transforming student teaching strategies and teachers' effective teaching affects ecological performance appraisals in China and even globally. On the contrary, no matter what teachers experience, when they have professional challenges, virtual classrooms, transactional materials, reluctant learners, and even virtual educational circumstances come as a surprise and cause undue concern by being under stress. From

this standpoint, the correlation between burnout levels and perceived self-efficacy is significant in the education field, notably for EFL teachers.



## **2. METHODOLOGY**

### **2.1. Introduction**

The section consists of research design, setting and participants, data collection and analysis, and reliability of this study and outlines the methodological framework. The researcher used a quantitative design to examine the data obtained from the participants.

### **2.2. Research Design**

This study aims to identify the relationship between EFL teachers' perception of self-efficacy and burnout levels during the COVID-19 Pandemic. In order to explore the relationship between teachers' self-efficacy levels and burnout levels, a correlational research design was used. The correlational research type examines whether or not the variables change and how the variables change (Karasar, 1995). Correlation statistics were employed to find out if there is a relationship between self-efficacy and burnout. An independent t-test was used to determine if there was a difference between genders. In addition, one-way ANOVA was used to identify the differences between three or more variables such as private schools and experience. Consequently, the quantitative research approach was used in this study since it confirms generalizations and principles in forecasting upcoming situations while also providing valid and significant data (Panthee, 2020).

### **2.3. The Context and the Participants of this Study**

The present study was conducted at Ozel Doga Colleges, in Adana, Gaziantep, Kahramanmaraş, Kayseri. Therefore, a total number of 121 participants answered the questions. The survey technique was adopted in the research to obtain data following the aim of the study, and the participants had an electronic questionnaire (e-questionnaire) due to the pandemic conditions.

In this study, convenience sampling was utilized, which is a type of nonprobability sampling technique. The study was conducted at a private school located in Turkey. Because the researcher works at the same school where the participants work at Ozel Doga Colleges, this study was implemented at primary, secondary, and high schools of the same school in different cities. The demographic background of the participants were given in Table 1.

**Table 1.***Demographic Background of the Participants*

|                        | F  | %    |
|------------------------|----|------|
| Gender                 |    |      |
| Male                   | 77 | 63,6 |
| Female                 | 44 | 36,4 |
| Professional Seniority |    |      |
| 0-5                    | 36 | 29,8 |
| 6-10                   | 59 | 24,0 |
| 11-15                  | 23 | 19,0 |
| 16-20                  | 16 | 13,2 |
| 21-25                  | 12 | 9,9  |
| 26+                    | 5  | 4,1  |
| Marital Status         |    |      |
| Single                 | 60 | 49,6 |
| Married                | 61 | 50,4 |
| Grade                  |    |      |
| Primary                | 33 | 27,3 |
| Secondary              | 50 | 41,3 |
| High School            | 38 | 31,4 |

As reported in Table 1, according to the results, %36 of the participants are female while male participants are % 63,4. Therefore, the majority of participants are male teachers, with 126 participants in number. Besides, most of the participants work in secondary schools with %41.3 percentage while the rate is %27.3 for primary school and %31.4 for high school.

With the result that the professional seniority in teaching, sample distribution was as follows: the most extensive group was the ones who had 0-5 years of experience (%29.8) and 6-10 years in the profession (%24.0). The second-largest group was 11-15 years with (19.0) and 16-20 years with teachers (9.4). The teachers who had 21-25 years of teaching experience (%9.9) and more than 26 years (%4.1) were not the same number, forming the minority group regarding the sample distribution. As shown in the results for the type of marital statue, single EFL teachers working at private schools (%49.6), married EFL teachers are working at private schools (%50.4).

#### 2.4. Data Collection and Analysis

Due to the COVID-19 Pandemic, the participants were asked to answer two online questionnaires formed by using Google forms. Kaner et al. adapted the scales to be used in this study (Kaner et al., 2008, p. 5). The Teacher Vocational Self-efficacy Scale (TPSE) was developed by Kaner et al. (2008) to determine the beliefs of teachers about how competent they see themselves in fulfilling the teaching profession. Covering two essential competencies of teachers, namely classroom competency and institutional competency, SMCQ consists of 58 items and eight subscales: *a) Motivating students, b) Preventing Problem Behaviors in the Classroom and Coping Effectively, c) Meeting Learning and Development Requirements, d) Contributing to the Development of the School, e) Effective Teaching, f) Effective Communication with colleagues, g) Using Technology and Organization Efficacy, h) Effective Communication with Parents*. The items in the SSQ are scored on a 5-point Likert-type scale (I can-5 points, I absolutely can not-1 point). Exploratory factor analysis was applied to test the construct validity of SMCQ. The total variance explained by the eight factors is 59.777% (Kaner et al., 2008). The similar scale validity of SMLQ was tested by applying the Beck Depression Inventory to 88 teachers. The correlation between the total scores of the two scales was found to be negative and significant ( $r = -0.42$ ,  $p < 0.01$ ). The Cronbach's alpha internal consistency coefficient of SMCQ was found to be between 0.96 for the whole scale and between 0.82 and 0.91 for the subscales. In order to determine the discrimination of the items at the scale level, item-test correlations were calculated, and it was determined that the discrimination of the items ranged between 0.29 and 0.69 (Kaner et al., 2008).

The Teacher's Professional Burnout Scale is a 26-item, 5-point Likert scale ranging from 1 = "Strongly disagree" to 5 = "Strongly agree." The scale is never always used to classify frequencies. *There are four subscales: Emotional Exhaustion and Failure Regarding the Profession, b) Depersonalization of students, c) Physical and Emotional Exhaustion, d) Desensitization of colleagues and managers*. Additionally, on this scale, Cronbach's alpha internal consistency coefficients are 0.92 for the whole scale and between 0.80 and 0.90 for the subscales. Item-test correlations calculated to determine the discrimination of items at scale level ranged from 0.35 to 0.71.

This study investigated whether there is a relationship between EFL teachers' perception of burnout levels and self-efficacy during the COVID-19 Pandemic. One-way ANOVA was used to analyze whether or not there is a difference in teachers'

burnout levels and teachers' self-efficacy in terms of gender and experience. In order to look at the significant differences in self-efficacy on the scale, Post hoc was utilized. The data were analyzed using the SPSS (Statistical Package for the Social Sciences).

## 2.5. Validity and Reliability

### 2.5.1. Reliability of Self-Efficacy Scale and its Subscales

**Table 2**

*Cronbach Alpha Results of Self-Efficacy Subscales*

|                                                              | N   | Cronbach Alpha |
|--------------------------------------------------------------|-----|----------------|
| Motivating Students                                          | 121 | 0.98           |
| Preventing Coping Effectively Problem Behaviors in Classroom | 121 | 0.97           |
| Meeting Learning and Development Requirements                | 121 | 0.98           |
| Contributing to the Development of the School                | 121 | 0.94           |
| Effective Teaching                                           | 121 | 0.97           |
| Effective Communication with Colleagues                      | 121 | 0.95           |
| Using Technology and Organization Efficacy                   | 121 | 0.74           |
| To Communicate Effectively with Parents                      | 121 | 0.91           |
| Overall Self-Efficacy                                        | 121 | 0.99           |

Table 2 shows the reliability of the teacher self-efficacy scale and dimensions used in this study. As shown in the table, Cronbach alpha values of 0.98, 0.97, 0.98, 0.94, 0.97, 0.95, 0.74, 0.91 for its' subscales, and overall self-efficacy Cronbach alpha is 0.99. In particular, the use of two scales increased reliability. In other words, the data in the current study is relatively reliable.

### 2.5.2. Reliability of Burnout Scale and its Subscales

**Table 3**

*Cronbach Alpha Results of Burnout Subscales*

|                                                           | N   | Cronbach Alpha |
|-----------------------------------------------------------|-----|----------------|
| Emotional Exhaustion and Failure Regarding the Profession | 121 | 0.96           |
| Depersonalization of Students                             | 121 | 0.98           |
| Physical and Emotional Exhaustion                         | 121 | 0.98           |
| Desensitization to Colleagues and Managers                | 121 | 0.96           |
| Overall Burnout                                           | 121 | 0.99           |

Table 3 shows the reliability of the burnout scale and dimensions used in this study. As indicated in the table, Cronbach alpha values of 0.96, 0.98, 0.98, 0.96 for its subscales, and the overall burnout scale Cronbach alpha is 0.99.

### 3. FINDINGS

#### 3.1. Introduction

This chapter provides the analyses of data obtained by the scales. Quantitative analysis methods including descriptive statistics, independent t-test, one-way ANOVA, and Pearson correlation were used for the analyses.

#### 3.2. Descriptive Statistics for the First Research Question

The participants' self-efficacy and burnout levels were investigated, and descriptive statistics were used for the first research question. Then, each item's mean scores and standard deviation were analyzed within the self-efficacy and burnout scales' subscales.

#### 3.3. Quantitative Data Analysis Results

##### i. Descriptive Statistics of Subscales in the Self-Efficacy Scale

**Table 4**

*Descriptive Statistics of the Self-efficacy Subscales*

|                                                              | N   | Mean | Std.<br>Deviation |
|--------------------------------------------------------------|-----|------|-------------------|
| Motivating Students                                          | 121 | 3,67 | 1,20              |
| Preventing Coping Effectively Problem Behaviors in Classroom | 121 | 3,57 | 1,12              |
| Meeting Learning and Development Requirements                | 121 | 3,58 | 1,15              |
| Contributing to the Development of the School                | 121 | 3,22 | 1,15              |
| Effective Teaching                                           | 121 | 3,65 | 1,19              |
| Effective Communication with Colleagues                      | 121 | 3,59 | 1,22              |
| Using Technology and Organization Efficacy                   | 121 | 3,75 | 0,89              |
| To Communicate Effectively with Parents                      | 121 | 3,32 | 1,08              |
| Overall Self-Efficacy                                        | 121 | 3,55 | 1,08              |

Participants' level of self-efficacy is analyzed within the framework of the first research question. In Table 4, the Self-efficacy subscale mean scores are given. According to Table 4, results indicated that participants' using technology ( $m=3,75$ ,  $sd=0,89$ ), and motivating students ( $m=3,67$ ,  $sd=1,20$ ) subscale scores are higher compared to other areas. Also, according to the results shown in Table 4, participants' communication with parents ( $m=3,32$ ,  $sd=1,08$ ) contributed to the school's development

( $m=3,22$ ,  $sd=1,15$ ) subscale scores are lower compared to other areas. Moreover, results showed that participants had a moderate level of Self-efficacy.

## ii. Descriptive Statistics of Subscales in the Burnout Scale

**Table 5**

### *Descriptive Results of the Burnout Subscales*

|                                                           | N   | Mean | Std.<br>Deviation |
|-----------------------------------------------------------|-----|------|-------------------|
| Emotional Exhaustion and Failure Regarding the Profession | 121 | 2,94 | 1,42              |
| Depersonalization of Students                             | 121 | 2,67 | 1,55              |
| Physical and Emotional Exhaustion                         | 121 | 2,80 | 1,52              |
| Desensitization to Colleagues and Managers                | 121 | 2,80 | 1,50              |
| Overall Burnout                                           | 121 | 2,80 | 1,45              |

Participants' level of burnout is analyzed within the framework of the first research question. In Table 5, WTC subscale mean scores are given. According to Table 5?, Emotional Exhaustion mean scores are ( $m=2,94$ ,  $sd=1,42$ ), Physical and Emotional Exhaustion are ( $m=2,80$ ,  $sd=1,52$ ), Desensitization to colleagues and managers scores are ( $m=2,80$ ,  $sd=1,50$ ), and Depersonalization of students mean scores are ( $m=2,67$ ,  $sd=1,55$ ). Results indicated that participants' emotional exhaustion level is higher compared to other areas. Moreover, results showed that participants had a low level of burnout.

### iii. Descriptive Analysis Results of Self Efficacy Sub-scales

**Table 6**

*Descriptive Results of Motivating Students Subscale*

| Items                                                                                           |          | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | M    | SD   |
|-------------------------------------------------------------------------------------------------|----------|-------------------|----------|---------|-------|----------------|------|------|
| 24.I can convince students that they can be successful in school.                               | <i>F</i> | 8                 | 20       | 16      | 35    | 42             | 3,69 | 1,28 |
|                                                                                                 | <i>%</i> | 6,6               | 16,5     | 13,2    | 28,9  | 34,7           |      |      |
| 25.I can get students to work collaboratively.                                                  | <i>F</i> | 8                 | 21       | 19      | 29    | 44             | 3,66 | 1,30 |
|                                                                                                 | <i>%</i> | 6,6               | 17,4     | 15,7    | 24,0  | 36,4           |      |      |
| 27.I can make my students trust their teachers.                                                 | <i>F</i> | 8                 | 21       | 14      | 26    | 52             | 3,77 | 1,34 |
|                                                                                                 | <i>%</i> | 6,6               | 17,4     | 11,6    | 21,5  | 43,0           |      |      |
| 28.I can motivate my students to participate in new projects.                                   | <i>F</i> | 8                 | 20       | 25      | 39    | 29             | 3,50 | 1,21 |
|                                                                                                 | <i>%</i> | 6,6               | 16,5     | 20,7    | 32,2  | 24,0           |      |      |
| 29. I can clearly communicate what I expect from my students.                                   | <i>F</i> | 8                 | 22       | 11      | 31    | 49             | 3,75 | 1,30 |
|                                                                                                 | <i>%</i> | 6,6               | 18,2     | 9,1     | 25,6  | 40,5           |      |      |
| 30.I can develop creative and critical thinking in my students.                                 | <i>F</i> | 8                 | 20       | 17      | 44    | 32             | 3,60 | 1,22 |
|                                                                                                 | <i>%</i> | 6,6               | 16,5     | 14,0    | 36,4  | 26,4           |      |      |
| 31.When my students have difficulty completing a task, I can encourage them to find a solution. | <i>F</i> | 9                 | 20       | 17      | 37    | 38             | 3,62 | 1,28 |
|                                                                                                 | <i>%</i> | 7,4               | 16,5     | 14,0    | 30,6  | 31,4           |      |      |
| 32.I can enable my students to freely express their feelings and thoughts in the classroom.     | <i>F</i> | 8                 | 23       | 12      | 23    | 55             | 3,78 | 1,36 |
|                                                                                                 | <i>%</i> | 6,6               | 19,0     | 9,9     | 19,0  | 45,5           |      |      |
| 33.I can convince my students of the importance and necessity of what they are taught.          | <i>F</i> | 8                 | 20       | 12      | 35    | 46             | 3,75 | 1,29 |
|                                                                                                 | <i>%</i> | 6,6               | 16,5     | 9,9     | 28,9  | 38,0           |      |      |

In Table 6, items related to Motivating Students and their results are given. According to Table 6, Item 27, “I can make my students trust their teachers.” ( $M=3,77$ ,  $SD=1,34$ ) had the highest mean score compared to other items in the subscale. Moreover, Item 32 “I can enable my students to freely express their feelings and thoughts in the classroom.” ( $M=3,78$ ,  $SD=1,36$ ), Item 33 “I can convince my students of the importance and necessity of what they are taught.” ( $M=3,75$ ,  $SD=1,29$ ), and Item 29 “I can clearly communicate what I expect from my students.” ( $M=3,75$ ,  $SD=1,30$ ) all had higher mean scores compared to others. Besides, Item 28, “I can motivate my students to participate in new projects.” ( $M=3,50$ ,  $SD=1,21$ ), had the lowest mean score compared to others. Thus, results illustrated that every item in the Motivating Students subscale had a 3.00 or higher mean score and indicated that participants had a moderate level of motivating students.

#### iv. Descriptive Statistics of Items in the Self-Efficacy Scale

**Table 7**

*Descriptive Statistics for Preventing Coping Effectively Problems Subscale*

| Items                                                                                                                                  |          | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | M    | SD   |
|----------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------|----------|---------|-------|----------------|------|------|
| 1. When students start to show problem behaviors during the lesson, I can use techniques that will enable them to focus on the lesson. | <i>f</i> | 7                 | 21       | 13      | 39    | 41             | 3,71 | 1,26 |
|                                                                                                                                        | <i>%</i> | 5,8               | 17,4     | 10,7    | 32,2  | 33,9           |      |      |
| 2. When students show problem behaviors, I can immediately notice and take action before the problem worsens.                          | <i>f</i> | 7                 | 22       | 15      | 35    | 42             | 3,69 | 1,27 |
|                                                                                                                                        | <i>%</i> | 5,8               | 18,2     | 12,4    | 28,9  | 34,7           |      |      |
| 3. I can prevent the formation of problem behaviors in the classroom.                                                                  | <i>f</i> | 7                 | 22       | 19      | 45    | 28             | 3,54 | 1,19 |
|                                                                                                                                        | <i>%</i> | 5,8               | 18,2     | 15,7    | 37,2  | 23,1           |      |      |
| 4. I can understand the reasons for problem behaviors in the classroom                                                                 | <i>f</i> | 7                 | 25       | 19      | 40    | 30             | 3,50 | 1,23 |
|                                                                                                                                        | <i>%</i> | 5,8               | 20,7     | 15,7    | 33,1  | 24,8           |      |      |
| 5. I can overcome difficult situations in the classroom if I try hard enough.                                                          | <i>f</i> | 7                 | 21       | 12      | 34    | 47             | 3,77 | 1,28 |
|                                                                                                                                        | <i>%</i> | 5,8               | 17,4     | 9,9     | 28,1  | 38,8           |      |      |
| 6. I have the strength and confidence to deal effectively with unexpected situations in the classroom.                                 | <i>f</i> | 7                 | 21       | 21      | 28    | 44             | 3,67 | 1,28 |
|                                                                                                                                        | <i>%</i> | 5,8               | 17,4     | 17,4    | 23,1  | 36,4           |      |      |
| 7. I can remain calm when faced with difficulties in the classroom because I am confident in my coping skills.                         | <i>f</i> | 7                 | 27       | 15      | 41    | 31             | 3,51 | 1,25 |
|                                                                                                                                        | <i>%</i> | 5,8               | 22,3     | 12,4    | 33,9  | 25,6           |      |      |
| 8. I know what to do when faced with a new situation in the classroom.                                                                 | <i>f</i> | 7                 | 20       | 26      | 38    | 30             | 3,53 | 1,19 |
|                                                                                                                                        | <i>%</i> | 5,8               | 16,5     | 21,5    | 31,4  | 24,8           |      |      |
| 9. I know what to do when faced with a new situation in the classroom.                                                                 | <i>f</i> | 7                 | 26       | 25      | 39    | 24             | 3,39 | 1,19 |
|                                                                                                                                        | <i>%</i> | 5,8               | 21,5     | 20,7    | 32,2  | 19,8           |      |      |
| 10. Even if I am interrupted while teaching, I can stay calm and continue teaching in the best way possible.                           | <i>f</i> | 8                 | 24       | 22      | 38    | 29             | 3,46 | 1,23 |
|                                                                                                                                        | <i>%</i> | 6,6               | 19,8     | 18,2    | 31,4  | 24,0           |      |      |

In Table 7, items related to Problem Behaviors and their results are given. According to Table 7, Item 5 “I can overcome difficult situations in the classroom if I try hard enough.” ( $M=3,77$ ,  $SD=1,28$ ) had the highest mean score compared to other items in the subscale. Moreover, Item 1 “When students start to show problem behaviors during the lesson, I can use techniques that will enable them to focus on the lesson.” ( $M=3,71$ ,  $SD=1,26$ ), Item 6 “I have the strength and confidence to deal effectively with unexpected situations in the classroom.” ( $M=3,67$ ,  $SD=1,28$ ), and Item 2 “When students show problem behaviors, I can immediately notice and take action before the problem worsens.” ( $M=3,69$ ,  $SD=1,27$ ) all had higher mean scores compared to others. Besides, Item 9, “I can handle any obstacle that I may face in the classroom and at school.” ( $M=3,39$ ,  $SD=1,19$ ), had the lowest mean score compared to others. Thus, results illustrated that every item in the Problem Behaviors subscale had a 3.00 or higher mean score and indicated that participants had a moderate level of problem behaviors.

## v. Descriptive Statistics of Items in the Self-Efficacy Scale

**Table 8**

### *Descriptive Statistics for Meeting Learning and Development Requirements Subscales*

| Items                                                                                                 |          | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | M    | SD   |
|-------------------------------------------------------------------------------------------------------|----------|-------------------|----------|---------|-------|----------------|------|------|
| 15.I can deal effectively with my students, even if they are disabled.                                | <i>f</i> | 7                 | 23       | 24      | 35    | 32             | 3,51 | 1,23 |
|                                                                                                       | <i>%</i> | 5,8               | 19,0     | 19,8    | 28,9  | 26,4           |      |      |
| 16.Even if students with disabilities increase my workload, I can respond to their educational needs. | <i>f</i> | 8                 | 24       | 23      | 32    | 34             | 3,50 | 1,27 |
|                                                                                                       | <i>%</i> | 6,6               | 19,8     | 19,0    | 26,4  | 28,1           |      |      |
| 17. I can communicate with even the toughest student when I try hard enough.                          | <i>f</i> | 9                 | 22       | 22      | 33    | 35             | 3,52 | 1,28 |
|                                                                                                       | <i>%</i> | 7,4               | 18,2     | 18,2    | 27,3  | 28,9           |      |      |
| 18.I believe that I will become more competent in meeting my students' needs over time.               | <i>f</i> | 8                 | 19       | 19      | 34    | 41             | 3,67 | 1,27 |
|                                                                                                       | <i>%</i> | 6,6               | 15,7     | 15,7    | 28,1  | 33,9           |      |      |
| 19.I can do whatever is necessary for each student to show academic and personal development.         | <i>f</i> | 8                 | 20       | 14      | 41    | 38             | 3,67 | 1,26 |
|                                                                                                       | <i>%</i> | 6,6               | 16,5     | 11,6    | 33,9  | 31,4           |      |      |
| 20.I can create positive changes in my students' lives with my teaching skills                        | <i>f</i> | 8                 | 21       | 17      | 31    | 44             | 3,68 | 1,30 |
|                                                                                                       | <i>%</i> | 6,6               | 17,4     | 14,0    | 35,6  | 36,4           |      |      |
| 21.I can turn my classroom into a place where students can come and enjoy it.                         | <i>f</i> | 8                 | 21       | 15      | 37    | 40             | 3,66 | 1,28 |
|                                                                                                       | <i>%</i> | 6,6               | 17,4     | 12,4    | 30,6  | 33,1           |      |      |
| 22.I can adjust the difficulty level of what I teach so that students understand and learn.           | <i>f</i> | 8                 | 19       | 21      | 36    | 37             | 3,62 | 1,25 |
|                                                                                                       | <i>%</i> | 6,6               | 15,7     | 17,4    | 29,8  | 30,6           |      |      |
| 23. I can get my students to willingly comply with my requests and directions in the classroom.       | <i>f</i> | 8                 | 20       | 15      | 45    | 33             | 3,62 | 1,23 |
|                                                                                                       | <i>%</i> | 6,6               | 16,5     | 12,4    | 37,2  | 27,3           |      |      |
| 24.I can convince students that they can be successful in school.                                     | <i>f</i> | 8                 | 20       | 16      | 35    | 42             | 3,69 | 1,28 |
|                                                                                                       | <i>%</i> | 6,6               | 16,5     | 13,2    | 28,9  | 34,7           |      |      |
| 26.I can cope with the negative effects of environmental conditions that affect student learning.     | <i>f</i> | 9                 | 28       | 24      | 31    | 29             | 3,36 | 1,27 |
|                                                                                                       | <i>%</i> | 7,4               | 23,1     | 19,8    | 25,6  | 24,0           |      |      |

In Table 8, items related to Learning and Development Requirements and their results are given. According to Table 8, Item 24, “I can convince students that they can be successful in school.” ( $M=3,69$ ,  $SD=1,28$ ) had the highest mean score compared to other items in the subscale. Moreover, Item 20 “I can create positive changes in my students’ lives with my teaching skills.” ( $M=3,68$ ,  $SD=1,30$ ), Item 15 “I can deal effectively with my students, even if they are disabled.” ( $M=3,51$ ,  $SD=1,23$ ), and Item 18 “I believe that I will become more competent in meeting my students’ needs over time.” ( $M=3,67$ ,  $SD=1,27$ ) all had higher mean scores compared to others. Besides, Item 26, “I can cope with the negative effects of environmental conditions that affect student learning.” ( $M=3,36$ ,  $SD=1,27$ ), had the lowest mean score compared to others. Thus, results illustrated that every item in the Learning and Development Requirements subscale had a 3.00 or higher mean score and indicated that participants had a moderate level of learning and development requirements.

## vi. Descriptive Statistics of Items in the Self-Efficacy Scale

**Table 9**

### *Descriptive Statistics for Development of the School Subscale*

| Items                                                                                                                                                                        |          | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | M    | SD   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------|----------|---------|-------|----------------|------|------|
| 52.I can cope with the limitations of the education system, such as the limited school budget or administrative problems, by producing new solutions.                        | <i>F</i> | 13                | 23       | 29      | 27    | 29             | 3,30 | 1,31 |
|                                                                                                                                                                              | <i>%</i> | 10,7              | 19,0     | 24,0    | 22,3  | 24,0           |      |      |
| 53.I can produce projects that will contribute to the development of my class/school.                                                                                        | <i>F</i> | 11                | 27       | 23      | 31    | 29             | 3,33 | 1,30 |
|                                                                                                                                                                              | <i>%</i> | 9,1               | 22,3     | 19,0    | 25,6  | 24,0           |      |      |
| 54.I can play an important role in solving serious school-related problems.                                                                                                  | <i>F</i> | 12                | 28       | 23      | 28    | 30             | 3,30 | 1,33 |
|                                                                                                                                                                              | <i>%</i> | 9,9               | 23,1     | 19,0    | 23,1  | 24,8           |      |      |
| 55.I can influence decisions about my school                                                                                                                                 | <i>F</i> | 13                | 26       | 32      | 27    | 23             | 3,17 | 1,26 |
|                                                                                                                                                                              | <i>%</i> | 10,7              | 21,5     | 26,4    | 22,3  | 19,0           |      |      |
| 56. If I want, I can become a school administrator                                                                                                                           | <i>F</i> | 30                | 20       | 24      | 25    | 22             | 2,91 | 1,44 |
|                                                                                                                                                                              | <i>%</i> | 24,8              | 16,5     | 19,8    | 20,7  | 18,2           |      |      |
| 57.I can contribute to forming effective cooperation and partnership between teachers and administration so that education and training can be carried out more effectively. | <i>F</i> | 11                | 26       | 24      | 29    | 31             | 3,36 | 1,31 |
|                                                                                                                                                                              | <i>%</i> | 9,1               | 21,5     | 19,8    | 24,0  | 25,6           |      |      |
| 58.I can contribute to universities, voluntary organizations and business circles to work with the school.                                                                   | <i>F</i> | 13                | 29       | 25      | 27    | 27             | 3,21 | 1,32 |
|                                                                                                                                                                              | <i>%</i> | 10,7              | 24,0     | 20,7    | 22,3  | 22,3           |      |      |

In Table 9, items related to the Development of the School subscale and its results are given. According to Table 9, Item 57, “I can contribute to forming effective cooperation and partnership between teachers and administration so that education and training can be carried out more effectively.” ( $M=3,36$ ,  $SD=1,31$ ) had the highest mean score compared to other items in the subscale. Moreover, Item 53 “I can produce projects that will contribute to the development of my class/school.” ( $M=3,33$ ,  $SD=1,30$ ), Item 54 “I can play an important role in solving serious school-related problems.” ( $M=3,30$ ,  $SD=1,33$ ), and Item 52 “I can cope with the limitations of the education system, such as the limited school budget or administrative problems, by producing new solutions.” ( $M=3,30$ ,  $SD=1,31$ ) all had higher mean scores compared to others. Besides, Item 56, “If I want, I can become a school administrator.” ( $M=2,91$ ,  $SD=1,44$ ), had the lowest mean score compared to others. Thus, results illustrated that every item in the Development of the School subscale had a 3.00 or higher mean score except for Item 26 and indicated that participants had a moderate level of perceptions regarding the development of their school.

## vii. Descriptive Statistics of Items in the Self-Efficacy Scale

**Table 10**

### *Descriptive Statistics for Effective Teaching Subscale*

| Items                                                                                                                              |          | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | M    | SD   |
|------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------|----------|---------|-------|----------------|------|------|
| 34.I can connect what I teach to my students with everyday life                                                                    | <i>F</i> | 9                 | 17       | 21      | 30    | 44             | 3,69 | 1,29 |
|                                                                                                                                    | <i>%</i> | 7,4               | 14,0     | 17,4    | 24,8  | 36,4           |      |      |
| 35. I can use various evaluation methods.                                                                                          | <i>F</i> | 8                 | 22       | 23      | 44    | 24             | 3,45 | 1,19 |
|                                                                                                                                    | <i>%</i> | 6,6               | 18,2     | 19,0    | 36,4  | 19,8           |      |      |
| 36. When my students cannot remember the information I have taught in previous lessons, I can use techniques to help them remember | <i>F</i> | 9                 | 20       | 11      | 28    | 53             | 3,79 | 1,35 |
|                                                                                                                                    | <i>%</i> | 7,4               | 16,5     | 9,1     | 23,1  | 43,8           |      |      |
| 37. I can use different teaching methods and techniques.                                                                           | <i>F</i> | 9                 | 19       | 20      | 23    | 50             | 3,71 | 1,34 |
|                                                                                                                                    | <i>%</i> | 7,4               | 15,7     | 16,5    | 19,0  | 41,3           |      |      |
| 38. For effective teaching, I can keep trying even if I am unsuccessful the first time I try something new.                        | <i>F</i> | 11                | 22       | 20      | 27    | 41             | 3,54 | 1,36 |
|                                                                                                                                    | <i>%</i> | 9,1               | 18,2     | 16,5    | 22,3  | 33,8           |      |      |
| 39. When I fail as a teacher, I can try harder.                                                                                    | <i>F</i> | 10                | 17       | 17      | 30    | 47             | 3,72 | 1,31 |
|                                                                                                                                    | <i>%</i> | 8,3               | 14,0     | 14,0    | 24,8  | 38,8           |      |      |
| 40. I can create the necessary processes and rules for activities to flow smoothly.                                                | <i>F</i> | 9                 | 19       | 22      | 39    | 32             | 3,55 | 1,24 |
|                                                                                                                                    | <i>%</i> | 7,4               | 15,7     | 18,2    | 32,2  | 26,4           |      |      |
| 41. I can always look for ways to teach better.                                                                                    | <i>F</i> | 9                 | 18       | 16      | 26    | 52             | 3,78 | 1,33 |
|                                                                                                                                    | <i>%</i> | 7,4               | 14,9     | 13,2    | 21,5  | 43,0           |      |      |

In Table 10, items related to the Effective Teaching subscale and its results are given. According to Table 10, Item 36, “When my students cannot remember the information I have taught in previous lessons, I can use techniques to help them remember” ( $M=3,79$ ,  $SD=1,35$ ) had the highest mean score compared to other items in the subscale. Moreover, Item 41 “I can always look for ways to teach better.” ( $M=3,78$ ,  $SD=1,33$ ), Item 39 “When I fail as a teacher, I can try harder.” ( $M=3,72$ ,  $SD=1,31$ ), and Item 37 “I can use different teaching methods and techniques.” ( $M=3,71$ ,  $SD=1,34$ ) all had higher mean scores compared to others. Besides, Item 35 “I can use various evaluation methods.” ( $M=3,45$ ,  $SD=1,19$ ) had the lowest mean score compared to others. Thus, results illustrated that every item in the Effective Teaching subscale had a 3.00 or higher mean score and indicated that participants had a moderate level of effective teaching as related to this subscale.

### viii. Descriptive Statistics of Items in the Self-Efficacy Scale

**Table 11**

*Descriptive Statistics for Communication with Colleagues Subscale*

| Items                                                                                                                    |               | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | M    | SD   |
|--------------------------------------------------------------------------------------------------------------------------|---------------|-------------------|----------|---------|-------|----------------|------|------|
| 46. I can establish friendly relations with my colleagues.                                                               | <i>f</i> 11   | 18                | 16       | 22      | 54    |                | 3,74 | 1,39 |
|                                                                                                                          | <i>%</i> 9,1  | 14,9              | 13,2     | 18,2    | 44,6  |                |      |      |
| 47. I can ask my colleagues for help when needed.                                                                        | <i>f</i> 12   | 17                | 16       | 24      | 52    |                | 3,72 | 1,39 |
|                                                                                                                          | <i>%</i> 9,9  | 14,0              | 13,2     | 19,8    | 43,0  |                |      |      |
| 48. I can benefit from the opinions and suggestions of my colleagues and managers in solving the problems I face at work | <i>f</i> 11   | 19                | 17       | 19      | 55    |                | 3,73 | 1,40 |
|                                                                                                                          | <i>%</i> 9,1  | 15,7              | 14,0     | 15,7    | 45,5  |                |      |      |
| 49. I try again when I have problems in my relationships with colleagues or managers.                                    | <i>f</i> 13   | 17                | 27       | 32      | 32    |                | 3,44 | 1,31 |
|                                                                                                                          | <i>%</i> 10,7 | 14,0              | 22,3     | 26,4    | 26,4  |                |      |      |
| 50. I can persuade managers in my relations with them.                                                                   | <i>f</i> 11   | 22                | 23       | 36      | 29    |                | 3,41 | 1,28 |
|                                                                                                                          | <i>%</i> 9,1  | 18,2              | 19,0     | 29,8    | 24,0  |                |      |      |
| 51. I can defend my views against the school administration                                                              | <i>f</i> 11   | 18                | 22       | 34      | 36    |                | 3,55 | 1,30 |
|                                                                                                                          | <i>%</i> 9,1  | 14,9              | 18,2     | 28,1    | 29,8  |                |      |      |

In Table 11, items related to Communication with Colleagues and their results are given. According to Table 11, Item 46, “I can establish friendly relations with my colleagues.” (M=3,74, SD=1,39) had the highest mean score compared to other items in the subscale. Moreover, Item 48 “I can benefit from the opinions and suggestions of my colleagues and managers in solving the problems I face at work.” (M=3,73, SD=1,40) and Item 47 “I can ask my colleagues for help when needed.” (M=3,44, SD=1,31) all had higher mean scores compared to others. Besides, Item 50, “I can persuade managers in my relations with them.” (M=3,41, SD=1,28), had the lowest mean score compared to others. Thus, results illustrated that every item in the Communication with Colleagues subscale had a 3.00 or higher mean score and indicated that participants had a moderate level of communication with colleagues as related to this subscale.

#### ix. Descriptive Statistics of Items in the Self-Efficacy Scale

**Table 12**

##### *Descriptive Statistics for Using Technology Subscale*

| Items                                                                     |          | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | M    | SD   |
|---------------------------------------------------------------------------|----------|-------------------|----------|---------|-------|----------------|------|------|
| 42. I can use the computer while preparing my lessons or giving lectures. | <i>f</i> | 1                 | 8        | 26      | 23    | 63             | 4,15 | 1,03 |
|                                                                           | <i>%</i> | 0,8               | 6,6      | 21,5    | 19,0  | 52,1           |      |      |
| 43. I can use e-mail on a computer to communicate.                        | <i>f</i> | 5                 | 9        | 25      | 24    | 58             | 4,00 | 1,16 |
|                                                                           | <i>%</i> | 4,1               | 7,4      | 20,7    | 19,8  | 47,9           |      |      |
| 44. I can create a web page on the computer.                              | <i>f</i> | 41                | 16       | 29      | 14    | 21             | 2,65 | 1,48 |
|                                                                           | <i>%</i> | 33,9              | 13,2     | 24,0    | 11,6  | 17,4           |      |      |
| 45. I can download the information I need from the Internet.              | <i>f</i> | 1                 | 7        | 23      | 22    | 68             | 4,23 | 1,00 |
|                                                                           | <i>%</i> | 0,8               | 5,8      | 19,0    | 18,2  | 56,2           |      |      |

In Table 12, items related to Technology and its results are given. According to Table 12, Item 45, “I can download the information I need from the Internet.” (M=4,23, SD=1,00) had the highest mean score compared to other items in the subscale. Besides, Item 44, “I can create a web page on the computer.” (M=2,65, SD=1,48), had the lowest mean score compared to others. Thus, results illustrated that every item in the Technology subscale had a 4.00 or higher mean score except for Item 44 and indicated that participants had a moderate/high level of using technology in their teaching context.

#### x. Descriptive Statistics of Items in the Self-Efficacy Scale

**Table 13**

##### *Descriptive Statistics for Communication with Parents Subscale*

| Items                                                                                                                  |          | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | M    | SD   |
|------------------------------------------------------------------------------------------------------------------------|----------|-------------------|----------|---------|-------|----------------|------|------|
| 11. Even if a student is not well disciplined at home, there is a lot I can do for that child in the classroom.        | <i>F</i> | 8                 | 24       | 27      | 32    | 30             | 3,45 | 1,22 |
|                                                                                                                        | <i>%</i> | 6,6               | 19,8     | 22,3    | 26,4  | 24,8           |      |      |
| 12. I can communicate and partner effectively with even the most difficult parents                                     | <i>F</i> | 9                 | 29       | 27      | 34    | 22             | 3,26 | 1,22 |
|                                                                                                                        | <i>%</i> | 7,4               | 24,0     | 22,3    | 28,1  | 18,2           |      |      |
| 13. I can persuade even the most difficult-to-communicate parents to pursue common educational goals.                  | <i>F</i> | 10                | 27       | 31      | 41    | 12             | 3,15 | 1,13 |
|                                                                                                                        | <i>%</i> | 8,3               | 22,3     | 25,6    | 33,9  | 9,9            |      |      |
| 14. I can do a lot in the classroom, even if the home environment significantly impacts student motivation for school. | <i>F</i> | 9                 | 22       | 24      | 38    | 28             | 3,45 | 1,23 |
|                                                                                                                        | <i>%</i> | 7,4               | 18,2     | 19,8    | 31,4  | 23,1           |      |      |

In Table 13, items related to Communication with Parents and their results are given. According to Table 13, Item 11 “Even if a student is not well disciplined at

home, there is a lot I can do for that child in the classroom.” ( $M=3.45$ ,  $SD=1.22$ ) and Item 14 “I can do a lot in the classroom, even if the home environment significantly impacts student motivation for school. ( $M=3.45$ ,  $SD=1.23$ ) had the highest mean score compared to other items in the subscale. Besides, Item 13, “I can persuade even the most difficult-to-communicate parents to pursue common educational goals.” ( $M=3.15$ ,  $SD=1.23$ ), had the lowest mean score compared to others. Thus, results illustrated that every item in the Communication with Parents subscale had a 3.00 or higher mean score and indicated that participants had a moderate level of communication with parents in the related subscale.



### 3.4. Descriptive Analysis Results of the Burnout Scale Sub-scales

#### i. Descriptive Statistics of Items in the Burnout Scale

**Table 14**

*Descriptive Statistics for Emotional Exhaustion and Failure Regarding the Profession Subscale*

| Items                                                                                      |          | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | M    | SD   |
|--------------------------------------------------------------------------------------------|----------|-------------------|----------|---------|-------|----------------|------|------|
| 1. I feel exhausted of teaching.                                                           | <i>f</i> | 25                | 28       | 23      | 12    | 33             | 3,00 | 1,50 |
|                                                                                            | <i>%</i> | 20,7              | 23,1     | 19,0    | 9,9   | 27,3           |      |      |
| 3. Teaching no longer excites me.                                                          | <i>f</i> | 26                | 24       | 21      | 9     | 31             | 2,79 | 1,57 |
|                                                                                            | <i>%</i> | 29,8              | 19,8     | 17,4    | 7,4   | 25,6           |      |      |
| 5. I easily get angry at work.                                                             | <i>f</i> | 35                | 25       | 21      | 10    | 30             | 2,79 | 1,55 |
|                                                                                            | <i>%</i> | 28,9              | 20,7     | 17,4    | 8,3   | 24,8           |      |      |
| 7. I want to do another job.                                                               | <i>f</i> | 28                | 28       | 23      | 7     | 35             | 2,94 | 1,54 |
|                                                                                            | <i>%</i> | 23,1              | 23,1     | 19,0    | 5,8   | 28,9           |      |      |
| 8. I feel that I can better use my skills and talents in a profession other than teaching. | <i>f</i> | 32                | 24       | 18      | 13    | 34             | 2,94 | 1,58 |
|                                                                                            | <i>%</i> | 26,4              | 19,8     | 14,9    | 10,7  | 28,1           |      |      |
| 9. I feel that I am not able to realize myself in the teaching profession.                 | <i>f</i> | 30                | 24       | 22      | 14    | 31             | 2,93 | 1,53 |
|                                                                                            | <i>%</i> | 24,8              | 19,8     | 18,2    | 11,6  | 25,6           |      |      |
| 10. If I could choose another profession, I would choose a different profession            | <i>f</i> | 30                | 25       | 17      | 13    | 36             | 3,00 | 1,58 |
|                                                                                            | <i>%</i> | 24,8              | 20,7     | 14,0    | 10,7  | 29,8           |      |      |
| 11. Teaching does not meet my expectations.                                                | <i>f</i> | 28                | 21       | 25      | 14    | 33             | 3,02 | 1,52 |
|                                                                                            | <i>%</i> | 23,1              | 17,4     | 20,7    | 11,6  | 27,3           |      |      |

In Table 14, items related to Emotional Exhaustion and its results are given. According to Table 14, Item 11, “Teaching does not meet my expectations.” ( $M=3,02$ ,  $SD=1,52$ ) had the highest mean score compared to other items in the subscale. Besides, Item 3, “Teaching no longer excites me.” ( $M=2,79$ ,  $SD=1,57$ ) and Item 5, “I easily get angry at work.” ( $M=2,79$ ,  $SD=1,55$ ), had the lowest mean score compared to others. Thus, results illustrated that every item in the Emotional Exhaustion subscale had a 3.00 or lower mean score except for Item 11 and indicated that participants had a low/moderate level of emotional exhaustion in the related subscale.



## ii. Descriptive Statistics of Items in the Burnout Scale

**Table 15**

*Descriptive Statistics for Depersonalization of Students Subscale*

| Items                                                         |          | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | M    | SD   |
|---------------------------------------------------------------|----------|-------------------|----------|---------|-------|----------------|------|------|
| 12.I am tired of dealing with students.                       | <i>f</i> | 45                | 22       | 16      | 7     | 31             | 2,64 | 1,62 |
|                                                               | <i>%</i> | 23,2              | 18,2     | 13,2    | 5,8   | 25,6           |      |      |
| 13.I don't want to associate with students.                   | <i>f</i> | 58                | 14       | 9       | 11    | 29             | 2,50 | 1,68 |
|                                                               | <i>%</i> | 47,9              | 11,6     | 7,4     | 9,1   | 24,0           |      |      |
| 14.Dealing with students all day knocks me out.               | <i>f</i> | 33                | 27       | 21      | 9     | 31             | 2,82 | 1,54 |
|                                                               | <i>%</i> | 27,3              | 22,3     | 17,4    | 7,4   | 25,6           |      |      |
| 15.Working directly with students puts a lot of stress on me. | <i>f</i> | 47                | 20       | 14      | 9     | 31             | 2,64 | 1,64 |
|                                                               | <i>%</i> | 38,8              | 16,5     | 11,6    | 7,4   | 25,6           |      |      |
| 16.Students are making me sick.                               | <i>f</i> | 54                | 20       | 11      | 6     | 30             | 2,49 | 1,65 |
|                                                               | <i>%</i> | 44,6              | 16,5     | 9,1     | 5,0   | 24,8           |      |      |
| 19.I do not want to lecture courses anymore.                  | <i>f</i> | 44                | 20       | 12      | 10    | 35             | 2,77 | 1,68 |
|                                                               | <i>%</i> | 36,4              | 16,5     | 9,9     | 8,3   | 28,9           |      |      |
| 20.Course hours never end.                                    | <i>f</i> | 34                | 26       | 15      | 11    | 35             | 2,89 | 1,61 |
|                                                               | <i>%</i> | 28,1              | 21,5     | 12,4    | 9,1   | 28,9           |      |      |

In Table 15, items related to the Depersonalization of Students and its results are given. According to Table 15, Item 20, "Course hours never end." (M=2,89, SD=1,61) had the highest mean score compared to other items in the subscale. Besides, Item 16, "Students are making me sick." (M=2,49, SD=1,65), had the lowest mean score compared to others. Thus, results illustrated that every item in the

Depersonalization of Students subscale had a 3.00 or lower mean score and indicated that participants had a low level of depersonalization of students in the related subscale.

### iii. Descriptive Statistics of Items in the Burnout Scale

**Table 16**

*Descriptive Statistics for Physical and Emotional Exhaustion Subscale*

| Items                                                                                    |          | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | M    | SD   |
|------------------------------------------------------------------------------------------|----------|-------------------|----------|---------|-------|----------------|------|------|
| 2.As the opening of schools approaches, I feel in distress.                              | <i>f</i> | 32                | 22       | 21      | 12    | 34             | 2,95 | 1,57 |
|                                                                                          | <i>%</i> | 26,4              | 18,2     | 17,4    | 9,9   | 28,1           |      |      |
| 4.I do not want to go to work.                                                           | <i>f</i> | 28                | 28       | 17      | 12    | 36             | 3,00 | 1,57 |
|                                                                                          | <i>%</i> | 23,1              | 23,1     | 14,0    | 9,9   | 29,8           |      |      |
| 5.I easily get angry at work.                                                            | <i>f</i> | 35                | 25       | 21      | 10    | 30             | 2,79 | 1,55 |
|                                                                                          | <i>%</i> | 28,9              | 20,7     | 17,4    | 8,3   | 24,8           |      |      |
| 6.I get butterflies in my stomach when I think about my job.                             | <i>f</i> | 46                | 18       | 17      | 8     | 32             | 2,69 | 1,64 |
|                                                                                          | <i>%</i> | 38,0              | 14,9     | 14,0    | 6,6   | 26,4           |      |      |
| 17.I feel sick at work.                                                                  | <i>f</i> | 44                | 22       | 14      | 8     | 33             | 2,70 | 1,65 |
|                                                                                          | <i>%</i> | 36,4              | 18,2     | 11,6    | 6,6   | 27,3           |      |      |
| 18. I cannot concentrate on my work.                                                     | <i>f</i> | 41                | 21       | 19      | 10    | 30             | 2,73 | 1,59 |
|                                                                                          | <i>%</i> | 33,9              | 17,4     | 15,7    | 8,3   | 24,8           |      |      |
| 23. When I wake up in the morning, I feel like I cannot handle this job for another day. | <i>f</i> | 45                | 17       | 15      | 11    | 33             | 2,75 | 1,66 |
|                                                                                          | <i>%</i> | 37,2              | 14,0     | 12,4    | 9,1   | 27,3           |      |      |

In Table 16, items related to Physical and Emotional Exhaustion and their results are given. According to Table 16, Item 4, “I do not want to go to work.” (M=3,00, SD=1,57) had the highest mean score compared to other items in the subscale. Besides, Item 6, “I get butterflies in my stomach when I think about my job.” (M=2,69, SD=1,64), had the lowest mean score compared to others. Thus, results illustrated that every item in the Physical and Emotional Exhaustion subscale had a 3.00 or lower mean score and indicated that participants had a low level of physical and emotional exhaustion in the related subscale.

#### iv. Descriptive Statistics of Items in the Burnout Scale

**Table 17**

##### *Descriptive Statistics for Desensitization to Colleagues and Managers Subscale*

| Items                                                                                                |          | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | M    | SD   |
|------------------------------------------------------------------------------------------------------|----------|-------------------|----------|---------|-------|----------------|------|------|
| 21.I do not want to associate with my colleagues.                                                    | <i>f</i> | 51                | 14       | 15      | 11    | 30             | 2,63 | 1,66 |
|                                                                                                      | <i>%</i> | 42,1              | 11,6     | 12,4    | 9,1   | 24,8           |      |      |
| 22.I often argue with my colleagues.                                                                 | <i>f</i> | 54                | 50       | 11      | 7     | 29             | 2,48 | 1,64 |
|                                                                                                      | <i>%</i> | 44,6              | 16,5     | 9,1     | 5,8   | 24,0           |      |      |
| 24.Administrators do not appreciate my efforts as a teacher.                                         | <i>f</i> | 29                | 26       | 14      | 13    | 39             | 3,06 | 1,60 |
|                                                                                                      | <i>%</i> | 24,0              | 21,5     | 11,6    | 10,7  | 32,2           |      |      |
| 25.The administrators do not provide any support in solving the problems that arise in my classroom. | <i>f</i> | 28                | 26       | 21      | 11    | 35             | 2,99 | 1,55 |
|                                                                                                      | <i>%</i> | 23,1              | 21,5     | 17,4    | 9,1   | 28,9           |      |      |
| 26.Managers criticize my efforts more than they praise them.                                         | <i>f</i> | 39                | 22       | 15      | 9     | 36             | 2,84 | 1,65 |
|                                                                                                      | <i>%</i> | 32,2              | 18,2     | 12,4    | 7,4   | 29,8           |      |      |

In Table 17, items related to Desensitization to Colleagues and Managers and its results are given. For example, according to Table 17, Item 24, “Administrators do not

appreciate my efforts as a teacher” (M=3,06, SD=1,60) had the highest mean score compared to other items in the subscale. Besides, Item 22, “I often argue with my colleagues” (M=2,48, SD=1,64), had the lowest mean score compared to others. Thus, results illustrated that every item in the Desensitization to Colleagues and Managers subscale had a 3.00 or lower mean score except for Item 24. Thus, results indicated that participants had a low level of desensitization to colleagues and managers in the related subscale.

### 3.5. Inferential Analysis Results

In order to answer the third and fourth research questions, independent t-test, one-way ANOVA, and post hoc were used. The third research question examined the significant differences between self-efficacy and gender, marital status, and years of teaching experience. The fourth research question examined the significant differences between burnout and gender, marital status, and years of teaching experience.

#### 3.5.1. Inferential Analysis Results of Self-Efficacy Subscales

##### i. Findings on the Self-Efficacy regarding Gender

**Table 18**

*Independent t-test Results of Gender and Self-efficacy*

|                                                              | Gender | N  | M    | SD   | t    | p             |
|--------------------------------------------------------------|--------|----|------|------|------|---------------|
| Motivating Students                                          | Female | 77 | 4,09 | 0,90 | 5,67 | <b>0,000*</b> |
|                                                              | Male   | 44 | 2,94 | 1,32 |      |               |
| Preventing Coping Effectively Problem Behaviors In Classroom | Female | 77 | 3,95 | 0,86 | 5,33 | <b>0,000*</b> |
|                                                              | Male   | 44 | 2,92 | 1,24 |      |               |
| Meeting Learning and Development Requirements                | Female | 77 | 3,97 | 0,88 | 5,37 | <b>0,000*</b> |
|                                                              | Male   | 44 | 2,91 | 1,27 |      |               |
| Contributing to the Development of the School                | Female | 77 | 3,57 | 0,93 | 4,78 | <b>0,000*</b> |
|                                                              | Male   | 44 | 2,61 | 1,25 |      |               |
| Effective Teaching                                           | Female | 77 | 4,09 | 0,89 | 6,19 | <b>0,000*</b> |
|                                                              | Male   | 44 | 2,87 | 1,25 |      |               |
| Effective Communication with Colleagues                      | Female | 77 | 4,03 | 0,95 | 5,89 | <b>0,000*</b> |
|                                                              | Male   | 44 | 2,82 | 1,28 |      |               |
| Using Technology and Organization Efficacy                   | Female | 77 | 3,94 | 0,84 | 3,09 | <b>0,003*</b> |
|                                                              | Male   | 44 | 3,43 | 0,89 |      |               |
| To Communicate Effectively With Parents                      | Female | 77 | 3,65 | 0,87 | 4,74 | <b>0,000*</b> |
|                                                              | Male   | 44 | 2,75 | 1,18 |      |               |
| Overall                                                      | Female | 77 | 3,93 | 0,82 | 5,68 | <b>0,000*</b> |
|                                                              | Male   | 44 | 2,89 | 1,18 |      |               |

First, an independent t-test was used to determine whether Self-efficacy levels differ according to gender. Table 18 shows that there was a significant difference between self-efficacy subscales and participants' gender. Results indicated that females are more competent than males in Motivating Students ( $t = 5,67$ ,  $p = 0.000$ ,  $p < 0.05$ ), Preventing Coping Effectively Problem Behaviors In Classroom ( $t = 5,33$ ,  $p = 0.000$ ,  $p < 0.05$ ), Meeting Learning and Development Requirements ( $t = 5,37$ ,  $p = 0.000$ ,  $p < 0.05$ ), Contributing to the Development of the School ( $t = 4,78$ ,  $p = 0.000$ ,  $p < 0.05$ ), Effective Teaching ( $t = 6,19$ ,  $p = 0.000$ ,  $p < 0.05$ ), Effective Communication with Colleagues ( $t = 5,89$ ,  $p = 0.000$ ,  $p < 0.05$ ), Using Technology and Organization Efficacy ( $t = 3,09$ ,  $p = 0.000$ ,  $p < 0.05$ ), To Communicate Effectively With Parents ( $t = 4,74$ ,  $p = 0.000$ ,  $p < 0.05$ ), Overall Self-efficacy ( $t = 5,68$ ,  $p = 0.000$ ,  $p < 0.05$ ) subscales.

## ii. Findings on the Self-Efficacy regarding Marital Status

**Table 19**

*Independent t-test Results of Marital Status and Self-efficacy*

|                                                              | Status  | N  | M    | SD   | t    | p    |
|--------------------------------------------------------------|---------|----|------|------|------|------|
| Motivating Students                                          | Single  | 60 | 3,54 | 1,27 | -    | 0,23 |
|                                                              | Married | 61 | 3,80 | 1,12 | 1,19 |      |
| Preventing Coping Effectively Problem Behaviors In Classroom | Single  | 60 | 3,43 | 1,20 | -    | 0,17 |
|                                                              | Married | 61 | 3,71 | 1,04 | 1,37 |      |
| Meeting Learning and Development Requirements                | Single  | 60 | 3,46 | 1,24 | -    | 0,26 |
|                                                              | Married | 61 | 3,70 | 1,06 | 1,13 |      |
| Contributing to the Development of the School                | Single  | 60 | 3,13 | 1,17 | -    | 0,39 |
|                                                              | Married | 61 | 3,31 | 1,14 | 0,84 |      |
| Effective Teaching                                           | Single  | 60 | 3,52 | 1,28 | -    | 0,24 |
|                                                              | Married | 61 | 3,77 | 1,08 | 1,16 |      |
| Effective Communication with Colleagues                      | Single  | 60 | 3,46 | 1,27 | -    | 0,22 |
|                                                              | Married | 61 | 3,73 | 1,17 | 1,21 |      |
| Using Technology and Organization Efficacy                   | Single  | 60 | 3,76 | 0,85 | 0,09 | 0,95 |
|                                                              | Married | 61 | 3,75 | 0,94 |      |      |
| To Communicate Effectively With Parents                      | Single  | 60 | 3,25 | 1,16 | -    | 0,46 |
|                                                              | Married | 61 | 3,39 | 1,00 | 0,73 |      |
| Overall                                                      | Single  | 60 | 3,44 | 1,15 | -    | 0,26 |
|                                                              | Married | 61 | 3,66 | 1,01 | 1,12 |      |

Moreover, an independent t-test was used to determine whether Self-efficacy levels differ according to the participants' marital status. Table 19 shows that there was no significant difference between self-efficacy subscales and participants' marital

status of the participants. Therefore, it can be implied that participants' self-efficacy levels did not differ according to their marital status.



### iii. Findings on the Self-efficacy regarding Professional Seniority

**Table 20**

*ANOVA Results of Professional Seniority and Self-efficacy*

| Dimension                                                    | Professional Seniority | N  | M    | SD    | F    | P-value       |
|--------------------------------------------------------------|------------------------|----|------|-------|------|---------------|
| Motivating Students                                          | 0-5                    | 36 | 3,90 | 1,19  | 4,73 | <b>0,001*</b> |
|                                                              | 6-10                   | 29 | 3,88 | 0,96  |      |               |
|                                                              | 11-15                  | 23 | 4,02 | 0,82  |      |               |
|                                                              | 16-20                  | 16 | 3,00 | 1,24  |      |               |
|                                                              | 21-25                  | 12 | 2,53 | 1,63  |      |               |
|                                                              | 26+                    | 5  | 4,11 | 0,53  |      |               |
| Preventing Coping Effectively Problem Behaviors In Classroom | 0-5                    | 36 | 3,67 | 1,10  | 3,91 | <b>0,003*</b> |
|                                                              | 6-10                   | 29 | 3,82 | 0,90  |      |               |
|                                                              | 11-15                  | 23 | 3,87 | 0,74  |      |               |
|                                                              | 16-20                  | 16 | 3,05 | 1,30  |      |               |
|                                                              | 21-25                  | 12 | 2,56 | 1,53  |      |               |
|                                                              | 26+                    | 5  | 4,12 | 0,45  |      |               |
| Meeting Learning and Development Requirements                | 0-5                    | 36 | 3,78 | 1,15  | 4,06 | <b>0,001*</b> |
|                                                              | 6-10                   | 29 | 3,87 | 0,89  |      |               |
|                                                              | 11-15                  | 23 | 3,86 | 0,82  |      |               |
|                                                              | 16-20                  | 16 | 2,99 | 1,24  |      |               |
|                                                              | 21-25                  | 12 | 2,46 | 1,55  |      |               |
|                                                              | 26+                    | 5  | 3,87 | 0,34  |      |               |
| Contributing to the Development of the School                | 0-5                    | 36 | 3,27 | 1,05  | 2,38 | <b>0,04*</b>  |
|                                                              | 6-10                   | 29 | 3,48 | 0,94  |      |               |
|                                                              | 11-15                  | 23 | 3,41 | 1,06  |      |               |
|                                                              | 16-20                  | 16 | 2,90 | 1,34  |      |               |
|                                                              | 21-25                  | 12 | 2,33 | 1,60  |      |               |
|                                                              | 26+                    | 5  | 3,65 | 0,41  |      |               |
| Effective Teaching                                           | 0-5                    | 36 | 3,86 | 1,19  | 5,09 | <b>0,000*</b> |
|                                                              | 6-10                   | 29 | 3,93 | 0,91  |      |               |
|                                                              | 11-15                  | 23 | 3,99 | 0,82  |      |               |
|                                                              | 16-20                  | 16 | 2,98 | 1,22  |      |               |
|                                                              | 21-25                  | 12 | 2,46 | 1,57  |      |               |
|                                                              | 26+                    | 5  | 3,87 | 0,38  |      |               |
| Effective Communication with Colleagues                      | 0-5                    | 36 | 3,68 | 1,15  | 4,00 | <b>0,002*</b> |
|                                                              | 6-10                   | 29 | 3,83 | 1,02  |      |               |
|                                                              | 11-15                  | 23 | 3,97 | 0,85  |      |               |
|                                                              | 16-20                  | 16 | 3,03 | 1,35  |      |               |
|                                                              | 21-25                  | 12 | 2,51 | 1,74  |      |               |
|                                                              | 26+                    | 5  | 4,30 | 0,46* |      |               |
| Using Technology and Organization Efficacy                   | 0-5                    | 36 | 3,63 | 1,00  | 0,79 | 0,55          |
|                                                              | 6-10                   | 29 | 3,64 | 0,89  |      |               |
|                                                              | 11-15                  | 23 | 4,03 | 0,75  |      |               |
|                                                              | 16-20                  | 16 | 3,89 | 0,95  |      |               |
|                                                              | 21-25                  | 12 | 3,62 | 0,80  |      |               |
|                                                              | 26+                    | 5  | 3,90 | 0,65  |      |               |
| To Communicate Effectively With Parents                      | 0-5                    | 36 | 3,36 | 1,07  | 3,25 | <b>0,009*</b> |
|                                                              | 6-10                   | 29 | 3,50 | 0,98  |      |               |
|                                                              | 11-15                  | 23 | 3,73 | 0,72  |      |               |
|                                                              | 16-20                  | 16 | 2,93 | 1,16  |      |               |
|                                                              | 21-25                  | 12 | 2,41 | 1,46  |      |               |
|                                                              | 26+                    | 5  | 3,60 | 0,45  |      |               |
| Overall                                                      | 0-5                    | 36 | 3,68 | 1,07  | 3,97 | <b>0,002*</b> |
|                                                              | 6-10                   | 29 | 3,78 | 0,88  |      |               |
|                                                              | 11-15                  | 23 | 3,86 | 0,72  |      |               |
|                                                              | 16-20                  | 16 | 3,05 | 1,21  |      |               |
|                                                              | 21-25                  | 12 | 2,56 | 1,50  |      |               |
|                                                              | 26+                    | 5  | 3,94 | 0,30  |      |               |

Besides t-test results, ANOVA was performed to determine whether participants' self-efficacy levels differ according to participants' professional seniority. Results shown in Table 20 indicate that there was a significant difference between participants' self-efficacy and participants' professional seniority except for using Technology and Organization subscale. In order to determine the significance of the difference, a Posthoc test was carried out. The Posthoc findings showed there is a relationship between 21-25 years and 0-5 years, 6-10 years, 11-15 years. In addition, results showed that those who have 21-25 years of professional seniority have more self-efficacy levels in terms of Motivating Students, Preventing Coping Effectively Problem Behaviors In Classroom, Meeting Learning and Development Requirements, Contributing to the Development of the School, Effective Teaching, Effective Communication with Colleagues, Using Technology and Organization Efficacy, To Communicate Effectively With Parents subscales as a result of our analyses.

#### iv. Findings on the Self-Efficacy regarding Grade

**Table 21**

*Anova Results of Grade and Self-efficacy*

| Dimension                                                    | Grade       | N  | M    | SD   | F    | P-value      |
|--------------------------------------------------------------|-------------|----|------|------|------|--------------|
| Motivating Students                                          | Primary     | 33 | 3,55 | 1,42 | 1,61 | 0,31         |
|                                                              | Secondary   | 50 | 3,87 | 1,02 |      |              |
|                                                              | High School | 38 | 3,52 | 1,21 |      |              |
| Preventing Coping Effectively Problem Behaviors In Classroom | Primary     | 33 | 3,43 | 1,33 | 0,69 | 0,50         |
|                                                              | Secondary   | 50 | 3,71 | 0,93 |      |              |
|                                                              | High School | 38 | 3,51 | 1,17 |      |              |
| Meeting Learning and Development Requirements                | Primary     | 33 | 3,46 | 1,35 | 0,94 | 0,39         |
|                                                              | Secondary   | 50 | 3,76 | 0,98 |      |              |
|                                                              | High School | 38 | 3,47 | 1,17 |      |              |
| Contributing to the Development of the School                | Primary     | 33 | 3,13 | 1,32 | 0,19 | 0,82         |
|                                                              | Secondary   | 50 | 3,29 | 1,02 |      |              |
|                                                              | High School | 38 | 3,20 | 1,19 |      |              |
| Effective teaching                                           | Primary     | 33 | 3,60 | 1,46 | 0,86 | 0,42         |
|                                                              | Secondary   | 50 | 3,81 | 0,99 |      |              |
|                                                              | High School | 38 | 3,48 | 1,17 |      |              |
| Effective Communication with Colleagues                      | Primary     | 33 | 3,51 | 1,39 | 0,69 | 0,50         |
|                                                              | Secondary   | 50 | 3,75 | 1,12 |      |              |
|                                                              | High School | 38 | 3,46 | 1,20 |      |              |
| Using Technology and Organization Efficacy                   | Primary     | 33 | 4,04 | 0,70 | 3,34 | <b>0,03*</b> |
|                                                              | Secondary   | 50 | 3,54 | 1,00 |      |              |
|                                                              | High School | 38 | 3,79 | 0,83 |      |              |
| To Communicate Effectively With Parents                      | Primary     | 33 | 3,31 | 1,31 | 0,52 | 0,59         |
|                                                              | Secondary   | 50 | 3,43 | 0,91 |      |              |
|                                                              | High School | 38 | 3,19 | 1,08 |      |              |
| Overall                                                      | Primary     | 33 | 3,48 | 1,28 | 0,54 | 0,58         |
|                                                              | Secondary   | 50 | 3,68 | 0,93 |      |              |
|                                                              | High School | 38 | 3,45 | 1,10 |      |              |

ANOVA was performed to determine whether participants' self-efficacy levels differ according to participants' grades. Results shown in Table 21 indicate that there was a significant difference between teacher participants' self-efficacy and their grades. In order to determine the significance of the difference, a Posthoc test was carried out. The Posthoc findings showed that there is a relationship between primary and secondary school. Therefore, the results illustrated that primary and secondary teachers (participants) have higher 'Using Technology and Organization Efficacy' levels in the related scales than the other participants of this study.

### 3.5.2. Inferential Analysis Results of Burnout Subscales

#### i. Findings on the Burnout regarding Gender

**Table 22**

*Independent t-test Results of Gender and Burnout*

|                                                           | Gender | N  | M    | SD   | t    | p             |
|-----------------------------------------------------------|--------|----|------|------|------|---------------|
| Emotional Exhaustion and Failure Regarding the Profession | Female | 77 | 2,46 | 1,25 | -    | <b>0,000*</b> |
|                                                           | Male   | 44 | 3,79 | 1,30 | 5,54 |               |
| Depersonalization of Students                             | Female | 77 | 2,21 | 1,31 | -    | <b>0,000*</b> |
|                                                           | Male   | 44 | 3,48 | 1,62 | 4,68 |               |
| Physical and Emotional Exhaustion                         | Female | 77 | 2,36 | 1,33 | -    | <b>0,000*</b> |
|                                                           | Male   | 44 | 3,57 | 1,55 | 4,51 |               |
| Desensitization to Colleagues and Managers                | Female | 77 | 2,36 | 1,33 | -    | <b>0,000*</b> |
|                                                           | Male   | 44 | 3,56 | 1,49 | 4,53 |               |
| Overall                                                   | Female | 77 | 2,35 | 1,25 | -    | <b>0,000*</b> |
|                                                           | Male   | 44 | 3,60 | 1,46 | 5,00 |               |

An independent t-test was used to determine whether burnout levels differ according to gender. Table 22 shows that there was a significant difference between burnout subscales and participants' gender. Results indicated that males' burnout levels are higher than females in terms of Emotional Exhaustion and Failure Regarding the Profession ( $t = -5,54$ ,  $p = 0.000$ ,  $p < 0.05$ ), Depersonalization of Students ( $t = 4,68$ ,  $p = 0.000$ ,  $p < 0.05$ ), Physical and Emotional Exhaustion ( $t = 4,51$ ,  $p = 0.000$ ,  $p < 0.05$ ), Desensitization to Colleagues and Managers ( $t = 4,53$ ,  $p = 0.000$ ,  $p < 0.05$ ), and Overall Burnout ( $t = 5,00$ ,  $p = 0.000$ ,  $p < 0.05$ ) subscales according to the findings of the data analyses of this study.

## ii. Findings on the Burnout Level regarding Marital Status

**Table 23**

*Independent t-test Results of Marital Status and Burnout*

|                                                         | Status  | N  | M    | SD   | t    | p    |
|---------------------------------------------------------|---------|----|------|------|------|------|
| Emotional Exhaustionand Failure Regarding theProfession | Single  | 60 | 3,05 | 1,49 | 0,78 | 0,43 |
|                                                         | Married | 61 | 2,84 | 1,35 |      |      |
| Depersonalization of Students                           | Single  | 60 | 2,86 | 1,59 | 1,28 | 0,20 |
|                                                         | Married | 61 | 2,49 | 1,50 |      |      |
| Physical and Emotional Exhaustion                       | Single  | 60 | 2,96 | 1,53 | 1,19 | 0,23 |
|                                                         | Married | 61 | 2,63 | 1,51 |      |      |
| Desensitization to Colleagues and Managers              | Single  | 60 | 3,05 | 1,54 | 1,82 | 0,07 |
|                                                         | Married | 61 | 2,55 | 1,44 |      |      |
| Overall                                                 | Single  | 60 | 2,97 | 1,49 | 1,27 | 0,20 |
|                                                         | Married | 61 | 2,64 | 1,41 |      |      |

Additionally, an independent t-test was used to determine whether burnout levels differ according to the participants' marital status. Table 23 shows that there was no significant difference between burnout subscales and the participants' marital status. Therefore, it can be implied that participants' burnout levels did not differ according to their marital status.

### iii. Findings on the Burnout Level regarding Professional Seniority

**Table 24**

*ANOVA Results of Professional Seniority and Burnout*

| Dimension                                                 | Professional Seniority | N  | M    | SD   | F    | P-value       |
|-----------------------------------------------------------|------------------------|----|------|------|------|---------------|
| Emotional Exhaustion and Failure Regarding the Profession | 0-5                    | 36 | 2,51 | 1,39 | 4,41 | <b>0,001*</b> |
|                                                           | 6-10                   | 29 | 2,86 | 1,16 |      |               |
|                                                           | 11-15                  | 23 | 2,66 | 1,22 |      |               |
|                                                           | 16-20                  | 16 | 4,19 | 1,43 |      |               |
|                                                           | 21-25                  | 15 | 3,53 | 1,73 |      |               |
|                                                           | 26+                    | 5  | 2,40 | 0,63 |      |               |
| Depersonalization of Students                             | 0-5                    | 36 | 2,34 | 1,50 | 3,66 | <b>0,004*</b> |
|                                                           | 6-10                   | 29 | 2,48 | 1,26 |      |               |
|                                                           | 11-15                  | 23 | 2,39 | 1,46 |      |               |
|                                                           | 16-20                  | 16 | 3,83 | 1,80 |      |               |
|                                                           | 21-25                  | 15 | 3,50 | 1,87 |      |               |
|                                                           | 26+                    | 5  | 1,88 | 0,77 |      |               |
| Physical and Emotional Exhaustion                         | 0-5                    | 36 | 2,49 | 1,46 | 4,13 | <b>0,002*</b> |
|                                                           | 6-10                   | 29 | 2,60 | 1,28 |      |               |
|                                                           | 11-15                  | 23 | 2,49 | 1,34 |      |               |
|                                                           | 16-20                  | 16 | 4,07 | 1,55 |      |               |
|                                                           | 21-25                  | 15 | 3,50 | 1,83 |      |               |
|                                                           | 26+                    | 5  | 1,88 | 0,79 |      |               |
| Desensitization to Colleagues and Managers                | 0-5                    | 36 | 2,52 | 1,44 | 4,30 | <b>0,001*</b> |
|                                                           | 6-10                   | 29 | 2,61 | 1,28 |      |               |
|                                                           | 11-15                  | 23 | 2,45 | 1,40 |      |               |
|                                                           | 16-20                  | 16 | 4,11 | 1,42 |      |               |
|                                                           | 21-25                  | 15 | 3,40 | 1,79 |      |               |
|                                                           | 26+                    | 5  | 1,84 | 0,71 |      |               |
| Overall                                                   | 0-5                    | 36 | 2,46 | 1,39 | 4,35 | <b>0,001*</b> |
|                                                           | 6-10                   | 29 | 2,64 | 1,20 |      |               |
|                                                           | 11-15                  | 23 | 2,50 | 1,28 |      |               |
|                                                           | 16-20                  | 16 | 4,05 | 1,46 |      |               |
|                                                           | 21-25                  | 15 | 3,49 | 1,79 |      |               |
|                                                           | 26+                    | 5  | 2,01 | 0,70 |      |               |

Besides t-test results, ANOVA was performed to determine whether participants' burnout levels differ according to participants' professional seniority. Results shown in Table 24 indicate that there was a significant difference between participants' burnout and participants' professional seniority. In order to determine the significance of the difference, a Posthoc test was carried out. The Posthoc findings

showed there is a relationship between 16-20 years and 0-5 years, 6-10 years, 11-15 years. In addition, results showed that those who have 16-20 years of professional seniority have more burnout levels in terms of Emotional Exhaustion and Failure Regarding the Profession, Depersonalization of Students, Physical and Emotional Exhaustion, Desensitization to Colleagues and Managers subscale scores.

#### iv. Findings on the Burnout Level regarding Teaching Grades

**Table 25**

*ANOVA Results of Teaching Grades and Burnout*

| Dimension                                                 | Grade       | N  | M    | SD   | F    | P-value |
|-----------------------------------------------------------|-------------|----|------|------|------|---------|
| Emotional Exhaustion and Failure Regarding the Profession | Primary     | 33 | 3,07 | 1,63 | 0,43 | 0,64    |
|                                                           | Secondary   | 50 | 2,80 | 1,19 |      |         |
|                                                           | High School | 38 | 3,02 | 1,52 |      |         |
| Depersonalization of Students                             | Primary     | 33 | 3,00 | 1,69 | 1,26 | 0,28    |
|                                                           | Secondary   | 50 | 2,44 | 1,39 |      |         |
|                                                           | High School | 38 | 2,70 | 1,61 |      |         |
| Physical and Emotional Exhaustion                         | Primary     | 33 | 3,00 | 1,65 | 1,11 | 0,33    |
|                                                           | Secondary   | 50 | 2,55 | 1,39 |      |         |
|                                                           | High School | 38 | 2,94 | 1,56 |      |         |
| Desensitization to Colleagues and Managers                | Primary     | 33 | 2,97 | 1,68 | 0,84 | 0,43    |
|                                                           | Secondary   | 50 | 2,58 | 1,44 |      |         |
|                                                           | High School | 38 | 2,92 | 1,43 |      |         |
| Overall                                                   | Primary     | 33 | 3,01 | 1,62 | 0,91 | 0,40    |
|                                                           | Secondary   | 50 | 2,60 | 1,29 |      |         |
|                                                           | High School | 38 | 2,89 | 1,50 |      |         |

ANOVA was performed to determine whether participants' burnout levels differ according to participants' teaching grades. Results shown in Table 25 indicate that there was no significant difference between participants' burnout level and participants' teaching grades. Therefore, it can be implied that participants' burnout levels did not differ according to the grades they were teaching.

### 3.6. Correlation Between Self-Efficacy and Burnout

#### i. Findings regarding the Correlation between the Subdimensions of the Scale

**Table 26**

*Correlational Results of Self-efficacy and Burnout*

|         |                     | SE      | Burnout |
|---------|---------------------|---------|---------|
| SE      | Pearson Correlation | 1       | -,780** |
|         | Sig. (2-tailed)     |         | ,000    |
|         | N                   | 121     | 121     |
| Burnout | Pearson Correlation | -,780** | 1       |
|         | Sig. (2-tailed)     | ,000    |         |
|         | N                   | 121     | 121     |

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

Pearson r correlation was used to determine whether there is a relationship between self-efficacy and burnout. According to Table 26, Pearson correlation analysis indicated that there was a statistically meaningful relationship between self-efficacy and burnout. Cohen (1992) indicates that the impact of correlation coefficient has different levels such as; small correlation, ( $.10 \leq r < .30$ ), medium correlation, ( $.30 \leq r < .50$ ), and strong correlation ( $.50 \leq r < 1.00$ ). Accordingly, a statistically negative strong relationship exists between self-efficacy and burnout ( $r = -.78$ ,  $p < .01$ ), as can be revealed by the findings of this study. The findings illustrate that an increase in self-efficacy will decrease burnout levels. In other words, an increase in burnout will decrease the self-efficacy level of the participants of this study.

## **4. DISCUSSION AND CONCLUSIONS**

### **4.1. Introduction**

This section includes a discussion of the study's conclusions and the extent of research topics. The first title analyzes the discussion of the findings, which include the quantitative data results presented by linking them to the previous studies. Later on, the quantitative data results are discussed based on the research questions through some of the participant's demographic information. Following, the data discussion enables a substantial evaluation of what the participants have been through since the pandemic, besides addressing the themes drawn. The section continues with implications and suggestions for future studies while also addressing the study's limitations by synthesizing the findings and views acquired in line with the research topics.

### **4.2. Discussion of the Results**

This chapter discusses the quantitative research findings acquired by 121 EFL teacher participants on the Teacher Self-Efficacy Scale and Teacher Burnout Scale, along with existing research on the participants' demographic characteristics. Firstly, this part focused on the descriptive statistics of the perception of EFL teachers' self-efficacy and burnout levels. Secondly, it focused on the impact of demographic variables such as gender, experience, and the school type in which teachers work. Thirdly, it focused on whether the psychological effects of correlational statics.

#### **4.2.1. Discussion on Descriptive Statistics and Results**

According to the descriptive results of this study, it was determined that the teachers had moderate levels of self-efficacy and burnout. Teachers' self-efficacy ratings were moderate during the pandemic, showing that the pandemic had an effective agent in deciding teachers' self-efficacy, which corresponded with teacher burnout levels. Specifically, the impression of teachers' self-efficacy and burnout levels show negative and substantial correlations underlying all subscales.

It is evident that educators impact students' learning processes since they are the agents of the process and are in control over learning outcomes. However, it is emphasized that the insufficient and inadequacy of teachers in the Turkish education system is one of the significant issues (Abu, 2016). Due to the pandemic, this discourse

on teachers has been increasing even more simultaneously in recent years. Likewise, since the teacher is the primary person, the education sector creates an opportunity for teachers, willingly or unwillingly, to feel both the psychological and physical pressures.

Several mean scores among teachers, especially EFL teachers, concerning background variables such as gender and years of experience based on self-efficacy and burnout level may emerge from numerous insights through an unpredictable teaching period.

In terms of teaching experience, young teachers had higher burnout than older teachers (Gavish and Friedman, 2010). In addition to this, more experienced teachers had higher self-efficacy than new teachers (Tschannen-Moran and Hoy, 2007). Notably, males had considerably lower scores than females, as supported by van Dick and Wagner (2001). Deryakulu (2005), on the other hand, confirmed that male teachers had higher levels of burnout overall.

When examining the national literature, it is seen that the professional burnout levels or self-efficacy of teachers are examined in terms of different independent variables, and there are significant associations with some of these variables. However, the findings of this study have shown that some independent variables do not have a strong relationship with the level of burnout or self-efficacy.

Comerchero's study (2008) did not find a significant relationship between the level of self-efficacy and the sub-dimension of burnout, which is the sub-dimension of depersonalization. Sökmen (2018) concluded that there is no correlation between the level of job satisfaction and the sub-dimension of emotional exhaustion, which is the sub-dimension of burnout. Because the pandemic has affected and continues to process, there is a strong association found through this study regarding the professional seniority gaps between men and women are endeavouring to catch up with the process.

#### **4.2.1.1. Discussion on EFL Teaching Experience and Working with Teachers' Self-efficacy and Burnout Levels**

Regarding some literature proposals for more understanding into the interaction of personal qualities that may play a role in teacher burnout, the current study investigated the relationship between EFL teacher burnout and self-efficacy during the COVID-19 pandemic. Participants in the EFL teacher questionnaire were required to identify their profession in the years 0-5, 6-10, 11-15, 16-20, 21-25, and 26+. Teachers with 0-5 years of experience in the profession are shown to have a higher level of burnout than teachers with five or more years of experience in emotional exhaustion, depersonalization, personal accomplishment, and desensitization to colleagues and managers viewpoints, on the results. Nonetheless, there was a statistical difference in terms of these factors. A significant difference was seen statistically among teachers with 0-5 years of experience. Thus, the negative effects of the pandemic and the sense of burnout parallel the teachers' self-efficacy in this study. Both scale factors provide promising findings for future research.

This study indicated that EFL primary, secondary, and high school instructors had depersonalization and emotional fatigue concerns. This finding had negative and significant correlations with their self-efficacy factors related to the underlying subscales. At that point, the negative implications of burnout require that teacher educators in the EFL context identify the variables that contribute to this event and the elements that promote teacher self-efficacy. As is known, a teacher's career combines all the quality aspects of their job and their individual. All in all, when EFL teachers want to be a lighthouse for EFL students, they provide possibilities for personal growth and a desire to study. Therefore, the findings of this study show that the participant teachers of this study exhibit perseverance and resilience when facing pedagogical obstacles while teaching a foreign language. As a result, L2 teacher educators can grab the chance to build significant traits in EFL instructors. The relationship between perceived teacher self-efficacy and professional teacher burnout levels acknowledges that L2 opens a new way and develops programs to train teachers with strong positive beliefs in their capabilities early on in their L2 teaching career, as well as sets up a dynamic atmosphere at schools to boost self-efficacy among EFL teachers. In the COVID-19 pandemic, given the language teaching acknowledgement as interaction during unpredictable times, it is indicated that "there is no one-size-fits-all pedagogy for online learning" (Pokhrel & Chhetri, 2021, p. 135). For instance, when Maslach

(1996) was compared to the descriptive data and the criteria provided in the study, the high school EFL instructors in the study exhibited a risk profile for burnout.

In a related study, Anderson and Iwanicki (1984) found that experienced instructors (13-24 years) scored lower in personal success. It was referred to as a “plateau period in my teaching career” (pp. 123-124). The research of perceived need deficits by gender and age (male teachers) variables revealed that those aged 20 to 34 had considerably high burnout factors. Experienced teachers consider this situation to be familiar and do not include it when evaluating their performance. In terms of age, the results of this study are similar to the findings of Anderson and Iwanicki (1984), who showed that younger instructors had greater levels of emotional tiredness.

In another study, Atila's (2014) research looked at the burnout and career satisfaction rates of 135 English teachers employed in the middle, elementary and secondary schools and English teachers working at public universities. Atila (ibid) addressed burnout and work satisfaction levels concerning variables like gender, weekly course load, experience, and whether the findings of these instructors differed. She found a negative relationship between burnout and job satisfaction in line with this study. Accordingly, there is no significant influence of gender, graduated department, professional experience, educational status, weekly course load, and experience in the current institution on individuals' intrinsic and extrinsic job satisfaction. EFL teachers who reported high levels of burnout had considerably negative perceptions of their organizational environment. Atila's study was reviewed concerning several characteristics of burnout impacting different sectors of the work environment. His study supported that as a variable, environmental factors highly affect the burnout level for EFL teachers and that working life in the pandemic period leads to and continues to cause burnout by decreasing self-efficacy. Therefore, it might be possible to conclude that the work environment includes extrinsic and intrinsic job satisfaction variables that correlate with years of experience for EFL teachers.

Likewise, Tschannen-Moran and Hoy (2007) discovered that less experienced instructors with three or fewer than three years of experience showed less self-efficacy compared to more experienced instructors with four or more years of experience in their study. When contrasting the self-efficacy views of novice teachers to those of qualified teachers of the study, it was reported that novices had slightly lower mean

self-efficacy beliefs than experienced teachers. Given their inexperience, these teachers' lower opinion of their teaching abilities is unsurprising. At this point, it is revealed that Tschannen- Moran and Hoy (2007) study takes place with a significant variable like the contextual school variable regarding this study's findings. Hence, the COVID-19 pandemic reported that this situation has a substantial relationship variable in the context of the underlying unpredictable situation. It might also be likely that teachers who begin their careers with low self-efficacy eventually find better instructional practices to enhance their teaching performance, increasing their sense of efficacy. They abandon the profession if they do not. It appears to have a high impact on teachers' self-efficacy and burnout levels due to contextual variables such as accessibility and the availability of resources.

Also, Shohani et al. (2015) explained that novice teachers were assessing their general self-efficacy. They may have counted their failure on the control of a few students' improper behaviors. It was observed that novice and experienced instructors differed in their self-efficacy for classroom management but not in their efficacy for personal instruction and external effects. It is likely that because of the variations in effectiveness levels between novice and experienced teachers in terms of personal teaching and environmental effects, novice teachers might anticipate being able to prevent or deal with difficulties more efficiently. However, because of their inexperience, novice instructors' expectations could be higher than what is achievable. The external factors of the teacher have higher mean scores and variables than those of inexperienced teachers. It can be arranged to increase teachers' efficacy for personal teaching and the external impacts of their experiences.

Besides, Türkoğlu (2017) conducted a study on 489 teachers to investigate the relationship between teachers' job satisfaction and self-efficacy. The average age of the teachers is 34, and their teaching experience varies between 1 and 29 years. As a result of the study, it was revealed that there is a positive and significant relationship between teacher self-efficacy and job satisfaction. As a result of the analysis, teacher self-efficacy was found as a predictor of job satisfaction. Another great point to refer to, the master's thesis study conducted by Dinçerol (2013), in which 426 teachers participated; the burnout syndrome was examined in terms of professional burnout and work burnout. It was seen that the level of burnout in teachers increased as age

progressed, including the years of their experience. It is observed that female teachers experience more professional burnout than male teachers.

Concerning the years of experience in teaching, especially in the last 20–25 years, there have been radical changes in the teaching profession. These changes are the changes in the development of programs and the revision of teachers' responsibilities (Eurydice, 2008). As understood, the teacher continues to have to be sufficient for these variables through the changes brought about by profession, no matter how it feels in the teaching world. Numerous studies also suggest that proficiency affects a teacher's patience when teaching and learning do not go well and their resilience against obstacles. It is stated that teachers with a high sense of efficacy have more decisions and are more inclined to stay in teaching (Gülebağlan & Çok, 2003). Furthermore, this can become an even bigger problem for English teachers as students do not fully understand the second language and act with prejudice.

Additionally, Dilekli and Tezci (2016) investigated the probable relationship between teachers' self-efficacy and their practices in teaching and thinking skills with their teaching styles. Among the findings was a correlation between instructors' self-efficacy and teaching methods. At that point, no matter the teachers' experience, teachers make an aspect of the learner's external motivational incentives with versatile educational tools and methods, even if there is an unpredictable period in education. As a result, novice instructors are forced to fend for themselves in less-than-ideal circumstances, and, therefore, some leave the workplace early in their careers. (Peacock, 2009). Therefore, teacher attrition is a significant gap between pre-service educator readiness and in-service teacher growth, in which most novice teachers quickly lose interaction with their teacher educators and, from the first day on the job, must encounter the same challenges as their more experienced colleagues, often with little supervision from the new school or institution. Lesson planning, delivery, classroom management, and identity development are obstacles during the COVID-19 process (Farrell, 2012). Moreover, this has become much more difficult for teachers since the time of COVID-19. In this way, it has been proved that technology adaptation and life processes are different transitions for all teachers. Simultaneously, the conflict was also a primary cause of emotional fatigue among EFL teachers who were burned out. This conflict was most possibly influenced by internal and external reasons, such as low pay, low socio-economic status, social isolation, and an unbalanced between

instructors' expectations and job demands/requirements. In this way, it has been proved that technology adaptation and life processes are different transitions for all teachers. At that stage, the pedagogy that is available and used for face-to-face learning is inapplicable to online learning. Even though various pedagogies have been developed for online and remote learning, instructors who are digitally illiterate require adequate training programs for employees, in particular, to orient themselves towards their learners.

#### **4.2.2. Discussion on the psychological impacts of the pandemic on EFL teachers in terms of the teacher's gender**

As the results of this study pointed out, the COVID-19 pandemic affected the number of teachers and students who could attend online classes is limited. As a result, EFL teachers may be dissatisfied with the irregularity of student attendance, forcing them to teach the same units to different students repeatedly. Another explanation might be that some teachers fall behind in their curriculum because of low student participation in online sessions with technical problems. Besides, sitting in front of a computer all day and not having a fixed timetable for courses may have physical effects. This also may impact instructors' psychological well-being, such as emotional fatigue, depersonalization, communication problems, personal achievements, and lack of self-efficacy. In fact, according to the results of this study, it was discovered that teaching efficacy was the most potent determinant of emotional fatigue, depersonalization, and personal accomplishment. Regarding this, the findings of Ozkara's (2019) study of Turkish EFL state teachers substantiate the correlation between self-efficacy and burnout factors.

According to Jedynak (2011), the job of a foreign language teacher may be stressful. It seems that EFL teachers must continuously face new problems, challenges, and difficulties throughout their teaching careers (Reeve & Su, 2014). When EFL instructors believe their self-efficacy is under stress in the workplace, the influence of individual and organizational variables might be harmful. As a result, language directors and officials should consider EFL instructors' work expectations to minimize teacher burnout even during unpredictable times. Swanson et al. (1990) stated that the professional burnout experienced by teachers reduces their interest, compassion, and idealism towards their students, administrators, parents, and their jobs in general. Such an outcome would harm students, teachers, and the school as a whole. For that reason,

it is necessary to determine the factors that cause burnout in teachers and provide support services in line with their needs. However, in this way, teachers feel competent in their profession and satisfied with their professional life. Therefore, students' success rises. EFL instructors who believe they are less autonomously engaged in completing their responsibilities in the educational field are more likely to be emotionally fatigued. EFL teachers who have a high internal and external belief that their lives are managed by forces outside of their control believe; they work under pressure. They can be more prone to acquiring depersonalization and emotional fatigue, leading to a negative attitude toward work (i.e., teaching) with the impact of the pandemic. In line with the study and the explanations referred to in this study, as an example, Tümkaya and Uştu (2016) investigated the relationship between burnout and professional commitment in classroom teachers. According to the research results, it was indicated that teachers' professional commitment was correlated with all dimensions of burnout as negative and significant. It also affected burnout and commitment to the profession in choosing the job. As a result of the study, there is a high level and the opposite relationship between professional commitment and burnout.

As observed in this study, all of the above mentioned constitute the main factors of the study. In general viewpoints, it reveals the negative correlation reasons for aspects of teachers' psychology based on teachers' self-efficacy and burnout levels during the COVID-19 pandemic.

Previously, coping with burnout, the cognitive and sensitive organization provided them with a sense of control and allowed the teacher to keep options. The fundamental basis of self-efficacy belief is an individual's cognitive and sensitive awareness. Therefore, it is possible to assert that self-efficacy belief is the primary source of coping with difficult circumstances such as burnout, anxiety, and stress. As is understood, EFL teachers with a fixed mentality struggle to adapt and modify. However, EFL teachers with a growth mindset adapt rapidly to a new learning environment during the psychosocial process. The fact is that, in self-efficacy and burnout studies, examples are given of various variables in the scope of the education field, as observed in the pioneering studies about the findings of the studies.

In the study conducted by Başol and Altay (2009) to examine the differences in the burnout levels of primary school administrators and teachers according to various

variables, 234 school administrators and 209 teachers formed the study group. It was found that the burnout levels of school administrators were higher than teachers in all sub-dimensions. In the sample of school administrators, it was observed that the levels of depersonalization, emotional exhaustion, and total burnout of males were higher than those of their female colleagues like this study.

As another example, in Kayabaşı's (2008) study conducted, when teachers' professional burnout levels were examined in terms of some variables, it was shown that there was no significant relationship between teachers' genders and emotional burnout levels. While teachers' being male or female is ineffective in reducing emotional exhaustion and depersonalization, it is effective in personal success. In the study, it was found that there was no significant relationship between marital status, age, type of school graduated from, professional seniority, and branch variables, and the level of burnout.

According to the results of Belgi's (2016) study, it is determined that women's perceptions of self-efficacy are low, and their burnout level is low. In contrast, men's self-efficacy perceptions are high. Additionally, however, men's burnout levels are higher than women's. According to these results, there was a correlation between the self-efficacy and burnout levels of female teachers.

Bümen's study (2009) examined the primary and secondary school teachers' self-efficacy beliefs in terms of gender, seniority, branch, school type, class 25, weekly course load, and education level. According to the research results, teachers working in private schools were found to feel more efficient than their colleagues working in public schools. While the seniority variable was not associated with self-efficacy belief in classroom management, gender and education level were also not associated with any sub-dimensions.

In addition, it can be said that self-efficacy serves as a health-protective factor in terms of psychology and psychically. Schwerdtfeger et al. (2008) studied primary and secondary school teachers and identified a strong relationship between self-efficacy, cardiac activity, and burnout. Namely, their study's conclusions are consistent with considerable previous studies. Furthermore, Pearson correlations were calculated to investigate the relationships between psychological and physiological variables. Correlations were observed between the psychological factors. It can be assessed that

the psychological and biological approach correlates of teacher self-efficacy are associated with both genders in terms of the psychological as a lifestyle variable. The state of psychological balance affects teaching and prevents even self-accessibility. As a result, women's gender accepts their sufficiency with burnout instead of finding solutions to unexpected situations with psychological deficiencies. Teacher stress and burnout were shown to be highly correlated. Related to this, the factors in the pandemic process also include the assumptions in these studies.

#### **4.2.3. Discussion of the Correlational Statistics and Results**

The twenty-first-century teacher is responsible for delivering learning, class management, assessment leadership, becoming a part of a family, and so on. Because of so many responsibilities, a teacher must be able to lead a class successfully, convey the context effectively, offer to learn and assess objectively, and also have the knowledge, be a counselor, follow the ethical norms of his profession, and be dependable (Saracaloğlu, 2000). Although the concept of “Teacher Self-Efficacy and Burnout” is new in the literature, it has tried to do many studies about these issues. In particular, studies in the field of education explain concepts such as self-efficacy awareness and self-efficacy belief and present results related to the fact that they are somehow related to burnout. Thus, self-efficacy has the potential to show how EFL teachers think, feel, and perform towards their students. Furthermore, the findings of this study proved that a statistically meaningful, negative, and strong correlational relationship exists between self-efficacy and burnout. This indicates that an increase in self-efficacy will decrease burnout. Moreover, an increase in burnout will decrease the self-efficacy level of the participants. This study's findings are in line with the findings of Mardani et al. (2015) and Motalebzadeh et al. (2014), who discovered reverse relationships between teacher burnout and self-efficacy measures among English language instructors in various situations.

When continuing with other examples in connection with the results of the study, it was revealed that in a literature review conducted by Brown et al. (2011), teacher burnout is negatively related to self-efficacy perception in 10 out of 11 studies. It was also revealed that a longitudinal study conducted by Lauermann and König (2016) concluded that individuals who have high self-efficacy experience less burnout.

Since, whereas most teachers manage well under such stress, burnout might result from failing to deal with stress (Jennett et al., 2003).

The results of this study correspond with Palardy and Rumberger (2008), who indicated that requiring teachers to assess their instructional techniques may cause a significant change in their teaching practices. They also stated that better-educated instructors might engage in more effective instructional methods, thus influencing students' learning processes. Luneta (2012, p. 360) found a similar finding in subsequent research. According to the researcher, "an effective needs analysis that derives from the instructors' knowledge base of curriculum, instructional, content, and pedagogical knowledge" should be conducted to build sustainable and successful programs. Furthermore, Almazova et al. (2020) identified a lack of computer literacy and teacher readiness as a barrier to adopting effective online education. Also, as Rogers (2000) said, the following barriers prevent academic staff from effectively implementing online education: socio-cultural factors (e.g., economics and location), personality-related factors (e.g., age, gender, attitudes, and beliefs), and the extent of exposure to new technologies (including support and training). As the profession of teaching and learning, self-efficacy and burnout variables can find and deal with better educational factors and solutions for EFL teachers in the unexpected context of the COVID-19 pandemic at any time after.

That is to say; there are several concerns about barriers to teaching that must be addressed as soon as possible. In the context of the COVID-19 pandemic, online education has become a means of protecting the health and lives of all educational participants and teachers day by day. The majority of online learning and teaching is based on interactive instructionals and the internet. Instructors and students who have poor internet connections have to refuse access online. The dependence of online learning on technological equipment and availability has created a big problem for institutions, teachers, and students in the teaching field. Due to the quick and compulsory adaptation of online teaching, the implication is that teachers have developed optimistic representations of teaching by viewing difficult conditions as motivating factors to open up for improvements rather than viewing them as disadvantages to teaching.

### **Discussion on institutional types for teachers' self-efficacy and burnout levels as a result of the COVID-19 pandemic**

The current crisis has significantly influenced the education system in schools, universities, and especially colleges. Even colleges struggle with the price and accessibility of these online infrastructures and services for all learners and teachers from various economic backgrounds.

It is critical to investigate contextual factors that might predict EFL instructors' burnout in various contexts, such as public high schools, where the demand for meeting professional standards appears to be higher than in private language schools (Rostami, Ghanizadeh, & Ghapanchi, 2015). Jacobson (2016) found the reason for teacher burnout in a northeastern US urban high school. Her in-depth interviews with five high school teachers revealed that an unreasonable workload, student misconduct, and a lack of attention from administrators contributed to teacher burnout. Instructors contribute to the workload because they are in charge of converting their teaching materials to be learner-friendly online. This heavy workload is predicted to result in unanticipated financial and time consequences. (Akkoyunlu & Soylu, 2006). It leads to problematic conditions for educational institutions. In one of the previous studies, Freidman (1991) discovered that high-burnout level institutions have a higher percentage of male teachers.

Along with these developments, the concept of technology, based on these, imposes different dimensions on working lives. Because the variables related to people's work affect their lives in general, and some variables in their lives can affect their working environment. The pedagogy that is available and used for face-to-face learning is inapplicable to online learning. Although various pedagogies have been developed for online and remote learning, digitally illiterate instructors require adequate training programs for employees to orient themselves towards their learners. Numerous educational institutions are starting to make their technologies and products available for free to assist and support teaching and learning in a more dynamic and engaging setting. Unlike traditional classroom teaching and learning experiences, online learning has offered the possibility to educate and learn in novel ways. Due to that, the perception of self-efficacy and burnout levels may be stable and have a strong relationship by benefiting from interruptions in unexceptional periods.

When discussed from the study standpoint, teachers' satisfaction and the pleasure that people get from themselves and their jobs are highly related to meeting their desires and needs regarding their jobs and themselves. It depends on the level of mutual interaction and expectations of the teachers who do it and their psychological and physical health. Indeed, increasing expectations from schools and training have brought radical changes in education, and teachers are at the center of these changes (Kurt, 2016). Therefore, job satisfaction is proved to be the concept of an individual being happy and enjoying their job (Izgar, 2008).

As stated above, many areas of study and development make online education more creative, inventive, and interactive by using user-friendly tools. If private school institutions are not enough to move towards the new and unpredictable system, this might help prepare the school system for such future uncertainty. However, because schools to reach their goals, teachers need to have positive feelings and high motivation about work (Gün, 2017).

#### **4.3. Implications of the Study**

It can be said that local and global online processes have a wealth of ability to minimize transactional distance in terms of educated circumstances in distance teaching. In a nutshell, EFL teachers should be conscious of their thinking process and adjust their beliefs to be more dynamic and innovative when teaching, especially in unexpected and unpredictable circumstances. Simultaneously, when EFL teachers feel insufficient because of burnout, self-monitoring may be recommended as a solution. Thus, EFL teachers may identify their own weak and strong aspects in self-monitoring. It is also expected to enrich our knowledge of self-efficacy perception and burnout conceptually.

The distance learning process offers the anticipated opportunity for informal and formal education standards, a new style of learning and teaching, ease of response to teacher input, and sharing of multimedia material. ELT programs are hybrid modes of teaching and learning. Initiatives such as these that use asynchronously to link learners across national borders will contribute to increasing and thus improving the involvement and learning of pre-service and in-service teachers. Finally, although this is outside the reach of the current research, it would be considered to examine how the

different languages and educational cultures of students have influenced their level of interaction with and responses to these practices.

The instructors needed a substantial expenditure of time and energy on unpredictable and unexpected circumstances like the COVID-19. As covering real-life, initiating these intercultural pedagogic exchanges involves teachers performing various tasks, not just coordinating the events, setting virtual education but also modeling acceptable involvement. Becoming collaborative and efficient teachers, including EFL teachers, is a challenge at that point. In particular, with those defined above, digital competence also refers to the set of abilities, knowledge, and attitudes required while utilizing digital devices to perform tasks such as problem-solving, information management, and cooperation in terms of effectiveness, efficiency, and ethics (Ferrari, 2012). There is a need for researchers in educational technology advancement toward developing alternative assessment approaches and strategies since, according to Bozkurt and Sharma, the education system is vulnerable to external problems of this kind of challenge (Bozkurt & Sharma, 2020). To save the day, every teacher can be effective in the main circumstances. However, teachers should reconsider what they are doing for long-term planning by solving burnout levels with the perception of self-efficacy in professional life.

#### **4.4. Suggestions for the Further Studies**

Considering the study limitations, it is suggested that we improve upon the additional in terms of providing more teachers with a perspective or getting more insight into their perceptions of teaching. On the other hand, this study may be done using multiple quantitative instruments in other educational institutions with different materials. Relatedly, the findings can be compared to evaluate whether there is a difference in their perspectives. Participants in this study were selected on purpose since they were easily accessible. However, the other studies may include other school kinds, participants, districts, and even cities to produce more generalized and homogeneous research.

Furthermore, new factors, including marital status, age, profession, school size, and class hours per week/month in public school, can be investigated to see whether there is a relationship between self-efficacy perception and burnout levels. As a case study or quality study, this research may be carried out by asking multiple questions.

That is why the perception of teachers' self-efficacy and burnout levels can be balanced even in the field of unpredictable education.

#### 4.5. Conclusion

The experience of burnout is not just an inconvenience or an occupational hazard; it is also a catastrophic strike on a teacher's professional identity. The lack of compassion and reduced efficacy that came with the burnout experience have a more overwhelming influence on their identity (Farber, 1983). Few societies dedicate enough resources to satisfy the demands of their populations. However, during the COVID-19 pandemic period, societies could not find good sources of employees, especially teachers in education. The systemic unbalance of requirements and resources promotes exhaustion and lowers professional effectiveness, whereas alienation from corporate values reduces providers' participation in their jobs or service receivers' involvement in their employment (Schaufeli, 2006; Schaufeli & Bakker, 2004). Thus, burnout has progressed from a particular occupational risk to a widespread workplace hazard. At that point, some practitioners and academics have voiced the "exhaustion-only" viewpoint. The three-dimensional depiction of tiredness, cynicism, and inefficacy suggested by the Maslach Burnout Inventory (MBI – Maslach & Jackson, 1981) is used in the majority of scientific research.

As a result, it is shown that the same fundamental factors are causing burnout today as they were previously, but with a somewhat different quality because there is an unexpected like the COVID-19 period. The most obvious is the unbalance of job needs and resources, the contradiction between personal values and organizational values, and the difference between publicly declared organizational principles and values in action. According to the findings, some EFL teachers, particularly young ones, feel more successful in their profession, and this may be more successful in reducing burnout. It might include recommendations for teachers' well-being, motivation, teaching effectiveness, and student performance. As a result, the findings emphasize developing some EFL teachers' courses to enhance efficacy. To effectively deal with teacher burnout, EFL teachers should improve their stress-management abilities. Furthermore, the role of language institute administrators is to examine the causes and consequences of teacher stress and possible remedies and give assistance and support from others (e.g., colleagues, supervisors, and the chancellor). A positive and supportive school

environment supports teachers' success. More studies are needed to establish a relationship between teachers in private and public contexts.

Namely, teachers' life satisfaction was predicted not just by their level of burnout but also by their assessment of their professional effectiveness during the COVID-19 pandemic. Furthermore, instructors who experienced less social support from their educational environment were more likely to have burnout symptoms than their colleagues who sensed a powerful support system. In unpredictable circumstances, significant relationships reveal that supportive relationships protect instructors from burning out, provide them with confidence, and help them improve their effectiveness. The lesson learned from the COVID-19 pandemic is that teachers and students/learners should be oriented to the use of different online educational tools. After the COVID-19 pandemic, teachers and learners should be encouraged to continue using such online tools to enhance teaching and learning when regular classes resume (Pokhrel & Chhetri, 2021).

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## APPENDICES

## Appendix 1. Approval of Ethics Committee

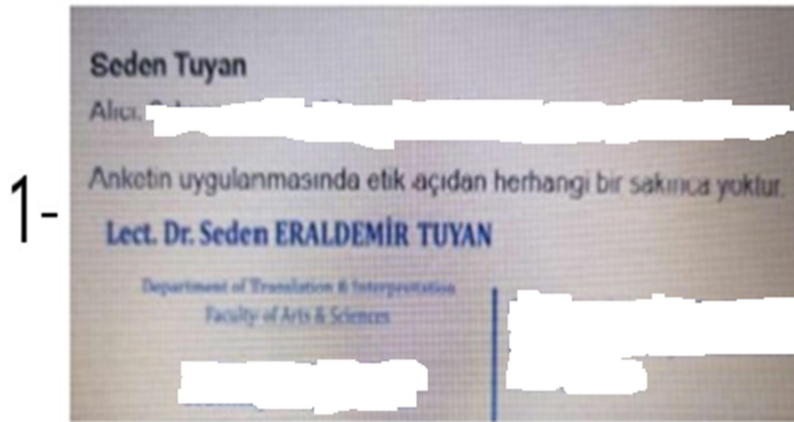
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|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>T.C.</b>                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>ÇAĞ ÜNİVERSİTESİ</b>                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>SOSYAL BİLİMLER ENSTİTÜSÜ</b>                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>ÖĞRENCİ BİLGİLERİ</b>                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>T.C. NOSU</b>                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>ADI VE SOYADI</b>                                                                                 | Merve ÇELİK                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>ÖĞRENCİ NO</b>                                                                                    | 20198044                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>TEL. NO.</b>                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>E-MAIL</b>                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>ANABİLİM DALI</b>                                                                                 | İngiliz Dili Eğitimi                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>HANGİ AŞAMADA OLDUĞU (DERS / TEZ)</b>                                                             | Tez                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI</b>                            | 2020 / 2021 - GÜZ DÖNEMİ KAYDINI YENİLEDİM.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER</b>                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>TEZİN KONUSU</b>                                                                                  | İngilizce Öğretmenlerinin Covid 19 Pandemi Dönemindeki Öz yeterlilik ve Tükenmişlik Algısı                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>TEZİN AMACI</b>                                                                                   | Bu çalışma, İngilizce öğretmenlerinin öz-yeterlilik algıları ile tükenmişlik düzeyleri arasında bir ilişki olup olmadığını ve bu araştırmanın kapsamındaki tükenmişlik düzeylerinin deneyim yılları ve cinsiyetleri ile ilişkili olup olmadığını belirlemeyi amaçlamaktadır.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>TEZİN TÜRKÇE ÖZETİ</b>                                                                            | COVID-19 salgını dönemi, son bir yılda eğitim dünyasında hem fiziksel hem de psikolojik olarak beklenmedik durumlarda ortaya çıktı. Bu nedenle, bu korelasyonel çalışma esas olarak, Covid-19 Pandemisi sırasında EFL öğretmenlerinin öz yeterlilik algıları ile tükenmişlik düzeyleri arasındaki ilişkiyi araştırmaktadır. Bu çalışma, standart olarak ortak noktaları çok az olan veya hiç olmayan 260 Türk İngilizce öğretmeninden oluşmaktadır. Kişisel Bilgiler Yöntemi, Öğretmen Mesleki Öz-Yeterlilik Ölçeği ve Öğretmen Mesleki Tükenmişlik Ölçeği veri toplayacaktır. Elde edilen sonuçlar bu çalışmanın sonunda verilecektir. Bu çalışma aynı zamanda "Öğretmenlerin mesleki öz-yeterlilikleri" ve "Profesyonel öğretmenlerin tükenmişlik düzeyleri" hakkında derinlemesine bilgi sağlayacaktır. Özünde, bu çalışmanın bulguları bir örnek olacak ve gelecekteki çalışmaların araştırılması için güncel tartışma konuları verecektir.<br>Anahtar Kelimeler: Algı, Tükenmişlik, öz-yeterlilik, Profesyonel, Covid-19 Pandemisi |
| <b>ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI</b>                                         | TC. Milli Eğitim Bakanlığı<br>Özel Doğa Okulları                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)                                                                                                                     | TC. Adana İli Milli Eğitim Müdürlüğü<br>TC. Mersin İli Milli Eğitim Müdürlüğü<br>TC. Gaziantep İli Milli Eğitim Müdürlüğü<br>TC. Kahramanmaraş İli Milli Eğitim Müdürlüğü<br>TC. Kayseri İli Milli Eğitim Müdürlüğü<br>TC. Malatya İli Milli Eğitim Müdürlüğü<br>Özel (İtü Vakfı) Adana Doğa Koleji<br>Özel (İtü Vakfı) Mersin Toroslar Doğa Koleji<br>Özel (İtü Vakfı) Gaziantep Doğa Koleji<br>Özel (İtü Vakfı) Kayseri Doğa Koleji<br>Özel (İtü Vakfı) Kahramanmaraş Doğa Koleji<br>Özel (İtü Vakfı) Malatya Doğa Koleji |
| YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER | Adana<br>Mersin<br>Gaziantep<br>Kahramanmaraş<br>Kayseri<br>Malatya<br>İlkokul- Ortaokul- Lise                                                                                                                                                                                                                                                                                                                                                                                                                              |
| UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI                                                                                               | Kişisel Bilgi Formu<br>Öğretmen Mesleki Öz Yeterlilik Ölçeği<br>Öğretmen Mesleki Tükenmişlik Ölçeği<br>Covid-19 dönemindeki Yabancı Dil Öğretmenlerinin Öz Yeterlilik ve Tükenmişlik Algısı Gönüllü katılım formu                                                                                                                                                                                                                                                                                                           |
| EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, .... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)                                                    | 1)Covid-19 dönemindeki Yabancı Dil Öğretmenlerinin Öz Yeterlilik ve Tükenmişlik Algısı Gönüllü katılım formu Sayfa (1)<br>2)Öğretmen Mesleki Öz Yeterlilik Ölçeği Sayfa (8)<br>3)Öğretmen Mesleki Tükenmişlik Ölçeği Sayfa (5)<br>4)Kişisel Bilgi Formu Sayfa (1)                                                                                                                                                                                                                                                           |
| ÖĞRENCİNİN ADI - SOYADI: Merve ÇELİK                                                                                                                                                                      | ÖĞRENCİNİN İMZASI: E-posta ile imza atılmıştır.<br>TARİH: 01 / 01 / 2021                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU</b>                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 2. Anılan konu eğitim ve öğretim faaliyet alanı içerisine girmektedir.                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 1.TEZ DANIŞMANININ ONAYI                                                                                                                                                                                  | 2.TEZ DANIŞMANININ ONAYI (VARSA)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI                                                                                                                                                                 | A.B.D. BAŞKANININ ONAYI                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

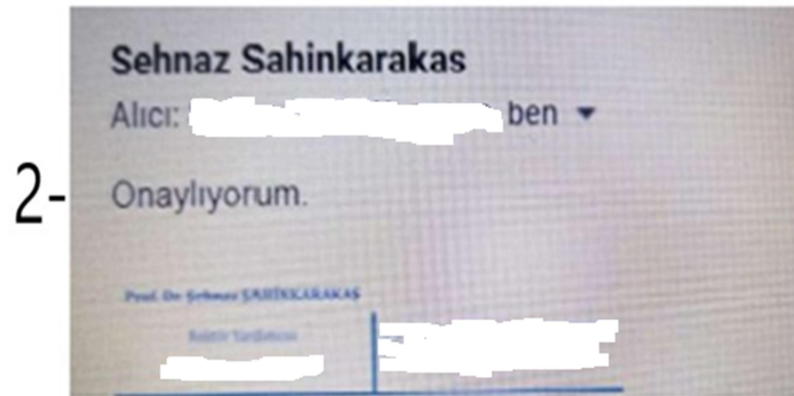
|                                                                                                                                                                                                                                 |                                  |                                                                                                                                                                                                                                                                      |                                      |                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------------------------------------|
| Adı - Soyadı: Seden TUYAN                                                                                                                                                                                                       | Adı - Soyadı: .....              | Adı - Soyadı: Murat KOÇ                                                                                                                                                                                                                                              | Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ    |                                    |
| Unvanı: Dr. Öğr. Üyesi                                                                                                                                                                                                          | Unvanı: .....                    | Unvanı: Doç. Dr.                                                                                                                                                                                                                                                     | Unvanı: Prof. Dr.                    |                                    |
| İmzası : E-posta ile imza atılmıştır.                                                                                                                                                                                           | İmzası: .....                    | İmzası: E-posta ile imza atılmıştır.                                                                                                                                                                                                                                 | İmzası: E-posta ile imza atılmıştır. |                                    |
| ... / ... / 20...                                                                                                                                                                                                               | ... / ... / 20...                | ... / ... / 20...                                                                                                                                                                                                                                                    | ... / ... / 20...                    |                                    |
| <b>ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER</b>                                                                                                                                                                                  |                                  |                                                                                                                                                                                                                                                                      |                                      |                                    |
| Adı - Soyadı: Mustafa BAŞARAN                                                                                                                                                                                                   | Adı - Soyadı: Yücel ERTEKİN      | Adı - Soyadı: Deniz Aynur GÜLER                                                                                                                                                                                                                                      | Adı - Soyadı: Ali Engin OBA          | Adı - Soyadı: Mustafa Teflik ODMAN |
| Unvanı : Prof. Dr.                                                                                                                                                                                                              | Unvanı : Prof. Dr.               | Unvanı: Prof. Dr.                                                                                                                                                                                                                                                    | Unvanı : Prof. Dr.                   | Unvanı: Prof. Dr.                  |
| İmzası : .....                                                                                                                                                                                                                  | İmzası : .....                   | İmzası : .....                                                                                                                                                                                                                                                       | İmzası : .....                       | İmzası : .....                     |
| ... / ... / 20...                                                                                                                                                                                                               | ... / ... / 20...                | ... / ... / 20...                                                                                                                                                                                                                                                    | ... / ... / 20...                    | ... / ... / 20...                  |
| Etik Kurulu Jüri Başkanı - Asıl Üye                                                                                                                                                                                             | Etik Kurulu Jüri Asıl Üyesi      | Etik Kurulu Jüri Asıl Üyesi                                                                                                                                                                                                                                          | Etik Kurulu Jüri Asıl Üyesi          | Etik Kurulu Jüri Asıl Üyesi        |
| OY BİRLİĞİ İLE                                                                                                                                                                                                                  | <input checked="" type="radio"/> | Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince incelenmiş olup, 10 / 01 / 2021 - 27 / 02 / 2021 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi tarafımızca uygundur. |                                      |                                    |
| OY ÇOKLUĞU İLE                                                                                                                                                                                                                  | <input type="radio"/>            |                                                                                                                                                                                                                                                                      |                                      |                                    |
| AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İŞE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR. |                                  |                                                                                                                                                                                                                                                                      |                                      |                                    |

## Appendix 2. Approval E-mails

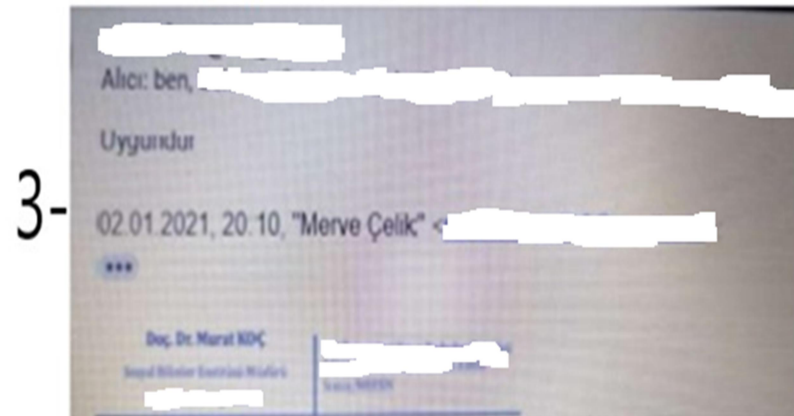
Dr. Öğr. Üyesi Seden Tuyan - Tez Danışmanı Onayı



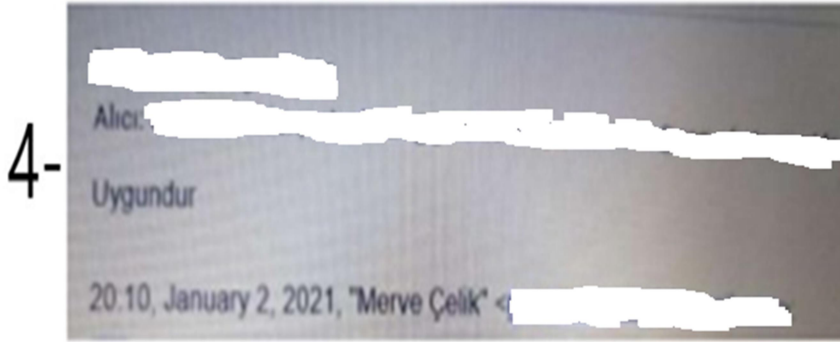
Prof. Dr. Şehnaz Şahinkarakas - İngiliz Dili Eğitimi A.B.D. Başkanı Onayı



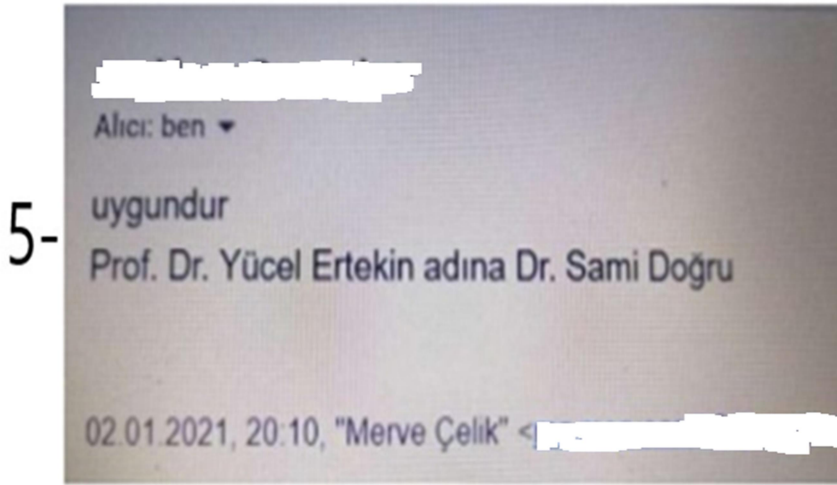
Doç. Dr. Murat Koç - Sosyal Bilimler Ens. Müdürü Onayı



Prof. Dr. Murat Başaran- Tez Etik Kurulu Başkanı Onayı



Prof. Dr. Yücel Ertekin(yerine Dr. Öğr. Üyesi Sami Doğru) - Tez Etik Kurulu Üyesi Onayı

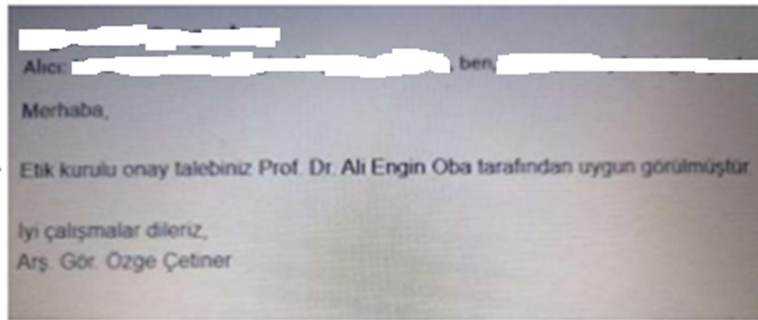


Prof. Dr. Mustafa Tevfik Odman - Tez etik Kurulu Üyesi Onayı



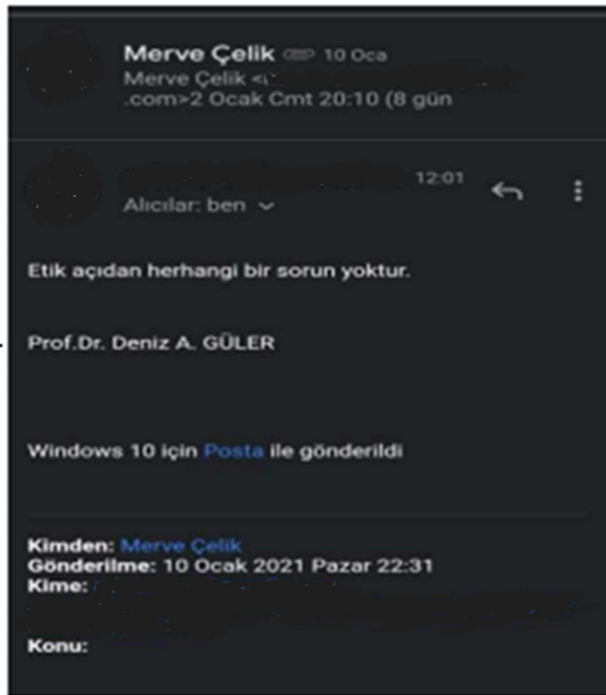
Prof. Dr. Ali Engin Oba (yerine Arař. Görevlisi Özge Çetiner) - Tez Etik Kurulu Üyesi Onayı

7-



Prof. Dr. Deniz Aynur Güler - Tez Etik Kurulu Üyesi Onayı

8-



### **Appendix 3. English Consent Form of the Study**

#### **ÇAĞ UNIVERSITY**

#### **INSTITUTE OF SOCIAL SCIENCES**

#### **EFL TEACHERS' WORK ALIENATION DURING COVID-19 PANDEMIC**

#### **CONSENT FORM**

Dear participant,

This study aims to examine the levels of teachers' self-efficacy and burnout levels and determine if there is a relationship between them. Another objective of this study is to understand teachers' self-efficacy and burnout levels and determine whether self-efficacy and burnout levels vary by gender and years of experience in teaching during the time of the COVID 19 Pandemic.

The following will provide you with the enough information about this study. Please take time to read it carefully. If you have any further questions or need clarification, feel free to contact anytime.

1. By submitting this consent form, I accept that I voluntarily agree to participate in this study.
2. I understand that even if I agree to participate in this study now, I can withdraw at any time or refuse to answer any question without any consequences.
3. I understand that my participation in this study is for study purposes only.
4. I agree that my participation in this study may involve interviews and surveys.
5. I understand that all information I provide for this study will be treated confidentially.
6. I understand that in any report on the results of this study my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.
7. I agree to the extracts I provide may be quoted in the researcher's publications.
8. If you would like to be voluntarily involved in the interviews that might be necessary for this study and/or further studies, please state your contact address to the researcher.

Thank you so much for being a part of this study and your valuable contributions.

Merve ÇELİK SUNGUR

*Institute of Social Sciences*

*E-mail:*

Name of research participant:    Signature of the participant: \_\_\_\_\_

#### Appendix 4. Turkish Consent Form of the Study

### ÇAĞ ÜNİVERSİTESİ EFL ÖĞRETMENLERİNİN PANDEMİ SÜRECİNDEKİ ÖZ YETERLİLİK VE TÜKENMİŞLİK ALGISINA YÖNELİK RIZA FORMU

Sayın katılımcı,

Araştırma, araştırmacının yüksek lisans tezi dahilinde olup, amacı EFL öğretmenlerinin yabancılaşmasına yönelik faktörlerin ve bu değişkenlerin ne ölçüde işe yabancılaşmayı tetiklediğinin saptanmasıdır. Lütfen aşağıdaki rıza formunu dikkatlice okuyunuz.

Sorularınız için ve/veya ekstra açıklamaya ihtiyaç duyduğunuz takdirde araştırmacıya aşağıda verilen iletişim adresinden ulaşabilirsiniz.

1. Bu rıza formunu ibraz ederek çalışmaya gönüllü olarak katılmayı kabul ediyorum.
2. Bu çalışmadaki katılımının yalnızca araştırma amaçlı olduğunu anladım.
3. Bu çalışma için vermiş olduğum tüm bilgilerin saklı tutulacağını anladım.

Eğer çalışma için gerekli olabilecek röportajlara gönüllü olarak dahil olmak isterseniz, lütfen araştırmacıya iletişim bilgilerinizi belirtiniz.

Bu araştırmanın bir parçası olduğunuz ve değerli katkılarınız için teşekkür ederim.

Merve ÇELİK SUNGUR

*Sosyal Bilimler Enstitüsü*

*E-mail:*

## Appendix 5. Demographic Information Section

EK-2

### Kişisel Bilgi Formu

Bu form, Çağ Üniversitesi İngiliz Dili Eğitimi Yüksek Lisans programı kapsamında yürütülmekte olan "İngilizce Öğretmenlerinin Covid-19 Pandemi dönemindeki Öz yeterlilik ve Tükenmişlik Algısı" adlı araştırmaya veri toplamak için düzenlenmiştir.

İsminizi yazmanız gerekmemektedir.

|                     |                                                                                                                                                                                         |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Mesleki Kıdem       | 0-5 <input type="checkbox"/> 6-10 <input type="checkbox"/> 11-15 <input type="checkbox"/> 16-20 <input type="checkbox"/><br>21-25 <input type="checkbox"/> 26+ <input type="checkbox"/> |
| Cinsiyet            | Kadın <input type="checkbox"/> Erkek <input type="checkbox"/>                                                                                                                           |
| Branş               | Yabancı Dil <input type="checkbox"/>                                                                                                                                                    |
| Medeni Durumu       | Evli <input type="checkbox"/> Bekar <input type="checkbox"/>                                                                                                                            |
| Hangi Kademe        | İlkokul <input type="checkbox"/> Ortaokul <input type="checkbox"/> Lise <input type="checkbox"/>                                                                                        |
| <del>Cinsiyet</del> | <del>Kadın <input type="checkbox"/> Erkek <input type="checkbox"/></del>                                                                                                                |

E-posta ile imza  
atılmıştır.

Fatih KIRATLI

Özel Öğretim Kurumları

Genel Müdürlüğü

Daire Başkanı

## Appendix 6. Teacher Professional Self-Efficacy Scale

1

EK-3

Ölçek1

### Öğretmen Öz-Yeterlilik Ölçeği

#### Teacher Professional Self-efficacy Scale

#### EFL ÖĞRETMENLERİNİN PANDEMİ SÜRECİNDEKİ YETKİNLİK ALGISINA YÖNELİK ÖLÇEK

**Açıklama:** Aşağıda EFL öğretmenlerinin yetkinlik ile ilgili duygu ve düşünceleri belirten ifadeler yer almaktadır. *Bir İngilizce öğretmeni olarak pandemi süresince bu duygu ve düşünceleri ne sıklıkta yaşadığınızı* ifadelerin karşısındaki kutucuğa çarpı (X) işareti koyarak belirtiniz.

|                                                                                                                                              |                           |                           |                |                        |                           |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|----------------|------------------------|---------------------------|
| 1. Ders sırasında öğrenciler problem davranışlar göstermeye başladıklarında onların derse yönelmelerini sağlayacak teknikleri kullanabilirim | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 2. Öğrenciler problem davranışlar göstermeye başladıklarında hemen fark edebilir ve sorun şiddetlenmeden önlem alabilirim                    | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 3. Sınıfta problem davranışların oluşumunu önleyebilirim                                                                                     | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 4. Sınıftaki problem davranışların nedenlerini anlayabilirim                                                                                 | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 5. Eğer yeterince çabalarsam sınıftaki zor                                                                                                   | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |

E-posta ile imza atılmıştır.  
Fatih KIRATLI  
Özel Öğretim Kurumları Genel  
Müdürlüğü  
Daire Başkanı

|                                                                                                      |                           |                           |                |                        |                           |
|------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|----------------|------------------------|---------------------------|
| durumların üstesinden gelebilirim                                                                    | yaparım<br>( )            | yaparım<br>( )            | ( )            | yaparım<br>( )         | yapamam<br>( )            |
| 6. Sınıftaki beklenmedik durumlarla etkili şekilde başa çıkabilecek güce ve güvene sahibim           | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 7. Kendi baş etme becerilerime güvendiğim için sınıfta güçlüklerle karşılaştığımda sakin kalabilirim | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 8. Sınıfta yeni bir durumla karşılaştığımda ne yapmam gerektiğini bilirim                            | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 9. Sınıfta ve okulda önüme çıkabilecek her türlü engelle başa çıkabilirim                            | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 10. Öğretim sırasında engellensem bile sükûnetimi koruyup en iyi şekilde öğretmeye devam edebilirim  | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 11. Bir öğrenci evde iyi disiplin edilmese de, sınıfta o çocuk için yapabileceğim çok şey vardır     | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 12. En zor ana-babalarla bile etkili iletişim ve ortaklık kurabilirim                                | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 13. İletişim kurulması en güç ana-babaları bile ortak eğitsel hedefler                               | Kesinlikle yaparım        | Genellikle yaparım        | Yaparım        | Nadiren yaparım        | Kesinlikle yapamam        |

E-posta ile imza atılmıştır.

Fatih KIRATLI

Özel Öğretim Kurumları Genel Müdürlüğü

Daire Başkanı

|                                                                                                                  |                           |                           |                |                        |                           |
|------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|----------------|------------------------|---------------------------|
| doğrultusunda davranmaya ikna edebilirim                                                                         | ( )                       | ( )                       | ( )            | ( )                    | ( )                       |
| 14. Öğrencinin okula güdülenmesinde ev ortamı çok önemli bir etkiye sahip olsa bile, sınıfta çok şey yapabilirim | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 15. Öğrencilerim, engelli olsalar bile onlarla etkili şekilde başa çıkabilirim                                   | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 16. Engelli öğrenciler iş yükümü arttırsa bile onların eğitsel gereksinimlerine yanıt verebilirim                | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 17. Yeterince çabaladığımda en zor öğrenciye bile ulaşabilirim                                                   | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 18. Zamanla, öğrencilerimin gereksinimlerini karşılamada daha yeterli olacağıma inanıyorum                       | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 19. Her öğrencinin akademik ve kişisel gelişim gösterebilmesi için gerekeni yapabilirim                          | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 20. Öğretmenlik becerilerimle, öğrencilerimin yaşamında olumlu değişiklikler yaratabilirim                       | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 21. Sınıfımı, öğrencilerin hoşlanarak gelebileceği bir yere dönüştürebilirim                                     | Kesinlikle yaparım        | Genellikle yaparım        | Yaparım        | Nadiren yaparım        | Kesinlikle yapamam        |

E-posta ile imza atılmıştır.

Fatih KIRATLI

Özel Öğretim Kurumları Genel Müdürlüğü

Daire Başkanı

|                                                                                                                     |                           |                           |                |                        |                           |
|---------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|----------------|------------------------|---------------------------|
|                                                                                                                     | ( )                       | ( )                       | ( )            | ( )                    | ( )                       |
| 22. Öğreteceklerimin günlük düzeyini, öğrencilerin anlamalarını ve öğrenmelerini sağlayacak şekilde ayarlayabilirim | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 23. Öğrencilerimin sınıfta isteklerime ve yönergelerime isteyerek uymalarını sağlayabilirim                         | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 24. Öğrencileri, okulda başarılı olabileceklerine ikna edebilirim                                                   | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 25. Öğrencilerin işbirliğine dayalı olarak çalışmalarını sağlayabilirim                                             | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 26. Öğrencinin öğrenmesini etkileyen çevresel koşulların olumsuz etkileriyle baş edebilirim                         | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 27. Öğrencilerimin öğretmenlerine güvenmelerini sağlayabilirim                                                      | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 28. Öğrencilerimi yeni projelere katılmaya güdüleyebilirim                                                          | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 29. Öğrencilerimden neler beklediğimi onlara açık bir şekilde iletebilirim                                          | Kesinlikle yaparım        | Genellikle yaparım        | Yaparım        | Nadiren yaparım        | Kesinlikle yapamam        |

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|                                                                                                                                  | ( )                       | ( )                       | ( )            | ( )                    | ( )                       |
|----------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|----------------|------------------------|---------------------------|
| 30. Öğrencilerimde yaratıcı ve eleştirel düşünmeyi geliştirebilirim                                                              | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 31. Öğrencilerim bir görevi yapmakta zorlandıklarında, onları çözüm bulmaya teşvik edebilirim                                    | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 32. Öğrencilerimin duygularını ve düşüncelerini sınıfta özgürce ifade etmelerini sağlayabilirim                                  | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 33. Kendilerine öğretilenlerin önemi ve gereği konusunda öğrencilerimi ikna edebilirim                                           | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 34. Öğrencilerime öğrettiklerimin günlük yaşamla bağlantısını kurabilirim                                                        | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 35. Çeşitli değerlendirme sistemleri kullanabilirim                                                                              | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 36. Öğrencilerim önceki derslerde verdiğim bilgileri hatırlayamadıklarında, hatırlamalarını sağlayacak teknikleri kullanabilirim | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 37. Farklı öğretim yöntemlerini ve tekniklerini kullanabilirim                                                                   | Kesinlikle yaparım        | Genellikle yaparım        | Yaparım        | Nadiren yaparım        | Kesinlikle yapamam        |

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|                                                                                                           |                           |                           |                |                        |                           |
|-----------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|----------------|------------------------|---------------------------|
|                                                                                                           | ( )                       | ( )                       | ( )            | ( )                    | ( )                       |
| 38. Etkili öğretim için yeni bir şeyi ilk kez denediğimde başarılı olmasam bile denemeye devam edebilirim | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 39. Öğretmen olarak başarısız olduğumda daha çok çabalayabilirim                                          | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 40. Etkinliklerin pürüzsüz şekilde akıp gitmesi için gerekli işlemleri ve kuralları oluşturabilirim       | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 41. Her zaman daha iyi öğretmenin yollarını araştırabilirim                                               | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 42. Derslerimi hazırlarken ya da ders anlatırken bilgisayardan yararlanabilirim                           | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 43. İletişim kurmak için bilgisayarda e-postayı kullanabilirim                                            | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 44. Bilgisayarda web sayfası oluşturabilirim                                                              | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 45. İnternette ihtiyacım olan bilgileri indirebilirim                                                     | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |

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|                                                                                                                                              |                           |                           |                |                        |                           |
|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|----------------|------------------------|---------------------------|
| 46. Meslektaşlarımla arkadaşça ilişkiler kurabilirim                                                                                         | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 47. Gerekğinde meslektaşlarımdan yardım isteyebilirim                                                                                        | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 48. İş yerinde karşılaştığım sorunların çözümünde meslektaşlarımla ve yöneticilerin görüşlerinden ve önerilerinden yararlanabilirim          | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 49. Meslektaşlarımla ya da yöneticilerle ilişkilerimde sorun yaşadığım zaman yeniden denerim                                                 | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 50. Yöneticilerle ilişkilerimde onları ikna edebilirim                                                                                       | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 51. Okul yönetimine karşı görüşlerimi savunabilirim                                                                                          | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 52. Okul bütçesinin kısıtlı olması ya da yönetsel sorunlar gibi eğitim sisteminin sınırlılıklarıyla, yeni çözümler üreterek başa çıkabilirim | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 53. Sınıfımın/okulumun gelişimine katkıda bulunacak projeler üretebilirim                                                                    | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |

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|                                                                                                                                                         | ( )                       | ( )                       | ( )            | ( )                    | ( )                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|---------------------------|----------------|------------------------|---------------------------|
| 54. Okulla ilgili ciddi sorunların çözümünde önemli rol oynayabilirim                                                                                   | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 55. Okulumla ilgili alınacak kararları etkileyebilirim                                                                                                  | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 56. Eğer istersem, okulda yönetici konumuna gelebilirim                                                                                                 | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 57. Eğitim ve öğretimin daha etkili yürütülebilmesi için öğretmenler ile yönetim arasında etkili işbirliği ve ortaklık oluşmasına katkıda bulunabilirim | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |
| 58. Üniversitelerin, gönüllü kuruluşların, iş çevrelerinin okulla birlikte çalışabilmelerine katkıda bulunabilirim                                      | Kesinlikle yaparım<br>( ) | Genellikle yaparım<br>( ) | Yaparım<br>( ) | Nadiren yaparım<br>( ) | Kesinlikle yapamam<br>( ) |

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## Appendix 7. Teacher Professional Burnout Scale

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EK-4

Ölçek2

Öğretmen Mesleki Tükenmişlik Ölçeği

Teacher Professional Burnout Scale

### EFL ÖĞRETMENLERİNİN PANDEMİ SÜRECİNDEKİ TÜKENMİŞLİK ALGISINA YÖNELİK ÖLÇEK

**Açıklama:** Aşağıda EFL öğretmenlerinin tükenmişlik ile ilgili duygu ve düşünceleri belirten ifadeler yer almaktadır. *Bir İngilizce öğretmeni olarak pandemi süresince bu duygu ve düşünceleri ne sıklıkta yaşadığınızı* ifadelerin karşısındaki kutucuğa çarpı (X) işareti koyarak belirtiniz.

|                                                             |                                |                            |                              |                              |                              |
|-------------------------------------------------------------|--------------------------------|----------------------------|------------------------------|------------------------------|------------------------------|
| 1. Öğretmenlikten bıktığımı hissediyorum                    | Beni çok iyi tanımlıyor<br>( ) | Beni iyi tanımlıyor<br>( ) | Beni biraz tanımlıyor<br>( ) | Beni pek tanımlamıyor<br>( ) | Beni hiç tanımlamıyor<br>( ) |
| 2. Okulların açılması yaklaştıkça içimi sıkıntılar kaplıyor | Beni çok iyi tanımlıyor<br>( ) | Beni iyi tanımlıyor<br>( ) | Beni biraz tanımlıyor<br>( ) | Beni pek tanımlamıyor<br>( ) | Beni hiç tanımlamıyor<br>( ) |
| 3. Öğretmek artık beni heyecanlandırmıyor                   | Beni çok iyi tanımlıyor<br>( ) | Beni iyi tanımlıyor<br>( ) | Beni biraz tanımlıyor<br>( ) | Beni pek tanımlamıyor<br>( ) | Beni hiç tanımlamıyor<br>( ) |
| 4. İşe gitmek                                               | Beni çok iyi tanımlıyor<br>( ) | Beni iyi tanımlıyor<br>( ) | Beni biraz tanımlıyor<br>( ) | Beni pek tanımlamıyor<br>( ) | Beni hiç tanımlamıyor<br>( ) |

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|                                                                                                                            |                                      |                               |                                 |                                 |                                 |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------|---------------------------------|---------------------------------|---------------------------------|
| istemiyorum                                                                                                                | iyi<br>tanımlıyor<br>( )             | tanımlıyor<br>( )             | tanımlıyor<br>( )               | tanımlamıyor<br>( )             | tanımlamıyor<br>( )             |
| 5. İş yerimde hemen<br>öfkeleniyorum                                                                                       | Beni çok<br>iyi<br>tanımlıyor<br>( ) | Beni iyi<br>tanımlıyor<br>( ) | Beni biraz<br>tanımlıyor<br>( ) | Beni pek<br>tanımlamıyor<br>( ) | Beni hiç<br>tanımlamıyor<br>( ) |
| 6. İşimi düşününce<br>mideme ağrılar<br>griyor                                                                             | Beni çok<br>iyi<br>tanımlıyor<br>( ) | Beni iyi<br>tanımlıyor<br>( ) | Beni biraz<br>tanımlıyor<br>( ) | Beni pek<br>tanımlamıyor<br>( ) | Beni hiç<br>tanımlamıyor<br>( ) |
| 7. Başka bir iş<br>yapmayı istiyorum                                                                                       | Beni çok<br>iyi<br>tanımlıyor<br>( ) | Beni iyi<br>tanımlıyor<br>( ) | Beni biraz<br>tanımlıyor<br>( ) | Beni pek<br>tanımlamıyor<br>( ) | Beni hiç<br>tanımlamıyor<br>( ) |
| 8. Kapasitemi ve<br>yeteneklerimi<br>öğretmenlikten<br>başka bir meslekte<br>daha iyi<br>kullanabileceğimi<br>hissediyorum | Beni çok<br>iyi<br>tanımlıyor<br>( ) | Beni iyi<br>tanımlıyor<br>( ) | Beni biraz<br>tanımlıyor<br>( ) | Beni pek<br>tanımlamıyor<br>( ) | Beni hiç<br>tanımlamıyor<br>( ) |
| 9. 14. Öğretmenlik<br>mesleğinde<br>kendimi                                                                                | Beni çok<br>iyi<br>tanımlıyor<br>( ) | Beni iyi<br>tanımlıyor<br>( ) | Beni biraz<br>tanımlıyor<br>( ) | Beni pek<br>tanımlamıyor<br>( ) | Beni hiç<br>tanımlamıyor<br>( ) |

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|                                                                                 |                                      |                               |                                 |                                 |                                 |
|---------------------------------------------------------------------------------|--------------------------------------|-------------------------------|---------------------------------|---------------------------------|---------------------------------|
| gerçekleştiremediği<br>mi hissediyorum                                          | ( )                                  |                               |                                 |                                 |                                 |
| 10. Yeniden bir meslek<br>seçme olanağım<br>olsa, başka bir<br>mesleği seçerdim | Beni çok<br>iyi<br>tanımlıyor<br>( ) | Beni iyi<br>tanımlıyor<br>( ) | Beni biraz<br>tanımlıyor<br>( ) | Beni pek<br>tanımlamıyor<br>( ) | Beni hiç<br>tanımlamıyor<br>( ) |
| 11. Öğretmenlik,<br>benim<br>beklentilerimi<br>karşılamıyor                     | Beni çok<br>iyi<br>tanımlıyor<br>( ) | Beni iyi<br>tanımlıyor<br>( ) | Beni biraz<br>tanımlıyor<br>( ) | Beni pek<br>tanımlamıyor<br>( ) | Beni hiç<br>tanımlamıyor<br>( ) |
| 12. Öğrencilerle<br>uğraşmaktan bıktım                                          | Beni çok<br>iyi<br>tanımlıyor<br>( ) | Beni iyi<br>tanımlıyor<br>( ) | Beni biraz<br>tanımlıyor<br>( ) | Beni pek<br>tanımlamıyor<br>( ) | Beni hiç<br>tanımlamıyor<br>( ) |
| 13. Öğrencilerle ilişki<br>kurmak<br>istemiyorum                                | Beni çok<br>iyi<br>tanımlıyor<br>( ) | Beni iyi<br>tanımlıyor<br>( ) | Beni biraz<br>tanımlıyor<br>( ) | Beni pek<br>tanımlamıyor<br>( ) | Beni hiç<br>tanımlamıyor<br>( ) |
| 14. Bütün gün<br>öğrencilerle<br>uğraşmak beni çok<br>ypratıyor                 | Beni çok<br>iyi<br>tanımlıyor<br>( ) | Beni iyi<br>tanımlıyor<br>( ) | Beni biraz<br>tanımlıyor<br>( ) | Beni pek<br>tanımlamıyor<br>( ) | Beni hiç<br>tanımlamıyor<br>( ) |
| 15. Doğrudan doğruya<br>öğrencilerle<br>çalışmak bende çok                      | Beni çok<br>iyi<br>tanımlıyor        | Beni iyi<br>tanımlıyor<br>( ) | Beni biraz<br>tanımlıyor<br>( ) | Beni pek<br>tanımlamıyor<br>( ) | Beni hiç<br>tanımlamıyor<br>( ) |

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|------------------------------------------------|--------------------------------|----------------------------|------------------------------|------------------------------|------------------------------|
| fazla stres yaratıyor.                         | ( )                            |                            |                              |                              |                              |
| 16. Öğrencilerim beni hasta ediyor             | Beni çok iyi tanımlıyor<br>( ) | Beni iyi tanımlıyor<br>( ) | Beni biraz tanımlıyor<br>( ) | Beni pek tanımlamıyor<br>( ) | Beni hiç tanımlamıyor<br>( ) |
| 17. İşyerinde kendimi hasta gibi hissediyorum  | Beni çok iyi tanımlıyor<br>( ) | Beni iyi tanımlıyor<br>( ) | Beni biraz tanımlıyor<br>( ) | Beni pek tanımlamıyor<br>( ) | Beni hiç tanımlamıyor<br>( ) |
| 18. İşime konsantre olamıyorum                 | Beni çok iyi tanımlıyor<br>( ) | Beni iyi tanımlıyor<br>( ) | Beni biraz tanımlıyor<br>( ) | Beni pek tanımlamıyor<br>( ) | Beni hiç tanımlamıyor<br>( ) |
| 19. Artık derslere girmek istemiyorum          | Beni çok iyi tanımlıyor<br>( ) | Beni iyi tanımlıyor<br>( ) | Beni biraz tanımlıyor<br>( ) | Beni pek tanımlamıyor<br>( ) | Beni hiç tanımlamıyor<br>( ) |
| 20. Ders saatleri bir türlü bitmek bilmiyor    | Beni çok iyi tanımlıyor<br>( ) | Beni iyi tanımlıyor<br>( ) | Beni biraz tanımlıyor<br>( ) | Beni pek tanımlamıyor<br>( ) | Beni hiç tanımlamıyor<br>( ) |
| 21. Meslektaşlarımla ilişki kurmak istemiyorum | Beni çok iyi tanımlıyor<br>( ) | Beni iyi tanımlıyor<br>( ) | Beni biraz tanımlıyor<br>( ) | Beni pek tanımlamıyor<br>( ) | Beni hiç tanımlamıyor<br>( ) |

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|--------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------|---------------------------------|---------------------------------|---------------------------------|
|                                                                                                  | ( )                                  |                               |                                 |                                 |                                 |
| 22. Meslektaşlarımla<br>sık sık tartışıyorum                                                     | Beni çok<br>iyi<br>tanımlıyor<br>( ) | Beni iyi<br>tanımlıyor<br>( ) | Beni biraz<br>tanımlıyor<br>( ) | Beni pek<br>tanımlamıyor<br>( ) | Beni hiç<br>tanımlamıyor<br>( ) |
| 23. 33. Sabah<br>kalktığımda bir gün<br>daha bu işi<br>kaldıramayacağımı<br>hissediyorum.        | Beni çok<br>iyi<br>tanımlıyor<br>( ) | Beni iyi<br>tanımlıyor<br>( ) | Beni biraz<br>tanımlıyor<br>( ) | Beni pek<br>tanımlamıyor<br>( ) | Beni hiç<br>tanımlamıyor<br>( ) |
| 24. Yöneticiler,<br>öğretmen olarak<br>çabalarımı takdir<br>etmiyorlar                           | Beni çok<br>iyi<br>tanımlıyor<br>( ) | Beni iyi<br>tanımlıyor<br>( ) | Beni biraz<br>tanımlıyor<br>( ) | Beni pek<br>tanımlamıyor<br>( ) | Beni hiç<br>tanımlamıyor<br>( ) |
| 25. Sınıfımda ortaya<br>çıkan sorunların<br>çözülmesinde<br>yöneticiler hiç<br>destek olmuyorlar | Beni çok<br>iyi<br>tanımlıyor<br>( ) | Beni iyi<br>tanımlıyor<br>( ) | Beni biraz<br>tanımlıyor<br>( ) | Beni pek<br>tanımlamıyor<br>( ) | Beni hiç<br>tanımlamıyor<br>( ) |
| 26. Yöneticiler,<br>çabalarımı<br>övmekten çok<br>eleştiriyorlar                                 | Beni çok<br>iyi<br>tanımlıyor<br>( ) | Beni iyi<br>tanımlıyor<br>( ) | Beni biraz<br>tanımlıyor<br>( ) | Beni pek<br>tanımlamıyor<br>( ) | Beni hiç<br>tanımlamıyor<br>( ) |

E-posta ile imza atılmıştır.

Fatih KIRATLI

Özel Öğretim Kurumları Genel Müdürlüğü

Daire Başkanı

## Appendix 8. Thesis Survey Consent Form from Çağ University



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100000192  
Konu : Merve ÇELİK'e Ait Tez Anket İzni  
Hakkında

11.01.2021

### DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198044 numaralı öğrencimiz olan Merve ÇELİK, "İngilizce Öğretmenlerinin Covid-19 Pandemi Dönemindeki Öz yeterlilik ve Tükenmişlik Algısı" konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi Dr. Öğr. Üyesi Seden TUYAN danışmanlığında halen yürütülmektedir. Adı geçen öğrencinin tez çalışması kapsamında Adana, Mersin, Gaziantep, Kahramanmaraş, Kayseri, Malatya İl Millî Eğitim Müdürlüklerine bağlı, Özel (İTÜ Vakfı) Adana Doğa Koleji, Özel (İTÜ Vakfı) Mersin Toroslar Doğa Koleji, Özel (İTÜ Vakfı) Gaziantep Doğa Koleji, Özel (İTÜ Vakfı) Kayseri Doğa Koleji, Özel (İTÜ Vakfı) Kahramanmaraş Doğa Koleji, Özel (İTÜ Vakfı) Malatya Doğa Kolejlerinde halen çalışmakta olan İngilizce Öğretmenlerini kapsamak üzere kopyası Ek'lerde sunulan bir anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin kurumsal mail adreslerinden onaylar online olarak alınmış olup, gerekli iznin verilmesini arz ederim.

Prof. Dr. Ünal AY  
Rektör

Ek : 3 sayfa tez etik kurul izin formu, 16 sayfa Form ve Ölçekler, 4 sayfa tez etik kurul izin onay e-postaları.

Dağıtım:

Gereği:

MİLLÎ EĞİTİM BAKANLIĞI STRATEJİ  
GELİŞTİRME BAŞKANLIĞINA  
ÖZEL (İTÜ VAKFI) ADANA DOĞA  
KOLEJİNE  
ÖZEL (İTÜ VAKFI) GAZİANTEP DOĞA  
KOLEJİNE  
ÖZEL (İTÜ VAKFI) KAHRAMANMARAŞ  
DOĞA KOLEJİNE  
ÖZEL (İTÜ VAKFI) KAYSERİ DOĞA  
KOLEJİNE  
ÖZEL (İTÜ VAKFI) MALATYA DOĞA  
KOLEJİNE  
ÖZEL (İTÜ VAKFI) MERSİN TOROSLAR  
DOĞA KOLEJİNE

Bilgi:

Adana Valiliğine  
Gaziantep Valiliğine  
Kahramanmaraş Valiliğine  
Kayseri Valiliğine  
Malatya Valiliğine  
Mersin Valiliğine

## Appendix 9. Consent Form of Research Application Permission from M.E.B.



T.C.  
MİLLÎ EĞİTİM BAKANLIĞI  
Özel Öğretim Kurumları Genel Müdürlüğü

Sayı : E-36077160-405.01-24665134  
Konu : Araştırma Uygulama İzin Talebi  
Merve ÇELİK

27.04.2021

### DAĞITIM YERLERİNE

İlgi : a) Strateji Başkanlığının 06.04.2021 tarihli ve 23732332 sayılı yazısı.  
b) Millî Eğitim Bakanlığının 21.01.2020 tarihli ve 1563890 sayılı Araştırma Uygulama İzinleri 2020/2 Nolu Genelgesi.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Anabilim Dalı Yüksek Lisans öğrencisi Merve ÇELİK'in "İngilizce Öğretmenlerinin Covid-19 Pandemi Dönemindeki Öz Yeterlilik ve Tükenmişlik Algısı" konulu araştırmasına veri sağlamak amacıyla anket çalışması yapma izin talebine ilişkin ilgi (a) yazı ve ekleri Genel Müdürlüğümüz tarafından incelenmiştir.

Araştırmanın; Genel Müdürlüğümüze bağlı öğretmen ve okul yöneticilerinin katılımı ile yapılması planlandığı ancak virüsün etkilerinden korunmak amacı ile il/ilçe, ulusal ve uluslararası düzeydeki sosyal etkinliklerin (toplantı, çalıştay, sempozyum, konferans, forum, ödül töreni, spor müsabakası, yarışma vb.) tedbiren iptal edilmesi ve yüz yüze eğitim öğretime ara verilmesi göz önüne alınarak örgün eğitimin tam olarak başlamasıyla birlikte denetimi il/ilçe millî eğitim müdürlükleri ve okul/kurum idaresinde olmak üzere, kurum faaliyetlerini aksatmadan, gönüllülük esasına göre; onaylı bir örneği Bakanlığımızda muhafaza edilen ve uygulama sırasında da mühürlü ve imzalı örnekten çoğaltılan veri toplama araçlarının ilgi (b) Genelge doğrultusunda uygulanmasına izin verilmiş olup sonucundan da Bakanlığımıza bilgi verilmesi hususunda;

Bilgilerinizi ve gereğini rica ederim.

Muammer YILDIZ  
Bakan a.  
Genel Müdür

Ek: Onaylı Veri Toplama Araçları

Dağıtım:  
Gereği:  
Çağ Üniversitesi Rektörlüğüne

Bilgi:  
Adana, Mersin, Gaziantep, K.Maraş, Kayseri, Malatya  
Valiliği (İl Millî Eğitim Müdürlüğüne)

Bu belge güvenli elektronik imza ile imzalanmıştır.

## Appendix 10. Approval Letter from Özel Adana Doğa Ortaokulu Müdürlüğü

T.C  
ÇUKUROVA KAYMAKAMLIĞI  
Özel Adana Doğa Ortaokulu Müdürlüğü

Sayı: E-23867972-044-2100000192 11.01.2021

Konu: Merve ÇELİK SUNGUR'a Ait Tez Anket izni  
Hakkında

(T.C. : )

03/03/2021

Çağ Üniversitesi,

İLGİLİ MAKAMA

E-23867972-044-2100000192 11.01.2021 tarihli yazıya itihafen ilgili yazı kapsamında adı geçen, Çağ üniversitesinde bulunan T.C. : numaralı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198044 numaralı öğrenci olan Merve ÇELİK SUNGUR' un "İngilizce Öğretmenlerinin Covid-19 Pandemi Dönemindeki Örgütsel ve Tükenmişlik Algısı" konulu tez çalışmasını tarafınıza gönderilmiş olan Etiler'de bulunan anket izni birlikte, kurumumuzdaki idari personel tarafından Adana Doğa Kolejinde halen çalışmakta bulunan İngilizce Öğretmenlerine uygulanması uygun görülmektedir.

Bilgilerinizi ve gereğini arz/rica ederim.

E-posta ile imza  
atılmıştır.  
Ferda BOZKAYA  
Okul Müdürü

## Appendix 11. Approval Letter from Özel Gaziantep Doğa Okulları Müdürlüğü

T.C.  
SAHİTKAMİL KAYMAKAMLIĞI  
Özel Gaziantep Doğa Okulları Müdürlüğü

Sayı : 199971818-405.01/10

06/04/2021

Konu : Merve ÇELİK SUNGUR'a Ait Tez Anket izni Hk.  
(T.C. )

### İLGİLİ MAKAMA

Çağ Üniversitesi,

E-23867972-044-2100000192 11.01.2021 tarihli yazıya ithafen ilgili yazı kapsamında adı geçen, Çağ Üniversitesinde bulunan T.C. numaralı İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198044 numaralı öğrenci olan Merve ÇELİK SUNGUR'un "İngilizce Öğretmenlerinin Covid-19 Pandemi Dönemindeki Özyeterlilik ve Tükenmişlik Algısı" konulu tez çalışmasını tarafımıza gönderilmiş olan Ekler'de bulunan anket izni ile birlikte, kurumumuzdaki idari personel tarafından Adana Doğa Kolejinde halen çalışmakta bulunan İngilizce Öğretmenlerine uygulanması uygun görülmektedir.

Gereğini bilgilerinize arz/rica ederim.

E-posta ile imza  
atılmıştır.  
Yunus YAPICI  
Özel Gaziantep  
Doğa Okulları Genel  
Müdürü

## Appendix 12. Approval Letter from Kayseri Doğa İlkokulu Müdürlüğü

  
**T.C.**  
**MELİKGAZİ KAYMAKAMLIĞI**  
**Özel Kayseri Doğa İlkokulu Müdürlüğü**

Sayı : 405/24  
 Konu : Merve ÇELİK SUNGUR'a ait  
 Tez Anket İzni (TC : )

05.04.2021

Çağ Üniversitesi, **İLGİLİ MAKAMA**

E-23867972-044-2100000192 11.01.2021 tarihli yazıta ihtafen ilgili yazı kapsamında adı geçen, Çağ Üniversitesinde bulunan TC. NUMARALI İngiliz Dili Eğitimi tezli yüksek lisans programında 20198044 Numaralı öğrenci olan Merve ÇELİK SUNGUR'un "İngilizce Öğretmenlerinin Covid-19 Pandemi Dönemindeki Öz Yeterlilik ve Tükenmişlik Algısı" konulu tez çalışmasını tarafımızca gönderilmiş olan yazı ekinde bulunan anket izni ile birlikte, kurumumuzdaki idari personel tarafından Kayseri Doğa Kolejinde halen çalışmakta olan İngilizce Öğretmenlerine uygulanması uygun görülmektedir.

Bilgilerinizi ve gereğini arz ederim.

E-posta ile imza  
 atılmıştır.  
 Esra ÇAL  
 Okul Müdürü

**Appendix 13. Approval Letter from Özel Kahramanmaraş Doğa Koleji Ortaokulları Müdürlüğü**

**T.C.  
KAHRAMANMARAŞ KAYMAKAMLIĞI  
Özel Kahramanmaraş Doğa Koleji Ortaokulu Müdürlüğü**

**K.Kodu :**  
**Sayı :** 405.01/  
**Konu :** (T.C. No: ) Merve ÇELİK SENGUR Hk.

08/04 2021

**T.C. ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü**

E-23867972-044-2100000192 11.01.2021 tarihli yazıya ithafen ilgili yazı kapsamında adı geçen, T.C. numarası İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198044 numaralı öğrenciniz olan Merve ÇELİK SENGUR'un "İngilizce Öğretmenlerinin Covid-19 Pandemi Dönemindeki Özyeterlilik ve Tükenmişlik Algısı" konulu tez çalışmasını tarafımıza gönderilmiş olan yazı ekinde bulunan anket izni birlikte, kurumumuzdaki idari personel tarafından Özel Kahramanmaraş Doğa Koleji'nde halen çalışmakta olan İngilizce Öğretmenlerine uygulanması uygun görülmektedir.

Bilgilerinizi ve gereğini arz/rica ederim.

E-posta ile imza  
Atılmıştır.  
Esra AĞIRGÖTÜREN  
Müdür