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# THE BURNOUT LEVELS OF ENGLISH TEACHERS WORKING IN PRIMARY SCHOOLS IN TEKİRDAĞ AND THEIR COPING STRATEGIES

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**MASTER'S THESIS**

**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

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# TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU



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İngilizce Adı : The Burnout Levels of English Teachers Working in Primary Schools in Tekirdağ and Their Coping Strategies

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Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

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# TEKİRDAĞ İLİNDE İLKOKULLARDA ÇALIŞAN İNGİLİZCE ÖĞRETMENLERİNİN TÜKENMİŞLİK DÜZEYLERİ VE BAŞA ÇIKMA STRATEJİLERİ

**(Yüksek Lisans Tezi)**

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## ÖZ

Bu çalışmanın amacı Tekirdağ ilinde ilkokullarda görev yapan İngilizce öğretmenlerinin tükenmişlik düzeylerini ve tükenmişlikle nasıl başa çıktıklarını belirlemektir. Bunun yanı sıra, öğretmenlerin tükenmişlik oranlarında birtakım demografik değişkenlere göre farklılık olup olmadığını ortaya koymak hedeflenmiştir. Söz konusu öğretmenlerin tükenmişlik oranları ile tükenmişlikle nasıl baş ettikleri arasında bir ilişki olup olmadığını ortaya koymak amaçlanmıştır. Çalışmanın hedeflerini gerçekleştirmek için nitel ve nicel araştırma yöntemlerinden faydalanılarak karma araştırma yöntemi kullanılmıştır. Öğretmen Tükenmişlik Ölçeği ve araştırmacı tarafından çok yanıtlı bir ölçeğe dönüştürülen tükenmişlikle baş etme yöntemleri araştırmada nicel verileri toplamak üzere yararlanılmıştır. Yarı-yapılandırılmış görüşme ve gözlem ise araştırmada nitel verileri toplamak üzere kullanılmıştır. 29 kişiye pilot uygulama yapılmıştır. Pilot uygulamanın sonuçları doğrultusunda ölçeklerde herhangi bir değişiklik gerekli görülmemiştir. Ölçekler 2018-2019 akademik eğitim yılında Tekirdağ ilinde ilkokullarda görev yapan 108 İngilizce öğretmenine uygulanmıştır. Öğretmen Tükenmişlik Ölçeği sonuçlarına göre, 4 farklı tükenmişlik seviyesini temsilen 20 İngilizce öğretmeniyle mülakat yapılmıştır. Mülakat yapılan İngilizce öğretmenlerinden 8 tanesi gözlemlenmiştir. Gözlemlenen öğretmenler de 4 farklı tükenmişlik seviyesini temsilen rastgele seçilmişlerdir. Toplanan verileri analiz etmek için betimsel istatistikler, tek-yönlü ANOVA, t-testi, frekans analizi, karşılaştırma tablosu kullanılmıştır. Mülakatlar ses kaydı ile kayıt edilmiş, daha sonra yazılı hale getirilmiştir. Mülakatlar Türkçe'den İngilizce'ye çevirisi yapıldıktan sonra analiz edilmiştir. Gözlem sonuçları yazılmış ve analiz edilmiştir. Araştırmadan elde edilen sonuçlara göre Tekirdağ ilinde görev yapan İngilizce öğretmenlerinin tükenmişlik oranları düşük çıkmıştır. Öğretmenlerin tükenmişlik oranlarının medeni durum ve yaşa göre değiştiği ancak eğitim

durumu, cinsiyet, haftalık ders saati, aynı okulda çalışma süresi ve öğretmenlik mesleğindeki çalışma süresine göre farklılık göstermediği bulunmuştur. Buna ek olarak, tükenmişlik düzeyi düşük olan öğretmenlerin hem duygu temelli hem de problem temelli baş etme yöntemlerini, tükenmişlik seviyesi daha yüksek olan öğretmenlere göre daha çok kullandıkları tespit edilmiştir. Ayrıca sonuçlar tükenmişlik düzeyleri yüksek olan öğretmenlerin kaçınma ve olumsuz baş etme yöntemlerini kullandıklarını gösterirken, tükenmişlik düzeyi düşük olan öğretmenlerin bunları kullanmadıklarını göstermiştir. Çalışmanın bulguları doğrultusunda, İngilizce öğretmenlerine, araştırmacılara, yöneticilere, karar verici mercilere pratik önerilerde bulunulmuştur.

Anahtar Kelimeler: Öğretmenlerde Tükenmişlik, İngilizce Öğretimi, Başa Çıkma, İlkokul
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## ABSTRACT

The aim of this study was to the define the burnout levels of English teachers working in primary schools in Tekirdağ and how they cope with burnout. Additionally, it intended to establish if a difference in the burnout levels of these teachers can be correlated with certain demographic variables. The study also intended to establish if there was a correlation between the teachers' burnout levels and their adopted coping strategies. In order to fulfil the purposes of the study, a mixed-method approach was used by utilising both quantitative and qualitative methods. The Teacher Burnout Scale and a multiple response questionnaire developed by the researcher according to the coping strategies constituted the quantitative tools of the current study. A pilot study using the questionnaire was administered to 29 teachers. According to the results of the pilot study, any changes were not found to be necessary. Then, the questionnaires were applied to 108 EFL teachers working in primary schools in Tekirdağ city in Turkey during the 2018-2019 academic year. To supplement the questionnaire, semi-structured interviews and observations were used as the qualitative tools for the study. The interviews were carried out with 20 EFL teachers. These teachers were chosen randomly from the different burnout levels. Afterwards, 8 teachers who filled in the questionnaires and were also interviewed were observed. These teachers were also chosen randomly from the different burnout levels. In order to analyse the data, statistical methods such as descriptive analysis, one-way ANOVA, t-test, frequency test and crosstabs analysis were used. The interviews were recorded, transcribed, translated and analysed. Observations were written and then analysed. According to the findings of the research, the burnout levels of the English language teachers working in primary schools in Tekirdağ was quite low. It was also found that there were some differences in burnout levels of these teachers in respect of age and marital status variables. On the other hand, no difference was found in the burnout levels of participants in respect of gender, teaching experience, the years of working at the

current school, educational status and weekly workload variables. Moreover, it was found that the teachers with low burnout levels benefited more from both palliative/emotion-focused strategies and direct action/problem-focused coping strategies than the teachers with some, substantial and severe burnout levels respectively. The results also showed that the teachers with severe and substantial burnout levels used maladaptive and escape-avoidance coping strategies while teachers with low and some burnout levels did not. With regard to the findings of the study, practical suggestions were provided for EFL teachers, administrators, researchers and policy makers.

Key Words : Teacher Burnout, English Teaching, Coping, Primary School
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Supervisor : Asst. Prof. Dr. Zekiye Müge Tavil

# TABLE OF CONTENTS

# LIST OF TABLES

# LIST OF FIGURES

# LIST OF ABBREVIATIONS

| | |
|---|---|
| ANOVA | Analysis of Variance |
| CLT | Central Limit Theorem |
| EFL | English as a Foreign Language |
| ELT | English Language Teaching |
| MEB | Milli Eğitim Bakanlığı (Ministry of Education) |
| PISA | The Programme for International Student Assessment |
| US | The United States of America |
| YL | Young Learners |

# CHAPTER I

# INTRODUCTION

This chapter introduces the overall thesis. Firstly, it offers a brief explanation of the background information to the study. Secondly, it states the problem and purpose of the study. Thirdly, it indicates why the study is significant and what its research questions are, in addition to its associated assumptions and limitations. Finally, it defines the key terms.

## 1.1. Background to the Study

The keystones of the educational system are the teachers. Efficient teachers, together with motivation are necessary to accomplish the aims of the education system. Although there has been a change in the roles of teachers who are now regarded more as facilitators, advisers and guides, ensuring student learning is still the responsibility of teachers. Teachers have to work hard and deal with many activities simultaneously, which leads them to feel exhausted, annoyed, stressed and burnt out (Abo Al-dyiar & Salem, 2013).

In other words, a teacher who has to teach a class of thirty students, cope with these students' individual and social requirements on a daily basis; discipline, impact, control, direct and change their behaviour over long hours and then face a lack of harmony and antipathy from parents, the doubt of being dismissed by administrators, and continuous danger of community budget cutbacks. A teacher who is experiencing these is at danger of burnout (Maslach, 2003).

In this respect, it is important to explain what burnout is. "Burnout is a psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job" (Maslach & Leiter, 2016, p. 103). In various studies, it has been found out that among human service workers, teachers were the ones who were the most burnt out (Maslach, Jackson, & Leiter, 1996; Pietarinen, Pyhältö, Soini, & Katariina , 2013; Schaufeli & Enzmann, 1998).

To put it in perspective, it can be said that teacher burnout is an international problem. Much research is being done on teacher burnout in Africa, Asia, Australia, Canada, Europe, the

Middle East, New Zealand, South America and the US (Rankin, 2017). According to the results of these worldwide studies, it was found that many teachers suffered from burnout. In order to obtain a better understanding of the importance of teacher burnout, presenting some research findings may be helpful. To begin with, burnout and other stress related incidents costed around $60 billion every year in the US (Wallis, 1983). Additionally, teachers leaving their jobs at or near the start of their career cost the US up to $2,200,000,000 each year (Haynes, 2014).

Further examples can be given about the consequences of teacher burnout on various societies from different research. Finland represents a good example of this. It is a country whose educational system is accepted as one of the best in the world and it is one of the most successful countries according to PISA results. Despite this fact, Kalimo and Hakanen (2000, as cited in Hakanen, Bakker, & Schaufeli, 2006) found that teachers had the highest percentages of burnout among all human service and white-collar workers in Finland. Similarly, Bauer et al. (2006) found in their study that teachers had the highest burnout level, compared to other interpersonal jobs such as physicians, nurses or social workers in Germany. They also showed that burnout levels of teachers in many European countries was between 25% and 35%.

Furthermore, there are more striking facts from this worldwide research. Germany and Finland are not the only countries where teachers are burnt out. In many other countries, teachers are leaving their jobs because of burnout. To illustrate this, 25 percent of teachers near the start of their career in the US leave their jobs within three years and 40 percent of teachers leave teaching within five years (Chang, 2009). In addition, most teachers leave their jobs before retirement (Macdonald, 1999). Not only the teachers in the US but also those in other countries such as Australia, China and England are leaving their professions early despite the differences in educational systems (Hong, 2010). Additionally, in Germany more than 90% of teachers leave their jobs before retirement and likewise, in Britain the number of teachers leaving their jobs is also higher than the ones who continue teaching (Macdonald, 1999).

There are more striking findings from various research. To illustrate this, it was found out that 5% and %20 of all US teachers experienced burnout at some time (Farber, 1991). To give another example from another context, Schøne (1999, as cited in M. Skaalvik & Skaalvik, 2011) found that 8.8 percent of teachers in Norway left their positions while 4.6 percent quited teaching and 4.2 percent changed the school that they were working in.

Furthermore, Köber, Risberg and Texmon (2005, as cited in M. Skaalvik & Skaalvik, 2011) found that 49 percent of teachers left teaching and chose to work in non-educational jobs.

According to the findings of several studies about teacher burnout in different countries, it is clear that it is an international problem. In order to solve this problem, researchers suggested some strategies for the teachers. Of interest to this study are the ones suggested for EFL teachers. Küçükoğlu (2013) and Kyriacou (2001) recommend that they travel for educational and social needs, they identify their problems both personally and academically, they spend at least one hour a week on themselves, they try to solve the problems they have identified to recognise their limits and they discuss their problems and feelings with others. Furthermore, they recommend that they have any required support, they have their job-descriptions clearly defined, they resolve financial problems, they use up more time on particular tasks and they profit from in-service training. In addition, they suggest that they follow a healthy lifestyle at home, they become aware of their limits, they plan, and they do crucial tasks first, they refrain from conflicts, they deal with problems proactively, and they relax adequately after work.

Understanding the consequences of burnout and given that teachers are necessary for the education system to function, it is important that EFL teachers working in primary schools with young learners have a good psychology, a good motivation to teach, and are not burnt out because the feelings of young learners against EFL begin to develop at an early age. Therefore, the focal point of interest of this study is to investigate if the EFL teachers working in primary schools suffer from burnout or not. If they do, finding out the burnout levels of EFL teachers working in primary schools is essential for this study. It is also aimed to find out how these teachers cope with burnout. To elaborate, the primary scope of this study is to explore the burnout levels of EFL teachers working in primary schools and how they cope with burnout, along with establishing the relationship between certain identified demographic variables and the burnout levels. It is also intended to find out if there is a relation between these teachers' burnout levels and their coping strategies. Furthermore, it is aimed to demonstrate what kind of a relation there is between burnout levels of EFL teachers working in primary schools and their ways of coping with burnout if there is such a link. Despite this research not being based on a representative sample, it is to be hoped that some of the findings from this research may be applicable to EFL teachers working at other primary schools in Turkey.

The findings of this study can help teachers, organisations and also society, in general, to

better understand the importance of teacher burnout. Furthermore, the results of this study can provide insights into how teachers feel about their profession. Moreover, this study can assist teachers with information about how to avoid and cope with teacher burnout. In addition to this, it can provide organisations with some suggestions on not only how to deal with teacher burnout but also how to prevent its existence.

The rest of the thesis is classified into six chapters. The first chapter introduces the scope of the study. The second chapter is the review of the literature part. It examines existing literature on burnout in general and teacher burnout in particular; its reasons, consequences, symptoms and coping strategies for burnout. The third chapter is about the methodology of the study and in this chapter the data collection procedure is explained, and the data is analysed. In the fourth chapter which is the results part, the findings of the study are presented. In the fifth chapter, which is the discussion part, the findings of the study are discussed. Finally, in the sixth chapter, the research is summarised, and conclusions are drawn.

### 1.2. Statement of the Problem

English is today the global language and acts as the lingua franca not only for business, political and technology environments but also for education. English is taught as a foreign language in Turkey and it is considered to be a crucial subject to learn. English has been taught from the 4$^{th}$ and 5$^{th}$ classes in primary schools in Turkey since 1997 (English Language Teaching Program for Primary and Secondary Schools, 2013) and from the 2$^{nd}$ class since 2013 (English Language Teaching Program for Primary and Secondary Schools, 2013). Learning English is important internationally because English is the global lingua franca and therefore, many countries in Europe such as Finland, Norway, Italy, and in Asia such as Turkey, China, India, etc. have changed their policies of education to include English as a compulsory subject in primary schools (Gursoy, Korkmaz, & Damar, 2017). Together with the world turning into a bi/multilingual society rapidly, early language learning enables children's holistic development and they develop a positive attitude towards foreign languages in their formative years.

There are many other benefits of foreign language learning as a young learner. To begin with, it is understood in a natural way by young learners (YLs) that language is used to explore, to have fun and to play with. Furthermore, YLs have low emotional filters and less anxiety. They also have more time to learn languages and they are more able to have a better

pronunciation. Learning English language can be very useful because it allows YLs to develop cognitive, linguistic and socio-emotional abilities and multicultural comprehension and identity. Finally, learning another language encourages creativity and flexibility of the minds of young children and also fosters their critical thinking abilities (Gursoy et al., 2017).

Despite this fact, it is true that English language learning and teaching is still not up to the mark in Turkey. There are people who have been learning English at schools for a long time but still cannot communicate in the desired way even in the simple conversations if they do not go to private language schools or if they do not go to a country where only English is spoken (Kızıldağ, 2009). There are many possible reasons for it such as the teachers themselves, students, the learning experience, the teaching methods, motivation, the teaching environment, society, the economic situation and so on.

Considering the situation mentioned above, it can be said that it is important to learn and teach English in Turkey. In this English learning and teaching context, the teacher is one of the most important factors. In primary schools, especially EFL teachers are crucial because as the students begin to learn English, the experience with the teachers will shape their first impressions of English. For that reason, it is important that teachers not only have a good academic background, but also have a high degree of motivation and are in a good place psychologically.

However, according to many researches, it is found that teachers, along with other service workers such as police officers, nurses, and doctors are among those suffering the most from burnout (Schwab, Jackson, & Schuler, 1986). Therefore, it is crucial to know what burnout is before explaining its outcomes.

Burnout is a work associated syndrome and commonly experienced by people working in the service sector. In other words, people working face to face with other people in need of support, experience burnout. It is commonly characterized by emotional exhaustion, withdrawal from, and cynicism towards the service recipients and a feeling of unaccomplishment (Farber, 1991). Burnout is a three-dimensional concept and consists of feelings of exhaustion, depersonalization, and unaccomplishment. Owing to the stress of the demands of the job and feelings of unaccomplishment, exhaustion occurs as the most noticeable reaction to that situation. Because people feel cynical, they take an unfriendly, detached, depersonalized position towards their work and the people they communicate with through their work. They are likely to reduce their participation at work, and moreover, they neglect their ideals. They feel ineffective and unsuccessful and these feelings coexist

together with the feelings of inadequacy. The world is regarded as working against their attempts to succeed (Friedman, 2000).

In other words, people generally experience burnout as a result of working in a stressful work situation. As a consequence of their stressful work, teachers generally experience burnout (Küçükoğlu, 2013). There are some reasons for teacher burnout such as role conflict, role ambiguity, low salary, work overload, poor classroom environment, low decision-making power, little support from peers and superiors, rewards and punishments, gender, age, grade level taught, type of the client worked for, personal expectations about the job and the personality characteristics of the person and so on (Byrne, 1994).

Teaching has turned out to be a stressful job because of the factors in the classroom. It is expected that teachers will help to eradicate the sicknesses in the society and prepare the students for life ahead in a complicated, technological society. However, they are expected to carry these great responsibilities for meagre salaries. As a result of the circumstances of the job as a teacher, a lot of teachers say that they harbour more negative feelings not only for themselves but also for their profession and for their students than before becoming a teacher. Such teachers are prone to chronic feelings of emotional exhaustion and fatigue, unfriendly attitudes toward students and the absence of emotions of accomplishment on the job (Schwab et al., 1986).

Despite all these stressful conditions, teachers try to get rid of burnout by using some burnout coping strategies. Researchers have classified and suggested different teacher burnout coping strategies from time to time.

To begin with, Seidmann & Zager (1991) classified coping behaviors into two: adaptive and maladaptive coping behaviors. Besides, Laugaa et al. (2008) found out four coping strategies which are the need to communicate, problem-centered coping, avoidance coping and having a traditional style of teaching. On the other hand, Kyriacou (2001) categorized coping strategies into direct action and palliative techniques. Moreover, Küçükoğlu (2013) offered direct action and tentative techniques. Consequently, it can be said that teachers make use of various strategies to deal with work-related stress and burnout.

In short, teacher burnout is a topic which should be given importance because it influences not only teachers but also learners (Küçükoğlu, 2013). It affects also the families they interact with, the school in which they work, and in short it affects the education system and in the end the society.

There are many studies about teachers' burnout, the reasons for and the level of teacher

burnout, and the consequences of teacher burnout. However, there are not many studies about how teachers cope with burnout. To begin with, with respect to research carried out about burnout in the EFL context in Turkey, (Atila, 2014; Cephe, 2010; Ceylan, 2015; Demirel, 2014; Gökçe, 2010; Güneş, 2014; Güven, 2010; Karaburun, 2014; Khezerlou, 2012; Kurtoğlu, 2011; Özgür, 2007; Uğuz, 2016), it can be said that all these studies do not deal with how teachers cope with burnout. They did not look for the correlation between EFL primary school teachers' burnout level and how they cope with it. Moreover, they were not conducted in a primary school context.

In short, the studies mentioned above did not cover burnout coping strategies. The most related studies that combine burnout and burnout coping strategies carried out in Turkey are only a few (Bağçeci & Hamamcı, 2012; Gazimihal, 2016; Tozduman, 2016; Tümkaya, 1996). Among these studies, however none of them is about EFL teachers working in primary schools. Moreover, they used different scales, different methodology and had contradictory findings. Furthermore, the studies (Bağçeci & Hamamcı, 2012; Tozduman, 2016; Tümkaya, 1996) which investigated the correlation between burnout and burnout coping strategies lack EFL context and more specifically EFL teachers working in primary schools. The one that was conducted in EFL context (Gazimihal, 2016) did not investigate the relationship between EFL teachers' burnout levels and how they cope with burnout. The study of Gazimihal (2016) investigated only 'self-talk' as a coping strategy rather than the other coping strategies.

When it comes to studies abroad, there are also many studies about teacher burnout. Some of them are about the levels of teacher burnout and the reasons, etc., while the others are about the consequences and so on. However, there are not many studies concentrating on how teachers cope with burnout. Moreover, there are not many studies concentrating especially on the burnout levels of teachers and their coping strategies. The studies that researched this link (Akbari & Eghtesadi, 2017; Antoniou, Ploumpi, & Ntalla, 2013; Chan & Hui, 1995; Christopher J., 2009; Jenaro, Flores, & Arias, 2007; Jiang, Du, & Dong, 2017; Lou & Chen, 2016; Mohamed & Abed, 2017; Seidmann & Zager, 1991) used different methodologies and different scales and came up with different findings. In addition, they were carried out in different countries. Among these studies, one of them (Jenaro et al., 2007) was not even about teachers, it was about human service workers. The only one (Lou & Chen, 2016) dealing with the EFL context did not look for the link between burnout and how teachers deal with it. Therefore, it is important to carry out a research in the context of Turkey.

Despite the fact that these studies are about teacher burnout and their coping strategies in respect of burnout, they are carried out in the context of different countries. Research carried out in a different cultural context may have different results because every country has its own educational and cultural systems. Moreover, none of them deals with the burnout levels of EFL teachers working in primary schools. Therefore, it is important to carry out the current research and, in this study, it is aimed to fill this gap.

All in all, it can be said that all these studies lack one or more things that necessitates this study. Although there are many studies done about teacher burnout, some of them studied the reasons and consequences, and others studied only the level of teacher burnout, there are not any studies showing the burnout level of EFL teachers working in primary schools in Turkey, how they cope with burnout and the relation between the two. Since teacher burnout affects not only teachers but also learners, the families they interact with, school, education and society, it is crucial to know the burnout level of EFL teachers working in primary schools because as mentioned before, students get to know English for the first time there and their feelings about learning English start to develop there. Moreover, it is also crucial to show the link between some variables and teacher burnout levels, if there is any. Furthermore, there are not enough studies showing how teachers cope with burnout and the link between the level of teacher burnout and burnout coping strategies. It is also important to show how teachers cope with burnout to find better remedies for the future and to avoid burnout.

### 1.3. Aim of the Study

The aim of this study is to indicate the burnout levels of English teachers working in primary schools in Tekirdağ and to detect how they cope with burnout. These questions are going to be answered in this study:

1. What is the burnout level of EFL teachers working in primary schools in Tekirdağ?

2. Is there a significant difference in burnout levels of EFL teachers working in primary schools in Tekirdağ according to some demographic variables?

    a. Is there a significant difference in burnout levels of EFL teachers working in primary schools in Tekirdağ according to their gender?

    b. Is there a significant difference in burnout levels of EFL teachers working in primary schools in Tekirdağ according to their marital status?

c. Is there a significant difference in burnout levels of EFL teachers working in primary schools in Tekirdağ according to their years spent teaching?

d. Is there a significant difference in burnout levels of EFL teachers working in primary schools in Tekirdağ according to their ages?

e. Is there a significant difference in burnout levels of EFL teachers working in primary schools in Tekirdağ according to their years of working at the current school?

f. Is there a significant difference in burnout levels of EFL teachers working in primary schools in Tekirdağ according to their weekly teaching hours?

g. Is there a significant difference in burnout levels of EFL teachers working in primary schools in Tekirdağ according to their educational background?

3. How do EFL teachers working in primary schools in Tekirdağ deal with teacher burnout?

4. Is there a relationship between burnout levels of EFL teachers working in primary schools in Tekirdağ and their burnout coping strategies?

To sum up, the purpose of the present study, is to determine the level of teacher burnout of EFL teachers working in primary schools in Tekirdağ and to determine the possible effects of demographic variables which are gender, age, educational status, teaching experience, marital status, weekly workload and the duration of working at the same school on teacher burnout. Moreover, it is also aimed to find out whether there is a specific way of coping with burnout among these teachers. If there is, finding out these strategies is also the goal of the study. Lastly, it is also intended to show if there is a relationship between burnout levels of these teachers and their burnout coping strategies.

### 1.4. Significance of the Study

Burnout is a very popular academic subject and there are thousands of publications, many congresses and symposia about this topic. It is estimated that there are more than 6000 books, chapters, dissertations, journal articles on this topic (Schaufeli, Leiter, & Maslach, 2009). According to Google Scholar, there were 75.000 scientific publications and according to PsycInfo in March 2017, there were 10.000 scientific publications about burnout (Schaufeli, 2017). This shows the importance of the topic.

Studies that have been done about teacher burnout have already showed the importance of teacher burnout not only for the teachers but also for the learners, families and the

community. Since the teachers are very important in the school environment, not only teachers but also students, families and in general society are affected by teacher burnout and ways of dealing with it. For that reason, knowing if the teacher suffers from burnout or not, and if he/she does, knowing the level of it is important. Furthermore, it is vital to know what teachers do to cope with it and the relation between burnout and coping strategies, to provide a more successful and healthier learning and teaching environment and a better society in general.

When it comes to another point of the current study; that is the EFL context, it can be said that teaching English in primary schools is very important because young learners get to know English and their motivation to learn English is built up there. In this respect, having an EFL teacher not only with a good education and skills but also without psychological problems is important. For that reason, knowing if EFL teachers working in primary schools suffer from burnout or not and what they do in order to cope with it is important. That is why EFL teachers working in primary schools should be taken into consideration and researched.

In addition to this, another reason that makes this study necessary and important is the shortage of studies which unite burnout and how teachers cope with burnout. Even though there are studies (Abo Al-dyiar & Salem, 2013; Akbari & Eghtesadi, 2017; Al-dyiar & Salem, 2013; Antoniou, Ploumpi, & Ntalla, 2013; Bağçeci & Hamamcı, 2012; Chan & Hui, 1995; Christopher J. , 2009; Gazimihal, 2016; Jenaro, Flores, & Arias, 2007; Jiang, Du, & Dong, 2017; Lou & Chen, 2016; Mohamed & Abed, 2017; Seidmann & Zager, 1991; Tozduman, 2016; Tümkaya, 1996) which combine both of them, none of these studies is about burnout of EFL teachers working in primary schools and how they cope with burnout. For that reason, additional research explaining the relation between burnout and how these teachers cope with burnout is significant and necessary.

In addition to the scarcity of research involving both teacher burnout and how teachers cope with burnout, the research that has been done in other cultural contexts, in other countries with different participants (Abo Al-dyiar & Salem, 2013; Admiraal, Korthagen, & Wubbels, 2010; Akbari & Eghtesadi, 2017; Al-dyiar & Salem, 2013; Antoniou et al., 2013; Chan & Hui, 1995; Christopher, 2009; Jenaro et al., 2007; Jiang et al., 2017; Lou & Chen, 2016; Mohamed & Abed, 2017; Seidmann & Zager, 1991; Yong & Yue, 2007) had different contradictory findings and results. Also, they all suggested that future research be carried out in respect of the topic. Moreover, they did not consider EFL teachers working in primary schools. In this respect, this study aims to fill in this gap.

Since the studies done in other countries have different, contradictory findings, it makes it important to carry a research about EFL teachers working in primary schools in the context of Turkey. When it comes to the research that is carried out in Turkey (Bağçeci & Hamamcı, 2012; Tozduman, 2016; Tümkaya, 1996), these studies used different methods, different instruments. Moreover, they lacked the EFL teacher context. For that reason, it is important to examine burnout levels of EFL teachers' working in primary schools and how they cope with burnout.

Although there is one more study about this topic which is the study of Gazimihal (2016), 'self-talk' as a coping strategy was the main focus of the study. Burnout levels and the relation between coping strategies and burnout levels were neglected. In addition, EFL teachers working in primary schools were also missing, making this research significant.

To be more concise, the research on teachers' burnout level has been carried out but there are not any studies measuring the burnout level of EFL teachers working in primary schools. Reading the previous studies, it has been realised that burnout level of EFL teachers working in primary schools has been neglected. Moreover, measuring these teachers' burnout level according to some demographic variables such as age, teaching experience, the years of working at the current school, educational background, marital status, weekly teaching hours and gender has also been neglected in Turkey. Furthermore, there are not any studies concerning how EFL teachers working in primary schools deal with burnout. Last but not least, there are not enough studies about the relationship between their coping strategies and their burnout levels. Therefore, this study focuses on this absence in the field. With the help of this study, it is expected to give insights about the burnout levels of EFL teachers working in primary schools, their burnout levels according to some demographic variables, their coping strategies, and the relation between their coping strategies and their burnout level.

Thus, it can be very beneficial for research in this area to find out the burnout levels of EFL teachers working in primary schools and to show their burnout levels in relation to some demographic variables and to report on their coping strategies, and last but not the least, the relation between their coping strategies and their burnout levels. Moreover, those in education system can benefit from the results of the study to increase their knowledge about EFL primary school teachers' burnout levels in Turkey and the differences in burnout levels according to some demographic variables and how they cope with burnout. Lastly, it can offer strategies and ideas to the teachers, institutions and government on how to cope with teacher burnout, especially EFL teachers' burnout.

In conclusion, this research is possibly among the first examples of research which studies burnout levels of EFL teachers working in primary schools, their burnout levels according to some demographic variables, their ways of coping with burnout, and the relation between their ways of dealing with burnout and their burnout levels.

### 1.5. Assumptions

1. All the participants in the study participate in the survey willingly, honestly, voluntarily and with full motivation.

2. The methods are appropriate for gathering data on the burnout levels of EFL teachers and on how they deal with burnout.

3. The instruments measure the burnout levels of EFL teachers and how they cope with burnout fairly.

### 1.6. Limitations

There are not any studies without limitations. This study, besides the assumptions above, has some limitations which could have an effect on the reliability and validity of the results. The limitations are listed below:

1. The study was carried out during the 2018-2019 academic year, so the results may not be applicable to other academic years.
2. The number of the participants is another limitation. The sample group is limited to Tekirdağ.
3. Questionnaires together with interviews consist of a lot of questions. Therefore, participants may be reluctant or bored while answering them and may not give truthful or detailed responses.
4. The observation is based on the personal views of the researcher of this study which can be different for different researchers.

### 1.7. Definitions

Burnout: “A psychological syndrome of exhaustion, cynicism, and inefficacy, which is experienced in response to chronic job stressors” (Maslach & Leiter, Burnout, 2007).

Coping: “those changing cognitive and behavioural efforts developed for managing the specific external and/or internal demands judged as exceeding or surpassing the individual’s

own resources" (Lazarus & Folkman, 1984, p. 141).

Cynicism: "A negative, callous, or excessively detached response to various aspects of the job" (Maslach & Leiter, Burnout, 2007).

Teacher-burnout: The experience of long-term exhaustion and loss of interest and motivation in teaching.

# CHAPTER II

# REVIEW OF LITERATURE

This chapter gives some insights into burnout, teacher burnout, and burnout coping strategies and the relation between them in order to present the background of the study. A more detailed look at each concept is included under each heading.

In this section, it is aimed to give background information on the themes and topics of the study. These will be shortly explained and discussed under these titles: Burnout, The Dimensions of Burnout, The Reasons for Burnout, The Symptoms of Burnout, The Consequences of Burnout, Teacher Burnout, The Dimensions of Teacher Burnout, The Reasons for Teacher Burnout, The Symptoms of Teacher Burnout, The Consequences of Teacher Burnout and The Coping Strategies.

## 2.1. Burnout

Although in the early 1960's, the term burnout was first used in the novel 'A Burnt-Out Case' by Graham Greene, describing the protagonist's suffering from burnout, Bradley was the first to talk about the burnout in psychological terms in 1969 which people working to help other people experience. He suggested that there should be a new organisational structure to defuse the effects of staff burnout among officers working in the probation service. Despite this, Herbert Freudenberger is generally thought to be the first one to introduce the term burnout in the social sciences. According to him, burnout is a nonstop and serious occupational danger which professionals working in hard conditions in various institutions face (Freudenberger, 1974). Moreover, according to him and his colleague, burnout is where people are worn down and have no more energy (Freudenberger & North, 1985, as cited in Duatepe & Çıkla, 2004).

Freudenberger took the term of burnout from the use of an unlawful drugs setting. It was related to the destructive impact of chronic drug misuse. He benefited from the term used to define the day by day emotional exhaustion, loss of motivation, and diminished commitment

amongst the volunteers of the St Mark's Free Clinic in New York's East Village while he was working as a consultant psychiatrist. Since Freudenberger himself had also experienced burnout twice, his experience increased the reliability of his message in respect of burnout. His writings about burnout were strongly about his experiences (Schaufeli et al., 2009). Despite the fact that burnout was a term which was associated with Freudenberger (1973) to show the physical and psychological burnout of health care workers, this term was then mostly related to service professionals such as teachers, nurses, social workers, police officers, physicians, therapists and so on (Byrne, 1994).

Therefore, burnout was accepted as something to be experienced by service workers. To illustrate, Farber (1991) defined burnout as a syndrome occurring mostly in people working face to face with service takers who ask for help and is made up of emotional exhaustion, the desire to stay away from clients and having a hostile attitude towards them and a feeling of unaccomplishment.

In other words, people working at human services and educational institutions have to spend quite a lot of time in intense interaction with other people and most of the time this interaction is based on the clients' current problems which can be psychological, social or physical and because of this, the interaction is full of feelings of anger, embarrassment, fear or despair. As a result of this situation, people working with other people in these situations can experience the chronic stress which leads to burnout in the end (Maslach, Jackson, & Leiter, 1997). Thus, working with other people causes the service workers to experience stress and burnout and affects their psychology negatively.

To elaborate, burnout has been connected to a decrease in psychological and physical well-being and it is the reason for various problematic behaviour on the job and in the home as well. Many social professionals working with other people exhibit burnout. In addition to this, people working in public and private companies experience distress, demotivation and burnout (Lens & Jesus, 1999).

Moreover, another important researcher about the topic of burnout Cherniss also contributed to the description of burnout. According to Cherniss (1980), burnout is a typical reply to job stress, and it diminishes the motivation and efficiency of many workers working in the human service sectors.

At the beginning, burnout was mostly related to the human services and one of the most accepted definition of burnout is: "Burnout is a psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among

individuals who work with people in some capacity" (Maslach et al., 1997, p. 2). In short, burnout was expected to affect people who work with other people.

However, by the late 1980s, researchers and practitioners began to recognise that burnout occurred outside the human services, for instance, among managers, entrepreneurs, and so on. Thus, the burnout metaphor was extended from the intense requirements of client service to other work requiring creativity, problem solving, or mentoring (Schaufeli et al., 2009). In this more general form, burnout was defined as "a state of exhaustion in which one is cynical about the value of one's occupation and doubtful of one's capacity to perform" (Maslach et al., 1996, p. 20). Thus, burnout was related not only to those working in human services but also outside human services.

Burnout is a constant, negative, work-associated state of mind in "normal" people and it is mainly characterized by fatigue, distress, a feeling of reduced accomplishment, reduced motivation, and of unsound mind attitudes and behaviours at work. This psychological state of being develops little by little, but the person involved does not notice it for a long time. It is caused by a misfit between aims and reality at the job. Burnout continues and lasts for a long time because of insufficient coping strategies that are related with the syndrome. Schaufeli and Enzmann (1998).

As exemplified by some researchers, some metaphors were used to make the understanding of burnout clearer. For example, Schaufeli et al. (2009) used a metaphor of the smothering fire or the putting out of a candle to describe burnout. It signals that if there are not enough resources to keep the fire burning, the fire cannot continue burning. Burnt out employees are not able to contribute effectively. If they go on working, the consequence is more similar to burning sluggishly than normal burning. They succeed less according to themselves or according to others. "In summary, the metaphor describes the exhaustion of employees' capacity to maintain an intense involvement that has a meaningful impact at work" (Schaufeli et al., 2009, p. 205).

In addition, Pines and Aronson (1988, as cited in Duatepe & Çıkla, 2004) supported the idea that burnout is conventionally described and individually experienced as a condition of bodily, emotional and mental exhaustion and burnout is the result of taking part in emotionally challenging situations for a long-time. Therefore, it can be inferred that anyone who has emotionally difficult experiences for a long time can suffer from burnout.

In addition, Friedman (2000) claimed "Burnout usually is conceptualized as a work-related syndrome stemming from the individual's perception of a significant gap between

expectations of successful professional performance and an observed, far less satisfying reality" (p. 595). In this respect, burnout is restricted to work context.

Gündüz (2004, as cited in Baran et al., 2010) contributed to the definition of burnout and defined burnout. According to him, burnout is feeling tired, dull, demoralized, dissatisfied, incapable, aged, insensitive, less joy of living, less motivated in occupation since the job itself requires face to face communication and demands too much from the employee. In other words, burnout refers to negative results related with chronic job stress and people working with other people are likely to experience it. Therefore, it is not only associated with people working any particular human service (Buck 2006, as cited in Küçükoğlu, 2013).

Instead of regarding burnout as a response to a specific stressful situation, researchers are regarding burnout as a process which comes into being little by little over a period of time (Greenglass, Fiksenbaum, & Burke, 1994). Schwab et al. (1986) described burnout as "a psychological process -series of attitudinal and emotional reactions- that an employee goes through as a result of job-related and personal experiences" (p. 14). In this respect, burnout occurs after a period of time.

"Burnout is 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 et al., 1997, p. 192). Maslach (1993) defined burnout in a multi-dimensional model which are emotional exhaustion, depersonalization and reduced personal accomplishment as mentioned before. These dimensions of the burnout are explained in the following part.

### 2.2. The Dimensions of Burnout

Maslach & Leiter (2016, p. 103) explained burnout as "a psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job". The three main dimensions of this which are emotional exhaustion, depersonalisation and reduced personal accomplishment have importance because it definitely puts the experience of personal stress within the social setting and includes the person's image of both self and other people. These three dimensions of burnout which are emotional exhaustion, depersonalization and reduced personal accomplishment are explained in detail.

### 2.2.1. Emotional Exhaustion

Maslach & Leiter (2016, p. 103) suggested a synonym for emotional exhaustion by saying "the exhaustion dimension was also described as wearing out, loss of energy, depletion, debilitation, and fatigue". Exhaustion is the center of burnout and the most apparent manifestation of burnout. When people say that they or others suffer from burnout, they usually mean that they experience exhaustion. Among three dimensions of burnout, exhaustion is mostly reported and assessed (Shirom 1988, as cited in Maslach, Schaufeli, & Leiter, 2001).

According to Lee and Ashforth (1990) **"**Emotional exhaustion was predicted to be associated with psychological and physiological strain" (p. 744). Schwab et al. (1986) claimed that feeling emotionally exhausted from one's work is the first signal of burnout. Although the exhaustion is a required standard for burnout, it is not enough. If one concentrated only on exhaustion, one would not get the complete meaning of burnout (Maslach et al., 2001). Thus, in order to talk about burnout, exhaustion is not enough. The two other dimensions are also necessary.

According to Friedman (2000), "Exhaustion has been identified as the most salient reaction to the stress of job demands and sense of unaccomplishment at work" (p. 595). Although being emotionally exhausted may be unexpected for the person who were before very interested, and idealistic in respect of their jobs, the administrators can regard the situation of these people as a normal consequence of too much work (Schwab et al., 1986).

Furthermore, Duatepe & Çıkla (2004) contributed to the explanation of exhaustion by saying "Emotional exhaustion indicates the feelings of over-extension and exhaustion caused by daily work pressures, and conflicts with colleagues" (p. 55).

According to Maslach et al. (2001, p. 403) exhaustion represents the burnout's stress dimension but it does not capture the critical elements of connection people have with their work. Exhaustion is not simply experienced, instead, in order to deal with the work overloaded it prompts actions to keep oneself emotionally and cognitively away from one's work. Within human services, a service provider can be exhausted to meet the needs of service recipients because of the emotional requirements of the work.

In addition, Zhang & Sapp (2008) supported the idea that emotional exhaustion is the consequence of particular feelings such as annoyance, depression and discontentedness. In short, the term exhaustion signifies the basic personal stress aspect of burnout (Maslach et

al., 2001). Emotional resources are consumed so much that people feel that they cannot help themselves psychologically (Maslach et al., 1997).

### 2.2.2 Depersonalization

Depersonalization involves people who work with other people having unfriendly and hostile attitudes and emotions about the people who they serve. These thoughts can involve people regarding their clients as people who deserve what they experience (Ryan, 1971, as cited in Maslach et al., 1997). The depersonalization dimension is also called cynicism (Maslach & Leiter, 2016).

Depersonalization is an effort to keep away from service recipients by deliberately ignoring the qualities which make them special and engaging people. Their requirements are more manageable when they are regarded as impersonal things of one's work. People utilize cognitive distancing outside of the human services, by behaving indifferently and in a cynical manner when they are exhausted and discouraged. Distancing is such an instant response to exhaustion that a powerful connection from exhaustion to cynicism (depersonalization) is regularly discovered in burnout studies across a broad spectrum of organisational and occupational settings (Maslach et al., 2001, p. 403).

According to Lee & Ashforth (1990), depersonalization is equivalent to the concept of coping. They explained it in more detail by saying that depersonalization is equal to coping; through depersonalization, the person tries to stabilize the depletion of emotional energy by behaving others as objects or figures instead of individuals. Depersonalization is one type of defensive behaviour identified as reactive and protective actions aimed at avoiding an unwanted demand or reducing perceived threats. For this reason, depersonalization was anticipated to be related with psychological strain and with escape as a coping method.

In short, depersonalization is "the development of negative attitudes and impersonal responses towards the people with whom one works" (Duatepe & Çıkla, 2004, p. 55). Similarly, according to Zhang & Sapp (2008), depersonalization includes behaving towards them as if they were objects or animals instead of people. All in all, it can be inferred that depersonalization involves having a negative attitude towards the people that they serve or work with.

### 2.2.3. Reduced Personal Accomplishment

Reduced personal accomplishment has also been called the inefficacy dimension and was also defined as diminished productivity or capability, low motivation, and not being able to deal with things (Maslach & Leiter, 2016). In other words, reduced personal accomplishment means an inclination to regard oneself negatively, especially regarding one's work with clients. Workers may experience unhappiness about themselves. Moreover, they may not take pleasure in what they accomplish in their jobs (Maslach et al., 1997). They are not satisfied with their jobs anymore.

A feeling of low personal accomplishment develops as a process. At the beginning of their careers, many people have high expectations and would like to be useful to their employer and to society. However, after a year or two on the job, they start to be aware of the fact that they are not fulfilling these expectations (Schwab et al., 1986). Thus, they experience reduced personal accomplishment dimension of burnout.

The link between reduced personal accomplishment (inefficacy) and the other two aspects of burnout is somewhat complicated. In some cases, it seems to be a function of exhaustion or cynicism or a mixture of the two in some extent. It is probable that a working condition with chronic, overwhelming requirements that add to exhaustion and cynicism will damage one's feeling of effectiveness. Moreover, exhaustion or depersonalization prevents effectiveness because it is hard to have a feeling of accomplishment when they feel exhausted or when they are indifferent toward the people that they help. However, reduced personal accomplishment develop at the same time with the other two burnout dimensions instead of sequentially. The absence of efficacy seems to emerge more obviously from an absence of appropriate resources, while exhaustion and cynicism arise from the existence of work overload and social conflict (Maslach et al., 2001).

Personal accomplishment refers to an aspect of self-efficacy and therefore, related to adjustment to the challenging situations. Personal accomplishment was anticipated to be strongly related with the use of control as a coping strategy and with self-appraisal of performance. It is also negatively related with a sense of helplessness (Lee & Ashforth, 1990).

In short, reduced personal accomplishment involves losing self-efficacy, and the habit of valuing the self negatively (Maslach, 2003). Therefore, in order to better understand burnout, the symptoms of burnout are explained below.

### 2.3. Symptoms of Burnout

Researchers have described and categorised the signs of burnout variously. To begin with, according to Freudenberger (1986), the signs of burnout can be categorised into three, which are physical, mental, behavioural and/or emotional. Firstly, the physical signs of burnout are "sleeplessness, psychosomatic complaints, colds and coughs that linger, chronic fatigue, headaches, backaches and skin conditions (such as acne, hives, eczema and possible reactions). Further, indications may be of a gastrointestinal and cardiovascular nature" (Freudenberger, 1986, p. 247). Kaçmaz (2005) contributed to this by adding tiredness, feeling exhausted, loss of energy, gastrointestinal problems, coronary heart related problems, weight loss and difficulty in breathing as physical signs of burnout.

Secondly, the person having behavioural signs of burnout is according to Freudenberger (1986) "a blamer and a critic of almost all that occurs in the facility" (p. 247). To be more explicit, not being able to be patient, getting easily annoyed, losing self-control either at work or in private life, not being able to tolerate issues which did not use to bother them before can be very frequent occurrences and can be given as examples of behavioural signs. The burnt-out person often mentions feeling overloaded and begins to find others guilty for things that do not go right (Freudenberger, 1986). Furthermore, making mistakes, postponing something or not completing it for a time, going to work late, not going to work without permission or not going to work because of illness, a tendency of abandoning work, a deterioration of service quality, a deterioration of relationships in and outside the work, an increase in accidents and injuries, showing a cynical attitude towards colleagues, the work, and the people they serve, being interested in other things instead of work, losing interest in the institution in which they work are other behavioural symptoms.

Lastly, emotional signs of burnout are emotional exhaustion, a chronic state of anger, getting angry easily, a lowering of cognitive skills, feelings of disappointment, anxiety, discomfort, a depressed mood, feeling impatient, feelings of loss self-esteem, feeling insignificant, being extremely sensitive to criticism, not being able to make decisions, apathy and feelings of meaningless and hopelessness (Kaçmaz, 2005).

On the other hand, Schaufeli and Enzmann (1998) suggested 132 symptoms of burnout and classified these symptoms under five headings which are affective, cognitive, physical, behavioural and motivational. They later reorganized them under the headings of individual and interpersonal and organisational levels. These can be seen in the tables numbered 1, 2 and 3. Table 1 shows burnout symptoms at an individual level. Table 2 depicts burnout

symptoms at an interpersonal level and Table 3 shows burnout symptoms at an organisational level.

Schaufeli & Bunk (2003) used the same categorisation as Schaufeli and Enzmann (1998) and they also classified signs of burnout as affective, cognitive, physical, behavioural and motivational. To begin with, affective signs are feeling unhappy and feeling blue and anxiety. Cognitive signs are emotions such as not feeling hopeful, powerful and protected, having a low self-esteem in job related issues, having memory and attention problems, all signs of destruction of cognitive skills, being negative and pessimistic and having less empathy. Lastly, not relying on and making unfavourable judgements about management, colleagues and directors are also some of the cognitive signs. Physical signs are usually suffering from flu, having cortisol and cholesterol in high percentages and coronary heart sickness. Behavioural signs are the harmful use of substances such as drugs, alcohol, not going to work, changing jobs and not performing well at work. Finally, motivational signs are being less or not enthusiastic, uninterested, unidealistic, disappointed. Having conflicts with people and keeping away both physically and mentally are also some motivational signs.

Schaufeli & Buunk (2003) found the difference between symptoms and consequences unnecessary, they used the word ‘manifestation’ instead of signs or symptoms and consequences in order to involve both the symptoms and the consequences of burnout.

Table 1

*The Symptoms of Burnout at an Individual Level*

| Affective | Cognitive | Physical | Behavioral | Motivational |
|---|---|---|---|---|
| depressed mood | helplessness | Headaches | Hyperactivity | loss of zeal |
| Tearfulness | loss of meaning and hope | Dizziness | impulsivity | loss of idealism |
| emotional exhaustion | fear of 'going crazy' | restlessness | procrastination | disillusionment |
| changing moods | feelings of powerlessness and impotence | nervous tics, increased electro dermal response | increased overconsumption of stimulants | resignation |
| decreased emotional control | feelings of being 'trapped | high level of serum cholesterol | over and under eating | disappointment |
| undefined fears | sense of failure | increased pre-menstrual tension | high risk-taking behaviours | boredom |
| increased tension | feelings of insufficiency and guilt | sleep disturbances | increased accidents | demoralisation |
| Anxiety | poor self-esteem and loneliness | sudden loss or gains of weight | abandonment of recreational activities | |
| | diminished frustration tolerance | shortness of breath | compulsive complaining | |
| | suicidal ideas | sexual problems | | |
| | inability to concentrate | missed menstrual cycles | | |
| | forgetfulness | chronic fatigue | | |
| | difficulty with complex tasks | hyperventilation | | |
| | rigidity and schematic thinking | gastrointestinal disorders and muscle pains | | |
| | difficulties in decision making | coronary disease | | |
| | daydreaming and fantasizing | frequent prolonged colds | | |
| | intellectualisation | high blood pressure | | |

Three types of employee burnout symptoms have been proposed by Schaufeli and Enzmann (1998, p. 21)

Table 2

*The Symptoms of Burnout at an Interpersonal Level*

| Affective | Cognitive | Physical | Motivational | Behavioral |
|---|---|---|---|---|
| Irritability | air of grandiosity | | violent outbursts | loss of interest |
| oversensitivity | negativism with respect to recipients | | propensity for violent and aggressive behaviour | discouragement |
| coolness and lack of emotion, | lessened cognitive empathy with recipients | | aggressiveness towards recipients | indifference with respect to recipients |
| lessened emotional empathy with recipients | cynical and dehumanising perception of recipients | | interpersonal, marital family conflicts | using recipients to meet personal and social needs |
| increased anger | labelling recipients in derogatory ways, | | compartmentalization | over involvement |
| | "blaming the victim" | | social isolation and withdrawal | jealousy |
| | stereotyping of recipients | | detachment with respect to recipients | |
| | air of righteousness | | responding to recipients in mechanical manner | |
| | "martyrdom", | | isolation or over bonding from | |
| | hostility, suspicion | | other staff | |
| | projection, paranoia | | sick humour aimed at recipients | |
| | | | expression of hopelessness | |
| | | | helplessness and meaningless towards recipients | |
| | | | using distancing devices | |

Three types of employee burnout symptoms have been proposed by Schaufeli and Enzmann (1998, p. 21)

Table 3

*The Symptoms of Burnout at an Organisational Level*

| Affective | Cognitive | Physical | Motivational | Behavioral |
|---|---|---|---|---|
| job dissatisfaction | cynicism about work role | | reduced effectiveness, poor work performance | loss of work motivation |
| | distrust in management, peers and supervisors | | poor time management | resistance to go to work |
| | feelings of not being appreciated | | declined productivity, resistance to change | dampening of work initiative |
| | | | tardiness | low morale |
| | | | turnover | |
| | | | increased sick-leave | |
| | | | absenteeism | |
| | | | theft | |
| | | | being over dependent on supervisors | |
| | | | frequent clock watching | |
| | | | 'going by the book' | |
| | | | increased accidents | |
| | | | inability to organize | |

Three types of employee burnout symptoms have been proposed by Schaufeli and Enzmann (1998, p. 21)

## 2.4. The Reasons for Burnout

Burnout is the result of both environmental and personal factors. It is clear that environmental factors especially cause burnout more than demographic and personality variables (Maslach et al., 1997). Maslach et al. (2001) explained the factors leading to burnout in a way that combined both individual and situational factors, instead of regarding them separately. According to them, the bigger the gap or mismatch between person and the six parts of the job environment, the higher is the possibility of burnout. On the other hand, the better they match, the bigger the possibility of work engagement. These 6 areas of work life are workload, control, reward, community, fairness and values. Burnout is the result of mismatch between people and their work in terms of one or more of these six areas.

Regarding workload, too many demands make people so tired that recovery does not become possible. When people lack required work skills or inclination, a workload mismatch may occur. In addition to this, when people are required not to show their real feelings or emotions, emotional exhaustion is using up all the energy of people. The workload is usually connected with the exhaustion aspect of burnout.

Secondly, a mismatch in control is about the inefficacy or the reduced personal accomplishment part of burnout. People not having either enough control over the resources required to do their job or enough authority to do the work effectively according to them, show mismatches in control. Furthermore, people having too much responsibility may also have problems regarding control and workload, and people may also experience problems if their responsibility exceeds their authority.

When it comes to community, it can be said that when there is a lack of a positive connection between the people in workplace, burnout occurs. If people communicate positively, they do their best. Social support such as praise, comfort, humour, and emotional exchange and help confirm a membership. On the other hand, some jobs require people to work in isolation from others or with no communication with others. Lastly but the most devastating is the continuous and unsettled conflict with others in the workplace, which results in continuous feelings of hatred, frustration, and the diminishing possibility of social support.

In addition, burnout occurs when there is a disharmony between values. People might feel forced to do unethical and inappropriate things in respect of their values. For instance, they might be required to tell a lie in order to be promoted.

Furthermore, there may be a mismatch between people's desired career and the values of the organisation. Moreover, people can be affected if there are conflicting values of the

organisation. That is to say, if the statement of values and actual practice of the values are different, people may be affected.

Next, the lack of not only financial but also social awards such as appreciation by others are related to the feeling of inefficacy. Not having intrinsic rewards is also referred to as the feeling of inefficacy.

Last but not least, if there is a lack of fairness in the work-environment, a huge mismatch between the person and the job comes up. Fairness conveys respect and back up people's self-worth. Mutual respect between people is very important for a sense of belonging to the community. If there is an injustice in respect of workload or salary, or cheating, inappropriate evaluations and promotions, a sense of unfairness can occur. If people do not have enough rights to complain or debate, then it is unfair. Being emotionally upset and exhausted, having a cynical attitude towards the workplace can be the result of unfairness.

In short, because of all of these, burnout occurs. Preliminary evidence indicates that values are the most important ones among the six areas. Another likelihood is that people may give importance to these six areas in different proportions. For instance, according to Abdolzadeh (2014, as cited in Maslach et al., 2001), for some people, rewards are more important than values, they might be dissatisfied more when there is a lack of reward than when there are value conflicts. It is not evident how much mismatch people can endure, this may be related with the specific area of mismatch and the other five areas. For instance, there may be people who are inclined to endure a mismatch in workload if there is praise, good pay and so on. This approach suggests that it is important to look at the person in the context of the various areas of his or her work life (Maslach et al., 2001). Thus, burnout occurs as a result of dissatisfaction with at least one of the six parts of the work environment.

Maslach et al. (2001) also categorised the factors of burnout under two headings which were situational factors and individual factors. Situational factors include job characteristics, occupational characteristics and organisational characteristics. On the other hand, individual factors include demographic characteristics, personality characteristics and job attitudes. Similarly, the reasons for burnout will be discussed under two headings which are situational factors and individual factors.

### 2.4.1. Situational Factors

According to Jackson & Schuler (1983), situational factors are organisational conditions such as lack of rewards, lack of control, lack of clarity and lack of support. On the other

hand, Maslach et al. (2001) categorised the situational factors as job characteristics, occupational characteristics and organisational characteristics. Situational factors are described in the current study under the titles of job characteristics, occupational characteristics and organisational characteristics.

#### *2.4.1.1. Job Characteristics*

According to researchers, it is proved that job demands such as work overload and time pressure are related to burnout. When it comes to qualitative job demands, studies have focused on role conflict and role ambiguity. Both of them are found to be highly linked to burnout. People experience role conflict when they have to meet conflicting demands at work. Role ambiguity occurs when people do not have enough information to do the job well (Maslach et al., 2001). Jackson & Schuler (1983, p. 60) asserted "a lack of clear-cut expectations and job responsibilities, combined with conflict, both of which prevent an employee from being productive". Therefore, it can be deduced that a lack of information about expectations, responsibilities and demands can cause burnout.

In addition to these, the absence of job resources such as a lack of social support was also found to be related to burnout. Jackson & Schuler (1983, p. 60) defined this situation by saying "the lack of support groups or cohesive work groups can prevent an employee from acquiring information needed to cope with the other three conditions which are lack of rewards, lack of control and lack of clarity". Social support is so important that it can prevent burnout. If there is no social support, people can suffer from burnout.

Furthermore, the lack of feedback and autonomy are found to be correlated with burnout. Likewise, people who make few contributions to decision making suffer from burnout more (Maslach et al., 2001). Jackson & Schuler (1983, p. 60) explained this situation "excessive and outdated policies and procedures, work-paced jobs, and close supervision can undermine an employee's feeling of control". Therefore, it can be summarized that overload, time pressure, role conflict, role ambiguity, lack of social support, lack of feedback and autonomy, excessive and outdated policies, making few contributions are the negative job characteristics that cause burnout.

#### *2.4.1.2. Occupational Characteristics*

Research was carried out with respect to the burnout levels for five occupational sectors which were teaching, social services, medicine, mental health, and law enforcement in The

United States and Holland. It was found that law enforcement (police officers and prison guards) showed high degrees of cynicism and inefficacy and small percentages of emotional exhaustion. Teaching showed the highest degrees of exhaustion. Medicine showed lower degrees of exhaustion and cynicism and a little more inefficacy. However, workers in social services showed different results. Mental health workers showed higher levels of exhaustion and cynicism in Holland than The United States. All these results showed that the significant features of these occupations influence the burnout experience of workers (Maslach et al., 2001). The sector where the person works has an effect on the psychology of the person. Various occupational sectors can affect the person differently. Therefore, it can be concluded that the nature of the job affects the burnout.

#### *2.4.1.3. Organisational Characteristics*

The focus of context includes both the organisational and the management environment where the job is done. Social, cultural and economic forces are also a part of the organisational context. The organisations have affected the lives of their employees by going through many changes such as “downsizing and mergers”. It is expected that the employees work longer, deliver more, be more skilful and be more flexible. However, they get less career opportunities, less chance of a job for life, less job security and so on. Not giving enough importance to the psychological factors of workers may cause burnout because reciprocity which is important in order to maintain well-being is destroyed (Maslach et al., 2001). The workers are required to work longer, harder and better. In spite of this fact, the quality of their life does not get better, they do not get back what they deserve. In short, the workers are required to work longer, harder and better. In spite of this fact, the quality of their life does not get better. They do not get back what they deserve. On the contrary, they have worse living conditions, therefore their psychology is affected negatively, and they suffer from burnout.

### 2.4.2. Individual Factors

Individual factors are made up of demographic variables, personality characteristics and work-related attitudes. Even though several of these are related to burnout, the link is not as clear as the situational factors. This shows that burnout is more about social factors than individual ones. Individual factors include demographic characteristics, personality characteristics and job attitudes (Maslach et al., 2001).

#### *2.4.2.1. Demographic Characteristics*

Demographic characteristics include age, gender, marital status and the level of education. To start with age, younger employees who are less experienced, are found to experience burnout more than the ones over 30 or 40 years old. However, these findings should be treated with caution because some of the young employees who suffer from suffer from burnout quit their jobs and thus, the other survivors may show relatively low levels of burnout. Secondly, gender is found not to have a great influence on burnout. In some studies, while men score higher on cynicism, women score higher on exhaustion. These results may be linked to gender roles and gender-related jobs because some jobs are more related with one gender than the other. For example, nurses are mostly female, while police officers are mostly male. When it comes to marital status, it is found that those who are single experience burnout more than those who are married or divorced. Lastly, highly educated employees show higher burnout than less educated ones (Maslach et al., 2001). However, the findings of various studies are controversial. On the one hand, in some studies, men were found to experience burnout more, on the other hand, in others, women were burnt out more. Similarly, younger employees were also found to suffer from burnout more than the older employees in some studies while in other studies it was vice versa. Likewise, studies came up with opposing findings about burnout levels according to age and marital status. In short, it can be concluded that the demographic characteristics such as age, gender, marital status, and level of education can have an effect on burnout.

#### *2.4.2.2. Personality Characteristics*

People showing less stamina when taking part in daily activities, having control over situations and being open to change display more burnout especially in respect of the exhaustion dimension. The person who attributes events to his or her own ability and effort shows less burnout than the ones who attribute events to people or luck. People who cope with stressful events passively show more burnout than those who are less passive. Lower self-esteem is found to be related to all three dimensions of burnout. In addition, burnout is related to neuroticism, which includes “trait anxiety, hospitability, depression, vulnerability and self-consciousness”. These people are not emotionally stable and are prone to psychological stress. There are also signs that show emotional people are more prone to burnout especially cynicism than those who think things through. The exhaustion part of burnout is linked to such behaviors as competition, a time pressured life style, hostility, and

an extreme need for control (Maslach et al., 2001). All in all, the personality characteristics of the person affect the burnout level. Although people work under the same circumstances, one person may experience a higher level of burnout than the other one because of the fact that the personality characteristics of that person is more vulnerable to burnout.

#### *2.4.2.3. Job Attitudes*

People have different expectations about their jobs regarding for example promotion or working in an exciting work place and so on. When these expectations are too high, this can cause people to work harder and push their limits too much. This results in exhaustion and cynicism in the end when the expectations are not met (Maslach et al., 2001).

Jackson & Schuler (1983, p. 60), explained this situation in more detail by saying that the worker has unrealistic expectations about working conditions of work and these unrealistic expectations together with the real organizational experience generate “reality shock. For instance, the worker could expect to be rewarded for good work, to have the opportunity of influencing job-related choices, to have friendly and compassionate colleagues and managers, to understand the expectations from them, and to have enough resources such as time and money to do the job.

Moreover, people may have too idealistic job and career aims. A worker thinking that he/she can manage everything is naturally a victim of burnout. In the middle of his or her career, the worker may show burnout reactions and in particular emotions of reduced personal accomplishment. Despite the fact that these workers may perform well according to the standards of others, they may view themselves as a failure (Maslach et al., 2001). That is to say, the job attitudes of a person can affect the burnout level. People who have various expectations from their jobs and who are idealistic are prone to burnout.

## 2.5. Consequences of Burnout

Burnout has some consequences. The consequences of burnout will be described in detail under three subtitles which are job performance, family and health.

### 2.5.1. Job Performance

Many forms of job withdrawal such as not going to work, the desire to leave the job and staff turnover may be seen as being related to burnout. On the other hand, people who experience

burnout and continue to work show low productivity and effectiveness at work. As a result, they do not commit themselves to the work and they are not very satisfied with their jobs (Maslach et al., 2001). Especially in countries where it is difficult to find a job, the people continue to work in the same job because of their financial situation. Since unemployment is high in such countries, people do not quit their job and continue working even if they are not satisfied with their jobs.

Moreover, the people experiencing burnout can affect their colleagues negatively. They can cause personal conflict and disrupt the carrying out of tasks. Therefore, it can be said that burnout can be "contagious" and spread through informal interactions in the workplace (Burke, Greenglass, 2001, as cited in Maslach et al., 2001). That is to say, burnout has a domino effect. If someone is suffering from burnout, it is likely that it will spread to others. They may also experience burnout.

According to Jackson & Schuler (1983), a burnt-out person develops a withdrawal form of behaviour because they desire to get rid of things that disturb them. In order to get rid of these feelings, they abandon work early, go to work late, take longer breaks and are away from the work environment as much as possible. Moreover, there could be much conflict just because of small differences. Work assignments may be regarded as almost impossible to achieve. Also, friends may start to be regarded as enemies since employees start to feel cynical and hard-hearted towards others. Lastly, although the number of the employees may not reduce, their value may. In short, as a result of burnout, a negative working environment may develop.

### 2.5.2. Family

It has also been proved that burnout has an effect on people's home life (Burke, Greenglass, 2001, as cited in Maslach et al., 2001). Burnout can cause behaviour which affect home life negatively. In Susan Jackson's and Christina Maslach's recent study, 142 married male police officers participated in order to assess burnout. The wives of these police officers were asked to describe their husbands' behaviour with respect to communicating with their families at home. Their wives said that they came home tense, anxious, sad and angered and added that their husbands complained about their problems at work. These police officers preferred to be on their own rather than spending time with their families. Furthermore, the wives also reported that the police officers who had negative attitudes toward the people they associated with also had fewer best friends (Jackson & Schuler, 1983). Thus, it can be

concluded the burnout affects not only the individuals but also the family members and the family life negatively.

### 2.5.3. Health

The exhaustion component of burnout depicts more stress related health results than the two others. The consequences of prolonged stress are consistently correlated with psychological exhaustion. When it comes to mental health, burnout has been associated with the personality part of neuroticism and the psychiatric aspect of job-centred neurasthenia. In this respect, it can be said that burnout is a type of mental sickness. However, according to a more common argument, burnout affects mental health negatively by causing anxiety, depression, drops in self-esteem and so on. According to another argument, the people who are less likely to experience burnout are the ones who can deal with chronic stress (Maslach et al., 2001).

Burnout can cause a decrease in the quality of service provided by the staff. Also, burnout may lead to unhealthy personal and interpersonal behaviour such as physical exhaustion, insomnia, excessive use of alcohol and drugs and problems in respect of marriage and family (Maslach et al., 1997).

Lastly, burnout may cause health-related problems sooner or later. In a study of police families, burnt-out people were more likely to suffer from insomnia and to take medication of various sorts. The officers took alcohol in order to cope with their burnout. Likewise, a study about female nurses showed that there was a link between burnout and alcohol consumption (Maslach & Jackson, 1982) The officers reported that they took alcohol in order to deal with their burnout. Similarly, female nurses also reported the use of alcohol to cope with burnout in an unpublished study. This shows the fact that using alcohol to deal with burnout is not only the way of police officers or of males to cope with burnout (Jackson & Schuler, 1983).

In short, burnout affect the health of people negatively. The burnt-out people can suffer from insomnia, family problems, excessive use of alcohol and drugs and physical and psychological health problems.

## 2.7. Teacher Burnout

Historically, the teaching profession has been regarded as a work of love (Schwab et al., 1986). However, teachers have one of the top five most stressful jobs in the world (Coombe,

2008). Therefore, according to Küçükoğlu (2013) teacher burnout should be taken into consideration because it affects not only teachers but also learners.

Teacher burnout has very broad meanings. It consists of stress, professional dissatisfaction, not attending work regularly, low professional involvement, and a desire to leave the job. Moreover, it can cause emotional exhaustion and depression (Esteve, 1992, as cited in Lens & Jesus, 1999). Teachers who have problems in their profession and are not able to handle them properly experience distress. Burnout is the result of continuously having this distress (Lens & Jesus, 1999). At the beginning of their career, teachers are idealistic, and set aims for themselves. However, teachers at risk of burnout start to regard their work as fruitless (Bullough & Baughman, 1997, as cited in Enache & Călin, 2014). Thus, teachers are dissatisfied with their jobs.

According to Faber (2000) there are three types of teacher burnout. These are wearout, classic burnout and underchallenged type. In wearout, a person gives up, he /she feels exhausted because of facing stress. In classic burnout a person works hard to confront stress and in the underchallenged type, a person confronts not high levels of stress but boring and unexciting working conditions that do not give any rewards. In the same way with burnout, teacher burnout also has three dimensions which are depersonalization, emotional exhaustion and a lack of personal accomplishment.

### 2.8. Dimensions of Teacher Burnout

The dimensions of teacher burnout are emotional exhaustion, depersonalization and reduced personal accomplishment. The dimensions of teacher burnout are showed in Figure 1 (Sedgwick, 1998, as cited in Duatepe & Çıkla, 2004, p, 55). These terms are explained according to their effects to teacher burnout.

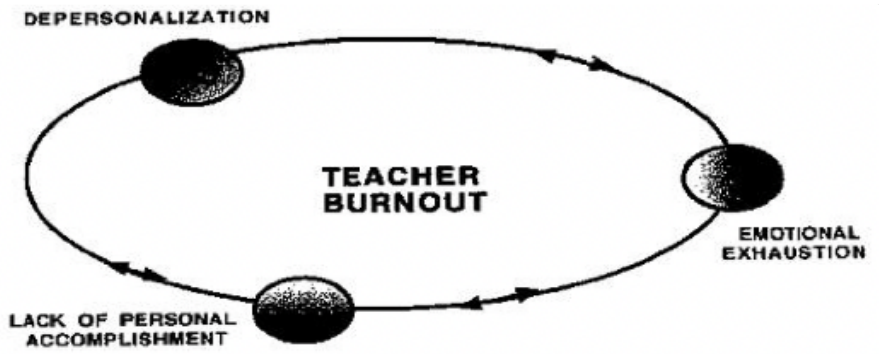


*Figure 1:* The dimensions of teacher burnout (Sedgwick, 1998, as cited in Duatepe & Çıkla, 2004, p. 55)

### 2.8.1. Emotional Exhaustion

Teachers are suffering from emotional exhaustion. To illustrate, Schaufeli and Enzmann (1998) made a comparison of workers in two countries which were The United States and Holland, and they found out that teachers had the highest level of exhaustion. In this respect it is important to explain what emotional exhaustion is.

Emotional exhaustion is "the absence of enthusiasm for work and is manifested as fatigue, irritability, and depletion of enthusiasm" (Yong & Yue, 2007, p. 79).

When emotionally exhausted teachers are asked to describe their feelings, they might express their feelings by saying that they feel drained or used-up, that they have no more patience or strength and that they suffer from physical tiredness. A feeling of dread because of thinking of having to spend another day on the job can accompany waking up in the morning. The people who are passionate about their jobs and idealistic about their aims, the feelings of emotional exhaustion are unexpected and may come somewhat suddenly. However, emotional exhaustion may be regarded by their principal or colleagues as a natural reaction to working too hard. Emotionally exhausted teachers may behave in the same way as many individuals in their situation do; they deal with this situation by depersonalizing their colleagues and students and by distancing themselves from others. They create a "detached concern" and have a cynical, callous attitude toward others in the workplace (Schwab et al.,1986).

In addition, according to Byrne (1994), when teachers regard themselves as being less capable of being helpful to students compared to how they were in their earlier careers, they depict signs of emotional exhaustion. According to Enache & Călin (2014), teaching is more stressful for teachers with less experience and limited education. In other words, teachers who are unexperienced, are more stressed than the others. However, there are different views about this.

### 2.8.2. Depersonalization

The development of depersonalization is related to emotional exhaustion (Esteve 1992, as cited in Lens & Jesus, 1999). Depersonalization is "treating people at work with indifference and without human kindness, for example when teachers take a negative attitude toward students and distance themselves from them as much as possible" (Yong & Yue, 2007, p. 79). In other words, when teachers have negative, cynical and time to time callous attitudes

towards people that they communicate with such as students, parents and colleagues, they show these signs of depersonalization (Byrne, 1994). In other words, depersonalization involves having a negative attitude not only towards the students but also towards parents, colleagues and administrators.

Depersonalization in teachers can be explained in terms of a poor attitude towards students and the work environment. Teachers possibly experience depersonalization because they work in a situation mostly isolated from their colleagues. Although teachers have many interactions with people throughout the day, they mostly interact with students, not with other teachers and other professionals in the workplace who are in a position to understand the problems that they have. Teachers can feel disconnected because of the physical environment of school. They work alone in their classrooms, and they do not have enough time to meet with other teachers (Bennet & LeCompte, 1990, as cited in Enache & Călin, 2014). According to Enache & Călin (2014), teachers also experience depersonalization when they are confused about their job specifications.

On the other hand, according to Farber (1998) depersonalization protects "worn-out" teachers in such a way that their cynical attitude towards students and teaching lets them continue their jobs in spite of the fact that they perform in a lower capacity. Despite this protection, depersonalization can also increase isolation, so making it possible to burnout (Enache & Călin, 2014).

### 2.8.3. Reduced Personal Accomplishment

Many people start their career expecting that they will make a contribution not only to their employers but also to society. However, after working at the job for a year or two, they start to realize that they are not fulfilling their expectations (Schwab et al., 1986). Therefore, they start to experience reduced personal accomplishment. They are then dissatisfied with their situation.

Reduced personal accomplishment means "dissatisfaction with one's performance and is seen when teachers feel their efforts do not bring changes in students or they do not receive the expected compensation or recognition" (Yong & Yue, 2007, p. 79). In other words, teachers have the feeling of diminished personal accomplishment when they think that they are not very effective in respect of their students' learning. Moreover, they also experience this feeling when they regard themselves as not being good at fulfilling other school responsibilities (Byrne, 1994).

All in all, if these three factors which are emotional exhaustion, depersonalization and reduced personal accomplishment are taken into consideration in order to understand burnout, it is possible to say that a burnt-out teacher experiences at least one of these features. To illustrate, according to Cephe (2010), a teacher may be emotionally exhausted if she/he works forty hours a week and this results in less job satisfaction. Therefore, it is not logical to say that the teacher is satisfied personally in the absence of job satisfaction. Therefore, a domino effect can be talked about here.

### 2.9. Symptoms of Teacher Burnout

When it comes to teacher burnout symptoms, it can be said that the symptoms are almost the same. According to Cunningham (1983), teacher burnout shows up in the growing numbers of job turnover and teachers not going to work, being less satisfied about the job, being mentally and physically away and disinterested, having more intrapersonal and interpersonal disharmony and showing a decline not only in personal but also in school performance. In addition, agitation and aggravation, diminished performance and hostile interpersonal relationships at work and at home are the symptoms (Kyriacou, 2001).

Burnt-out teachers show some behaviour patterns. These are being less sensitive towards students, having lower patience in respect of classroom disturbances, tending to be less prepared for the class and having less commitment or less dedication to work (Farber and Miller, 1981, as cited in Byrne, 1994).

In addition, burnout may occur, in the shape of worsening work performance such as unethical thoughts, selfishness and a decline in the quality of teaching. Burnout can also occur in the shape of negative psychological states such as depression, frustration and anger. Lastly, it can occur in the shape of physiological conditions such as headaches, psychosomatic symptoms and ulcers. Capable teachers leave teaching for other jobs because of psychological burnout (Schwab and Iwanicki, 1972, Mark & Anderson, 1978, as cited in Enache & Călin, 2014). Chronic feelings of emotional exhaustion and weariness, negative attitudes toward their students and a loss of a feeling of achievement in respect of the job, described by Maslach and Jackson (1981) as the feelings of burnout, can occur in teachers (Schwab et al., 1986).

To sum up, teachers show similar symptoms of burnout to the ones in other jobs. However, the most accepted symptoms are put forward by Maslach and Jackson (1986). These are emotional exhaustion, depersonalization, and feelings of reduced personal accomplishment.

## 2.10. Reasons for Teacher Burnout

Researchers categorized the reasons for teacher burnout differently. To begin with, the main reasons of teacher stress are teaching unmotivated students, maintaining discipline, time pressure and workload, dealing with change, coping with colleagues, self-respect and status, administration and management, role conflict and ambiguity and being evaluated by others (Kyriacou, 2001). Similarly, according to Farber (1984), stress is associated with too much paperwork, unsuccessful administration, meetings, and the impossibility of improvements in the teaching profession. Unmet expectations of the person together with low participation in decision making, high levels of role conflict, absence of freedom and autonomy, absence of social support networks, and, inconsistent reward and punishment structures are the sources of burnout (Schwab et al., 1986).

Instead of dealing with reasons for burnout one by one many researchers made related categorizations. To begin with, Jackson and Schuler (1983) suggested that organisational conditions and personal characteristics are the main sources of burnout. Schwab et al. (1986) also supported Jackson and Schuler (1983) in this and added that organisational conditions are about the factors specific to the school system they are working in. Personal characteristics are particular to each person in the organisation.

Furthermore, according to Seidmann and Zager (1991) there are internal and external sources of burnout and these can influence coping skills. Personality characteristics are internal stressors and can influence coping skills. External stressors can be events related to the job and to life and both of them can cause burnout. Examples of external stressors in the teaching environment are organisational limitations, the absence of directorial support, student apathy or misconduct, unfriendly co-worker attitudes, the absence of parental cooperation and too much workload.

A more detailed categorisation of reasons for teacher burnout came from Cephe (2010). According to Cephe (2010), the influential factors in respect of burnout can be categorised under two headings which are micro and macro levels. While some researchers give more importance to the burnout factors at macro level such as governmental regulations, the economic situation of the profession and the societal value given to the job, others focus on it at a more micro level such as regulations in the institution, the effects of work hours or student pressure and so on. According to Cephe (2010), these micro and macro variables influence teachers negatively and cause burnout. He categorised the reasons for burnout in

a table. Table 4 prepared by Cephe (2010) on page 39 illustrates these reasons. While some studies claimed that the macro variables are the main reasons for teacher burnout (Sarason, 1983, as cited in Cephe 2010), Cephe (2010) claimed that an exterior stressor which destroys the professional identity of the teacher and causes alienation to professional identity can damage the teacher the most. He found that such circumstances as not having any rights to contribute to the improvement of the administrative system, to develop the educational system they are in, or to get some professional help causes them to burnout.

Furthermore, according to Küçükoğlu (2013), the reasons for teacher burnout can be classified under two headings which are environmental factors and personality factors. Environmental factors can also be grouped under two headings which are organisational factors and societal factors. Societal factors are important because a decline in public respect for and support for teachers can be a reason for teacher burnout (Zhang and Sapp, 2008). Likewise, according to Iwanicki (1983, as cited in Küçükoğlu, 2013) the demand for increased productivity when the financial support is less may cause teacher burnout.

In addition, according to Byrne (1994) and Schwab et al. (1986) the reasons for teacher burnout can be categorised under two headings which are organisational and personal factors. Table 5 on page 39 depicts the categorisation of sources of burnout according to Schwab et al. (1986). It also shows the consequences of burnout. Despite different categorisations, the reasons for burnout are almost the same in all these researchers' studies. The only thing that differs is the number of categorisations and the name of the categorizations. In this study, classifying reasons of teacher burnout as organisational factors, background variables and personal factors will be used since it is the one that is mostly used.

Table 4

*The Reasons for Teacher Burnout*

| ACADEMIC (MICRO) | ADMINISTRATIVE (MICRO) | GOVERNMENTAL (MACRO) | DPERSONAL (MACRO) |
|---|---|---|---|
| Lack of Clinical Supervision | Rules and regulations without an explanation | Wages and salaries | Feeling of belongingness to the profession |
| Little or no in-service training | Communication styles of the administrators | Economic power –value of the salary | Social prestige of being a language teacher |
| Number of courses given | Supportiveness and guidance of administrators | Extra work – a burden or a chance? | Feeling of depersonalization |
| Overloaded work of the courses – evaluation and feedback of writing assignments, quizzes, material preparation | Little or no right of intervention in the development and improvement of the system | Universities contributions to social life – clubs, athletics, alumni communities etc. | Happy or sad to choose this career |
| A need for a mentor, a guide for both linguistic and methodological problems | Caring to personal needs and situations | Social status of being an instructor | Feeling of improvement |
| | Feeling of being respected | Professional rights | Feeling of success and achievement |
| | Unfair work distribution | Civil society Associations | Feeling of alienation |
| | Feeling of cooperation and group work | | |
| | Competency and qualification of the administrators | | |

The reasons for teacher burnout by Cephe (2010, p. 30)

Table 5

*The Reasons for and Consequences of Teacher Burnout*

| Sources of Burnout | Psychological Reactions (Aspects of Burnout) | Consequences |
|---|---|---|
| Organizational Factors | Emotional Exhaustion | Intention to leave job |
| Role Conflict | Depersonalization | Absence from work |
| Role Ambiguity | Personal Accomplishment | Effort exerted on the job |
| Participation in Decision Making | | Lower quality of Personal life |
| Social Support Networks (System/ Colleagues) | | |
| Reward Structure | | |
| Autonomy | | |
| Personal Factors | | |
| Expectations for Profession | | |
| Background Variables | | |
| Sex, Age | | |

A model of teacher burnout (Schwab et al., 1986, p. 19)

### 2.10.1. Organisational Factors

Organisational factors can affect teacher burnout. Excessive paper work, lack of time, large classes with different intellectual levels of students and the need to teach courses which are not the teacher's particular area are the things teachers have to cope with. An OECD Report in 2009 clearly shows that Turkish teachers work for the longest hours, but they are the least paid ones amongst the teachers working in OECD countries. This again shows that the classroom and school climates and financial problems can have a great effect on teacher burnout (Küçükoğlu, 2013).

According to Bryne (1994), role conflict, role ambiguity, low salary, work overload, poor classroom climate, low decision-making power, little support from peers and superiors, reward and punishment are the organisational factors leading teachers to burnout. For teachers, organisational conditions are about the factors specific to the school system they are working in (Schwab et al., 1986). These are the burnout reasons related to the organisations.

#### *2.10.1.1. Role Conflict*

Role conflict means that coexisting demands put such a pressure on a person that fulfilling one demand would make it more difficult to fulfil the other (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964, as cited in Byrne, 1994). The main instances of role conflict for teachers relate to the quantity and the value of the work to be performed within a time period, fulfilling the requests of very crowded classes which are made up of students with different abilities and fulfilling the demands of individual students, being active in solving student disciplinary problems and dealing with unfriendly or neutral attitudes of directors and parents (Byrne, 1994).

Furthermore, if there are high levels of role ambiguity and role conflict, teachers demonstrate high levels of emotional exhaustion, tiredness and negative attitudes toward students. While role ambiguity has an important effect on the feelings of personal accomplishment, role conflict does not (Schwab et al., 1986). It can be concluded here that role conflict is a critical factor in producing feelings of job stress among teachers and is mostly related to the emotional exhaustion and depersonalization components of burnout (Jackson et al., 1986).

#### *2.10.1.2. Role Ambiguity*

When a worker does not have enough clarification about his or her rights, objectives, status, and accountability, in connection with a developing complexity of tasks and technology and a fast-continuous change in organisations, it can be talked about as role ambiguity (Farber, 1991, as cited in Byrne, 1994). In other words, people experience role ambiguity when the functions and responsibilities of their job are not defined by their organisations (Jaramillo, Mulki, & Boles, 2011, as cited in Çelik, 2013). In short, according to Schuler, Aldag and Brief (1977) "role ambiguity is the existence of a lack of clarity in the set roles" (p. 112).

Teachers say that the reasons for feelings of job stress are indefinite and conflicting policies regarding student behaviour, changes to the curriculum and pedagogical approaches as a result of changing government initiatives, and the awareness of not being appreciated by students, parents, administrators, and the general public (Byrne, 1994).

Role ambiguity affects emotional exhaustion and reduced personal accomplishment (Schwab & Iwanicki, 1982, as cited in Byrne, 1994). In addition, according to Karatepe & Uludağ (2008, as cited in Çelik, 2013), people have emotional exhaustion, depersonalization and reduced personal accomplishment when they cope with role ambiguity and role conflict. According to Kahn et al. (1964) and Gross et al. (1958) "The dysfunctional consequences of role conflict and ambiguity were tension, turnover, dissatisfaction, anxiety, and lower performance" (as cited in Schuler et al., 1977, p. 112). To conclude, role ambiguity is not having enough information about the functions and responsibilities of the job. Thus, burnout may occur because of lack of clarity.

#### *2.10.1.3. Work Overload*

Work overload consists of both quantitative and qualitative elements. Quantitative overload means too many requests and too little time to fulfil them properly. On the other hand, qualitative overload means work regarded as too difficult to do well, in short it means job complexity (Byrne, 1994).

According to teachers, their first experience as a teacher was overly challenging, making them work a lot. Furthermore, teachers said that they had to prepare lessons, read related things, and meet with the staff etc., even in their free time (Friedman, 2000). In short, teachers work a lot.

In other words, work overload is a big stress factor in their jobs. The main elements of work

overload are excessive paper work, crowded classes with students of different academic skills, and the need to teach courses that are out of their skill area (Byrne, 1994). Therefore, it can be concluded that workload is an important factor that leads teachers to burnout.

#### *2.10.1.4. Poor Classroom Climate*

The climate in the classroom is very important in teaching, therefore it is not surprising that any problem in this climate causes job stress. The main reasons for teacher stress are found to be particularly student discipline problems, students' lack of engagement, low student success, and verbal and physical maltreatment by students (Byrne, 1994).

Özdemir (2007) illustrated the importance of the classroom climate and student discipline by saying that not only overall classroom climate but also student discipline problems were cited as one of the significant reasons that cause teacher burnout. Since the quality of the classroom climate deteriorates, teachers can suffer from emotional exhaustion, they can have negative attitudes towards their students and their job, and they can achieve few academic objectives for their students.

To illustrate, according to a recent study of over 5,000 American and Canadian teachers, 63% said that the most stressful element in their work environment is student discipline problems (Kuzsman & Schnall, 1987, as cited in Byrne, 1994). Furthermore, the emotional stress potential for teachers is high because there are up to 35 students in a class and they work with them for a long time (Dorman, 2003). Moreover, Bauer et al. (2006) backed up this assertion by finding out in their study that the major stress factor for teachers is the destructive and aggressive behaviour of students.

#### *2.10.1.5. Low Decision-Making Power*

Not being involved in decisions that affect directly their quality of work life is another big stress factor for teachers (Byrne, 1994). Taking part in the organisation's decision-making process is a very important factor in boosting worker morale, motivation, enthusiasm, self-esteem, and job satisfaction (French & Caplan,1973, as cited in Byrne, 1994). In this respect, allowing more participation of the worker in the decision-making process is an important means of keeping them away from job associated stress or of reducing its effect because workers feel that they have some control over their experience of work by participating (Jackson,1983, as cited in Schwab et al., 1986). Likewise, taking part in decision making

reduces role conflict and role ambiguity (Maslach & Jackson, 1984). Teachers are allowed to have minimal effect in respect of the decisions related to them such as changes in policy, the curriculum and student disciplinary problems. This results in job related stress, and in the end, they suffer from burnout (Byrne, 1994).

Having no control or autonomy in one's job also was also found to be a contributing factor to burnout. Control means the worker's understanding of his effect on decision making about scheduling the work and developing policies directly related to the work environment (Schwab et al., 1986). Allowing more participation of the worker in the decision-making process is an important means of reducing job associated stress or to reduce its effect because workers feel that they have some control over their work surroundings by participating (Schwab et al., 1986). By contributing in the decisions related to them, teachers can feel more responsible for the decisions and they can have more control over their work environment. Thus, it can reduce work stress and burnout.

#### *2.10.1.6. Little Support from Superiors and Peers*

According to many researchers, teachers are not supported by the administrators. There is empirical proof showing the relationship between a lack of administrators' support and teacher stress. In addition to administrators, peers also have an important effect on reducing job stress (Byrne, 1994).

If there is no support group, job burnout can also occur. A good support group can offer emotional support and deal with the person in a humanistic way when the person's behaviour is inconsistent. Moreover, an effective support group can assist technically in work linked areas and provide technical support to encourage personal development. Last but not least, they listen actively and share common values, beliefs, and understandings of the reality (Pines, Aronson Kafry 1981, as cited in Schwab et al., 1986). These support groups can consist of the people in the organisation, i.e. one's colleagues or others outside the work surroundings. Support groups are divided into two and they can help workers in two ways. While the first group is called the task support group who give task-related information, the second group is called the social support group and they accept the worker unconditionally and positively. Task support groups are advantageous because some of the organisational reasons for burnout such as role conflict can be reduced or minimized. Social support groups are advantageous because the effects of burnout on people can be reduced (House, 1981, as cited in Schwab et al., 1986). In short, support groups are significant in order to diminish

burnout.

#### *2.10.1.7. Reward and Punishment*

Reward and punishment procedures in organisations are also related to burnout because they affect personal accomplishment and depersonalization. By getting a reward or a punishment, many employees get to know about the quality of their performance and about others' thoughts about their work. In spite of this fact, many employees may not receive such feedback since the rewards and punishments are not given according to their performance. Employees can get feedback about how well their performance is and the level of their work's appreciation only through rewards. Furthermore, employees can also get feedback about their mistakes only through punishment. Consequently, they improve themselves with the aim of receiving rewards (Podsakoff, Todor, Grover & Huber, 1984, as cited in Schwab et al., 1986).

Thus, with the help of reward and punishment, a teacher can get feedback about their performance and continue their job accordingly. Receiving feedback about their own performance can affect their performance. It can also offer clear information about what to do in order to get a reward. Besides, it can also give information about the punishment regulations. Thus, knowing all this information can motivate the teacher to get a reward and to refrain from the punishment. Moreover, it can reduce burnout and stress. Therefore, it may be concluded that reward and punishment regulations are necessary to avoid teacher burnout and stress.

### 2.10.2. Background and Personal Factors

Personal and background variables are also contributors of burnout. While gender, age, the grade level taught, type of the client worked with are part of the background variables, personal expectations about the job and the personality characteristics of the person are part of the personal qualities.

#### *2.10.2.1. Background Variables*

Sex, age, grade level taught, the type of students worked with are part of the background variables. Different researchers have different findings about this topic. In other words, there are inconsistent findings about this. According to some, there is a relation between the age

of the teacher and burnout. According to the findings of many researchers (Anderson & Iwanicki 1984; Crane & Iwanicki, 1983; McIntyre, 1981; Schwab & Iwanicki, 1982, as cited in Schwab et al., 1986) younger teachers and younger assisting professionals are prone to higher levels of emotional exhaustion and tiredness. Maslach et al. (2001) also supported this. However, according to Hakanen et al. (2006) and Hismanoglu & Ersan (2016) there is no link between the age of the teacher and burnout.

Moreover, according to Schwab and Iwanicki (1982, as cited in Schwab et al., 1986) gender is also linked to the feelings of burnout. Female teachers have fewer negative attitudes towards students than males. However, according to other studies, there is no difference in burnout levels of teachers according to their genders (Duatepe & Çıkla, 2004; Farber, 1984; Jamshidirad, Mukundan, & Nimehchisalem, 2012; Maslach et al., 2001, Hakanen et al., 2006).

Furthermore, according to Schwab and Iwanicki (1982, as cited in Schwab et al., 1986), the grade level taught is also linked to the feelings of burnout. Elementary teachers are found to have fewer negative attitudes towards students and feel more accomplishment in teaching than high school and middle school teachers.

On the other hand, marital status, type of the school such as urban, rural, suburban, the level of education and the number of years spent teaching are not closely linked to burnout (Schwab et al., 1986). However, there are also inconsistent findings about them (Maslach et al., 2001).

#### *2.10.2.2. Personal Factors*

Personal expectations about the job and the personality characteristics of the person are part of the personal qualities. One's expectations about what can be achieved in the job is assumed to affect the level of burnout. A vast number of human service employees including teachers start their career with a dedication to people and they expect an improvement and change for people they work with as a result of their work. Moreover, it is also expected by many of them that as a result, a change and an improvement in society will occur as well. When they realize the truth, some teachers think that they are unsuccessful. Expectations can also be about their career aims. If teachers do not have realistic aims, they can feel unsuccessful when they realise that they cannot accomplish their aims. Such feelings are described as low feelings of personal accomplishment (Maslach & Jackson, 1981, as cited in Schwab et al.,1986). Low feelings of personal accomplishment may result in burnout.

There is some proof that shows that people react differently regardless of working in the same work environment, having the same administrator, having the same education and the same experience (Byrne, 1994). The locus of control and self-esteem are crucial in order to resist job stress. With respect to the locus of control, people have internal control when they take responsibility for their actions. On the other hand, people have external control when they think that because of fate, luck and other people, events happen out of their control. Studies have found that teachers having an external locus of control are more likely to experience burnout. In addition, self-esteem is strongly associated with burnout (Byrne, 1994). People need to be socially approved otherwise they can feel stressed (Hogan & Hogan, 1982). Likewise, people who have low self-esteem are more likely to experience burnout because of the fear of being rejected (Byrne, 1994). All in all, it can be inferred that personality characteristics may play a role in burnout.

## 2.11. The Consequences of Teacher Burnout

The consequences of burnout differ according to the dimension of burnout the teacher has. People suffering from a higher percentage of emotional exhaustion are more likely to leave teaching, not to come work and to have their private life badly affected (Schwab et al., 1986). The consequences of teacher burnout are categorised under two headings, these being job performance and health.

### 2.11.1. Job Performance

As a result of burnout, not only the employee but also the organisation is affected. Withdrawal is one of the first manifestations of burnout. Giving as little time as possible to the job, having longer breaks, staying away from the job as much as possible are examples of withdrawal reactions. It can be either physical which means not being there, or psychological which means the teacher is bodily there but psychologically not. Withdrawal behaviour not only has a negative effect on one's work life but also it causes behaviors that badly affects the quality of one's home life (Schwab et al., 1986).

Burnout is harmful to teachers and can cause job dissatisfaction and teachers not feeling committed to their work, not going to work, turnover, bad performance and work alienation (Chan, 2003; Jaffe & Scott, 1988, as cited in Akbari & Eghtesadi, 2017). According to Seidman and Zager (1991, p. 206), inadequate coping "not only results in increased absenteeism and job turnover, and poorer worker morale and performance, but also impedes

student achievement". In other words, "Burnout consequences included the intention to leave teaching, absenteeism, lessened effort, and a lower quality of personal life" (Schwab et al., 1986, p. 26).

If teachers experience emotional exhaustion, their productivity diminishes. Emotionally exhausted teachers are not enthusiastic about coming to work and planning lessons. For that reason, it can be said that the higher the burnout level of the teacher, the less effective the language learning is. Furthermore, since the burnt-out teachers do not have enough energy, interest and memory of the subject matter, teachers become demotivated. As a result of being demotivated, students' success diminishes because success is directly linked to motivation. If teachers are suffering from the depersonalization aspect of burnout, their attitudes towards students become negative. Therefore, learners' motivation, beliefs and emotions not only in respect of the teacher but also of language learning may be affected negatively because of this negative communication (Williams and Burden, 2000, as cited in Küçükoğlu, 2013). Although each dimension of burnout has different effect on teacher, it affects language learning, students and society in the same negative way.

Burnt-out teachers are possibly less compassionate to students. They do not tolerate classroom disruption, they are not thoroughly prepared for class and are not committed and devoted enough to their work (Bryne, 1994, as cited in Küçükoğlu, 2013). They have negative feelings towards the language learner which in turn also causes learners to have negative feelings both towards the teacher and language learning (Küçükoğlu, 2013). Therefore, it is important that language teachers are in a good place psychologically.

### 2.11.2. Health

Teaching as a job has been historically regarded as a work of love. However, teaching has turned out to be a stressful job because of the facts of life in the classroom. It is expected that the educators not only prepare the students for a life in a society of technology, but also heal society's problems. Furthermore, they are expected to do this with their low salaries which do not even match their educational qualifications. As a result of the circumstances of the job and the feelings of the teachers about themselves and their students, their job has turned out to be more negative than before according to what teachers say. Chronic feelings of emotional exhaustion and weariness, negative attitudes toward their students, a loss of feelings of achievement, described by Maslach and Jackson (1981) make up the feelings of burnout which can occur in such teachers (Schwab et al., 1986).

In other words, burnout affects teachers harmfully and can cause physical and emotional sickness (Akbari & Eghtesadi, 2017). According to Blase (1984, as cited in Seidman & Zager, 1991), teachers who are not able to deal with job-related stress experiences have more frequent headaches, sleeplessness, depression, and burnout than the teachers who can cope with burnout. Therefore, it is important to learn about coping strategies.

### 2.12. Coping Strategies

The most widely accepted and famous definition of coping is from Lazarus and Folkman (1984). Lazarus and Folkman (1984) defined coping as "those changing cognitive and behavioural efforts developed for managing the specific external and/or internal demands judged as exceeding or surpassing the individual's own resources" (p. 141). These coping strategies are an attempt to accept, comprehend and convey emotions (Roesch & Weiner, 2001, as cited in Shin et al., 2014). According to Laugaa, Rascle and Bruchon-Schweitzer (2008), not many studies have been about coping strategies that teachers use to cope with professional problems. Albee (2000, p. 847) suggested that "It is accepted public health doctrine that no disease or disorder has ever been treated out of existence" (McCarthy & Teri, 2002).

Unfortunately, although research into burnout has bred requests for effective coping strategies, in the literature of the research on burnout there is very little systematic research about this topic. Different burnout coping strategies have been suggested. Some of them try to heal burnout after it has been experienced while others concentrate on preventing it. Burnout coping strategies discussions concentrate mainly on individual-centred solutions. To illustrate individual centred solutions, taking the worker out of the job, or personal strategies for the worker to cope can be given as examples. Personal strategies include direct ones such as making inner resources stronger or altering one's work behaviours. This is not particularly normal because according to a research, situational and organisational factors cause burnout more than individual ones. Individual-oriented approaches such as acquiring fruitful coping skills or using deep relaxation techniques may assist people to relieve only the exhaustion component of burnout but not the others. Individual strategies are not effective in the work environment because a person does not have enough control over factors as he or she has in the other parts of their life. Since it is simpler and cheaper to modify people than organisations and concentrating on individual causality and responsibility is more logical, it is more focused on the individual than the organisations (Maslach & Goldberg 1998). Therefore, most of the literature concentrates on individual

coping strategies.

According to Seidmann and Zager (1991), there are internal and external sources of burnout and these can influence the coping skills. Personality characteristics are internal stress factors and can influence coping skills. External stress factors can be events related to the job and life and both of them can cause burnout. Examples of external stress factors in teaching environment are organisational limitations, the absence of directorial support, student apathy or misconduct, unfriendly co-worker attitudes, the absence of parental cooperation, few chances to improve occupationally, and too much workload (Seidmann & Zager, 1991). These are the reasons of burnout.

It is better to recognise the reasons of burnout and get rid of them before burnout develops instead of healing it after it has developed. A difference has been shown between three levels of prevention interventions which are primary prevention, secondary prevention and tertiary prevention. Primary prevention aims at diminishing the occurrence of new cases of burnout. In secondary prevention, identifying and healing the symptoms of burnout before they completely develop is aimed at and in tertiary prevention, the victim already suffers from burnout and gets some interventions to prevent this worsening. In primary prevention, teachers are provided with more control over their workplace and more resources for dealing with the demands of being a teacher. Therefore, it is better than secondary or tertiary interventions which take place after burnout occurs. In spite of this fact, according to various research, each prevention type can be beneficial (McCarthy & Teri, 2002). Thus, people can benefit from these coping strategies according to their burnout levels.

Laugaa et al. (2008) studied the coping strategies of French teachers and found four coping strategies. These are the need to communicate, problem-centred coping, avoidance coping and having a traditional style of teaching, which means teaching in a traditional way. The need to communicate or the search for social supports covers giving information about what your situation is, convincing yourself that you and your colleagues experience the same things, talking about a problem with colleagues, expressing your opinion about procedures in the school, talking about problems with the administrators and believing in yourself that others are also aware that you are performing your best. Problem-centred coping includes identifying the situation and managing one's emotions, thinking about the positive sides of teaching, thinking about the situation and trying to explain it rationally, encouraging students positively, and trying to communicate with students honestly and coherently. Not bringing work home, not thinking about work when the day is over, not working too hard and too

long, taking more part in extra professional activities, trying to forget the problems, ignoring the teaching staff, and saying to yourself it is only job, and continuing to do it are the strategies in avoidance coping. In short, avoidance coping means escaping from all professional problems and concentrating on something else. When it comes to having a traditional style of teaching, it covers ensuring students are quiet in the class, having an authoritarian manner, keeping students away from each other for a while, making the students busy and being consistent in their instructions.

In a nutshell, various researchers have suggested a variety of definitions and coping strategies. Therefore, various kinds of strategies have been proposed in the literature. Avoidance and approach coping, active-passive coping, problem-focused and emotion focused-coping, adaptive and maladaptive coping, palliative and direct action are the most cited ones which are mentioned in the current study.

### 2.12.1. Avoidance / Escape and Approach Coping

Tobin, Holroyd, Reynolds and Wigal (1989, as cited in Shin et al., 2014) separated approach coping from the avoidance coping process in respect of coping strategies. Approach coping aims to change or diminish the stress factors. Avoidance coping involves keeping away from stressful problems. Approach coping is also referred to as active coping. Avoidance coping is referred to as passive coping (Shin et al., 2014). There is a strong relationship between the use of avoidance / escape coping strategies (which are the use of drugs, food, taking alcohol, smoking, and sleeping) and teacher burnout. On the contrary, it is proved that teachers can have less stress and anxiety and depression symptoms by participating in sporting activities, by taking care of their diet and by benefiting from social support (Bertoch et al., 1989, Bradfod and Fones, 1985, as cited in Seidmann & Zager, 1991). Avoidance coping is also referred to as escape coping.

### 2.12.2. Active and Passive Coping

Active coping is trying to find a solution to the situation, trying to control and engage with the problem. On the contrary, passive coping concentrates on regulating emotions and disengagement (Shin et al., 2014). Rudow (1999) said “active and palliative coping strategies in stressful situations help to lessen stress and burnout. Inactive, regressive styles (escape, negation, belittling, resignation, etc.) seem to bring on stress and burnout” (p. 42). Active coping is also called approach coping. Likewise, passive coping is also referred to as

avoidance/escape coping.

### 2.12.3. Problem-Focused and Emotion-Focused Coping

This is the most commonly cited way of categorizing coping behaviour. Problem-focused and emotion focused coping were developed by Folkman and Lazarus (1980). Millward (2005, as cited in Akbari & Eghtesadi, 2017) also mentioned two different coping strategies which are problem-focused and emotion-focused strategies. Problem-focused coping functions as modifying the link between the person experiencing stress and the environment by taking actions in respect of oneself or the environment. Benefiting from problem-focused coping means doing something to find a solution to the problem which is the reason for distress, producing alternative solutions and pursuing an action-plan. Conversely, emotion-focused coping functions to diminish stressful emotional responses. In emotion-focused coping, a variety of emotions, types of understanding and expressing are used. According to many researchers, problem-focused coping is used when people have low levels of burnout. Similarly, emotion-focused coping is linked with a high level of burnout. However, some emotion-focused strategies are also effective for diminishing burnout such as seeking social support, positive reappraisal, acceptance and so on (Shin et al., 2014).

Problem-focused strategies involve using professional strategies such as systematic problem diagnosis and solution generation and involve facing and coping with the demands of the situation itself. Changing goals and desires, managing time more effectively, facing the problem directly, and/or changing the situation are some of the solutions of this strategy (Lazarus, Folkman, 1984).

Conversely, emotion-focused strategies are used when the person feels that nothing can be done to change the situation. It is used to manage the psychological part of the response. Some examples of emotional-focused strategies are releasing anger, drinking, looking for emotional support, and reassessing the situation in such a way that it lowers its anxiety-producing effect. In the reassessment of the situation, there is a tendency to change the reality of the situation completely to cope with anxiety. Emotion-focused strategies include wishful thinking, distancing, blaming oneself, isolating oneself, looking for emotional support, reducing tension, reinterpretation, acceptance, denying and turning to religion (Lazarus, Folkman, 1984).

In other words, in problem-oriented coping, the response may be associated with handling the problem and in emotion-oriented coping, the response is about a comforting reaction to

the problem emotionally (Admiraal, Korthagen, & Wubbels, 2010). According to Antoniou et al. (2013), descriptions of the problem, the recognition of alternatives, the evaluation of alternatives concerning advantages and disadvantages of such a choice and a solution can be considered as problem-oriented coping. Conversely, emotion-oriented coping involves positive re-evaluation, comparison and defence strategies like ignoring and detachment. Emotion-oriented coping is used when people consider the environmental conditions unalterable. However, they benefit from a problem-oriented coping strategy when they believe that environmental conditions can be altered.

### 2.12.4. Adaptive and Maladaptive Coping

Teachers' emotional health is affected by the type of coping strategies (Chan,1998, as cited in Seidmann & Zager 1991). According to Seidman and Zager (1991), there are two types of coping strategies which are adaptive and maladaptive coping behaviours. While extreme alcohol taking, smoking, sleep disorders, eating disorders are regarded as maladaptive coping behaviour, adaptive coping behaviour can be physical exercise, hobbies and meditation. Maladaptive coping behaviour is associated with higher levels of teacher burnout, on the other hand, adaptive coping behaviour is associated with lower teacher burnout. Seidman and Zager (1991) also suggested that getting support from colleagues and administrators is a better coping strategy than from one's family members, because family members do not experience the same circumstances and therefore, cannot understand what they are going through.

### 2.12.5. Palliative and Direct Action

Kyriacou (2001) categorised coping strategies in terms of direct action and palliative techniques. Direct action is related to strategies teachers can use to get rid of the sources of burnout. In direct action, the teachers firstly understand the source of stress and then act. Therefore, the problems that cause stress can be handled successfully in the future or the situation can be altered in such a way that stress no longer takes place. To illustrate this, if time pressures and deadlines are causing stress, looking for a time extension, or a change in deadline is an example of a direct action to reduce the problems.

According to Kyriacou (2001, p. 31), managing or organizing oneself in a more effective way may be involved in direct action techniques. In addition, developing new knowledge,

proficiencies and working methods; negotiating with peers in order to change or address elements of one's condition may also be involved in direct action techniques.

Palliative techniques do not deal with the source of stress itself but focus on reducing the feelings of stress stemming from those sources. Some strategies may be physical in nature, such as relaxation training for reducing feelings of tension and anxiety. Others may be mental and require the teacher reframe the stressful situations.

Teachers can solve their problems related to burnout as long as they take action and benefit from burnout coping strategies. The strategies that teachers use may change according to the related burnout problems that the teacher has. It can be said that direct action can be regarded as the best strategy to diminish job stress but sometimes it is not possible to use the possible strategies (Küçükoğlu, 2013).

Dewe (1985, as cited in Austin, Shah, & Muncer, 2005) also categorised coping strategies in terms of palliative and direct action. Palliative strategies are concerned with reducing stressful feelings and they are crucial because they may improve one's ability to start some direct-action techniques (Austin et al., 2005).

All in all, the researchers gave different names to the coping strategies they had identified Despite the fact that the strategies are almost the same in all of them. Direct action techniques are made use of in problem-focused coping and palliative techniques are made use of in emotion-focused coping (Kwok-bun, 2007). Moreover, active coping is the same as approach coping. On the other hand, avoidance coping can also be named as passive coping. Therefore, in the current study the categorization of coping strategies is made accordingly, and what the teachers make use of will be categorised as problem focused coping/ direct action and emotion-focused/palliative techniques.

# CHAPTER III

# METHODOLOGY

This chapter provides a detailed description of the method and the procedure of the study. The research design, setting, participants, instruments, data collection procedures and data analysis are explained within each part.

The previous chapter provided a short overview of the framework of this study and offered a review of literature about burnout, the dimensions of burnout, the symptoms of burnout, the reasons for and the consequences of it. Moreover, it gave information about teacher burnout, the dimensions of teacher burnout, the symptoms of teacher burnout and the reasons and consequences of teacher burnout. In addition, a brief information about coping strategies was also presented. Moreover, information about previous studies was also offered. From the literature review, it could be seen that there are few studies about teacher burnout and how teachers cope with burnout and these studies have been done in different contexts with different methods (Antoniou et al., 2013; Akbari & Eghtesadi, 2017; Al-dyiar & Salem, 2013; Bağçeci & Hamamcı, 2012; Chan & Hui, 1995; Christopher , 2009; Gazimihal, 2016; Jenaro et al., 2007; Jiang et al., 2017; Lou & Chen, 2016; Mohamed & Abed, 2017; Seidmann & Zager, 1991; Tümkaya, 1996). Therefore, there is a need to conduct this study in the context of Turkey. In addition, there is not any study about burnout levels of EFL teachers working in primary schools, how they cope with burnout and the relationship between their burnout levels and their coping strategies. For that reason, this study aims to fill in this gap. In order to fulfil this goal, the current study benefited from the Teacher Burnout Scale developed by Richmond et al. (2001) to measure burnout levels of the participants. This scale was used to find out whether participants suffered from burnout or not and if so to show the intensity or level of their burnout. Moreover, it was used to measure the differences in their burnout levels according to some demographic variables which were age, gender, teaching experience, weekly teaching hours, educational background, the years of working at the current school and marital status. In order to find out how teachers cope

with teacher burnout, teacher burnout coping strategies offered by Kyriacou (2001) and Küçükoğlu (2013) were taken as a criterion and formed the basis of a multiple response questionnaire.

Semi-structured interviews and observations were also used to verify the results taken from the scales and to deepen the understanding of the topic and to collect more data. In other words, interviews and observations made it possible to have a deeper understanding of whether participants suffered from burnout or not, to find out how these teachers coped with burnout and to increase the validity and reliability of the findings. In order to examine the research questions, some research procedures were chosen. They will be explained in the following parts.

### 3.1. Research Design

The aims of the current study are to determine the burnout levels of EFL teachers working in primary schools in Tekirdağ and to depict the possible effects of demographic variables on teacher burnout. Moreover, finding out whether there is a specific way of coping with burnout among these teachers is also the aim of the study. Lastly, it is also aimed to discover if there is a relationship between the burnout levels of these teachers and their ways of coping with burnout. In order to investigate these aims, a mixed methods design is employed.

Mixed methods research involves using at least one quantitative and at least one qualitative method together in a single study (Bergman, 2008, p. 1). This combination of qualitative and quantitative methods involves collecting or analysing both quantitative and qualitative data in a single study and integrating the data during the research process (Dörnyei, 2007, p. 163). According to Creswell and Plano Clark (2011, p. 5) mixed method centres around gathering, examining, and blending both quantitative and qualitative data in a single study or many studies. Its focal reason is that the utilization of quantitative and qualitative methodologies together gives a better comprehension of research problems than either approach alone.

A deeper insight into the areas to be researched is gained by using the best of both quantitative and qualitative methods (Dörnyei, 2007). There are many popular designs in mixed methods literature. The six most widely used mixed methods research designs are convergent parallel design, the embedded design, explanatory sequential design, exploratory sequential design, the transformative design, and the multi-phase design (Watkins & Gioia, 2015, p. 28). In this study, explanatory sequential design was used. In this design, collecting and analysing quantitative data is the first step. Then, qualitative data are collected and

analysed. The overall interpretation is offered at the end of the research. This design enables the researcher to investigate the concepts qualitatively discovered from the quantitative data (Watkins & Gioia, 2015, p. 30). The participants in the qualitative study should be the same as those ones who participated in the quantitative study. The sample size in the qualitative part is smaller than the quantitative. Participants who are representative of different groups are selected for the qualitative phase (Creswell & Plano Clark, 2011). Therefore, in the present study, firstly quantitative and then, qualitative research was conducted. Firstly, questionnaires were administered and then interviews were conducted, and observations were made. The participants of the qualitative section were chosen according to their scores in the quantitative part. In other words, the participants of the interviews were chosen according to their burnout scores. They were chosen from respondents with various burnout levels. Similarly, the participants who were observed were also the participants of the questionnaires and interviews and they also had a variety of burnout levels.

The main aim of quantitative research is to describe the phenomena objectively. Objectivity is achieved by not allowing the researcher's personal attitude to affect the analysis and the interpretation of the data. This method produces numerical data and evaluation is made by using descriptive or inferential statistics. With the help of these statistics, hypotheses are tested, and it is determined whether there are important relationships or differences or not (Taylor, 2005, p. 91). Thus, in the current study, quantitative part consisted of statistical analysis of questionnaires. The Teacher Burnout Scale developed by Richmond et al. (2001), a multiple response questionnaire about teacher burnout coping strategies according to the strategies offered by Kyriacou (2001) and Küçükoğlu (2013) were used as quantitative tools. The Teacher Burnout Scale developed by Richmond et al. (2001) was applied to find out participants' feelings about their jobs and to discover their burnout levels.

In order to find out how teacher cope with teacher burnout, a multiple response questionnaire about teacher burnout coping strategies according to the strategies offered by Kyriacou (2001) and Küçükoğlu (2013) was used. It was comprised of 18 items and the participants were expected to tick as many strategies as they used. The burnout coping strategies suggested by Kyriacou (2001) and Küçükoğlu (2013) were taken as criteria in that multiple response questionnaire. The Teacher Burnout Scale and the multiple response questionnaire about teacher burnout coping strategies were covered up in a single form which ended with a set of questions to enable collecting demographic data about the participants such as age, gender, educational status, teaching hours per week, teaching experience, marital status, and the years of working at the same school.

Statistical analysis of the questionnaires was carried out in order to learn the participants' profiles and to discover their levels of burnout, to find out the differences in burnout levels in terms of the participants' demographic variables and to learn how they coped with burnout. Moreover, with the help of the statistical analysis of quantitative data, the phenomena were described objectively and reliably.

On the other hand, a qualitative research method includes a more interpretive, naturalistic way to research a topic. In other words, things are studied in their natural settings and are tried to be understood and interpreted regarding the meanings people give to them. Qualitative research involves studying meanings by using life stories, case studies, personal experiences, interviews and introspective, observational, interactional, historical and visual texts (Denzin & Lincoln, 2011, pp. 3,4). Therefore, the qualitative part of this research includes qualitative analysis of interview transcripts and observations. Semi-structured interviews were conducted with some EFL teachers teaching in primary schools in Tekirdağ. The participants of the interviews were chosen according to burnout levels. The participants of the interviews differed in their levels of burnout because it was aimed to identify teacher burnout coping strategies used by teachers at different levels of burnout. Furthermore, in order to verify the qualitative data findings and to increase the validity and reliability of the qualitative data, observation technique was also used to collect more data and to gain more insight into the topic. The teachers with different burnout levels and who were also the respondents of the interviews and questionnaires were chosen to be observed.

In this respect, it can be said that the triangulation technique was used in the current study. The triangulation technique is one of the most popular techniques in mixed methods research design. Triangulation according to Heale & Forbe (2013, p. 98) is benefiting from more than one approach to investigate a question. The goal is to increase confidence in the findings by using two or more independent measures to confirm a proposal. Combining findings from two or more strict methods offers a more extensive image of the results than any methods could do alone.

With the help of triangulation, the validity of the study findings is guaranteed (Fusch & Ness, 2015). For that reason triangulation was used in this research. Semi-structured interviews and observations were used to scrutinize the quantitative data findings. According to Kothari, (2004) "The interview method of collecting data involves the presentation of oral-verbal stimuli and replies in terms of oral-verbal responses" (p. 97). And according to Walliman (2011, p. 99), a semi structured interview is a type of interview which involves

structured and unstructured parts with open-ended and standardized questions.

In this study, some of the interview questions were taken by Güneş (2014), and the others were prepared by the researcher according to the related review of literature about teacher burnout and teacher burnout coping strategies. The interviews were conducted face to face and the researcher made use of semi-structured interviews since questions could be added when there was a need.

Furthermore, observations were made to triangulate the findings. According to Walliman (2011, p. 101) observation is a fundamental data collection activity for many study fields, in particular in natural and technical sciences, such as observing the outcomes of the experiments, model behaviour, material, plant and animal appearance. In the social sciences, where individuals and their activities are studied, it is also beneficial. Observations can record how individuals are responding to issues and whether they are acting in a different way to what they say or plan. Sometimes through their behaviour they can better show their understanding of a process than through verbal explanation of their knowledge.

Similarly, in the current study, the researcher also made observations in order to have a better understanding, to provide more detailed findings and to have more reliable and valid results.

To sum up, the research questions were investigated by applying the mixed method research design. In addition, the triangulation technique is used.

### 3.2. The Setting

This study was conducted in Tekirdağ city in Turkey during the 2018-2019 academic year. 138 EFL teachers worked in primary schools affiliated to the Ministry of National Education in that city. In the primary schools in Turkey, teaching English begins in the second grade. Students from the second, third and fourth grades learn English for 2 teaching hours a week (English Language Teaching Program for Primary and Secondary Schools, 2013).

### 3.3. The Participants

Participants in this study were EFL teachers working at public primary schools in Tekirdağ. These EFL teachers teach English as a foreign language. The participants' mother tongue, in other words, First Language (L1) was Turkish. They differed in educational background

since some of them have bachelor's degrees while others have master's and Ph.D. degrees. Participants also differed in years of teaching experience. In addition, the participants were in various age groups. Moreover, while some of the participants were married, others were single. They had different weekly teaching hours and the duration of working hours for their current schools was also different. Furthermore, while some of the participants were male, the others were female. These various EFL teachers working in primary schools in Tekirdağ were the participants of the present study.

The participants of the study consisted of 108 EFL teachers teaching in primary schools in Tekirdağ. They completed the questionnaire asking for demographic information and a Teacher Burnout Scale (Richmond et al., 2001) and a multiple response questionnaire about burnout coping strategies suggested by Kyriacou (2001) and Küçükoğlu (2013).

86 (79.6%) of the participants were female while 22 (20.4%) of the teachers were male. The participants ranged from ages between 30 and below and 51 and above. 22 (20.4%) participants were 30 or below, 68 (63%) participants were between 31 and 40, 12 (11.1%) participants were between 41-50, 6 (5.6%) participants were 51 or above.

In addition, marital status was also taken into account. 35 (32.4%) of the participants were single, while 73 (67.6%) participants were married.

Moreover, teaching experiences of the participants were also looked for. 16 (14.8%) participants had teaching experience between 0-5 years, 36 (33.3%) participants were teaching for 6-10 years, 38 (35.2%) participants were teaching for 11-15 years and 18 (16.7%) participants worked as a teacher for 16 or more years.

Furthermore, how long these teachers had been working at the same primary school was also of interest to the study. 34 (31.5%) participants worked at the same primary school for 0- 2 years, 39 (36.1%) participants worked for 3-4 years, 35 (32.4%) participants worked for 5 and more years at their current school.

How many hours the participants were teaching at their school in a week was also taken into account. In other words, their workload was also a concern for the study. Among participants, while 7 (6.5%) of the participants taught 2-15 hours in a week. 22 (20.4%) of the participants worked for 16-20 hours, 43 (39.8%) of the participants worked for 21-25 hours in a week. On the other hand, 23 (21.3%) of the primary EFL teachers taught 26-30 hours and 13 (12%) worked for 31 or above hours per week.

Finally, another demographic variable which was taken into consideration was the

educational status of the participants. Among the participants, 86 (79.6%) participants had bachelor's degrees, 11 (10.2%) had master's degrees, and 4 (3.7%) were still studying for master's degrees. In addition, 4 (3.7%) participants were studying for Ph.Ds. and 3 (2.8%) participants already had Ph.D. degrees. The demographic characteristics of the participants are shown in the Table 6.

Table 6

*The Participants of the Current Research According to Their Demographic Characteristics*

| Demographic Variable | | N | % |
|---|---|---|---|
| Gender | Female | 86 | 79.6% |
| | Male | 22 | 20.4% |
| Marital status | Single | 35 | 32.4% |
| | Married | 73 | 67.6% |
| Teaching Experience | 0-5 years | 16 | 14.8% |
| | 6-10 years | 36 | 33.3% |
| | 11-15 years | 38 | 35.2% |
| | 16 and more | 18 | 16.7% |
| Age | 30 and below | 22 | 20.4% |
| | 31-40 years old | 68 | 63.0% |
| | 41-50 years old | 12 | 11.1% |
| | 51 and above | 6 | 5.6% |
| Working at the Current School | 0-2 years | 34 | 31.5% |
| | 3-4 years | 39 | 16.1% |
| | 5 and more | 35 | 32.4% |
| Weekly Teaching Hours | 2-15 hours | 7 | 6.5% |
| | 16-20 hours | 22 | 20.4% |
| | 21-25 hours | 43 | 39.8% |
| | 26-30 hours | 23 | 21.3 |
| | 31 and more | 13 | 12.0% |
| Educational Status | B.A. | 76 | 79.6% |
| | M.A. | 11 | 10.2% |
| | M.A. in Progress | 4 | 3.7% |
| | P.h.D. | 3 | 2.8% |
| | P.h.D. in Progress | 4 | 3.7% |

A convenience sampling method was made use of for the quantitative part of the study. "When population elements are selected for inclusion in the sample based on the ease of access, it can be called convenience sampling" (Kothari, 2004, p. 15). Since the participants were the EFL teachers working in the same city as the researcher, it was easy to access them and collect data.

For the qualitative part, purposeful sampling was used. Purposeful sampling is a popular

technique in qualitative research for diagnosing and selecting data-rich cases in order to use the limited resources effectively (Patton, 2002, p. 230). It involves identification and selection of people or groups of people who have knowledge or experience about the topic (Creswell & Plano Clark, 2011). Thus, semi-structured interviews were conducted with 20 EFL teachers working in the primary schools in Tekirdağ who had already completed the questionnaires. The participants of the interviews were chosen according to their burnout levels. Therefore, interviews were conducted with teachers from different burnout levels. 6 teachers who had low burnout scores, 7 teachers with some feelings of burnout, 4 teachers who had substantial burnout scores and 3 teachers with severe burnout scores were chosen. Thus, purposeful sampling was used. Moreover, their burnout scores were used as pseudonyms. In other words, instead of giving the interviewees' names, their burnout scores were used to identify them. The burnout scores of the participants of the interviews are given in Table 7.

Table 7

*The Interviewees' Burnout Levels According to the Teacher Burnout Scale*

| Low | Some | Substantial | Severe |
|---|---|---|---|
| 21 | 36 | 59 | 71 |
| 24 | 38 | 65 | 73 |
| 25 | 40 | 69 | 79 |
| 26 | 43 | 70 | |
| 28 | 46 | | |
| 30 | 52 | | |
| | 54 | | |
| Total: 6 | Total: 7 | Total: 4 | Total: 3 |

Furthermore, in order to select the teachers to be observed, again purposeful sampling was used. The teachers who were observed also completed the questionnaires and they were also interviewed. Hence, the teachers were selected according to their burnout scores and according to their answers in the interviews. 8 teachers were observed including 2 teachers from each burnout level, which are low, some, substantial and severe were chosen. The burnout scores of them were 21, 24, 36, 38, 59, 65,71 and 79. Again, their burnout scores were used as pseudonyms. Table 8 shows the burnout scores of the teachers who were observed.

Table 8

*The Observed Participants' Burnout Scores According to the Teacher Burnout Scale*

| Low | Some | Substantial | Severe |
|---|---|---|---|
| 21 | 36 | 59 | 71 |
| 24 | 38 | 65 | 73 |
| Total: 2 | Total: 2 | Total: 2 | Total: 2 |

### 3.4. Instruments

After the systematic review of literature in the field of teacher burnout and how teachers cope with burnout, research instruments were decided upon and developed. This study employed the Teacher Burnout Scale developed by Richmond et al. (2001). This scale was made up of 20 statements and the participants were expected to rate the items on a five-point Likert scale. Points ranging from 1 to 5 have meanings. 1 stands for "strongly disagree", 2 "symbolizes disagree", 3 means "neutral", 4 represents "agree", 5 stands for "strongly agree". This research made use of the Teacher Burnout Scale developed by Richmond et al. (2001) because the participants were categorized into four various burnout levels according to their scores in the scale. These levels according to Richmond et al. (2001) "0-36 indicates few burnout feelings; 36-55 indicates some strong feelings of burnout; but probably not a serious problem; 56-70 indicates substantial burnout feelings, enough to recommend some help; and 71-80 indicates the individual is experiencing severe burnout". Moreover, this scale was used because according to Richmond et al. (2001) "Expected alpha reliability estimates for this instrument are above .85. Face validity is good" (p. 1).

In order to find out how teachers deal with burnout, a multiple response questionnaire was included according to the burnout coping strategies offered by Kyriacou (2001) and Küçükoğlu (2013). A multiple response questionnaire according to the burnout coping strategies offered by Kyriacou (2001) and Küçükoğlu (2013) was used because this enabled the participants to choose as many strategies as they used. Moreover, this questionnaire enabled the researcher to categorise the burnout coping strategies that the participants used into two, which were direct action/ problem-oriented strategies and palliative/ emotion-oriented strategies. This set of questions involved 18 items and the participants were asked to tick the items that showed how they coped with burnout.

The Teacher Burnout Scale and a multiple response questionnaire were designed as a single form and applied as a single form. The questionnaire firstly gave information about the research and it included a request to participate in the study as well. The questionnaire was

made up of three parts. The first part was comprised of 20 statements of the Teacher Burnout Scale and teachers were asked to tick the level of agreements ranging from 1 (strongly disagree) to 5 (strongly agree) to the situations describing themselves. In the second part of the questionnaire, there was one question asking: "How do you cope with burnout?" and the participants were expected to tick the items that described themselves. The last section of the questionnaire consisted of questions to learn about demographic data. There were 7 questions. In this part, questions about gender, age, teaching experience, marital status, workload, educational status and the duration of working at the current school were asked. Demographic questions were placed at the end because according to many researchers placing demographic questions at the end is a good way for keeping the participants' interest and for not causing discomfort stemming from sensitive questions. Moreover, demographic questions are simpler to reply to at the end of a survey when the participant is exhausted (Hughes, Camden, & Yangchen, 2016). Gilovich, Keltner, and Nisbett (2006, as cited in Hughes et al., 2016) also suggested putting demographic questions at the final part of the questionnaire in order to prevent the likelihood of "stereotype threat". This "stereotype threat" might influence the participants with their demographic traits and direct them to reply in a different way to how they would otherwise do.

All in all, the questionnaire consisted of 20 statements about teacher burnout, 18 statements about coping strategies and 7 statements about the demographic variables. The Teacher Burnout Scale (Richmond et al., 2001) and the multiple response questionnaire about burnout coping strategies offered by Kyriacou (2001) and Küçükoğlu (2013) and the Demographic Information Form are placed on Appendix 1.

After designing the questionnaire, piloting of these questionnaires was conducted. The Teacher Burnout Scale was seen as highly reliable. Cronbach's alpha was .937 and Cronbach's alpha of coping multiple response questionnaire was found to be .789.

Moreover, a semi-structured interview which was prepared by the researcher based on the review of the literature about burnout and burnout coping strategies was used. The interview was used to add detail, to clarify better, and to elaborate the findings of the quantitative data. The participants of the interviews were chosen according to their burnout levels and according to geographical distance. The interviews were conducted in order to have more information about teacher burnout, their feelings, thoughts and their burnout coping strategies.

The researcher chose the questions of the interview after the literature review about teacher

burnout and teacher burnout coping strategies. The researcher also took three questions from another researcher (Güneş, 2014). The researcher carried out three interviews and used these as a pilot study to determine the real interview questions. In order to control its validity and to gather required data, three interviews were carried out before the actual use of interview questions.

The interview questions were divided into two sections:

1. The first three questions were related to teacher burnout and teacher burnout experienced in primary school

2. The last two questions were related to coping strategies in respect of burnout. Question number 6 elicited responses about how teachers coped with burnout and question number 7 elicited responses about teachers' expectations about their institutions. In other words, it elicited suggested institutional burnout coping strategies. The interview questions can be found in Appendix 2.

Moreover, the researcher made use of observations to elicit more detailed data, to make use of the triangulation technique and to have more detailed qualitative data findings. The teachers who were observed were among the teachers who took part both in the quantitative phase of the research and in the interview phase. Furthermore, the teachers with different burnout levels were chosen to be observed with the aims of gathering more data and scrutinizing the findings. The observations were nonparticipant and unstructured. Nonparticipant observation is used when "The researcher may collect the needed data in that capacity without becoming an integral part of the organisational system" (Sekaran, 2003, p. 252). With unstructured observation, the observer can record all the observed things. The hallmark of qualitative research is asserted to be unstructured observational studies. The researcher could entertain a number of tentative hypothesis that may function as a guide on who, when, where, and how the individual can observe. When the required data is observed and recorded over a period of time, inductive discovery may be helpful in building subsequent theories and in testing of hypotheses (Sekaran, 2003, p. 253). For that reason, unstructured observations were used in the current study.

All in all, the current study was conducted with the help of questionnaires, interviews and observations. The data was collected by means of them.

### 3.4.1. The Validity and Reliability of the Instruments

The Teacher Burnout Scale developed by Richmond et al. (2001) shows the feelings of the teachers about their jobs and depicts the burnout levels of teachers. The current study benefited from this scale due to the fact that the expected alpha reliability calculations for the Teacher Burnout Scale are above .85 and it is proved that its face validity is good (Richmond et al., 2001). Despite this fact, a pilot study was made with 29 participants and the reliability of Teacher Burnout Scale was found to be .937. Consequently, it can be said that this scale is reliable and valid.

The researcher adapted it to a new form to make it easier, more practical and quicker to reply for the participants. The researcher turned the questionnaire into a Likert scale type table and the participants were only expected to tick the items describing themselves. The instruction for the questionnaire was as follows: “Please tick the items that describe you. Tick one item for each question”.

In the second part of the questionnaire, a multiple response questionnaire according to teacher burnout coping strategies offered by Kyriacou (2001) and Küçükoğlu (2013) was used. A pilot study with 29 participants was conducted and the reliability was found to be .789. Therefore, it can be concluded that it was reliable.

The multiple response questionnaire involved 18 items and the participants were asked to tick the items that showed how they coped with burnout. The instruction for this question was as follows: “How do you cope with burnout? Tick the items that describe you. You can tick more than one item”.

In addition to these, the researcher conducted interviews to collect more data about teacher burnout and how teachers deal with teacher burnout. There are different types of interview. These are structured, semi-structured and unstructured (MacDonald & Headlam, 2008). In this study, semi-structured interviews were used. They were more suitable for this study because according to MacDonald & Headlam (2008, p. 40), this is a more frequently utilized interview technique that pursues a framework rather than particular questions in order to tackle important topics. In addition, it enables the investigator to react to the interviewee’s responses with a certain degree of flexibility and thus, develops topics and issues as they occur.

Semi structured interviews were conducted to collect more data from the participants, to have more insight about the topic and to learn the participants’ feelings and suggestions. The researcher conducted face-to face interviews with teachers having different burnout levels.

Three interviews were conducted before the actual interviews to decide on the questions. Furthermore, an observation technique and field notes were also used in the present study.

In order to provide more valid and reliable findings from the qualitative data, the researcher made use of triangulation. Triangulation was used to ensure validity and reliability. Triangulation is the use of more than one theory, data source, method or researcher in the research of a single topic. It is used to give more validation to implied results; however, it can also be utilised to decide if the data is complete. The most frequent type of triangulation is methodological triangulation. Research benefiting from triangulation may cover up two or more sources of data collection by applying the same methodology e.g. from qualitative information sources. Moreover, two various data collection methods, that is; qualitative and quantitative data collection methods, can be used in the study. By comparing the discoveries from various angles, the limitations of each method can be overcome (Heale & Forbe, 2013). Therefore, in this research in order to ensure the validity and reliability of the findings, triangulation was made use of.

### 3.5. Data Collection Procedures

The data collection period lasted 2 months. From December 2018 until the end of February 2019. The questionnaire was published online in 31st December 2018 and teachers answered the questionnaire by 28th February 2019.

Data collection started in December 2018. After the necessary permission was received from Tekirdağ Province, the pilot study was conducted. 29 participants took place in the pilot study. Before they took part in the pilot study, they had been informed about the study. Then, the data was analysed, and it was found out that the scales were reliable. Therefore, no change was made, and the researcher continued to apply the same questionnaire.

With the help of the questionnaires and the semi-structured interviews and observations, the data for this study was collected. In the first phase of the data collection, a questionnaire consisting of three parts, which were a Teacher Burnout Scale by Richmond et al. (2001), a multiple-response questionnaire about burnout coping strategies by Kyriacou (2001) and Küçükoğlu (2013) and a demographic information form, was completed by the teachers. The questionnaires were collected by the researcher personally. Moreover, it was also sent as a google survey form for the schools which were far away. The total number of the questionnaires completed was 108.

Secondly, the researcher conducted interviews with some of the participants of the study. Each interview took nearly 10 to 15 minutes and were carried out on a face to face basis. The participants of the interviews had different levels of burnout with regard to their results in the Teacher Burnout Scale. Among the participants (N = 108), 51 participants had scores below 36, meaning that these teachers had low burnout. 45 participants had scores between 36-55, showing that these teachers had some strong feelings of teacher burnout. 8 teachers scored between 56-70 which pointed to the fact that these participants had substantial feelings of burnout. Lastly, only 4 teachers displayed a severe burnout level by having scores between 71-80. Among these participants, 20 teachers were chosen for interviews according to their burnout levels. 6 of the interviews were conducted with teachers having few feelings of burnout and scored below 36. Moreover, 7 of the interviews were made with teachers who had some strong feelings of burnout and had scores between 36-55. 4 participants having scores between 56-70 and had substantial feelings of burnout also took part in the interviews. Lastly, 3 teachers displaying severe burnout levels by having 71-80 scores participated in the interviews. Since the researcher also worked in the same region as an English teacher in a primary school and had spent some time with these teachers in the regional meetings, she assumed that they would give correct answers to the questions in the interview. Table 8 on page 59 shows the scores of interviewees in the Teacher Burnout Scale.

The interviews were conducted just after the teachers had completed the questionnaire. The researcher calculated the burnout levels of the participants and then asked some of them for an interview. The interview consisted of questions about teacher burnout and teacher burnout coping strategies. The questions were aimed to find out if they suffered from burnout or not, and how they coped with burnout. Furthermore, there were also some questions to reveal the participants' expectations from their institutions to lower teacher burnout and make teachers more motivated.

The researcher benefitted from the use of both open-ended and closed-ended questions. The researcher made use of open-ended questions to gain more detailed information and closed-ended questions were used to receive clearer answers. Furthermore, the researcher asked more questions from time to time when there was a need to get more information about the topic. The researcher asked questions regarding:

(a) the symptoms of burnout that they realised that they had
(b) how they coped with burnout
(c) what changes the institutions should make to motivate teachers

The researcher took some questions from a previous piece of research since these questions were to the point of this research. Some interview questions were taken from Güneş (2014). These questions are below:

1. Have you chosen teaching voluntarily as a profession? If you could choose your occupation today, would you choose to be a teacher? How long do you plan to remain in teaching?
2. How do you feel in your job? Do you feel motivated to do your job, improve yourself or do you feel tired or burnt out?
3. What changes would you want in your institutions to be more motivated towards your profession? Do you think such changes will happen?

Firstly, the participants were given information about the research and when the EFL teachers accepted being a participant and completed the questionnaire, their burnout scores were calculated. In the scale, each number has a meaning. 1 symbolizes "strongly disagree" 2 means "disagree", 3 stands for "neutral", 4 means "agree", and finally, 5 represents "strongly agree" (Richmond et al., 2001). According to Richmond et al. (2001), four levels of burnout are calculated by adding the points in each question in the scale and then getting a score. According to Richmond et al. (2001, p. 2) "0-36 indicates few burnout feelings; 36-55 indicates some strong feelings of burnout; but probably not a serious problem; 56-70 indicates substantial burnout feelings, enough to recommend some help;71-80 indicates the individual is experiencing severe burnout".

Since it was aimed to conduct interviews with respondents experiencing all burnout levels, it was necessary to have information about the burnout level of the participant before the interview section. The researcher gave information about the interview before the process. The respondents were assured that they would remain confidential and thus, they accepted voice recording. Then, the researcher asked the questions and recorded the answers in a voice recorder with the permission of the participants. When the researcher wanted to have more explanation about a topic, she asked more questions in addition to the questions in the interview. Questions in the interview were prepared both in English and in Turkish and the respondents had the chance of choosing from these two languages.

Among 20 interviews, only 2 teachers chose to be interviewed in English and these two interviews were conducted in English. During these two interviews, the respondents made many mistakes.18 teachers wanted to be interviewed in Turkish. These respondents claimed that they were about to lose their English proficiency just because of using very simple and limited English in primary schools and they added that they did not trust their English proficiency anymore. For that reason, they wanted to be interviewed in Turkish. Since it was aimed to collect as much as information without causing any stress, these teachers' interviews were conducted in Turkish. The researcher asked questions in Turkish and

received the answers in Turkish. Since the answers were recorded in the voice recorder with the permission of the participants, the researcher typed all the answers later, and then, translated the answers in English. The researcher typed and corrected the mistakes and translated the interviews from Turkish to English and it can be confirmed that the answers of the interviewees were not changed since interviews were recorded in the voice recorder and the researcher kept the all recordings. Moreover, the researcher made use of the back-translation to provide reliable data. "Back translation is process of translating a document that has already been translated into a foreign language back to the original language" (Shuling, 2016, p. 814). In this respect, the interviews were translated from Turkish to English. Then, they were translated back to Turkish by another person to check the reliability of the translations.

In short, the steps for the interviews were below:

1. To decide on the interview questions, the literature was reviewed, and three questions were taken from Güneş (2014). Three interviews were conducted before the actual use.
2. The questionnaires were filled by the participants and the participants of the interviews were chosen according to their scores in the Teacher Burnout Scale. They were chosen in order to represent each of the burnout levels, in order words, to be representative of each burnout level.
3. The participants were given information about the aim and the approximate duration of the interview before and they took part in the interviews voluntarily.
4. The interviews were conducted and recorded.
5. The researcher, typed, corrected and translated the interviews and used back translation and then analysed the data.

After the interviews, observations were made. In fact, all the teachers who participated in this research were observed personally by the researcher. Moreover, the teachers who were also the respondents of the interviews were observed also during the interview session. Furthermore, to have more detailed information about the topic, to make use of the benefits of triangulation, to gather more data and to have more representative observations, the researcher chose 8 teachers among the respondents of interview session with different burnout levels. Among these teachers, 2 teachers with low burnout levels, 2 teachers with some burnout, 2 teachers with substantial and 2 teachers with severe burnout levels were chosen. The observed teachers were chosen not only for their burnout levels but also because

of the geographical location of their schools. However, the participants who did the online questionnaire could not be observed. In addition, the observations were subjective.

### 3.6. Data Analysis

In order to examine and analyse the data gathered from questionnaires, descriptive statistics, parametrical statistical procedures like t-tests and one-way ANOVAs (Analyses of Variance), Multiple Response Crosstabs were used by benefiting from the SPSS 21.0 Programme (Statistical Package for Social Sciences).

In order to answer the first research question "What are the burnout levels of EFL teachers working in primary schools?", the researcher made use of descriptive statistics. Descriptive statistics are used to give a first opinion about the data. In other words, descriptive statistics are used to depict features of a unique dataset or to portray patterns of improvement in long-time analysis (Lowie & Seton, 2012, p. 25).

In order to continue analysis, it was important to decide between parametric and non-parametric test. In order to conduct parametric techniques, it is assumed that the population of the sample is normal (Pallant, 2007, p. 204). However, this situation is rare. Therefore, according to Moore & McCabe (2006), on condition that the sample size is small (less than 15), then one-sample t-test should not be used if the data are clearly skewed or if there are outliers. On condition that the sample size is moderate (at least 15), one-sample t-test can be utilized except when serious outliers are present. On condition that the sample size is big (at least 40), then the one-sample-t-test can be utilized securely regardless of skewness or outliers.

To put it more open, according to Elliott & Woodward (2007, p. 49), the last two rules are dependent on the central limit theorem and according to this theorem, on condition that the sample size is large, the sample mean distribution is nearly normal even if the original population is not normal. On condition that means are compared and the sample size is bigger than 40, the central limit theorem (CLT) can be invoked in order to support conducting parametric procedures even if the data distribution is not normal. In brief, the CLT sample means are near normally distributed for sample sizes of 40 or more even when the real populations are not normal (Elliott & Woodward, 2007).

In addition, Ghasemi & Zahediasl (2012, p. 486) also explained this by making refences to some researchers on the topic. They explained this situation by saying that with big enough

sample sizes (> 30 or 40), there should not be any problems when the normality assumption is violated; it means that parametric procedures can be used even if the data are not normally distributed.

Furthermore, according to Büyüköztürk (2012, p. 40), if the skewness is between ± 1, it can be said that the scores do not show a significant deviation from the normal distribution. Therefore, it can be talked about as normal distribution. Moreover, the values for asymmetry and kurtosis between -2 and +2 are considered acceptable to prove normal univariate distribution (George & Mallery, 2016, p. 114). In this research, parametric tests were used with regard to these citations. It was assumed that there was a normal distribution. Therefore, the analyses were done accordingly, and parametric tests were conducted.

For the next research question "Is there a significant difference in burnout levels of EFL teachers working in primary schools in Tekirdağ according to some demographic variables?", T tests and one-way ANOVAs were conducted. For gender and marital status, t-tests were used since there were two variables in each research question. In order to show if there were any differences in burnout levels of participants between males and females, a t-test was used because there were two variables which were female and male. In addition, a t-test was also conducted in order to discover if there were any differences in burnout levels of the participants according to their marital status which were single and married.

For the other variables such as age, workload, educational status, teaching experience and the years of working at the current school, one-way ANOVAs were administered since there were more than two variables in each demographic factor. According to George & Mallery (2016, p. 159) analysis of variance is a procedure which is used to compare sample means in order to see if there is enough proof to deduce that the means of the corresponding population distribution are also different. By contrasting it with t-test, one-way analysis of variance can be simply explained. While only two distributions are compared by using t-tests, many distributions can be compared with the help of analysis of variance. For that reason, one-way ANOVAs were administered for these demographic variables.

With respect to the research question "How do EFL teachers working in primary schools deal with teacher burnout?" multiple response analysis and multiple response crosstabs analysis were carried out. Multiple response sets are used when the participants can answer a survey question multiple valid times such as "Check all that apply" questions, multiple variables are needed to capture all the answers. This variable collection is called a multiple response set. Multiple Response Analysis enables the person to generate frequency and

crosstabulation tables for user-identified multiple response sets (IBM Knowledge Center-Multiple Response Analysis, 2019).

Furthermore, in order to answer the next question "Is there a relationship between burnout levels of EFL teachers working in primary schools and their ways of coping with burnout?", multiple response crosstabs analysis was administered. This study aimed to show if the various levels of burnout scores had an effect on how teachers coped with burnout or vice versa.

In the second phase of the study, semi-structured interviews were conducted in order to get more information about teacher burnout and their burnout coping strategies and to validate the results obtained from the quantitative research. In order to analyse the interviews, content analysis was used. Content analysis consists of diagnosing and coding main topics in data (Mckay, 2006, p. 57). Moreover, observations were written and analysed. In short, the procedures below were followed to try to answer the research questions:

1. Descriptive statistics were administered in order to find out burnout levels of EFL primary school teachers in Tekirdağ.

2. T-tests and one-way ANOVAs were used to show if there were differences in burnout levels of EFL primary school teachers in Tekirdağ according to demographic variables in the questionnaires. T-tests were used for gender and marital status variables. One-way ANOVAs were administered for the other demographic variables which were age, weekly teaching hours, teaching experience, educational status, the years of working at the current school.

3. In order to show if there was a specific way of coping with burnout among the participants and how they coped with burnout, multiple response analysis was done.

4- Multiple response crosstabs analysis was also used to show if there was a relationship between these teachers' burnout levels and their burnout coping strategies.

5. Interviews were analysed by means of content analysis.

6. Observations were recorded and analysed.

The next section shows the data analysis procedure in two parts. First of all, the quantitative data analysis of this study will be shown, and then the qualitative data analyses will be presented.

### 3.5.1. Quantitative Data: Questionnaires

Simply put, research methods are categorized into two groups which are quantitative and qualitative. Quantitative research concentrates on calculating the quantity or amount and it can be used in respect of facts that can be stated with quantity (Kothari, 2004, p. 20). This study's quantitative data was collected with the help of a questionnaire. This questionnaire consisted of a Teacher Burnout Scale by Richmond et al. (2001) in order to measure the burnout levels of participants, a multiple response questionnaire covering burnout coping strategies offered by Kyriacou (2001) and Küçükoğlu (2013) in order to find out how teachers cope with burnout and a demographic information form.

The scores for the Teacher Burnout Scale and the multiple response questionnaire were calculated by using statistical methods. The questionnaire was administered both online for teachers working in schools some distance away and face to face for those working in schools close by.

The research was carried out in Tekirdağ, a city in Turkey and among 138 EFL teachers working in primary schools in the city, 108 teachers took part in the research. The data was analysed by making use of the Statistical Package for the Social Sciences (SPSS). Descriptive analysis was used in order to summarise the data since according to George & Mallery (2016, p. 112) "Descriptive statistics are designed to give you information about the distributions of your variables"

Furthermore, in order to show if there was any difference between EFL primary teachers' burnout levels according to the demographic variables in the questionnaire, the data was analysed in respect of each demographic variable. These demographic variables were gender, age, marital status, teaching experience, workload, educational status and the duration of working at the current school. One-way ANOVAs and t-tests were used to analyse the data.

In order to compare the teacher burnout means of male with female, and to see if there were any differences between burnout levels between males and females, a t-test was administered. Furthermore, a t-test was also administered for marital status because there were also two variables, which were single and married. As mentioned before, when there are two groups, t-tests can be administered.

However, to see if there were any significant differences between burnout levels and to compare the teacher burnout levels of the participants according to the other demographic variables which were age, teaching experience, workload, educational status and the time

spent working at the current school, one-way ANOVA was applied because there were more than two groups in each demographic variable. As it was also explained before, when there are more than two variables, one-way ANOVA is used.

For illustrating the analysis results, tables and figures were used, and the tables consisted of variables such as gender, age, marital status, teaching experience, workload, educational status and the duration of working at the current school.

Furthermore, in order to find how these teachers coped with burnout and if there was a specific way of coping with burnout among them, the respondents were able choose more than one answer in the scale. For that reason, multiple response analysis and descriptive analysis were administered. The results are shown with both figures and tables.

Lastly, in order to show if there was a relationship between the burnout levels of these teachers and their burnout coping strategies, multiple response crosstabs were conducted. Tables and figures were made use of to depict the findings.

### 3.5.2. Qualitative Data

"The qualitative research method involves the use of qualitative data such as interviews, documents and observations in order to understand and explain a social phenomenon" (Perumal, 2014, p. 105). Interviews and observations made up the qualitative data of the current study. The information about how the analysis was conducted is described under the headings of interviews and observations.

#### *3.5.2.1. Interviews*

Semi-structured interviews are one of the qualitative data collection methods and semi-structured interviews were used in the current study. The questions in the interview were prepared by the researcher according to the review of the literature. There were some studies about teacher burnout and some of these studies made use of interviews to collect data. Some of the interview questions were taken from Güneş (2014) since these questions were also relevant to the current study. Three pilot interviews were conducted before the interviews. The researcher made face to face interviews with some of the participants.

In order to have more information about teachers' feelings about their jobs and their burnout coping strategies, interviews were conducted. The researcher firstly asked the EFL teachers working in primary schools in Tekirdağ to complete the questionnaires. When they agreed to take part in the study and completed the questionnaires, the researcher quickly calculated

the burnout levels of these teachers and then asked some of the participants for interviews. These teachers had various burnout scores and different burnout levels.

The interviews were conducted with 20 teachers. 6 of the interviewees scored below 36 and had few feelings of burnout while 7 of the interviewees had scores between 36-55 and had some strong feelings of burnout. Furthermore, 4 interviewees were between 56-70 and had substantial feelings of burnout. Moreover, 3 teachers had scores between 71-80 and displayed a severe burnout level.

The researcher benefited from a theoretical saturation technique in deciding the number of interviews that were conducted. Theoretical saturation is "the point at which gathering more data about a theoretical category reveals no new properties nor yields any further theoretical insights about the emerging grounded theory" (Charmaz, 2006, p. 189). To elucidate, Hennink, Kaiser, & Marconi (2016) explained theoretical saturation by saying that theoretical saturation technique means a time in data collection when no extra issues and ideas arise from data and all appropriate conceptual categories have been defined, studied and exhausted. This points to the saturation of conceptual categories and shows that the existing theory is thorough and credible.

Therefore, it was considered unnecessary to conduct further interviews when it was found that no new information could be obtained from the interviews. The data was then analysed.

With respect to the data analysis of interviews, firstly the recorded interviews were listened to and then the data was transcribed. Only two interviews were conducted in English. 18 interviews were conducted in Turkish, and they were translated to English. With the aim of ensuring the reliability and validity of translation, the back translation was used. Tyupa (2011) explained back translation as a process and in this process a translator re-translates the translated text back into the source language without seeing the original text.

After the translation of the interviews with the help of back translation, the written forms of the interviews were read and studied many times. Then, the same content was analysed and categorised under the same content headings in content analysis. The steps suggested by Schmidt (2004, p. 253) were followed in the quantitative data analysis. Thus, the chosen analytical strategy was introduced introduced in five phases: first categories were established for the analysis. As a second phase, these were combined, tested and revised in an analytical guide. As a third phase, all interviews were coded according to the analytical categorizations by benefiting from this analytical and coding guide. Then, case overviews were produced on the grounds of this coding; and this enabled the researcher to select individual cases for

detailed single case analyses in the fifth phase.

To sum up, the voice-recorded interviews were transcribed and then the interviews were translated from Turkish to English. Afterwards, back translation was used to check the accuracy of the translation and to provide more reliable data. The interviews were read many times to decide on the key words, and then the categorisations of the data were decided. The data was categorised according to the burnout levels of the participants. In other words, they were grouped under low, some, substantial and severe burnout levels. Not only an interviewee's answers to the interview questions but also all the interviewees' answers were compared. Moreover, direct quotations from the interviews were also presented to gain more information. The data was categorized accordingly, results were depicted and as a last step, detailed interpretations were presented. Basically, content analysis was conducted. Content analysis "arose out of the approach known as grounded theory, although the method can be used in a range of other types of qualitative work, including ethnography and phenomenology" (Burnard, Gill, Stewart, Treasure, & Chadwick, 2008, p. 429).

#### *3.5.2.2. Observation*

In order to make use of the benefits of triangulation, which is a technique which can ensure that the validity of the study findings is guaranteed (Fusch & Ness, 2015), observations were made. Furthermore, in order to gain more insight about the topic, to gather more information and to ensure the validity of the qualitative data, the researcher also made use of observations. According to Kawulich (2012, p. 150), observation is a main instrument for helping the observer to document what is happening in that setting. Observations are proved to be helpful for studies beyond the anthropology field and they are mostly used in sociology, psychology, education, and other disciplines of social sciences.

The researcher had the chance of observing all the participants who answered the questionnaires face to face. Moreover, among these teachers, the ones who took part in interviews were observed for the second time. Lastly, among these interviewed teachers, 8 participants were selected to be observed in a more detailed way. These 8 teachers were chosen according to their burnout levels and their schools' locations. They had different burnout levels. More clearly, 2 had low, 2 had some, 2 had substantial and 2 had severe burnout scores. They were observed for three different days. During the three-days observation, each teacher's behaviour was recorded. The observations were unstructured. Therefore, the notes the researcher took during the observation sections were later written

down.

The researcher benefited also from overt observation. In overt observation, the people who are observed know that they are being observed and the researcher does not hide the reality that they are being observed for a study (Kawulich, 2012, p. 151). Since the researcher gave information about the study to the participants in the quantitative data collection and during the interview section as well, the participants were aware of the fact that they were being observed.

The next chapter which is the result part, shows the findings obtained by analysing the quantitative and qualitative data.

# CHAPTER IV

# RESULTS

In this chapter, the results of the study are presented. Findings of the questionnaires are displayed and the answers that the interviewees gave to the questions in the interviews are presented. Moreover, observations are summarised.

The data gathered by using questionnaires and the results of the interviews are presented in two separate parts. In the first part, the results obtained from analysing quantitative data; that is, questionnaires are presented. Furthermore, in the second part, the results of the qualitative data which are interviews and observations are shown.

## 4.1. Part 1: Results of the Questionnaires

In this part, the results of the Teacher Burnout Scale and the multiple response questionnaire about teacher burnout coping strategies are presented. The differences in burnout levels of EFL teachers working in primary schools in Tekirdağ according to some demographic variables such as gender, age, teaching experience, educational status, workload, marital status and the years of working for their current school are also shown.

In order to explain the research questions in an elaborate way, each research question is answered step by step. To begin with the first research question "What is the burnout level of EFL primary school teachers in Tekirdağ?", it is important to remember what burnout is. Burnout is a syndrome including emotional exhaustion, depersonalization and reduced personal accomplishment and it can appear in people working with other people in some capacity (Maslach et al., 2001). According to Hakanen et al. (2006) teaching is a high-level burnout and emotional exhaustion accompanied profession. In the current study, in order to find out the burnout levels of the participants, results of the statistics were scrutinized. Among 138 teachers in the region, 108 teachers participated in the study.

According to the results of the Teacher Burnout Scale, burnout levels of these participants were low mostly. This signalled the fact that these teachers did not experience burnout in high levels and did not have too much stress. To elucidate, it is better to give the results of teacher Burnout Scale to make it clearer. The mean score of the Teacher Burnout Scale is $\bar{X}$= 37.79 and the standard deviation is 13.80. The results are also displayed in the table 9 below. According to the Teacher Burnout Scale, the maximum score that a teacher can get is 100 and the minimum score is 20. Furthermore, the scores below 36 are accepted as few feelings of burnout and the scores of the participants are a little bit higher than this. Therefore, it can be said that the participants of this study do not experience severe burnout. Taking this into consideration, it can be assumed that these teachers have a good working environment, cooperative colleagues and administrators and nonproblematic students. To put it in short, it can be inferred that they do not have very stressful working conditions.

Table 9

*The Descriptive Statistics of the Burnout Levels of EFL Primary School Teachers in Tekirdağ*

| | N | Range | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|---|
| Burnout Level | 108 | 59.00 | 20.00 | 79.00 | 37.79 | 13.80 |

In order to make this table clearer and to give more information about the distribution of the burnout levels of the participants, the burnout levels of participants were categorized according to the suggested way by Richmond et al. (2001). According to Richmond et al. (2001, p. 1):

1. 0-36 indicates few burnout feelings;
2. 36-55 indicates some strong feelings of burnout; but probably not a serious problem;
3. 56-70 indicates substantial burnout feelings, enough to recommend some help;
4. and 71-80 indicates the individual is experiencing severe burnout.

Therefore, the burnout levels of the participants were categorised as low, some, substantial and severe accordingly. According to the results, 51 (47.2%) participants had low, 45 (41.7%) participants had some, 9 (8.3%) participants had substantial and 3 (2.8%) participants had severe burnout levels. The descriptive analysis of the burnout levels of the participants are also shown in the Table 10 and Figure 2.

Table 10

*The Descriptive Analysis of the Categorisation of Burnout Scores of EFL Primary School Teachers in Tekirdağ*

| Burnout Level | N | % | Cumulative Percent |
|---|---|---|---|
| Low | 51 | 47.2 | 47.2 |
| Some | 45 | 41.7 | 88.9 |
| Substantial | 9 | 8.3 | 97.2 |
| Severe | 3 | 2.8 | 100.0 |
| Total | 108 | 100.0 | |

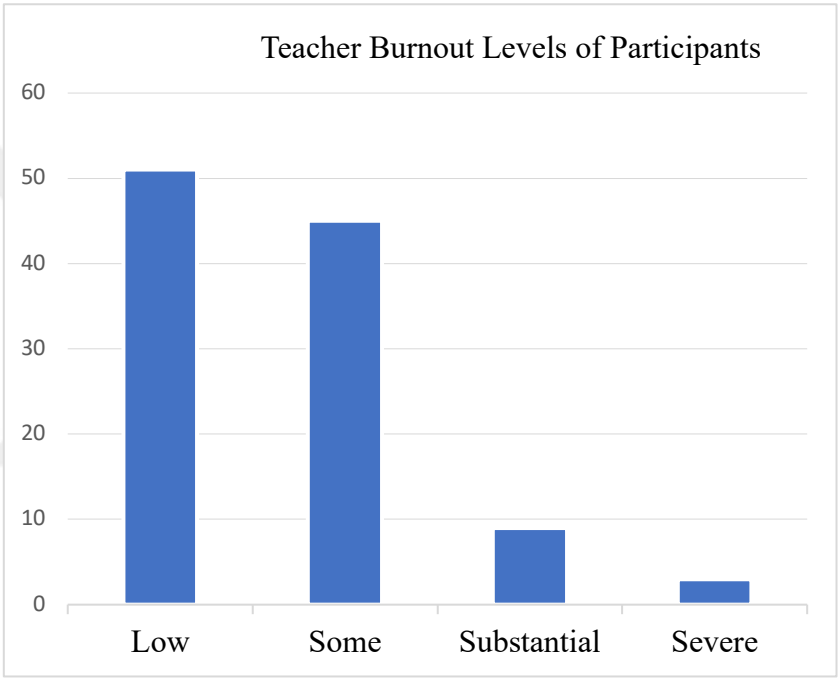


*Figure 2:* The burnout levels of EFL primary school teachers in Tekirdağ

Secondly, the next research question "Is there a significant difference in burnout levels of EFL teachers working in primary schools in Tekirdağ according to some demographic variables? was investigated. The data was also analysed to find out if there were any differences among the burnout levels of the participants according to some demographic variables. To put it in simple terms, the data was analysed to depict if there were any differences in burnout levels of participants according to their age, gender, teaching experience, marital status, educational background, workload and the duration of working at the current primary school.

In order to examine the differences in burnout levels of participants according to demographic variables, firstly it was important to know if the data was normally distributed.

If the skewness is between ±1, it can be concluded that the data have a normal distribution (Büyüköztürk, 2012, p. 40). George and Mallery (2016, p. 114) explained this more clearly by saying that skewness measures the deviation degree of a distribution of values from symmetry around the mean score. As with kurtosis, for most psychometric purposes, a skewness value between ±1 is viewed awesome, but a value between ±2 is also acceptable in many cases, depending on the implementation.

According to the information above, descriptive analysis was conducted, and the skewness was found 0.85. With regard to the findings, the data was assumed to be normally distributed. The findings were shown in the Table 11 below. Since the data was normally distributed, parametric tests were used to analyse the data. Accordingly, one-way ANOVAs and t-tests were applied.

Table 11

*The Descriptive Statistics of Normality*

| | N | Mean | Std. Deviation | Skewness | Kurtosis |
|---|---|---|---|---|---|
| Burnout | 108 | 37.79 | 13.80 | 0.85 | 0.38 |

In order to answer the research question "Is there a difference in burnout levels of EFL teachers working in primary schools in Tekirdağ according to their gender?" a t-test was used. According to George & Mallery (2016, p. 159), t-tests are used to make comparisons between two distributions. Therefore, in the current study, a t-test was used to show if there was any difference in the burnout levels of the participants according to their gender since there were two variables which were male and female in the questionnaire. The results can be seen in the Table 12.

Table 12

*T-test Results of the Differences in Burnout Levels of Primary School Teachers in Tekirdağ According to Gender*

| Gender | N | Mean | Std. Deviation | Df | T | P |
|---|---|---|---|---|---|---|
| Female | 86 | 37.476 | 14.086 | 106 | -0.474 | 0.637* |
| Male | 22 | 39.045 | 12.874 | | | |

*p<0.05

According to the results of the t-test, the "p" value was found 0.637 and it was higher than 0.05. This indicated the fact that there was not any significant difference in the burnout levels of the participants between males and females. Although a higher level of burnout

($\bar{X}$=37.476) was found for male teachers, the standard deviation was high. Therefore, it could be concluded that there was no relationship between gender and the burnout levels of these teachers. More clearly, gender did not play a role in the level of teacher burnout in this study.

Secondly, the research question "Is there a significant difference in burnout levels of EFL teachers working in primary schools in Tekirdağ according to their marital status?" was investigated. The data was also analysed to show if there were any significant differences between burnout levels of the participants according to their marital status. In order to depict these results, again a t-test was administered.

According to the t-test results, the "p" value was found 0.042 and it was lower than 0.05. This signalled the fact that there were some important differences in the burnout levels of the participants with regard to their marital status. The mean scores ($\bar{X}$) of participants who were single were found higher ($\bar{X}$= 41.685), than the married ones ($\bar{X}$= 35.931). This suggested that there was some relationship between burnout and marital status. In other words, it made some differences to the burnout levels of participants if someone was married or single. More clearly, it was discovered that singles had a higher burnout than married ones. Figure 3 and Table 13 illustrate the findings.

Table 13

*T-test Results of the Differences in Burnout Levels of EFL Primary School Teachers in Tekirdağ According to Marital Status*

| Gender | N | Mean | Std. Deviation | Df | T | P |
|---|---|---|---|---|---|---|
| Single | 35 | 41.685 | 14.501 | 106 | 2.058 | 0.042* |
| Married | 73 | 35.931 | 13.153 | | | |

*p<0.05

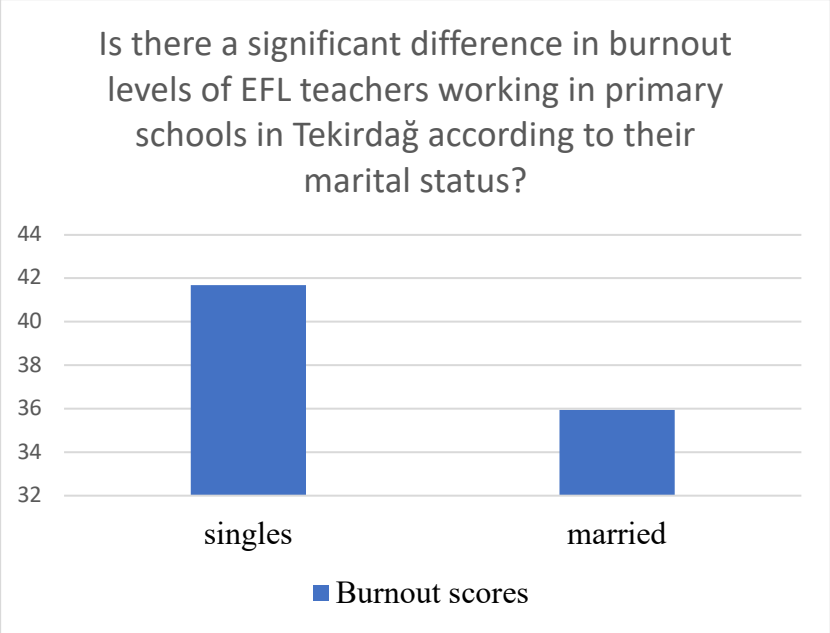


*Figure 3:* The differences in burnout scores of participants according to their marital status

It was then aimed to answer the research question "Is there a significant difference in burnout levels of EFL teachers working in primary schools in Tekirdağ according to the number of years spent teaching?" In other words, it was aimed to find out if the number of years spent teaching played a role in the burnout levels of these participants. To find out this, a one-way ANOVA was administered. A one-way ANOVA is used to make comparisons when there are more than two, or many distributions of variables (George & Mallery, 2016, p. 159). The years spent teaching had four distributions in the questionnaire. These were 0-5 years, 6-10 years, 11-15 years, 16 and more. Thus, a one-way ANOVA was administered.

According to Table 14 and 15, the significance (sig) value was found (sig=0.130) higher than 0.05. This suggested that there were no differences in the burnout levels of the participants according to their experience of teaching. Although the mean scores of teachers having 11-15 years of teaching experience ($\bar{X}$=40.421) were higher than the others, the standard deviation was also high. This signified the fact that the burnout levels of the participants were not bound to their experience of teaching. Whether the teacher had been teaching for a long time or she / he was a new teacher, did not make any differences to the burnout levels of the participants. The results are shown in the Tables 14 and 15.

Table 14

*The Descriptive Statistics of the Teaching Experiences of Participants*

| Teaching Experience | N | Mean | Std. Deviation |
|---|---|---|---|
| 0-5 Years | 16 | 38.875 | 13.410 |
| 6-10 Years | 36 | 37.861 | 12.775 |
| 11-15 Years | 28 | 40.421 | 15.767 |
| 16 and More Years | 18 | 31.166 | 10.024 |
| Total | 108 | 37.796 | 13.804 |

Table 15

*ANOVA Teacher Burnout Scale Results According to the Teaching Experiences of Participants*

| | Sum of Squares | Df | Mean Square | F | Sig |
|---|---|---|---|---|---|
| Between Groups | 1071.700 | 3 | 357.233 | 1.923 | 0.130* |
| Within Groups | 19317.819 | 104 | 185.748 | | |
| Total | 20389.519 | 107 | | | |

*p<0.05

Furthermore, "Is there a significant difference in the burnout levels of EFL teachers working in primary schools in Tekirdağ according to their ages?" was investigated. In other words, another demographic variable that was taken into account to measure the burnout levels of participants was the age of participants. In order to discover if the ages of these teachers made any differences to their burnout levels, a one-way ANOVA was conducted since there were four distributions of age in the questionnaire. These distributions were 30 and below, between 31 and 40 years old, between 41-50 years old, and 51 and above.

In this study, according to the analysis of the data, the significance (sig) value for age was found 0.039. Since it was lower than 0.05, this indicated that there were some significant differences in burnout levels of participants according to their ages. In other words, the age of the participants was found to make an important difference to their burnout levels. The results of the analysis are shown in Table 16 and Table 17.

Table 16

*The Descriptive Statistics of the Ages of Participants*

| Age | N | Mean | Std. Deviation |
|---|---|---|---|
| 30 and below | 22 | 39.409 | 13.207 |
| 31-40 | 68 | 39.500 | 14.447 |
| 41-50 | 12 | 30.500 | 9.070 |
| 51 and above | 6 | 27.166 | 7.277 |
| Total | 108 | 37.796 | 13.804 |

Table 17

*ANOVA Teacher Burnout Scale Results According to the Ages of the Participants*

| | Sum of Squares | Df | Mean Square | F | Sig |
|---|---|---|---|---|---|
| Between Groups | 1571.367 | 3 | 523.789 | 2.895 | 0.039* |
| Within Groups | 18818.152 | 104 | 180.944 | | |
| Total | 20389.519 | 107 | | | |

*p<0.05

According to the findings of the one-way ANOVA analysis, there were some differences in the burnout scores of participants in respect of their ages. The mean scores of teachers aged between 30 and below were found 39.409. The mean scores of teachers aged between 31 and 40 were found 39.500. Besides, the mean score of the teachers aged between 41 and 50 were 30.500. Lastly, the mean score of the teachers aged between 51 and above were 27.166.

In order to show the differences in the burnout levels of participants according to their ages more clearly, Fisher's Least Significant Difference (LSD) post hoc test was conducted. On condition that, the ANOVA test shows significant differences at least in one group from the others, in order to show the differences between means, particular comparisons are made after the ANOVA. Comparison of the two means which is also called "pairwise comparisons" is the most popular one. Only when the ANOVA F omnibus is significant, this technique can be utilized. The LSD's primary concept is to calculate the lowest significant difference (i.e., the LSD) between two means assuming that these means had been the only means which can be compared (i.e., with a t-test) and to show significant any difference larger than the LSD (Williams & Abdi, 2010).

According to the results, it was found that there were differences amongst the teachers aged between 31-40 years old, 41-50 years old and 51 and above. As can also be seen in the descriptive analysis table, the mean score of the teachers aged between 31-40 was 39.500,

while the mean score of the teachers aged between 41-50 was 30.500 and the mean score of the teachers aged above 50 was 27.166. The teachers aged between 31 and 40 had higher burnout levels than the teachers aged between 41-50 and 51 and above. Therefore, the findings showed that the oldest teachers had the lowest burnout level. The older the teachers were, the lower the burnout scores of the teachers were. Table 18 presents the results of the analysis.

Table 18

*Post Hoc LSD Results Showing Differences in the Burnout Levels of Participants According to Their Ages*

| Age | Age | Mean Difference | Std. Error | Sig. |
|---|---|---|---|---|
| 30 and below | 31-40 years old | -.090 | 3.29 | .978 |
| | 41-50 years old | 8.90 | 4.82 | .068 |
| | 51 and above | 12.24 | 6.19 | .051 |
| 31-40 years old | 30 and below | .09 | 3.29 | .978 |
| | 41-50 years old | **9.00*** | **4.21** | **.035** |
| | 51 and above | **12.33*** | **5.72** | **.034** |
| 41-50 years old | 30 and below | -8.90 | 4.82 | .068 |
| | 31-40 years old | **-9.00*** | **4.21** | **.035** |
| | 51 and above | 3.33 | 6.72 | .621 |
| 51 and above | 30 and below | -12.24 | 6.19 | .051 |
| | 31-40 years old | **-12.33*** | **5.72** | **.034** |
| | 41-50 years old | -3.33 | 6.72 | .621 |

*p<0.05

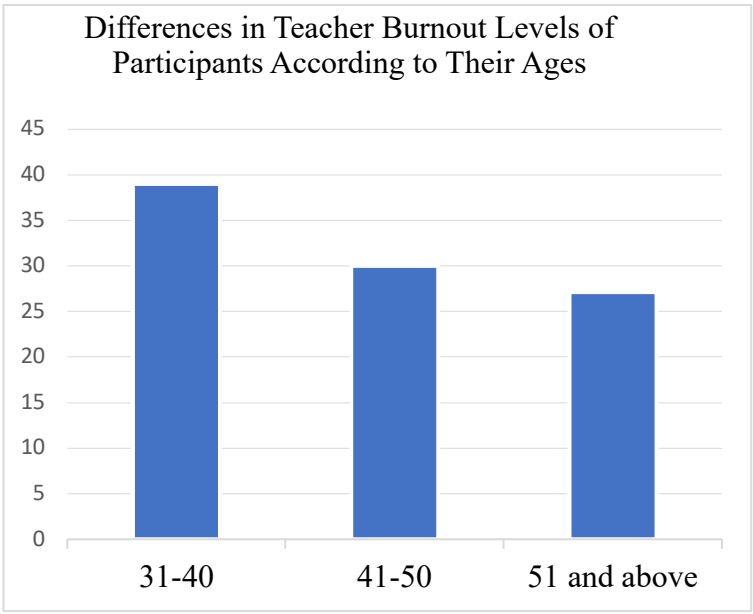


*Figure 4:* The differences in teacher burnout scores of EFL teachers working in primary school in Tekirdağ according to their ages

Moreover, the research question "Is there a significant difference in burnout levels of EFL teachers working in primary schools in Tekirdağ according to their years of working at the current school?" was investigated. In other words, how long the participants had been working for their current school was also taken into consideration. The researcher assumed that the duration of working at the current school could affect the burnout level of the teachers because in Turkey there is a legal requirement that a teacher has to work in the same school at least for three years. This legal requirement is only not applied when there is a special situation e.g. in respect of marriage, sickness and educational purposes (Devlet Memurları Kanunu,1965). Therefore, it can be inferred that this situation can lead teachers to burnout if they do not like the school environment and level of the school, administrators or colleagues since they cannot change their workplace for three years. In order to test this hypothesis, a question about years of working at their current school was added.

It was discovered that the significance (sig) level was .427 and it was higher than 0.05. That showed that there were no statistically significant differences in burnout levels of participants according to their years of working at their current primary school. To conclude, it was found that there was no relationship between the burnout experienced by the participants and the years of working at the current school. The findings of the analysis are shown in the Tables 19 and 20.

Table 19

*The Descriptive Statistics of the Years of Working at their Current School*

| Working at the current school for | N | Mean | Std. Deviation |
|---|---|---|---|
| 0-2 years | 34 | 39.352 | 13.140 |
| 3-4 years | 39 | 38.666 | 14.008 |
| 5 and more years | 35 | 35.314 | 14.253 |
| Total | 108 | 37.796 | 13.804 |

Table 20

*The ANOVA Teacher Burnout Scale Results in respect of the Years of Working at the Current School*

| | Sum of Squares | Df | Mean Square | F | Sig |
|---|---|---|---|---|---|
| Between Groups | 327.544 | 2 | 163.772 | 0.85 | 0.427* |
| Within Groups | 20061.974 | 105 | 191.066 | | |
| Total | 20389.519 | 107 | | | |

*p<0.05

In addition, the results for the research question "Is there a significant difference in burnout

levels of EFL teachers working in primary schools in Tekirdağ according to their weekly teaching hours?" were analysed. In other words, how many hours the participants were teaching every week was also considered.

In order to show if there were also significant differences in the burnout levels of the participants according to their weekly teaching hours, a one-way ANOVA was administered since there were 6 distributions in the weekly teaching hours. These were between 2-15 hours, between 11-15 hours, between 16 and 20, between 21 and 25, between 26-30 and 31 and above hours.

The results indicated that the significance (sig) level was 0.529 and it was higher than 0.05. Therefore, the difference was not significant. No matter how many hours the participants were teaching each week, their burnout levels did not differ. Thus, it can be concluded that weekly teaching hours did not cause any differences in the burnout levels of the participants. The findings are shown in the Tables 21 and 22.

Table 21

*The Descriptive Statistics of the Weekly Teaching Hours of the Participants*

| Weekly Workload | N | Mean | Std. Deviation |
|---|---|---|---|
| 2-15 | 7 | 32.857 | 8.896 |
| 16-20 | 22 | 38.500 | 14.070 |
| 21-25 | 43 | 36.186 | 14.955 |
| 26-30 | 23 | 41.521 | 14.221 |
| 31 and above | 13 | 38.000 | 10.408 |
| Total | 108 | 37.796 | 13.804 |

Table 22

*ANOVA Teacher Burnout Scale Results According to the Weekly Teaching Hours of the Participants*

| | Sum of Squares | Df | Mean Square | F | Sig |
|---|---|---|---|---|---|
| Between Groups | 612.911 | 4 | 153.228 | 0.798 | 0.529 |
| Within Groups | 19776.608 | 102 | 193.014 | | |
| Total | 20389.519 | 107 | | | |

*p<0.05

Furthermore, in order to answer the research question, "Is there a significant difference in burnout levels of EFL teachers working in primary schools in Tekirdağ according to their educational background?", the data was also analysed. Therefore, educational background was also taken into consideration in order to see if it was related to burnout. Descriptive

statistics and a one-way ANOVA were used in order to find an answer to this research question. A one-way ANOVA was conducted because there were five distributions, which were Bachelor's (B.A), M.A, M.A in progress, Ph.D. and Ph.D. in progress.

According to descriptive statistics and the one-way ANOVA, the significance (sig) value was found 0.077 and it was higher than 0.05. This signalled the fact that there were not any significant differences in the burnout levels of the participants according to their educational status. More clearly, it was found that there was no relationship between the educational status of the teachers and their burnout levels. Table 23 and 24 depict the findings.

Table 23

*The Descriptive Statistics of the Educational Background of the Participants*

| Educational Background | N | Mean | Std. Deviation |
|---|---|---|---|
| B.A. | 86 | 36.174 | 13.564 |
| M.A. | 11 | 44.363 | 16.439 |
| M.A. in Progress | 4 | 52.500 | 10.754 |
| Ph.D. | 3 | 40.666 | 6.027 |
| Ph.D. in Progress | 4 | 37.750 | 3.500 |
| Total | 108 | 37.796 | 13.804 |

Table 24

*ANOVA Teacher Burnout Scale Results According to the Educational Background of Participants*

| | Sum of Squares | Df | Mean Square | F | Sig |
|---|---|---|---|---|---|
| Between Groups | 1590.173 | 4 | 397.543 | 2.178 | 0.077* |
| Within Groups | 18799.346 | 103 | 182.518 | | |
| Total | 20389.519 | 107 | | | |

*p<0.05

When it comes to the next research question "How do EFL teachers working in primary schools in Tekirdağ deal with teacher burnout?", the researcher made use of the strategies offered by Kyriacou (2001) and Küçükoğlu (2013). In order to find out how the EFL teachers working in primary schools in Tekirdağ coped with burnout, the researcher conducted a questionnaire which allowed for multiple responses and used crosstabs and frequencies.

According to the results of the analysis, 84 (77.8%) EFL primary school teachers in Tekirdağ chose "I try to relax after work", 72 (66,7%) participants chose "I keep my feelings under control", 68 (63.0%) teachers used "I try to find strategies to solve the problems I have identified". Moreover, 67 (62.0%) participants ticked "I spend at least one hour a week doing

something for myself". Furthermore, 55 (50.9%) participants said "I discuss problems and express feelings to others" and again 55 (50.9%) participants replied "I have a healthy home life". In addition, "I take action to deal with problems" was used as a coping strategy by 56 (51.9%) participants. The number of people choosing "identifying the problems they faced both personally and academically" was 52 (48.1%), "recognizing their own limitations" was 51 (47.2%), "planning ahead and prioritizing" was 42 (38.9%), "trying to keep problems in perspective" was 32 (29.6%), and "devoting more time to particular tasks" was 26 (24.1%). Besides, the number of people coping with burnout by "trying to find opportunities to go abroad for educational and social purposes" was 25 (23.1%), by "making sure that they have a clear job description" was 25 (23.1%), and by "avoiding confrontations" was 22 (20.4%).

In addition, the least used coping strategies were "having sufficient in-service training" which was used by 19 (17.6%) participants, "having their financial problems solved" by 16 (14.8%) teachers, and "getting sufficient administrative support" by 13 (12.0%). Table 25 illustrates the findings.

Table 25

*The Descriptive Statistics of the Frequencies for the Coping Strategies Used by the Participants*

| How do you cope with burnout? | N | % |
|---|---|---|
| I try to keep problems in perspective | 32 | 29.6% |
| I avoid confrontations. | 22 | 20.4% |
| I try to relax after work. | 84 | 77.8% |
| I take action to deal with problems. | 56 | 51.9% |
| I keep my feelings under control. | 72 | 66.7% |
| I devote more time to particular tasks. | 26 | 24.1% |
| I discuss problems and express feelings to others. | 55 | 50.9% |
| I have a healthy home life. | 55 | 50.9% |
| I plan ahead and prioritize. | 42 | 38.9% |
| I recognise my own limitations. | 51 | 47.2% |
| I try to find opportunities to go abroad for educational and social purposes. | 25 | 23.1% |
| I identify the problems I face both personally and academically. | 52 | 48.1% |
| I spend at least one hour a week doing something for myself. | 67 | 62.0% |
| I try to find strategies to solve the problems I have identified. | 68 | 63.0% |
| I make sure that I have a clear job description. | 25 | 23.1% |
| I get the necessary administrative support. | 13 | 12.0% |
| I have my financial problems solved. | 16 | 14.8% |
| I have sufficient in-service training. | 19 | 17.6% |

According to the results of the crosstabs, it was clear that most of these teachers benefited from such coping strategies as relaxing after work, keeping feelings under control, finding strategies to solve the problems, spending at least one hour a week doing something for themselves, discussing problems and expressing feelings to others, having a healthy home life, taking action to deal with problems. Therefore, giving information about the frequencies of these coping strategies used by the participants might be useful.

The number of teachers choosing relaxing after work was 84 (77.8%), keeping their feelings under control was 72 (66,7%), trying to find strategies to solve the problems they have identified was 68 (63.0%). Moreover, the number of teachers coping by spending at least one hour a week doing something for themselves was 67 (62.0%), by discussing problems and expressing feelings to others was 55 (50.9%), by having a healthy home life was 55 (50.9%). Furthermore, 56 (51.9%) participants coped by taking action to deal with problems. These teachers benefited mostly from these coping strategies. Figure 5 and Table 26 show the results.

Table 26

*The Most Commonly Used Coping Strategies by the EFL Teachers Working in Primary Schools in Tekirdağ*

| Coping Strategies | % |
|---|---|
| relaxing after work | 77.8% |
| keeping feelings under control | 66.7% |
| finding strategies to solve the problems | 63% |
| spending at least one hour a week doing something for themselves | 62% |
| having a healthy home life | 51.9% |
| discussing problems and expressing feelings to others | 50.9% |

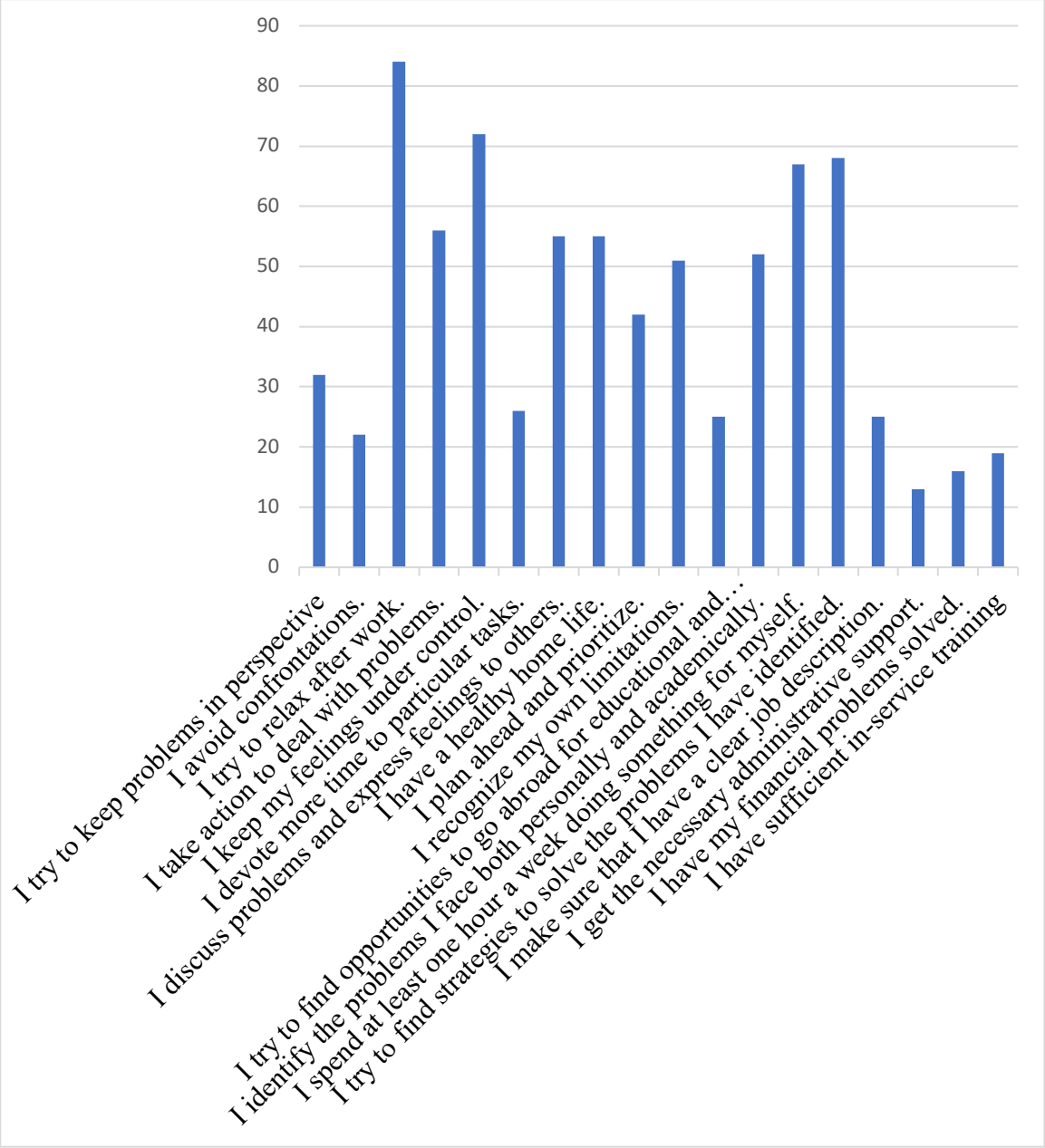


*Figure 5:* How do EFL teachers working in primary schools in Tekirdağ cope with burnout?

According to the findings, the participants made use of more palliative/ emotion-focused strategies than direct action/ problem-focused coping strategies. While trying to relax after work, keeping their feelings under control, spending at least one hour a week doing something for themselves, having a healthy home life, can be categorized as palliative/ emotion-focused strategies, trying to find strategies to solve the problems they have identified, taking action to deal with problems, discussing problems and expressing feelings to others can be categorised as direct action/ problem-focused coping strategies.

The last research question which was “Is there a relationship between the burnout levels of

EFL teachers working in primary schools and their ways of coping with burnout?" was analysed. This research question was analysed to depict any relation between the burnout levels of EFL teachers in primary schools in Tekirdağ and their coping strategies. With the aim of finding out if there was a difference in the use of burnout coping strategies among EFL primary school teachers in Tekirdağ according to their burnout levels, descriptive statistics and multiple response crosstabs were used. The results are shown in Table 27.

Table 27

*The Crosstabs Results of the Participants' Usage of Coping Strategies According to Their Burnout Levels*

| How do you cope with burnout? | Burnout Level | | | |
|---|---|---|---|---|
| | 0-36 low | 36-55 some | 56-70 substantial | 71-80 severe |
| I try to keep problems in perspective | 15 | 15 | 2 | 0 |
| I avoid confrontations. | 9 | 9 | 2 | 2 |
| I try to relax after work. | 40 | 36 | 6 | 2 |
| I take action to deal with problems. | 33 | 19 | 3 | 1 |
| I keep my feelings under control. | 33 | 30 | 8 | 1 |
| I devote more time to particular tasks. | 15 | 8 | 2 | 1 |
| I discuss problems and express feelings to others. | 30 | 21 | 4 | 0 |
| I have a healthy home life. | 31 | 18 | 6 | 0 |
| I plan ahead and prioritize. | 28 | 12 | 2 | 0 |
| I recognise my own limitations. | 27 | 18 | 4 | 2 |
| I try to find opportunities to go abroad for educational and social purposes. | 13 | 10 | 2 | 0 |
| I identify the problems I face both personally and academically. | 24 | 22 | 6 | 0 |
| I spend at least one hour a week doing something for myself. | 33 | 27 | 6 | 1 |
| I try to find strategies to solve the problems I have identified. | 31 | 28 | 7 | 2 |
| I make sure that I have a clear job description. | 19 | 6 | 0 | 0 |
| I get the necessary administrative support. | 10 | 3 | 0 | 0 |
| I have my financial problems solved. | 8 | 7 | 1 | 0 |
| I have sufficient in-service training. | 13 | 5 | 1 | 0 |
| Total | 51 | 45 | 9 | 3 |

Since the number of the teachers with the four levels of burnout were different, showing the percentages of the usage of each strategy is more beneficial in order to compare the results. They are shown in Table 28.

Table 28

*The Crosstabs Results of the Participants' Usage of Coping Strategies Within Each Burnout Level*

| How do you cope with burnout? | Burnout Level | | | |
|---|---|---|---|---|
| | 0-36 Low | 36-55 some | 56-70 substantial | 71-80 severe |
| | % | % | % | % |
| I try to keep problems in perspective | 29.4 | 33.3 | 22.2 | 0 |
| I avoid confrontations. | 17.6 | 20 | 22.2 | 66.7 |
| I try to relax after work. | 78.4 | 80.0 | 66.7 | 66.7 |
| I take action to deal with problems. | 64.7 | 42.2 | 33.3 | 33.3 |
| I keep my feelings under control. | 64.7 | 66.7 | 88.9 | 33.3 |
| I devote more time to particular tasks. | 29.4 | 17.8 | 22.2 | 33.3 |
| I discuss problems and express feelings to others. | 58.8 | 46.7 | 44.4 | 0 |
| I have a healthy home life. | 60.8 | 40 | 66.7 | 0 |
| I plan ahead and prioritize. | 54.9 | 26.7 | 22.2 | 0 |
| I recognise my own limitations. | 52.9 | 40 | 44.4 | 66.7 |
| I try to find opportunities to go abroad for educational and social purposes. | 25.5 | 22.2 | 22.2 | 0 |
| I identify the problems I face both personally and academically. | 47.1 | 48.9 | 66.7 | 0 |
| I spend at least one hour a week doing something for myself. | 64.7 | 60 | 66.7 | 33.3 |
| I try to find strategies to solve the problems I have identified. | 60.8 | 62.2 | 77.8 | 66.7 |
| I make sure that I have a clear job description. | 37.3 | 13.3 | 0 | 0 |
| I get the necessary administrative support. | 19.6 | 6.7 | 0 | 0 |
| I have my financial problems solved. | 15.7 | 15.6 | 11.1 | 0 |
| I have sufficient in-service training. | 25.5 | 11.1 | 11.1 | 0 |

According to the results of the analysis, it was clear that EFL primary school teachers in Tekirdağ with different burnout levels benefited from different coping strategies to deal with burnout. In order to show the results more clearly, Figure 6 also illustrates the coping strategies of EFL teachers working in primary schools in Tekirdağ with different burnout levels.

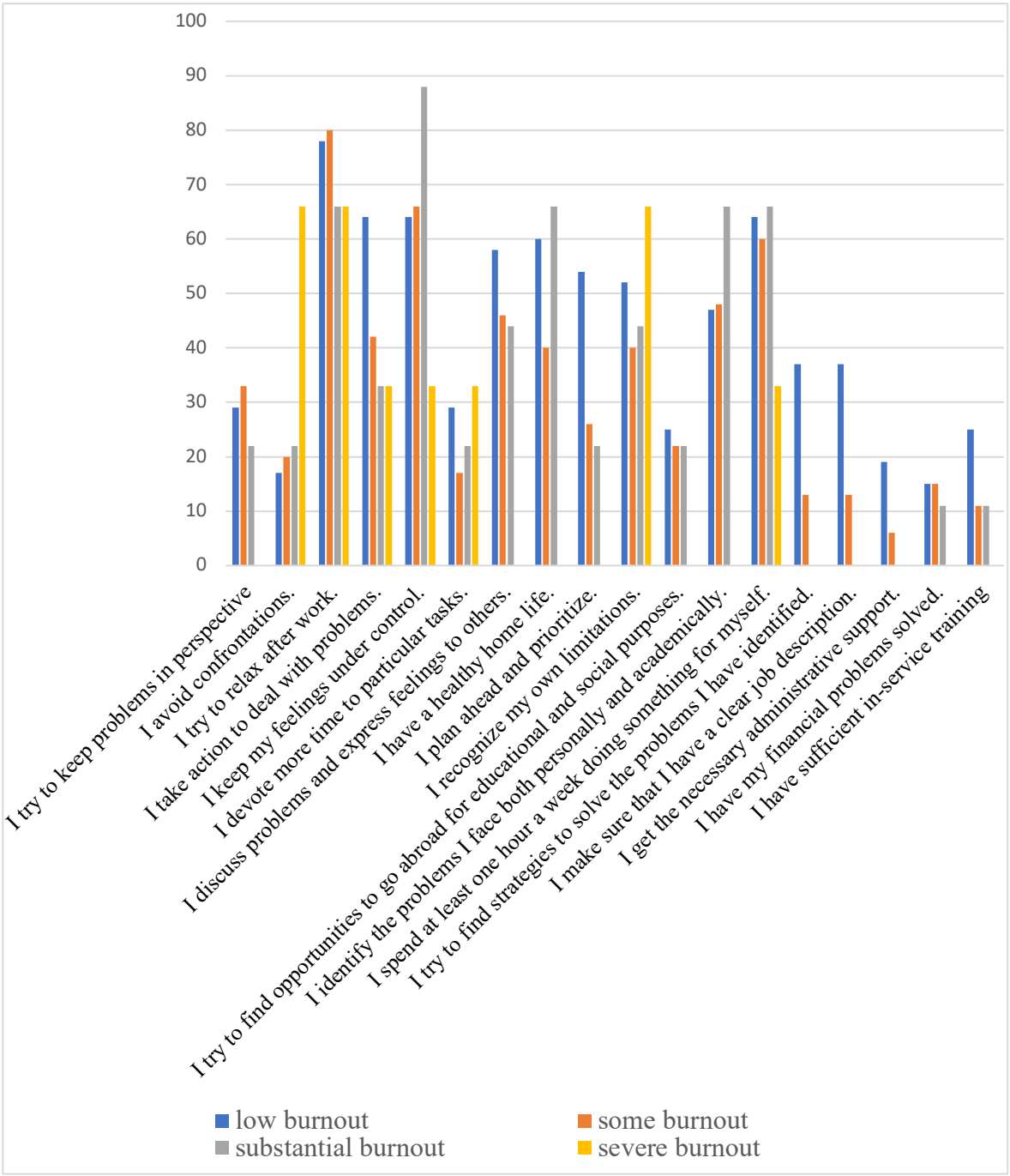


*Figure 6:* The coping strategies of EFL teachers working in primary schools in Tekirdağ with different burnout levels.

The findings showed that teachers with a severe burnout level mostly used avoiding confrontations (66.7%) and trying to relax after work (66.7%), recognizing their own limitations (66.7%), trying to find strategies to solve the problems they have identified (66.7%). The findings are shown in Table 29.

Table 29

*The Most Commonly Used Coping Strategies by the Participants with Severe Burnout Level*

| Coping Strategies | % |
|---|---|
| avoiding confrontations | 66.7% |
| trying to relax after work | 66.7% |
| recognizing their own limitations | 66.7% |
| trying to find strategies to solve the problems they have identified | 66.7% |

In addition, teachers with a substantial burnout level mostly benefited from keeping their feelings under control (88.9%), trying to relax after work (66.7%), having a healthy home life (66.7%), identifying the problems they face both personally and academically (66.7%), spending at least one hour a week doing something for themselves (66.7%) and trying to find strategies to solve the problems they have identified (77.8%). Table 30 shows the results.

Table 30

*The Most Commonly Used Coping Strategies by the Participants with Substantial Burnout Level*

| Coping Strategies | % |
|---|---|
| keeping their feelings under control | 88.9% |
| and trying to find strategies to solve the problems they have identified | 77.8% |
| having a healthy home life | 66.7% |
| identifying the problems they face both personally and academically | 66.7% |
| spending at least one hour a week doing something for themselves | 66.7% |

Teachers with some feelings of burnout mostly made use of trying to relax after work (80%), keeping their feelings under control (66.7%), spending at least one hour a week doing something for themselves (60%) and trying to find strategies to solve the problems they have identified (62.2%). Table 31 presents the findings.

Table 31

*The Most Commonly Used Coping Strategies by the Participants with Some Feelings of Burnout*

| Coping Strategies | % |
|---|---|
| trying to relax after work | 80% |
| keeping their feelings under control | 66.7% |
| trying to find strategies to solve the problems they have identified | 62.2% |
| doing something for themselves | 60% |

Lastly, teachers with low burnout levels mostly applied trying to relax after work (78.4%), keeping their feelings under control (64.7%), taking action to deal with problems (64.7%), spending at least one hour a week doing something for themselves (64.7%), discussing problems and expressing feelings to others (58.8%), planning ahead and prioritising (54.9%), recognizing their own limitations (52.9%), trying to find strategies to solve the problems they have identified (60.8%) and having a healthy home life (60.85%). Table 32 shows the results.

Table 32

*The Most Commonly Used Coping Strategies by the Participants with Low Burnout Level*

| Coping Strategies | % |
|---|---|
| trying to relax after work | 78.4% |
| keeping their feelings under control | 64.7% |
| taking action to deal with problems | 64.7% |
| spending at least one hour a week doing something for themselves | 64.7% |
| having a healthy home life | 60.85% |
| trying to find strategies to solve the problems they have identified | 60.8% |
| discussing problems and expressing feelings to others | 58.8% |
| planning ahead and prioritising | 54.9% |
| recognizing their own limitations | 52.9% |

Among teachers with all burnout levels, trying to relax after work and trying to find strategies to solve the problems they have identified were mostly used strategies. These were the most common strategies used by the EFL primary school teachers with different burnout levels in Tekirdağ.

### 4.2. The Results of The Qualitative Data

In this part, the answers of the teachers obtained from the interview questions and the observations made by the researcher were analysed in order to find out whether EFL primary school teachers in Tekirdağ suffered from burnout or not and which strategies they used to cope with burnout and to provide more detailed data in order to add more depth to the quantitative data. In other words, interviews and observations were conducted and analysed to further investigate the findings of the quantitative data. In other words, to add detail and to scrutinize the findings of the quantitative data, and to fulfil the mixed method research design, the findings of the qualitative data was analysed. It was also necessary to do this in order to validate the findings and detect any other coping strategies which might have been missed in the quantitative phase. The findings of the interviews and the observations were

presented in two distinct parts: The Results of the Interviews and The Results of Observations. These parts scrutinize the results of interviews and observations separately.

### 4.2.1. The Results of The Interviews

In this part, the answers that the participants gave to the interview questions were dealt with. It was aimed to scrutinize the findings of the quantitative data analysis. In other words, it was aimed to add more detail to the findings of the questionnaire. In this respect, interviews were carried out with the participants with different levels of burnout. As mentioned before, there were 4 different burnout levels. According to Richmond et al. (2001, p. 1):

1. 0-36 indicates few burnout feelings;
2. 36-55 indicates some strong feelings of burnout; but probably not a serious problem;
3. 56-70 indicates substantial burnout feelings, enough to recommend some help;
4. 71-80 indicates the individual is experiencing severe burnout.

Therefore, the participants were categorized into four groups. The number of interviewees in each burnout level and their burnout scores were shown in the Table 33.

Table 33

*The Interviewees' Burnout Levels According to the Teacher Burnout Scale*

| Low | Some | Substantial | Severe |
|---|---|---|---|
| 21 | 36 | 59 | 71 |
| 24 | 38 | 65 | 73 |
| 25 | 40 | 69 | 79 |
| 26 | 43 | 70 | |
| 28 | 46 | | |
| 30 | 52 | | |
| | 54 | | |
| Total: 6 | Total: 7 | Total: 4 | Total: 3 |

After the researcher had given information about the research and the participants had agreed to take part in the research, the researcher firstly conducted the questionnaire and then quickly calculated the burnout levels of the participants. Then, the participants were informed about his or her burnout level when she/ he wanted to learn it, and some of them were asked for interviews. Some of the participants agreed to take part in an interview, but some of the participants did not agree to take part in an interview. The researcher conducted interviews with the participants who agreed to take part in the interview.

Among the participants of the interview, only one agreed to be interviewed in English. However, she made many mistakes. The researcher corrected these mistakes while transcribing the interviews. The other 19 participants wanted to be interviewed in Turkish

which was their mother tongue and they said that their English proficiencies were getting worse day by day because in primary schools, they used very limited English and they added that they did not trust their English anymore. Therefore, the researcher conducted interviews in Turkish, made voice recordings and then transcribed the answers in Turkish. Afterwards, the researcher translated the answers from Turkish to English, typed them and then, she asked another researcher to translate the English version of the interviews into Turkish. In other words, the researcher made use of the "back translation".

When talking about the interviews conducted, it is important to give information about the number of the interviews. The researcher conducted 20 interviews and the researcher made use of the saturation. Theoretical saturation refers to the data collection stage when no extra issues or insights arise from data and all appropriate conceptual categories have been recognized, studied and exhausted. This shows the "saturation" of conceptual categories and existing theory is thorough and credible (Hennink, Kaiser, & Marconi, 2016).

Therefore, it can be concluded that the researcher conducted interviews until it was found out that there was no new data and emerging data was thorough and credible. Then, it was stopped conducting interviews. Furthermore, in order to maintain confidentiality, the researcher used the burnout scores of the participants as pseudonyms.

Regarding the questions in the interview, it can be said that every question in the interview was prepared with an aim. In order to find out whether the participants brought any negative feelings before entering the teaching profession, the participants of the interview were asked "Have you chosen teaching voluntarily as a profession?" If the interviewee answered this question negatively, it can be said that the participant brought some negative feelings before entering the profession. The next questions were "If you could choose your job today, would you choose to be a teacher?" and "How long do you plan to remain in teaching?" With these questions, it was aimed to discover if the participant was satisfied with teaching or wanted to leave the job if she or he had the chance.

The following questions "How do you feel when you think about your work, students, colleagues, your administrators, school environment etc.? How do you feel in your job? Are you satisfied with your job? Do you feel motivated to do your job, to improve yourself or do you feel tired or burnt out? Can you describe your feelings in a few words?" were aimed to find out how the participants feel. In other words, it was aimed to find out whether they had stressful feelings and burnout, or whether they were motivated and full of energy. It was found out that these teachers' feelings fitted in with the findings of the quantitative research.

To illustrate, interviewees with low burnout levels gave these answers: "*I feel happy*", "*I feel good", "I like being at school", "I have no problem", "I feel very happy", "I love my job*". These answers signalled the fact that they did not suffer from burnout. Similarly, interviewees with some feeling of burnout said, *"I feel happy", It changes from time to time", "I am happy", "I do not feel stressed because of my colleagues or administrators but because of my students", "I like my administrators, colleagues and students"*. Thus, it can be inferred that these teachers did not have strong feelings of burnout.

On the other hand, the interviewees with substantial burnout level gave these answers: *"Some students can depress me from time to time", "I feel bored, tired", "The students are tiring".* According to their answers, it can be concluded that these teachers suffered from burnout. Lastly, the interviewees with severe burnout level said *"I feel very stressed. I am about to be drowned", "I do not feel satisfied" "I am not satisfied with my job"*. Regarding their answers, it can be said that they suffered from severe feelings of burnout. Shortly, the answers the interviewees provided showed that the findings of the quantitative data were similar to the findings of the interviews.

In order to find out what teachers were doing in order to cope with stressful feelings, the questions "Do you have any strategies or approaches to cope with stressful feelings about work or burnout? What do you generally do in order to deal with these feelings?" were asked. It was aimed to find out if there was a difference between the strategies that teachers made use of according to their burnout levels or not.

According to the answers of the interviewees, they made use of the following strategies: spending time doing something for himself/herself, taking part in activities that they like, finding solutions to the problems, social activities, meeting with friends, spending time with my family, walking, resting, reading books, trying to solve problems, doing something extra about work, online courses, projects, staying away from work, self-motivation, trying other ways to teach. Furthermore, they used these strategies: talking about interpersonal problems with colleagues and being polite, being silent or saying nothing, talking about problems, having hobbies, knitting, producing teaching materials and carrying out research, looking on the bright side of the events, spending time with their children, going out with their children or playing with their children at home, staying alone, talking with friends, going to the psychologists, controlling anger, trying to be patient, having hobbies, trying to make the lesson very entertaining. Moreover, talking with colleagues and consulting colleagues, resting, travelling, having communication with students, participating in sporting activities,

listening to music, reading books, trying to get rid of negative feelings with the help of little happiness, small achievement, and small targets, having silence for a long time, using self-talk and taking a deep breath were the other strategies that these teachers used.

With the aim of making the strategies that teachers used to cope with burnout more meaningful, putting them into various categories might be better. As mentioned before, the mostly accepted categorization of coping strategies is by Kyriacou (2001) and Lazarus and Folkman (1984). While Kyriacou (2001) categorized the coping strategies as palliative techniques and direct action, Lazarus and Folkman (1984) grouped the strategies as emotion-focused and problem focused. Direct action techniques are used in problem-focused coping and palliative techniques are made use of in emotion-focused coping (Kwok-bun, 2007). Therefore, the answers of the participants were categorised accordingly.

According to the answers that the interviewees gave, it can be said that they mostly benefited from palliative techniques/ emotion-focused strategies. Therefore, it is important to remember what palliative techniques and emotion-focused strategies are. Kyriacou (2001, p. 131) explained palliative techniques as "techniques you can use to relieve the experience of stress, even when the source of stress persists". She further explained in her article that palliative techniques can be either mental or physical. In metal strategies, the teacher tries to alter the appraisal of the situation. Physical strategies include activities that relieve tension and anxiety and these activities assist the teacher maintain or regain a feeling of relaxation (Kyriacou, 2001, p. 30).

The palliative/ emotion-focused strategies that the interviewees made use of are spending time doing something for himself/herself, doing activities that they like, social activities, meeting with friends, spending time with their families, walking, relaxing , reading books, looking on the bright side of the events, spending time with their children, going out with their children or playing with their children at home, having hobbies, knitting, talking with friends, participating in sporting activities, listening to music, reading books, travelling, staying away from work, self-motivation, being silent or saying nothing, staying alone, controlling anger, trying to be patient, trying to get rid of negative feelings with the help of small amount of happiness, small achievement, and small targets, having silence for a long time, using self-talk and taking a deep breath.

On the other hand, according to the answers obtained by the interviewees, some of the teachers made use of direct action/ problem focused coping. Before showing their related coping strategies, it is crucial to remember what direct action/ problem-focused coping is.

Direct action techniques are the things that a teacher can do to get rid of the source of stress. First of all, the teacher reveals the source of stress and then performs some form of action to deal with the source of the stress in the future or alters the situation in some way. Thus, the demands do not exist anymore. Managing or organising oneself in a more effective way, gaining new skills, knowledge and practices of work, negotiating with colleagues to change or address elements of one's condition may be involved in direct action techniques (Kyriacou, 2000, p. 30).

With regard to the answers by the interviewees, the teachers used such direct action/ problem-focused strategies as talking with colleagues, having communication with students, finding solutions to the problems, trying to solve problems, doing something extra about work, online courses, projects, trying other ways to teach, producing teaching materials and carrying out research, trying to make the lesson very entertaining, talking about problems and being polite and going to the psychologists.

Therefore, it can be concluded that teachers made use of both palliative/ emotion-focused and direct action/problem-focused strategies. Despite this fact, as the table 34 on page 101 shows it more clearly, the EFL teachers working in primary school in Tekirdağ benefited more from emotion-focused coping strategies. However, it was also important to discover if there was a difference in burnout coping strategies of these teachers according to their burnout levels.

With the aim of answering the last research question "Is there a relationship between burnout levels of these teachers and their burnout levels?" and giving detailed information about the interviews, the interviews were categorized according the interviewees burnout levels. For each burnout level, the results were grouped accordingly. The answers of the interviewees about their feelings were coded as positive, sometimes positive and sometimes negative and negative. Then, they were counted, and graphs were used to illustrate the findings.

Table 34

*The Coping Strategies that Interviewees Use*

| Palliative/ Emotion-Focused Coping Strategies | Direct Action/ Problem-Focused Coping Strategies |
|---|---|
| • spending time doing something for himself/herself,<br>• doing activities that they like<br>• social activities<br>• meeting with friends<br>• spending time with their families<br>• walking and relaxing<br>• looking on the bright side of the events<br>• spending time with their children<br>• going out with their children or playing with their children at home<br>• having hobbies,<br>• knitting<br>• talking with friends<br>• participating in sporting activities<br>• listening to music<br>• reading books<br>• travelling<br>• staying away from work<br>• self-motivation<br>• being silent or saying nothing<br>• staying alone<br>• trying to be patient<br>• having silence for a long time<br>• using self-talk<br>• taking a deep breath. | • talking with colleagues<br>• having communication with students, finding solutions to the problems<br>• trying to solve problems<br>• doing something extra about work<br>• online courses, projects<br>• trying other ways to teach<br>• producing teaching materials<br>• carrying out research<br>• trying to make the lesson very entertaining<br>• talking about problems and being polite,<br>• going to the psychologists<br>• trying to get rid of negative feelings with the help of small amount of happiness, small achievement and small targets<br>• controlling anger |

#### *3.2.1.1. Interviews with EFL Primary School Teachers with "Low" Burnout Score*

In this part, interviews which were conducted with the participants who got below 36 score in Teacher Burnout Scale. Richmond et al. (2001) identified the scores below 36 taken from Teacher Burnout Scale as "low" burnout level. 6 interviews were conducted with these teachers. They had burnout scores 21, 24, 25, 26, 28, 30. As the first question of the interview, they were asked "Have you chosen teaching voluntarily as a profession? If you could choose your job today, would you choose to be a teacher?" These teachers said that they had chosen their job voluntarily and they would choose to be a teacher again if they were asked again. It can be inferred that they did not bring any negative feelings before entering to the profession and they were still motivated to teach. Figure 7 shows the results.

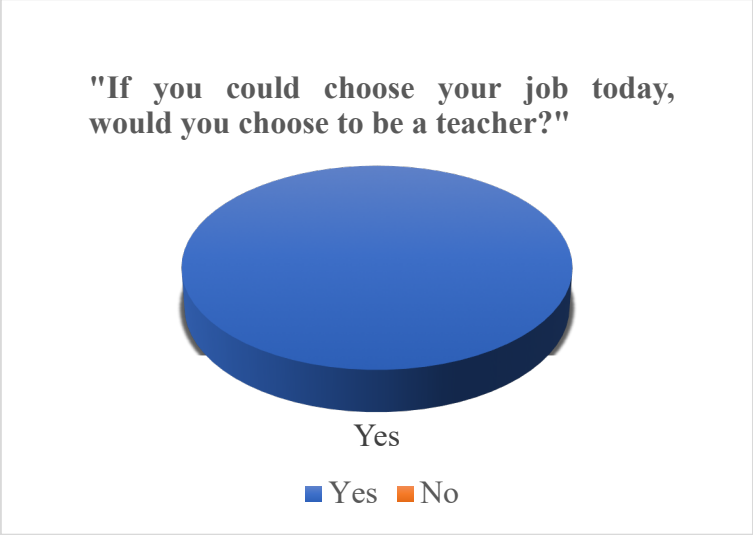


*Figure 7*: The feelings of the interviewees with low burnout levels regarding their job decisions

They were further asked "How long do you plan to remain in teaching?" They gave these answers *"as long as I can", "as long as my health permits", "for some time but not until retirement"* and 3 teachers said *"until retirement*". Thus, it was clear that they liked their job and they did not have any negative feelings. Likewise, they were still motivated to teach.

When it comes to questions related to find out if the participants were suffering from burnout or not, the researcher asked: "How do you feel when you think about your work, students, colleagues, your administrators, school environment etc.?" The answers the interviewees provided were: *"I feel very happy, there is no problem in our school", "I feel good", "I have no problem with my colleagues, school environment or administrators", "I like being at school"*. The teacher with a burnout score of 28 expressed her feelings by sayig *"I feel very happy. Seeing that the students are learning, and they are motivated with this learning… They are following me during the breaks. I cannot even walk during the breaks. They always hug me. I am very happy about my job. I am certainly very satisfied. I do not feel any tiredness. This may be because of the fact that this year is my fifth year as a teacher. I am not bored. I am motivated. Time will show but I hope I would not get worse."*

However, one of the teachers having burnout score of 25 having small problems with colleagues expressed her feelings by saying "*We have no problem regarding students, Students are the same everywhere. We only have problems because the classrooms are crowded. It would be better if they were fewer, so we can teach all them and this can be better for me. We have no problems regarding administrators. There are some problems in*

*some schools but there is no problem in our school. Our school environment, our colleagues may be sometimes demotivating by asking "Are you doing this, why are you doing this?" In primary schools the classrooms do not belong to you. You enter the classroom teachers' classes. However, there is something that I like about our school: nobody interferes another person's work. Everybody teaches his/her own lesson. Some classroom teachers are very possessive of their classes. They are always asking about students. Therefore, about colleagues, there can be such a problem, but they are very few in this school. Maybe one or two teachers are doing this. Therefore, good."*

Although there were some problems at schools, she was still satisfied with the work environment. She had no negative feelings about her administrators and students, colleagues. However, only one or two teachers stressed her. Figure 8 shows the results.

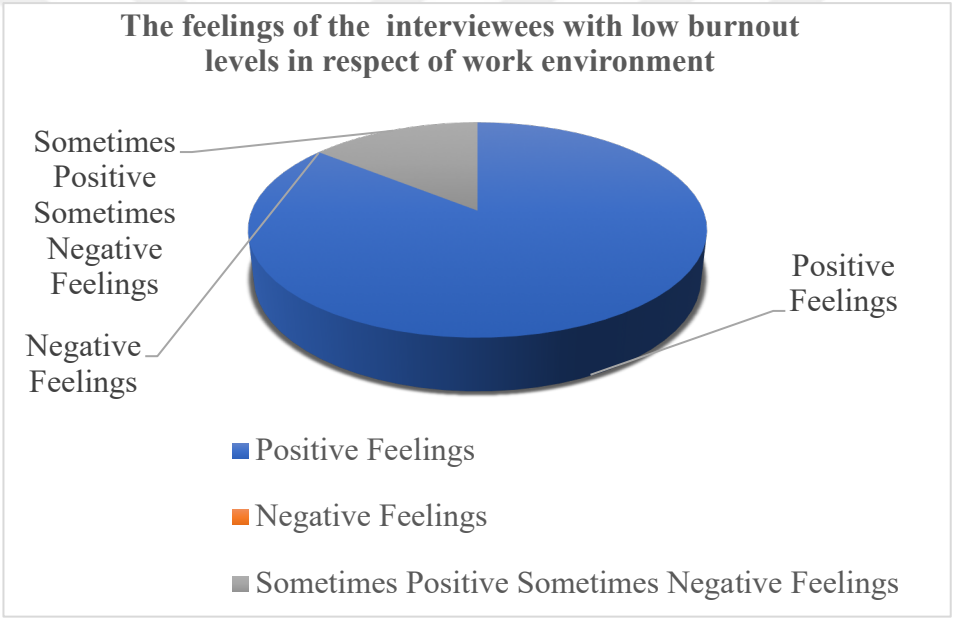


*Figure 8:* The feelings of the interviewees with low burnout levels in respect of work environment

To further investigate if the participants were suffering from burnout or not, the researcher asked: "How do you feel in your job? Are you satisfied with your job? Do you feel motivated to do your job, to improve yourself or do you feel tired or burnt out? Can you describe your feelings in a few words?" the interviewees gave these answers: "*I am satisfied with my job" " I am motivated to do my job", "I like my job" " I love my job" ," I feel very happy and satisfied", "I do not feel tired", " I am satisfied but sometimes my motivation may decrease because of the problems …but we try to continue by motivating ourselves again"*

According to the answers that teachers had given to the questions about their feelings, it can be inferred that these teachers did not have too many feelings of burnout as was also found in the quantitative data analysis. Figure 9 illustrates the findings.

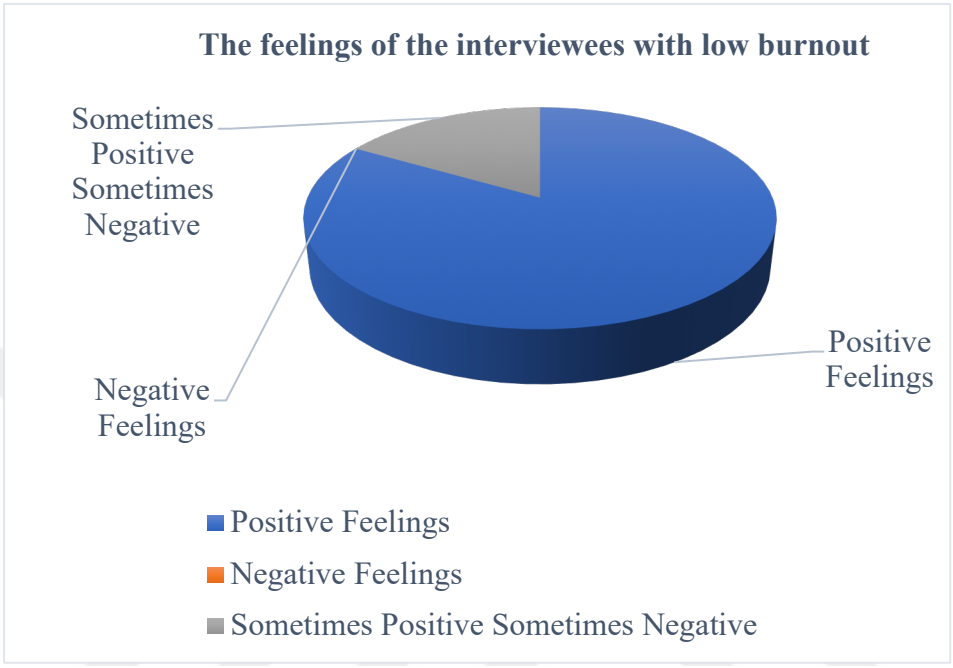


*Figure 9:* The feelings of the interviewees with low burnout in respect of their jobs

Next, in order to discover how they cope with burnout the researcher asked "Do you have any strategies or approaches to cope with stressful feelings about work or burnout? What do you generally do in order to deal with these feelings?" The interviewees gave these responses: *"I take a rest and I travel a lot", "Seeing the bright sight of something and spending time with my children and playing with them", "I teach with a lot of fun and I ask my colleagues how they teach", "I try to have hobbies, I try to attend activities", "I try to be patient and have an anger-control", "I try to get rid of negative feelings by setting small objectives, small amounts of happiness and small achievements".*

The answers that the interviewees gave to this question signalled that these teachers benefited from both problem-focused and palliative coping strategies. While seeing the bright side of something, spending time with family, having hobbies, and attending social activities can be grouped as palliative/ emotion-focused coping strategies, trying to get rid of negative feelings by setting small objectives, having small amounts of happiness and small achievements and having anger management can be grouped as problem-focused/direct action coping strategies. Table 35 illustrates the findings. All of the coping

strategies that these teachers benefited were adaptive, they did not use any maladaptive coping strategies. Therefore, it can be said that the current study discovered similar findings to Seidmann & Zager (1991). Table 35 shows the findings.

Table 35

*The Coping Strategies that Teachers with "Low Burnout" Use*

| Palliative/Emotion-focused Coping Strategies | Problem-focused/Direct action Coping Strategies |
|---|---|
| • seeing the bright side of something<br>• spending time with family<br>• having hobbies<br>• attending social activities | • trying to get rid of negative feelings by setting small objectives, having small amounts of happiness and small achievements<br>• having anger management |

#### *3.2.1.2. Interviews with EFL Primary School Teachers with "Some" Burnout Score*

This section offers parts of interviews which were conducted with the participants who obtained scores between 36-55 in the Teacher Burnout Scale. Richmond et al. (2001) defined the scores between 36-55 taken from Teacher Burnout Scale as "some" burnout level. 7 Teachers having 36, 38, 40, 43, 46, 52 and 54 scores from the Teacher Burnout Scale took part in the interview section. Firstly, they were asked "Have you chosen teaching voluntarily as a profession?" While 5 teachers said that they had chosen their job voluntarily and they would choose to be a teacher again if they were asked again, teachers having burnout scores of 43, 40 said that they did not choose it voluntarily. The teacher with a burnout score of 43 said that he would not choose to be a teacher again if he was asked again and added that he would like to work in an office on his own. Therefore, it can be deduced that while some teachers did not have any negative feelings before starting to teach, and were still motivated to teach, two teachers started teaching without really wanting to be a teacher. Furthermore, the teacher with a burnout score of 43 said that he would not choose to teach if he was asked to and he would prefer to do another job. Thus, it can be deduced that he might experience a higher level of burnout in his future teaching career. Figure 10 shows the findings.

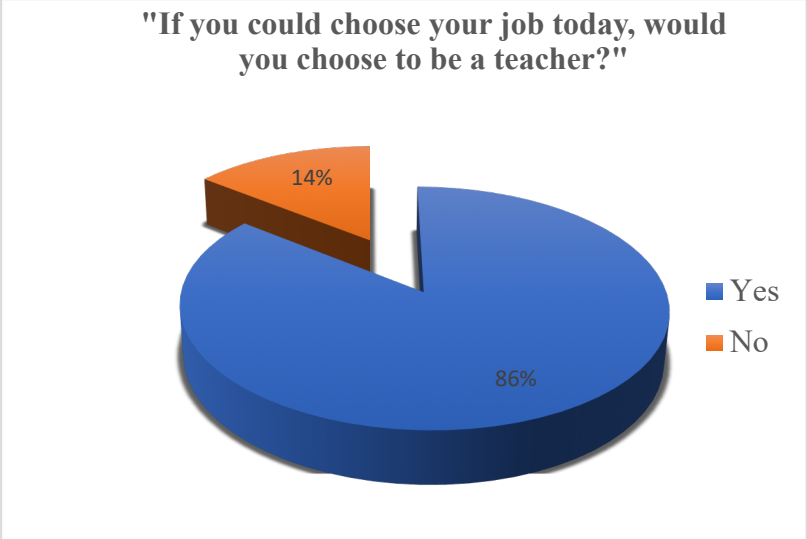


*Figure 10:* The feelings of the interviewees with some burnout scores regarding their job decisions

Next, they were asked "How long do you plan to remain in teaching?". One teacher replied: *"as long as I can*". 4 Teachers said: "*until retirement"*, and another teacher replied "*until I die".*

Additionally, the researcher aimed to find out if the participants were suffering from burnout or not and asked: "How do you feel when you think about your work, students, colleagues, your administrators, school environment etc.?" The interviewees gave these answers: *"I feel happy", "It changes from time to time", "I do not feel stressed because of my colleagues or administrators but because of the students", "I like the administrators, colleagues and students", "I am coming to school full of motivation", "I am happy".* Figure 11 illustrates the findings.

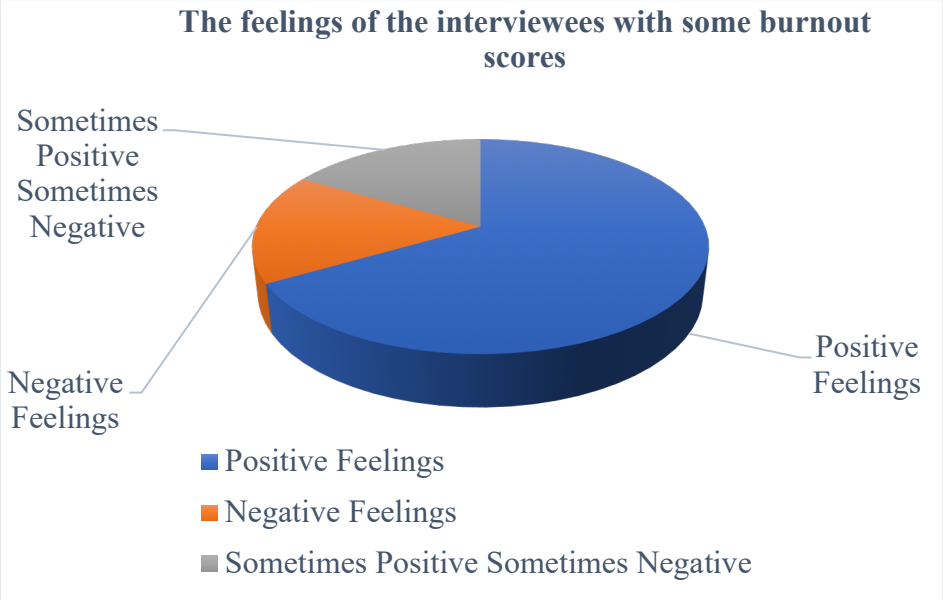


*Figure 11:* The feelings of the interviewees with some burnout scores in respect of work environment

In order to learn more about their feelings, they were asked "How do you feel in your job? Are you satisfied with your job? Do you feel motivated to do your job, to improve yourself or do you feel tired or burnt out? Can you describe your feelings in a few words?" The teachers replied *"I feel happy but I also feel tired and burnt out time to time", "I feel tired but this tiredness is a good thing, I am satisfied", "I feel bored nowadays and tired because there is nothing that challenges me in my job. Even if I do not have a look at the books for a year, I can do this job", "My job makes me happy", I am happy"*. Figure 12 shows the results.

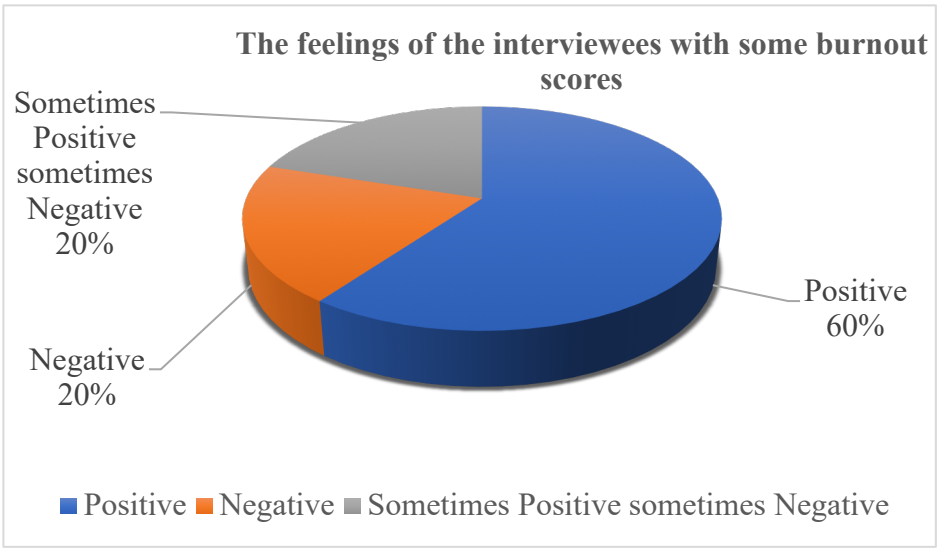


*Figure12:* The feelings of the interviewees with some burnout in respect of their jobs

With regard to the responses that the teachers had given to the questions related to their feelings, it may be deduced that although the teachers experienced some burnout, they did not have too many feelings of burnout. They did not feel tired and burnt out all the time since they said *"nowadays", "time to time"* to express their tiredness. To illustrate, one teacher said *"I feel bored nowadays and tired because there is nothing that challenges me in my job. Even if I do not have a look at the books for a year, I can do this job",* It can be inferred that she did not experience this feeling for a long time from the word *"nowadays".* Another example from another teacher is "*I feel happy, but I also feel tired and burnt out time to time".* The *"time to time*" phrase signals the fact that she did not feel tired and burnt out all the time. Therefore, it can be concluded that parallel findings from quantitative data analysis were discovered. It can be inferred that these interviewees had some feelings of burnout but not too much. Similarly, Richmond et al. (2001, p. 1) also stated in Teacher Burnout Scale that these teachers had "some strong feelings of burnout; but it was probably not a serious problem".

In addition, the researcher asked "Do you have any strategies or approaches to cope with stressful feelings about work or burnout? What do you generally do in order to deal with these feelings?" It was aimed to find out how these teachers cope with burnout. The answers that they gave were: "*going to gym, listening to music, reading books, doing things that I like", "doing hobbies, knitting, producing teaching materials, carrying out research", " doing nothing special, continuing the social life normally and trying to have fun in the class by having dialogues with students", "devoting time to myself, doing activities that I enjoy, trying to find solutions and strategies to solve the problems", "being alone and evaluating the day, talking with friends and reading".*

According to the answers they gave, it can be deduced that carrying out research, trying to have fun in the class by having dialogues with students, producing teaching materials and trying to find solutions, strategies for the problems can be categorised as direct action/ problem-focused coping. On the other hand, hobbies, knitting, devoting time to oneself and doing activities that she/he likes, being alone, evaluating the day, talking with friends, reading can be categorized as palliative/ emotion focused coping. Thus, it can be inferred that these teachers made use of both palliative/ emotion- focused coping and direct action/ problem-focused coping strategies. In addition, they used only adaptive coping strategies. They did not use any maladaptive coping strategies. Table 36 illustrates the findings.

Table 36

*The Coping Strategies that Teachers with "Some Burnout" Use*

| Palliative/Emotion-focused Coping Strategies | Problem-focused/Direct Action Coping Strategies |
|---|---|
| • hobbies<br>• knitting<br>• devoting time to oneself<br>• doing activities that she/he likes<br>• being alone<br>• evaluating the day<br>• talking with friends<br>• reading | • carrying out research<br>• trying to have fun in the class by having dialogues with students<br>• producing teaching materials<br>• trying to find solutions and strategies for dealing with the problems |

#### *3.2.1.3. Interviews with EFL Primary School Teachers with "Substantial" Burnout Score*

The interviewees were the teachers who scored between 56-70 in the Teacher Burnout Scale. Richmond et al. (2001) defined the scores between 56-70 from the Teacher Burnout Scale as having substantial feelings of burnout and they suggested these teachers need to get some help. The interviews were conducted with 4 teachers having the burnout scores of 59, 65, 69 and 70.

Firstly, they were asked "Have you chosen teaching voluntarily as a profession?" Three teachers said that they had chosen to be a teacher voluntarily, but one teacher said that she did not. She expressed her feelings (burnout score 65) by saying *"Since I am graduated from the English Language Teaching Department at university, being a teacher was the obligatory direction. I had no other choice. Also, I have to do this job for financial reasons".* While 3 teachers did not have any negative feelings against their job before the starting it, the teacher with a burnout score of 65 started her career with negative feelings.

Moreover, they were asked "If you could choose your job today, would you choose to be a teacher? How long do you plan to remain in teaching?" two teachers replied that they would choose to be a teacher again while two teachers would not. All the interviewees said that they planned to remain in teaching until retirement. One teacher with a burnout score of 70 said that she would not choose to be a teacher if she was asked again and added *"I would choose another job which fits in more with my personality, but I am planning to remain in this job until retirement because of my financial situation".* Another teacher with a burnout score of 65 also said that she would not choose to be a teacher if she was asked again and expressed her reasons of continuing to be a teacher "*I have no other choice. I have no other*

*choice. Also, I have to do this job for financial reasons…Until retirement".* Figure 13 illustrates the findings.

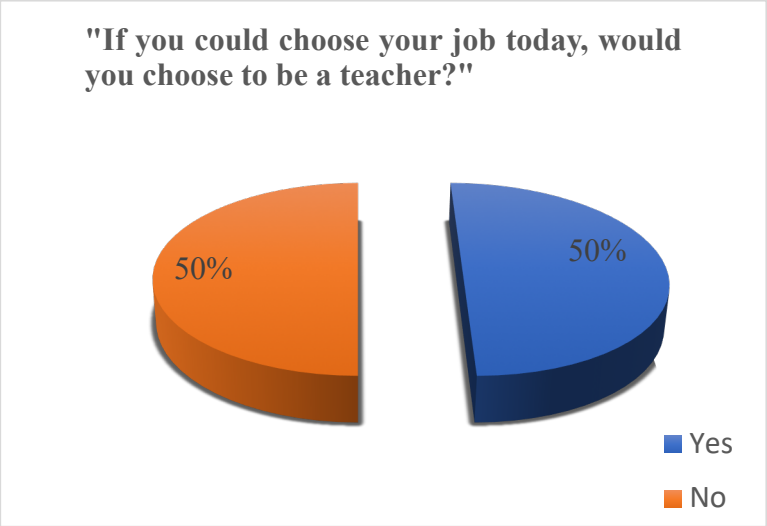


*Figure 13:* The feelings of the interviewees with substantial burnout levels regarding their job decisions

According to the interviewees' answers, it can be deduced that although two teachers had negative feelings about teaching, they continued teaching because of financial reasons in Turkey. It is a known fact that there is an unemployment problem in Turkey and these teachers did not want to experience financial problems, so they continued teaching.

Besides, with the aim of finding out if the participants were suffering from burnout or not, they were asked "How do you feel when you think about your work, students, colleagues, your administrators, school environment etc.?" They replied: "*I like my school administrators, colleagues and students but it can be better", "I feel good, I have no problem regarding students. Some students can depress me from time to time. Our school environment is very good. We have no problem", "I am also a vice director. I do it voluntarily and enjoy it more than teaching".* The interviewee with a burnout score of 70 made the following points: *"Since I am new here, it is different in every environment. I have different feelings. I had no chance since I am new here and I am busy with DYNED during the breaks, I could not communicate with the teachers, I could not get to know them. In addition, I am working 2 days here and the other days in...Primary School. My real school is...Primary School. Therefore, even when I am in my own school, I am busy with DYNED and students. I control their homework. For these reasons, I cannot stay in the teachers' room as I stay here. For a very limited time, I go the teachers' room; therefore, I cannot say*

*anything about them. I did not have any problems, but I cannot say anything because we are not close."*

Although this teacher did not express her feelings in exact words, it can be inferred that she felt tired because of working in two schools and the DYNED (English Language Learning Software which is compulsory in public primary and secondary schools in Turkey) and because of not having contact with other teachers. The name of her school was not given because giving the name of the school would signal who the teacher is, and this is not ethical. Figure 14 shows the findings.

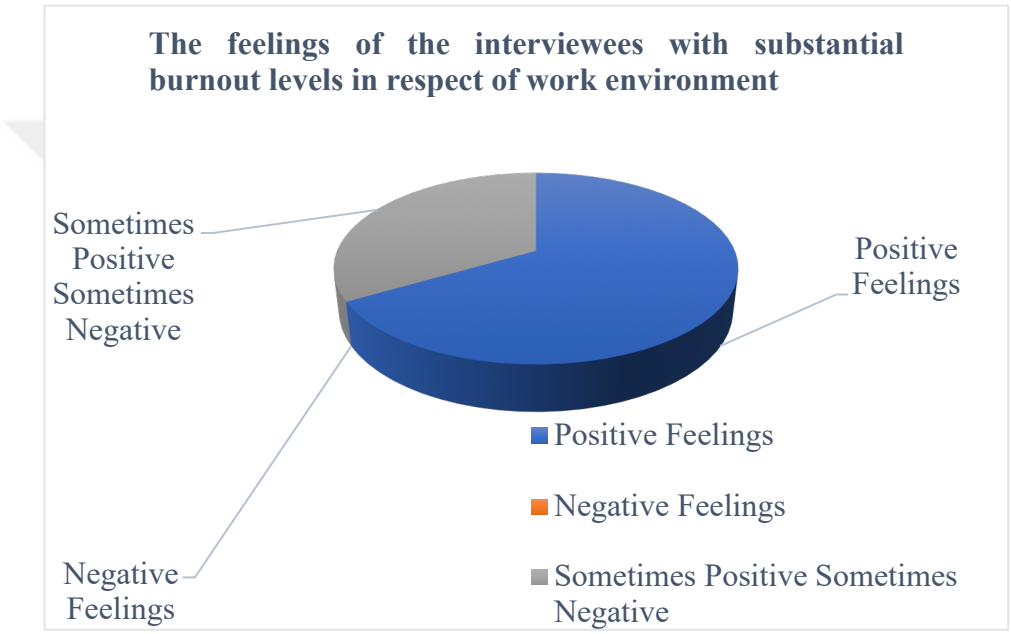


*Figure 14:* The feelings of the interviewees with substantial burnout levels in respect of work environment

With the aim of having more information about their feelings, they were asked "How do you feel in your job? Are you satisfied with your job? Do you feel motivated to do your job, to improve yourself or do you feel tired or burnt out? Can you describe your feelings in a few words?". An interviewee with a burnout score of 59 answered *"I feel good. I feel satisfied. I try to be motivated",* another interviewee with a burnout score of 69 said *"No, I am not satisfied. I feel bored, tired, frustrated, and like this. I feel tired. I am not motivated".* Another teacher with a burnout score of 65 gave this answer: "*Yes, I am motivated, when there are conferences, I try to participate in these. I do not feel physically or psychologically tired. We are in contact. I can express myself without having difficulty, others can also. Therefore, we do not have problems. Dealing with the students is more tiring than dealing*

*with administration. Dealing with children requires more energy and more movement."*

Since this teacher also was working as the principal vice at the school and teaching 4 hours a week, she was less tired. She also expressed this by saying *"Dealing with the students is more tiring than dealing with administration. Dealing with children requires more energy and more movement"*. Lastly, the teacher with a burnout score of 70 described her feelings by saying: "*It changes from classes to classes. There are problems in some classes on some days. Sometimes, I realize that students say the words in the same way that I taught before. I say I have succeeded to teach. Some parents are very conscious, and they teach before. Therefore, you do not know if you have taught or not. My graduate students sent me messages. They are now high school students. When I receive positive messages from them, I feel motivated. In general, I am satisfied with my job. I am not able to improve myself because I do not have time. I live in Çorlu. I have difficulties doing that. I try to allocate the weekend for this. However, I cannot say that I improve myself a lot, but I try to improve myself. Despite this, I try to follow English newspapers. I follow them. Feeling tired and burnt out influences feelings. Sometimes I think that this will be the same for 15 years. I question myself if I will have the same energy."*

According to the answers that the interviewees gave, it can be inferred that, these teachers have some burnout and having some help might be beneficial. Richmond et al. (2001) also suggested these teachers with substantial burnout levels should get some help. Figure 15 shows the findings.

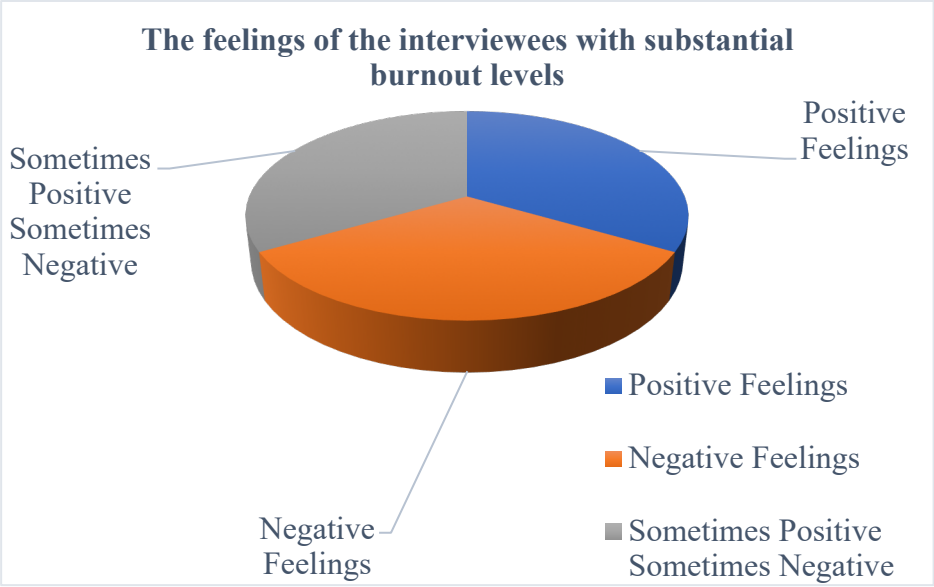


*Figure 15*: The feelings of the interviewees with substantial burnout levels in respect of their job

Furthermore, with the aim of learning their coping strategies the interviewees were asked "Do you have any strategies or approaches to cope with stressful feelings about work or burnout? What do you generally do in order to deal with these feelings?" They replied "*I go for a walk, I try to take a rest and read books. As I walk, I try to think about problems, and I try to find solutions, strategies", "I prefer reading".*

In addition, the interviewee with a burnout score 69 said: "*I am going to the psychologist but not only about my job but also about my social and personal problems. All of them. I say myself this is your job and you earn your money with this job so try to like this. Go and do your best."*

This teacher asked professional help because of her work, social and personal problems. She used professional support and self-talk as a coping strategy. Another teacher with a burnout score of 65 also used self-talk as a coping strategy. She said: *"I use self-talk, I try to sort myself out by saying I can do that, nothing is impossible, nothing can last forever."*

Depending on the answers that the interviewees gave about their coping strategies, it can be inferred that by going for a walk, taking a rest, reading books, using self-talk, they made use of palliative/emotion-focused coping strategies. In addition, by going to the psychologist and trying to think about problems and to find solutions and strategies to solve them, they made use of direct action/problem focused coping. In short, although some of them benefited from only palliative/emotion-focused coping strategies, the others made use of only direct action/problem-focused coping strategies.

It can be concluded that these teachers benefited both from direct action/problem focused coping and palliative/emotion-focused coping strategies. However, they used more palliative/emotion-focused coping strategies than direct action/problem focused coping strategies. Table 37 illustrates the findings.

Table 37

*The Coping Strategies that Teachers with "Substantial Burnout" Use*

| Palliative/ Emotion-focused Coping Strategies | Problem-focused/ Direct Action Coping strategies |
|---|---|
| • going for a walk<br>• taking a rest<br>• reading books<br>• using self-talk | • going to the psychologist<br>• trying to think about problems and to find solutions and strategies to solve them |

#### *3.2.1.4. Interviews with EFL Primary School Teachers with "Severe" Burnout Score*

Interviews were also conducted with teachers having a burnout score between 71-80. 3 teachers who had done the Teacher Burnout Scale and had scores between 71-80 agreed to be interviewed. The burnout score of these teachers were 71, 73 and 79. In this section, the results of these interviews will be presented.

Firstly, they were asked "Have you chosen teaching voluntarily as a profession? If you could choose your job today, would you choose to be a teacher? How long do you plan to remain in teaching?". The interviewee with a burnout score of 73 answered: "*No, because of my parents' suggestions I have chosen this job. I would choose to be a teacher again. Luckily, they made me choose this job. I am planning to remain in teaching until retirement".* Another teacher with a burnout score of 71 replied: "*I chose voluntarily. No, I would not choose to be a teacher today. The conditions of teachers and the profiles of students today are not the same as the time when I chose to be a teacher. I am planning to work until I have the legal right to retire."*

The interviewee with a burnout score 79 said *"No, actually yes, I chose voluntarily. Then, I started to study veterinary medicine. I am not planning to continue as a teacher. I would choose to be a vet. I can remain in teaching for 5 or 6 years longer".*

From the answers, it can be deduced that, although the interviewees with burnout scores of 71 and 79 chose to be a teacher voluntarily and did not have any negative feelings before the beginning of their careers, it seemed that the experience they had made them not wish to choose this job again if they were asked. They are continuing their profession because of the unemployment problems in Turkey. Figure 16 shows the findings.

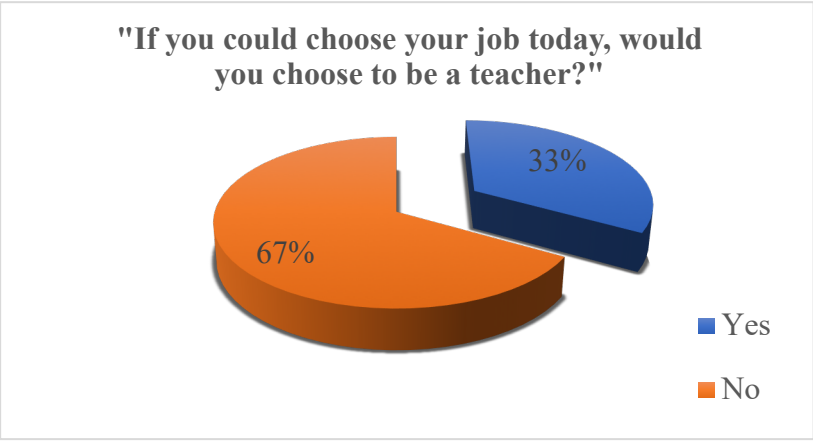


*Figure 16:* The feelings of the interviewees with severe burnout levels regarding their job decisions

Aiming to find out about their feelings related to their job, the researcher asked, "How do you feel when you think about your work, students, colleagues, your administrators, the school environment etc.?" The interviewees expressed their feelings. To begin with, the interviewee with a burnout score 73 said *"I keep my distance. I could not communicate. I spend my break times in my classroom. I am satisfied with this situation. I read books, I improve myself. I turned this situation to my advantage"*. It can be inferred that this teacher had feelings of burnout and used personal distance and having no communication as a coping strategy. It can also be said that she suffered from the depersonalization dimension of burnout. Another interviewee with a burnout score of 71 replied "*I am about to be drowned. I feel stressed. I cannot breathe"*. It was clear that this teacher suffered from burnout severely. She had emotional exhaustion.

When it came to the interviewee with a burnout score 79, she answered: *"I feel very stressed. I cannot establish rapport with my colleagues. Since it is a primary school and most of them are classroom teachers, we cannot understand each other. I do not have any problems with the principals. I do not have any problems regarding students. I know how they are, they are children."*

This teacher expressed her stressful feelings and the reasons for them as well. It can be inferred that because of classroom teachers, the interviewees feel stressed and burnt out. Figure 17 illustrates the findings.

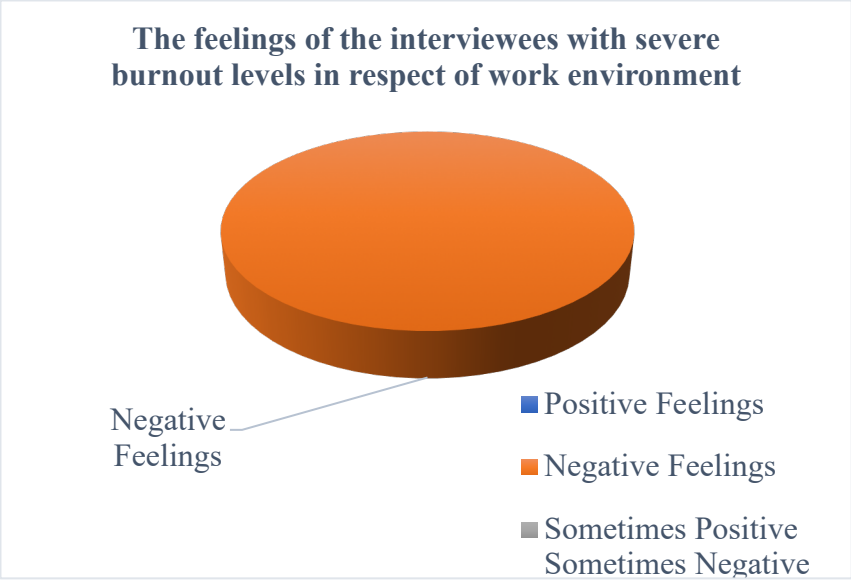


*Figure 17:* The feelings of the interviewees with severe burnout levels in respect of work environment

In order to get more data about their feelings, they were asked "How do you feel in your job? Are you satisfied with your job? Do you feel motivated to do your job, to improve yourself or do you feel tired or burnt out? Can you describe your feelings in a few words?" The interviewees with a burnout score of 79 answered: *"I do not feel satisfied. I do this job because I have to. I do not feel this job is right for me. Actually, financially and regarding working conditions I am satisfied with this job. I feel tired and burnt out because I also took M.A. in ELT Department, and I am working for ELT for nearly 7 or 8 years. I do not think that I have anything to learn about this and I am very tired of always teaching the same things."*

It can be inferred that this teacher had feelings of burnout, but she continued to do this job because of financial pressures and the working conditions. The interviewee with a burnout score of 71 replied: *"After I enter the classroom, it gets better. I am not satisfied with my job. I said to my students that they should never become a teacher, when I was working at a secondary school. I am very tired. I am very tired because we have to deal with other things apart from teaching. I am motivated to improve but there is no purpose in improving in primary schools. There should be an aim to improve. In order to get rid out of the water that I am about to be drowned in, I applied for an intelligence games course."*

It is clear that this teacher had severe burnout feelings and she was not satisfied with her job. Lastly, the interviewee with a burnout score of 73 answered: *"Being together with small children makes me happy. I am happy with children. I am satisfied with my job. I have felt burnt out for 4 or 5 years. I have private reasons. Perhaps I have problems here. Perhaps I have both of them. I do not know exactly when they had begun. There is not another English teacher in this school. I cannot share the situation in respect of the students with anyone. Everybody defends their students as if they were their own children. Therefore, our communication gets worse. Everybody does the same thing at the school. Everybody thinks in the same way. They behave in the same way. I cannot adapt to their ways. I do not know. Maybe I am already like this or I started to be like this here. However, I cannot think like them nor can I behave like them."*

With regard to the answers that the teachers gave to the questions regarding their feelings, it can be clearly seen that they suffered from severe feelings of burnout. Therefore, it can be said that these teachers experienced severe burnout. Figure 18 illustrates the findings.

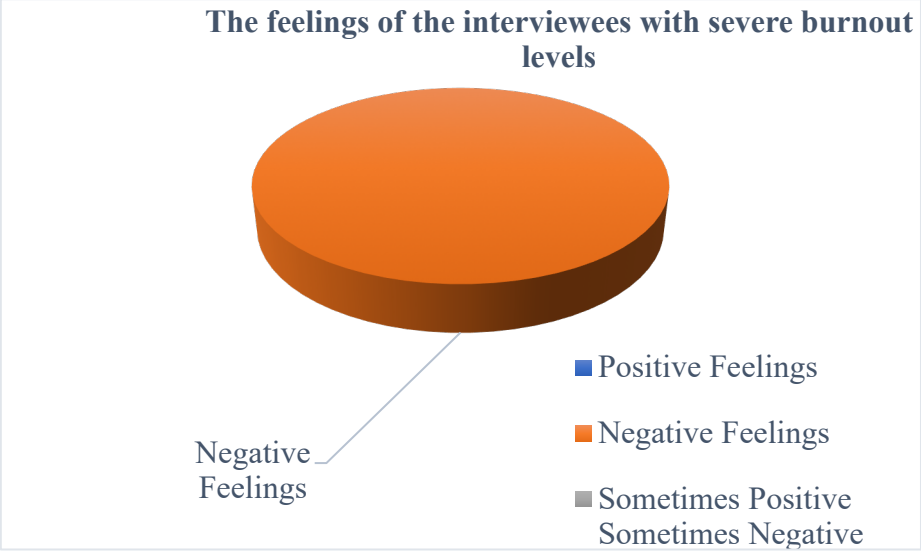


*Figure 18:* The feelings of the interviewees with severe burnout levels

Furthermore, in order to discover their coping strategies, they were asked "Do you have any strategies or approaches to cope with stressful feelings about work or burnout? What do you generally do in order to deal with these feelings?" The interviewee with a burnout score of 79 gave this answer: *"I devote time for myself. For example, social activities, meeting with friends, spending time with my family"*. In addition, the interviewee with a burnout score of 73 replied *"I try to do something extra in respect of my work. I look at the online courses and projects. I keep my distance. I feel relaxed when I keep my distance."* Lastly, the interviewee with a burnout score of 71 answered: *"I do not turn on television when I get home. I want to stay silent for a long time, so the noise in my head can go away and make room for new things. I try to benefit from the experience of silence when I get home."*

The responses that the interviewees gave to this question shows the fact that these teachers benefited mostly from palliative/ emotion-focused coping strategies. To illustrate, keeping away from colleagues, staying in a silent place for a period of time, spending time on oneself by doing social activities, meeting with friends and spending time with family can be categorised as palliative emotion-focused coping strategies.

However, the interviewee with a burnout score of 73 also benefited form problem-focused / direct action coping strategies by doing something extra in respect of work such as online courses and projects despite the fact that she preferred to keep away from her colleagues as another coping strategy. By keeping away from colleagues, she also used the escapist/ avoidance coping strategy. According to Lazarus and Folkman (1984) escape and avoidance coping is a strategy of emotion-focused coping. By distancing herself from her colleagues,

the teacher made use of distancing; however, according to Ben-Zur (2009) distancing and avoidance may alleviate bad feelings for a short time but they can have harmful effects when used for a long time. Table 38 illustrates the coping strategies of these teachers.

Table 38

*The Coping Strategies that Teachers with "Severe Burnout" Use*

| Palliative/Emotion-focused Coping Strategies | Problem-focused/ Direct Action Coping Strategies | Avoidance Coping Strategy |
|---|---|---|
| • keeping away from colleagues<br>• staying in a silent place for a period of time spending time on oneself by doing social activities,<br>• meeting with friends<br>• spending time with family | • doing something extra in respect of work such as online courses and projects | • keeping away from colleagues |

### 3.2.2. Results of Observations

In order to provide detailed findings, and to deepen the findings and to observe the EFL teachers in their working environment, the researcher also made observations. The researcher observed 8 EFL primary school teachers in Tekirdağ. These teachers were also the participants of the research in the interview section and they answered the questionnaires. The researcher chose these 8 teachers according to their burnout levels. Among these teachers, 2 teachers with low burnout scores, 2 teachers with some burnout scores, 2 teachers with substantial burnout and 2 teachers with severe burnout were chosen. These teachers were also chosen because of the location of their schools. The researcher observed these teachers on three different days. Table 39 shows the burnout scores of the observed teachers.

Table 39

*The Observed Participants' Burnout Levels According to the Teacher Burnout Scale*

| Low | Some | Substantial | Severe |
|---|---|---|---|
| 21 | 36 | 59 | 71 |
| 24 | 38 | 65 | 73 |
| Total: 2 | Total: 2 | Total: 2 | Total: 2 |

According to the observations made by the researcher, the teachers with low and some burnout scores had good communication with their colleagues and spent the break times usually together with their colleagues. They collaborated with classroom teachers about the students as well. At other times, when they were together with the students, the students were

following and hugging them and showing their love for the teachers. Therefore, it can be deduced that these teachers did not suffer from depersonalization, reduced personal accomplishment or emotional exhaustion which are the dimensions of burnout.

On the contrary, the teachers with substantial and severe burnout mostly spent their break times either outside the teachers' room or inside their classroom or in the smoking area of the school to smoke. They did not have a very good relationship with their colleagues and when they came to the teachers' room, they sat alone and had no conversation with their colleagues. They also explained this situation with their own words in the interviews by saying "*I feel very stressed. I cannot maintain contact with my colleagues because in primary schools, classroom teachers and EFL teachers cannot understand each other".* Another teacher also made claims about this situation by saying: *"In primary schools, there are classroom teachers and as an English teacher, it is difficult for English teachers to pass through the classroom teachers' obstacles… or for the students, the classroom teacher is a teacher, but you are not. It is like that both for the students and the parents of the students. Sometimes even for the classroom teachers. The classroom teachers assert that the classroom and the students belong to them and they are the teachers and they have control over everything. Moreover, the classroom teachers say that they are the ones who decide on everything. The English teacher can also say something, but they are the ones who decide on everything. They make such impressions; therefore, I have difficulties... If there are such problems, this is reflected both in our relationships and the energy in the classroom."*

Furthermore, a teacher did not come to the teachers' room during most of the observation and spent most of her time in the classroom even during the long breaks. She preferred to be left alone. She explained this situation in the interview section more clearly: *"I keep a distance. I do not have communication. I spend break times in my classroom. I am satisfied with this situation. I read books. I have improved myself. I have turned this situation into my benefit. I cannot share the situation of the students. They defend as if they were their own children. Therefore, our communication gets worse and every classroom teacher does the same thing, they think in the same way, they behave in the same way. I cannot keep up with them. I do not know maybe I was like this before or maybe I started to be like this here. However, I cannot think and behave like them."*

As also can be inferred from their own words, these teachers did not have good communication with classroom teachers who were their colleagues. It can be said that there were signs of depersonalization in their attitudes. Depersonalization involves developing

negative manner and having no personal references (Duatepe & Çıkla, 2004, p. 55). As mentioned before, depersonalization is a component and a symptom of burnout. Therefore, it can be inferred that for these teachers such attitudes were a sign of their experiencing burnout.

In addition to the relationships with the colleagues and students, the researcher observed that teachers having severe and substantial burnout levels had less patience for classroom disturbances. They could not endure the noise or more clearly students making noise. They had problems in classroom management. They were less prepared for the lesson than the teachers who had some and few burnout levels. One teacher with a substantial burnout level also explained this during the interview section by saying *"Except for teaching English, I have problems in classroom management. Since I have problems in classroom management, I think I cannot teach. For that reason, teaching is very stressful for me. I have never received a good result."*

Furthermore, the researcher had a chance to observe one teacher with a substantial burnout level while teaching. She was not very interested in teaching. She used a traditional teaching method and most of the grammar translation method. On the other hand, teachers with low burnout levels had made more preparations for their lessons, but teachers with some burnout level also had made some preparations for the lessons. Although these teachers were not observed during teaching, this was clear from the materials in their hands during break times. It can be inferred that teachers with severe and substantial burnout level suffered from the reduced personal accomplishment component of burnout. Reduced personal accomplishment was also called inefficacy dimension and was also explained as diminished productivity or capability and low motivation (Maslach & Leiter, 2016). These teachers made no preparations for the lessons and regarded this situation as normal. One teacher with a substantial burnout score also explained this situation during the interview section by saying *"There is no reason to improve yourself in primary schools"*.

Furthermore, it was observed that the EFL teacher with a severe burnout level was usually sick. According to the information collected by the administrators and her colleagues, she was usually sick and did not come to school from time to time. She suffered either from flu, headaches or cold or severe tiredness. She did not even come to school during one of the observations at the school. There may be psychological reasons behind this. She also expressed her feelings during the interview section by saying *"I feel like being drowned. I feel like so stressed that I cannot breathe. It becomes better when I enter the classroom. I*

*am very tired. Since we have to deal with very different things except teaching, I am very tired...I am motivated to improve myself but there is no reason for doing this in primary schools. In order to improve yourself, there should be an aim. In order to go out of the water in which I was drowned, I applied for an Intelligence Games Lesson Course in order to teach it."*

From the observations and from the teachers' own speech as well, it can be deduced that these teachers also suffer from the emotional exhaustion dimension of burnout. Emotional exhaustion is being worn out, losing energy, the gradual sinking and wasting away of mind or body, decline of energy and exhaustion or weariness (Maslach & Leiter, 2016, p. 103). Similarly, the teachers with low levels of burnout were observed to be very motivated. On the contrary teachers with severe and substantial burnout usually claimed they were tired.

Furthermore, it was observed that the teachers with low and some burnout levels made plans to meet with their colleagues after school during the break times. On the contrary, the teachers with severe and substantial burnout usually had a detached communication with their colleagues and sat alone when they came to the teachers' room. From this observation, it may be inferred that teachers with low and some burnout level benefited from positive coping strategies. On the other hand, teachers with severe and some burnout level used ignoring and detachment as a coping mechanism. They preferred to be alone, and they had limited communication with colleagues.

Moreover, since control-oriented coping strategies includes talking about problems directly with administrators and colleagues (Cranwell-Ward & Abbey, 2005, as cited in Akbari & Eghtesadi, 2017), the teachers with low burnout levels usually talked about the situations of students with the classroom teachers and colleagues. It can therefore be said that they also benefited from a control-oriented coping strategy. Control oriented coping can also be called direct action-problem-focused coping strategy. Therefore, it can be concluded that these teachers benefited also from direct action/problem-focused coping strategies.

On the other hand, Seidman and Zager (1991) defined talking to colleagues as an example of an adaptive coping strategy. According to Seidman and Zager (1991), there were adaptive and maladaptive coping strategies and the EFL teacher with a severe burnout level made use of a maladaptive strategy since she smoked during the breaks as a means of coping since smoking is an example of maladaptive coping strategy offered by Seidman and Zager (1991). Smoking can be categorised under the heading of an emotion-focused/ palliative coping strategy since the teacher tried to deal with her stressful feelings. In addition, talking to

colleagues can be categorised as one of the direct action/ problem-focused coping strategies. Moreover, it can be concluded that teachers with low burnout levels benefited from adaptive coping strategies because they talked about work and students with their colleagues to find a solution and to have more information. In addition, it can be also deduced that teachers with low and some burnout levels made use of positive coping strategies since they met with their colleagues outside work for fun (Seidmann & Zager, 1991). In other words, they made use of both palliative/ emotion-focused and direct action/ problem-focused coping strategies.

In short, it can be also seen by observing the teachers that the teachers having severe and substantial burnout levels showed the depersonalization, emotional exhaustion and reduced personal accomplishment dimensions of burnout. As a coping strategy with burnout these EFL teachers benefited mostly from distancing, escape-avoidance, emotion-oriented and maladaptive coping strategies. On the other hand, teachers with low levels of burnout were mostly energetic, full of motivation and well-prepared for their lessons. They made use of strategies such as adaptive, positive, control-oriented/ problem-focused coping strategies. When it comes to the teachers with some burnout level, it can be said that these teachers also made preparation for their lessons but not as much as the ones with low levels of burnout, their mood changed from day to day, sometimes they were full of motivation, sometimes tired but in general they were energetic. It was also observed that these teachers made use of the same strategies as EFL teachers with low levels of burnout.

However, all these observations were subjective and different observers may find different findings. It would be more beneficial if the number of the observed people was higher, and the observations were made for a longer time period.

# CHAPTER V

# DISCUSSION

Chapter V investigates and discusses the findings of the study in detail. It scrutinises the qualitative and quantitative results and focuses on the related data with regard to previous literature.

Consisting of a mixed-method research design and the triangulation technique, this study consisted of quantitative and qualitative research with the aim of examining the burnout levels of EFL primary school teachers in Tekirdağ, Turkey and how they cope with burnout. The steps followed and the findings are discussed below.

This study investigated firstly whether the EFL primary school teachers in Tekirdağ suffered from burnout or not. Secondly, these teachers' burnout levels were examined with regard to demographic variables. These demographic variables were gender, age, teaching hours, educational background, marital status, teaching experience and the years of working at the present school. Then, how these teachers cope with burnout was examined and the commonly used strategies were investigated. Finally, if there was a relation between burnout levels of these teachers and their ways of coping with burnout was researched.

In order to fulfil these aims and to answer the research questions, the researcher gathered data by using a mixed-method research design and triangulation. In other words, the study includes both quantitative and qualitative research. From 138 EFL primary school teachers 108 teachers participated in the quantitative data collection, that means they answered the questions in the questionnaires. From 108 respondents of questionnaire part, 20 teachers participated in the interviews, and 8 teachers were observed. This contributed the qualitative data for the study.

To begin with the first research question "What are the burnout levels of EFL teachers working in primary schools in Tekirdağ?", the Teacher Burnout Scale developed by Richmond et al. (2001) was used to measure the burnout levels of these teachers. According

to the results of the Teacher Burnout Scale, EFL primary school teachers in Tekirdağ had mostly low scores for burnout and the mean score of all the participants were not high. This showed the fact that EFL primary school teachers in Tekirdağ had few burnout levels. Thus, it can be inferred that most of these teachers did not suffer from severe burnout.

Secondly, the research question "Is there a difference in burnout levels of EFL teachers working in primary schools according to some demographic variables?" was investigated. To elaborate, the differences in the burnout levels of the participants were investigated with regard to, age, gender, weekly teaching hours, educational background, marital status, teaching experience and the duration of working at the present school.

In respect of the first demographic variable gender, it can be said that there are not consistent findings according to a review of related literature about the relationship between gender and burnout (Bauer et al., 2007; Bibou-Nakou, Stogiannidou, & Kiosseoglou, 1999; Burke and Greenglass, 1993; Farber, 1998). Maslach et al. (2001) and Hakanen et al. (2006) supported the view that gender was not a foreteller of burnout. In addition, Farber (1984) did not find any important differences in teacher burnout in relation to gender differences. Likewise, it was found out that Turkish EFL teachers' burnout levels did not differ according to their gender (Hismanoglu & Ersan, 2016). On the other hand, in some other studies, it was found that female teachers had lower level of burnout than male teachers (Bibou-nakou et al. 1999; Burke and Greenglass 1993). Similarly, Bauer et al. (2007) and Bibou-nakou et al. (1999), Burke and Greenglass (1993) all supported the view that male teachers had more incidences of burnout than female teachers. This study has contradicted them.

Similar to the findings of the studies (Duatepe & Çıkla, 2004; Farber, 1984; Hakanen et al., 2006; Hismanoglu & Ersan, 2016; Jamshidirad, Mukundan, & Nimehchisalem, 2012; Maslach et al., 2001), no differences in the burnout levels of EFL primary school teachers in terms of gender was found in this study. This signals the fact that there is no relationship between teacher burnout and gender according to the present study.

Then, the marital status of the participants was taken into account in order to show if there were differences in their burnout levels according to their marital status. It was aimed to find out if it affected the burnout levels of teachers if someone was married or single. Mousavy & Nimehchisalem (2014) found out that married teachers had more burnout than single teachers.

On the other hand, the research of Maslach et al. (2001) supported the idea that married people were less likely to suffer from burnout than unmarried (especially men) people and

furthermore, single people tended to have higher burnout levels than divorced people. In addition, in other studies, single teachers were also found to have more of a tendency to experience burnout (Maslach & Jackson 1981; Gold 1985).

In the current study, it was discovered that single teachers had more burnout than married ones. Therefore, it can be concluded that this study supported the findings of some studies (Maslach et al., 2001; Maslach & Jackson, 1981; Gold, 1985).

Next, the relationship between burnout and teaching experience was also investigated. Maslach et al. (2001) asserted that people with more experience had less burnout but this might be because of the fact that those who had burnout at the beginning of their job might have left their job and only the survivors continued. There are inconsistent findings in the literature. To illustrate, Capel (1991) found out that teachers with less than 5 years of experience had higher burnout levels than more experienced ones. Similarly, Duatepe & Çıkla (2004) discovered that teachers with 0-10 years of experience had higher burnout levels than teachers with more than 10 years of experience. On the contrary, Fiedman (1991, as cited in Chang) found out that teachers with more than 15 years of experience had higher burnout. On the contrary, Bayani, Bagheri, & Bayani (2013), Faber (1982), Russell, Altmaier, & Velzen (1987) found that there was no relationship between teaching experience and burnout. Similarly, the present study did not find any significant differences in burnout levels of teachers with various amounts of time spent teaching.

Furthermore, the age of the participants in relation to their burnout level was also researched. In some studies, age was found to be a significant variable in predicting burnout. Similarly, according to Maslach et al. (2001), amongst all the demographic variables age is the only one that has a relationship with burnout. Furthermore, Maslach et al. (2001) found that younger employees had higher burnout levels than over 30-40-year-old ones. It can be inferred that younger employees had higher burnout levels. Likewise, some studies discovered that teachers aged between 20 and 30 years old were found to have higher burnout levels than the teachers aged between 30 and 40 years old (Farber,1984; Friedman 1992). In addition, Russell et al. (1987) showed in their research that younger teachers had higher burnout levels. Therefore, it can be deduced that in the context of teachers also, younger teachers were found to have higher burnout levels.

On the other hand, according to Bayani et al., (2013), Brissie, Hoover-Dempsey, & Bassler (1988), Zabel and Zabel (2001, as cited in Chang, 2009), there were no relationship between age and teacher burnout. Similarly, Hakanen et al. (2006) found no relation between age and

burnout. To give an example from a research conducted in the same context; that is EFL teachers in Turkey, Hismanoglu & Ersan (2016) found out that the age of EFL teachers did not make any difference in their burnout levels.

In the present study, it was discovered that the burnout levels of teachers differed according to their age. Therefore, it can be said that a relationship between burnout and age was found in the current research. To paraphrase, it was found that teachers aged between 31 and 40 had more feelings of burnout than teachers between 41 and 50 and the teachers aged above 50 had the least burnout levels. Hence, it can be inferred that the present study found similar findings to Maslach et al. (2001), Farber (1984), Friedman (1992), and Russell et al. (1987) and contradicted the findings of Hakanen et al. (2006) and Hismanoglu & Ersan (2016).

In addition, it was assumed that the years of working at the current school would affect the burnout level of the participants. To paraphrase, it was assumed that the teachers working at the same school for more than 3 years had lower burnout levels than the teachers working at their present school less than three years, since according to law number 657 regarding the teachers in Turkey, teachers have to work at the same school for at least three years if there is not a good reason like marriage, education or sickness to prevent this (Devlet Memurları Kanunu, 23 July 1965). Therefore, it was assumed that the teachers still working at the same school after three years did not have any problems in respect of working at that school and liked the working conditions and as a consequence of this, would have fewer feelings of burnout.

In order to test this hypothesis, the data was analysed and in the same way as the finding of Farber (1982) it was found out that the years of working at the current school made no difference to the burnout levels of participants.

In addition, finding out if the weekly teaching hours of the teachers made any difference to the burnout levels of these teachers was also an interest of the present study. According to some studies, there was some relationship between workload and burnout. That is to say, teachers who had a higher workload, experienced burnout more than the teachers who had a lower workload.

Similarly, Kızıldağ (2009) explained this situation more clearly in the context of EFL and Turkey. According to Kızıldağ (2009, p. 194), most of EFL teachers teach 20 or more teaching hours at schools. Since some of them are the only EFL teacher in their school, these teachers feel burnt-out and ineffective in placing their energy in their teaching. They also have extracurricular responsibilities such as coping with students with disabilities, advising

students and handling their social problems.

In their study about the burnout levels of English teachers in a local university in China, Lou & Chen (2016) found that the workload of the teachers made a difference to their burnout levels. According to the results of the study, the burnout levels of the teachers did not differ in terms of their weekly teaching hours. In this respect, it can be deduced that weekly teaching hours did not affect the burnout levels of these teachers. Therefore, it can be deduced that the current study contradicted the findings of Lou & Chen (2016).

As the last demographic variable, the educational background of the teachers was taken into account. It was aimed to show if there was a difference in the burnout levels of participants according to their educational levels. The teachers with higher educational backgrounds were found to have higher burnout levels than the others according to some studies (Maslach and Jackson, 1981). In addition, Maslach et al. (2001) showed that employees with higher educational backgrounds had higher burnout levels than less educated ones since they had more job responsibilities in their work and for that reason, they felt more stressed. However, this was not true for the current study since the EFL primary school teachers almost had the same responsibilities. On the other hand, Maslach et al. (2001) also showed that employees with higher education had higher burnout also because of the fact that they had more expectations in respect of their job and on condition that these expectations were not met, they were stressed and therefore, more burnt out. This might be true for the context of the current study as well.

However, according to the findings of the current study, it was found out that educational background of the teachers made no difference to the burnout levels of these teachers. Similarly, Hismanoglu & Ersan (2016) discovered that the educational background of EFL teachers in Turkey made no differences to the burnout levels of teachers. As a consequence, it can be inferred that there was no relationship between the burnout levels of these teachers and their educational backgrounds.

To sum up the findings in respect of if there were differences in the burnout levels of participants according to various demographic variables such as age, gender, marital status, weekly teaching hours, educational background, the duration of working at the current school and teaching experience, it can be concluded that the burnout levels of the teachers differed only according to their marital status and age. Single people were found to have higher levels of burnout and teachers aged between 31-40 had higher levels of burnout than the ones aged between 41-50. In addition, the teachers aged above 50 were found to have

the lowest burnout levels. On the other hand, in respect of demographic variables of gender, weekly teaching hours, educational background, the duration of working at the current school, and teaching experience did not have an effect on the burnout levels of these teachers.

Furthermore, the next research objective, "How do EFL teachers working in primary schools deal with teacher burnout?" aimed to find out what these teachers generally did to cope with stressful feelings. The more commonly used coping strategies were relaxing after work, keeping feelings under control, having a healthy home life, spending at least one hour a week doing something for themselves, discussing problems and expressing feelings to others, taking action to deal with problems and finding strategies to solve the problems.

Some of these teachers also made use of other strategies such as identifying the problems they faced both personally and academically, recognizing their own limitations, planning ahead and prioritizing, trying to keep problems in perspective, devoting more time to particular tasks, trying to find opportunities to go abroad for educational and social purposes, making sure that they have a clear job description, avoiding confrontations, having sufficient in-service training, having their financial problems solved and getting sufficient administrative support.

In addition to these coping strategies, the teachers also made use of various coping strategies which were discovered from the interviews and observations. Some of them fitted in with the findings of the quantitative data. According to the qualitative findings, these teachers also benefited from spending time by doing something for himself/herself, doing activities that they like, finding solutions to the problems, social activities, meeting with friends, spending time with their family, walking, resting, reading books and trying to solve problems. In addition, they benefited from doing something extra about work, online courses, projects, staying away from work, self-motivation, trying other ways to teach, talking about interpersonal problems with colleagues and being polite, being silent or saying nothing, talking about problems, having hobbies, knitting, producing teaching materials and carrying out research and looking on the bright side of the events. Furthermore, spending time with their children, going out with their children or playing with their children at home, staying alone, talking with friends, going to the psychologists, controlling anger, trying to be patient, having hobbies, trying to make the lesson very entertaining and talking with colleagues and consulting colleagues were used as coping strategies by these teachers. Resting, travelling, having communication with students, participating in sporting activities, listening to music, reading books, trying to get rid of negative feelings with the help of small

amounts of happiness, small achievement, and small targets, having silence for a long time, using self-talk, taking a deep breath, smoking and detachment, and silence were the other coping strategies used by these teachers.

It was found that the mostly used palliative-emotion-focused coping strategies among these teachers were relaxing after work, keeping feelings under control, having a healthy home life, spending at least one hour a week and doing something for themselves. As the direct action/problem-focused strategies they used were discussing problems and expressing feelings to others, taking action to deal with problems and finding strategies to solve the problems. Therefore, it can be deduced that despite having different burnout levels, and despite applying different coping strategies, these teachers also benefited from the same strategies as well. Moreover, they benefited from both palliative/ emotion-focused strategies and direct action/problem focused strategies to cope with burnout. Discussing problems and expressing feelings to others was also found to be one of the commonly used coping strategies among teachers in research carried out by Aldrup, Klusmann, & Ludtke (2017). In addition, having a healthy home life was also found to be one of the commonly used coping strategies among teachers (Clipa, 2017).

To put it more clearly, it was discovered that these teachers used both problem-focused coping/direct action and palliative/emotion-focused coping. Moreover, their coping strategies can be grouped as positive coping and negative coping or adaptive and maladaptive and escape, detachment and avoidance coping. In order to give information about which coping strategy they used and whether the teachers with different burnout levels used different strategies or not, it is important to discuss the findings of next research question.

The last research question “Is there a correlation between burnout levels of EFL teachers working in primary schools and their ways of coping with burnout?” was analysed. According to the quantitative data finding teachers with low burnout levels mostly used trying to relax after work, keeping their feelings under control, taking action to deal with problems, spending at least one hour a week doing something for themselves, discussing problems and expressing feelings to others, planning ahead and prioritizing, recognizing their own limitations, trying to find strategies to solve the problems they have identified and having a healthy home life. In addition to these, from the interviews it was found out that they also made use of seeing the bright side of something, spending time with their families, having hobbies, taking part in social activities, trying to get rid of negative feelings by setting

small objectives, experiencing small amounts of happiness and small achievements and having anger management.

The coping strategies that theses teachers made use of were all adaptive coping and positive coping strategies. Therefore, it can be inferred that teachers with low burnout levels mostly used adaptive and positive coping strategies. Furthermore, they did not make use of maladaptive coping strategies such as smoking and drinking alcohol. They also did not use avoidance and distancing coping strategies. Thus, it can be deduced that this study supported the findings of Chan & Hui (1995) and Austin, Shah, & Muncer (2005) They (1995) also found out that avoidant coping was related to higher level of burnout.

In addition to these, they made use of palliative coping strategies such as trying to relax after work, keeping their feeling under control, spending at least one hour a week doing something for themselves, having a healthy home life, seeing the bright side of something, spending time with family, having hobbies, participating in social activities.

Moreover, they made use of problem-focused / direct action coping strategies such as taking action to deal with problems, discussing problems and expressing feelings to others, planning ahead and prioritizing, recognizing their own limitations, trying to find strategies to solve the problems they have identified, trying to get rid of negative feelings by setting small objectives, experiencing small amounts of happiness and small achievements and having anger management. According to Dewe (1985, as cited in Austin, Shah, & Muncer, 2005) palliative strategies which were about diminishing the emotional discomfort were crucial since they might increase the person's ability to start using direct action strategies. Therefore, it can be inferred that these teachers' usage of palliative techniques together with direct action might enhance their ability to benefit from direct action more.

Furthermore, it was also found out that the teachers with low burnout levels mostly made use of more than one coping strategies. According to Seidmann and Zager (1991), benefiting from only one coping strategy is usually not sufficient. Therefore, it might be said that the teachers with low burnout levels benefited from more than one coping strategy and benefiting from more than one coping strategy is more efficient to fight against burnout.

Furthermore, according to the qualitative data findings, teachers with some burnout levels mostly used trying to relax after work, keeping their feelings under control, spending at least one hour a week doing something for themselves and trying to find strategies to solve the problems they have identified. In addition to these, they also applied going to the gym, listening to music, reading books, doing things that they like, doing hobbies, knitting,

producing teaching materials, carrying out research, doing nothing special, continuing their social life normally and trying to have fun in the classroom by having dialogues with students. Moreover, they benefited from devoting time to themselves, doing activities that they enjoy, trying to find solutions, and strategies to deal with the problems, being alone and evaluating the day, talking with friends and reading.

These teachers benefited from adaptive coping strategies. They also did not use maladaptive coping strategies. They all benefited from adaptive coping strategies. Similarly, they did not use avoidance coping strategies. They made use of emotion-focused/palliative coping strategies by applying trying to relax after work, keeping their feelings under control, spending at least one hour a week doing something for themselves, going to the gym, listening to music, reading books, doing thing that they like, doing hobbies, knitting, doing nothing special, continuing their social life normally and trying to have fun in the classroom by having dialogues with students, devoting time to themselves and doing activities that they enjoy, being alone and evaluating their days and talking with friends. Moreover, they made use of problem-focused/ direct action coping strategies by trying to find strategies to solve the problems they have identified, producing teaching materials, carrying out research and trying to find solutions, strategies to deal with problems.

Moreover, teachers with substantial burnout levels mostly coped with burnout by keeping their feelings under control, trying to relax after work, having a healthy home life, identifying the problems they face both personally and academically, spending at least one hour a week doing something for themselves and trying to find strategies to solve the problems they had identified. In addition, in the interview section they also said that they coped by going for a walk, taking a rest, reading books, going to a psychologist, using self-talk, trying to think about problems and trying to find solutions and strategies to deal with the problems.

These teachers used problem focused/ direct action coping strategies by identifying the problems they faced both personally and academically, trying to find strategies to solve the problems they had identified, going to a psychologist, trying to think about problems and trying to find solutions and strategies to deal with the problems. Furthermore, they benefited from palliative/ emotion-focused coping strategies by keeping their feelings under control, trying to relax after work, having a healthy home life, spending at least one hour a week doing something for themselves, going for a walk, taking a rest, reading books and using self-talk.

In the observation section, it was also found that the teachers with severe and substantial burnout levels also used a distancing coping strategy by staying away from classroom teachers. According to Austin et al. (2005) distancing and avoidance coping strategies are related to higher level of stress, depersonalization and emotional exhaustion. In other words, distancing and avoidance coping strategies are related to burnout. They also smoked during the breaks. Thus, it can be inferred that they also made use of maladaptive coping strategies. According to Seidmann & Zager (1991), maladaptive coping behaviour is related to higher levels of teacher burnout. Additionally, they did not use social support which is very important in dealing with burnout as a coping strategy.

Finally, the teachers with severe burnout levels mostly dealt with burnout by trying to relax after work, recognising their own limitations and trying to find strategies to solve the problems they have identified. In the interview section, they said that they also benefited from keeping away from colleagues, staying in a silent place for a period of time, spending time on themselves by doing social activities, meeting with friends, spending time with family and doing something extra about work such as online courses and projects. They applied direct action/ problem-focused coping strategies by trying to find strategies to solve the problems, doing something extra about work such as online courses and projects and recognising their own limitations.

In addition, they used palliative/ emotion-focused coping strategies by trying to relax after work, keeping away from colleagues, staying in a silent place for a period of time, spending time on themselves by doing social activities, meeting with friends and spending time with their families. Keeping away from colleagues can also be categorized as a distancing coping strategy which is often used by people with higher burnout levels.

The teachers with severe burnout level mostly avoided confrontations (66%) as a coping strategy while the teachers with low (17.6%), some (20%) and substantial (22.2%) burnout level did not use this coping strategy that much. Therefore, it can be said that these teachers benefited from an escapist/ avoidance coping strategy.

In addition, the teachers with a severe burnout level did not use trying to keep problems in perspective, having a healthy home life, discussing problems and expressing feeling to others, trying to find opportunities to go abroad for educational and social purposes, identifying the problems they face both personally and academically, making sure that they have a clear job description, getting necessary administrative support, having financial problems solved and having sufficient in-service training as coping strategies.

Therefore, it can be concluded that the teachers with severe burnout level despite making use of both palliative/ emotion-focused strategies and direct action/problem focused strategies, they benefitted less from the coping strategies when compared to the teachers with some, low and substantial burnout levels.

All in all, the teachers with different burnout levels coped with burnout by using different coping strategies. While teachers with low and some burnout levels used more coping strategies, the teachers with substantial and severe burnout levels used fewer coping strategies. The number of the coping strategies also diminished with the severity of burnout. Therefore, it can be inferred that the current study supported Seidmann and Zager (1991). According to Seidmann and Zager (1991) making use of only one coping strategy is usually not sufficient. Furthermore, some studies showed that being flexible in the usage of coping strategies might be more helpful than using only one (Fortes-Ferreira, Gonzales, Gonzales-Morales, & Martin, 2006).

Moreover, it was found out that teachers with severe and substantial burnout levels also used maladaptive coping strategies. On the contrary, teachers with some and low burnout did not use any maladaptive coping strategies. Thus, the current study again supported the findings of Seidmann & Zager (1991).

Furthermore, teachers at all burnout levels made use of both palliative/ emotion-focused and direct action/ problem-focused coping strategies. Although teachers with low and some burnout coping levels used more direct action/ problem-focused coping strategies than teachers with substantial and severe burnout levels, teachers with substantial and severe burnout levels still benefitted from direct action/ problem-focused coping strategies. This finding was similar to the findings of Jenaro, Flores & Arias (2007).

According to some research, people with higher levels of burnout use only emotion-focused/ palliative coping strategies and they do not use direct action/ problem-focused coping strategies. This study contradicted these studies (Chwalisz, Altmaier, & Russell, 1992; Shin, Park, Kim, Noh, & Lee, 2014). On the other hand, it has similar findings to Leiter (1991) in that using more direct-action coping strategies or control strategies signalled low burnout and using escapist coping strategies were related to the higher levels of burnout.

To sum up, in this chapter, the findings of the research questions were discussed. It was found that the burnout levels of the primary school EFL teachers' burnout level was not high, was almost low and did not differ according to their sex, weekly teaching hours, teaching experience, educational background, or the duration of working at the same school.

However, it was discovered that the burnout levels of these teachers were different according to their marital status and age. Single people were found to have higher burnout than married people. Moreover, teachers aged between 31-40 had higher burnout than teachers aged between 41-50 and teachers aged between 41-50 had higher burnout than teachers aged above 51. The younger teachers had higher burnout levels than the older ones. Furthermore, EFL primary school teachers in Tekirdağ mostly benefited from relaxing after work, keeping feelings under control, having a healthy home life, spending at least one hour a week doing something for themselves, discussing problems and expressing feelings to others, taking action to deal with problems, finding strategies to solve the problems. These teachers benefited from both palliative/ emotion-focused and direct action /problem-focused coping strategies. It was also discovered that the coping strategies that these teachers used also showed some differences. Teachers with low burnout levels used the most coping strategies, and the teachers with substantial and severe burnout level used the fewest coping strategies. Moreover, teachers with substantial and severe burnout levels also made use of maladaptive coping strategies by smoking. They also used an escapist coping strategy by distancing themselves from classroom teachers. However, teachers from all burnout levels benefited from both palliative/ emotion-focused and direct action /problem-focused coping strategies. Despite this fact, teachers with low burnout levels were discovered to use more direct action /problem-focused coping strategies.

# CHAPTER VI

# CONCLUSION

This chapter concludes and summarizes the main results of the present study. Suggestions for how to benefit from the findings of the study in ELT classrooms and in the education system and some recommendations for future research are also offered.

## 6.1. Summary of the Study

This study aimed to discover burnout levels of EFL teachers working in primary schools in Tekirdağ. Furthermore, it was aimed to find out if there were differences in burnout levels of these teachers according to some demographic variables which are sex, age, teaching experience, educational status, marital status, weekly teaching hours, and the duration of working at the current school. Moreover, finding out how these teachers cope with burnout was also the aim of the study. Last but not least, it was aimed to discover if there was a relationship between the burnout levels of these teachers and their ways of coping with burnout.

In order to fulfil these goals, questionnaires, interviews and observations were conducted. After obtaining the necessary permission, the questionnaires were administered to 108 EFL teachers working in primary schools in Tekirdağ. The data was analysed with the help of an SPSS Program. Then, semi-structured interviews were conducted with 20 teachers with different burnout levels. The participants of the interviews were chosen in respect of their burnout levels. It was aimed to conduct interviews and collect data from teachers with different burnout scores and levels. Therefore, the teachers were chosen accordingly. To put it in perspective, 7 teachers with low burnout, 6 teachers with some burnout, 4 teachers with substantial burnout and 3 teachers with severe burnout levels agreed to take part in interviews and they were interviewed. 19 interviews were conducted in Turkish and 1 interview was conducted in English. The interviews were voice recorded, then they were transcribed and translated by the researcher. Then, the “back translation technique” was used to provide for

the reliability of the translations. Each participant's answers to the questions in the interviews about their burnout feelings and coping strategies were compared. Afterwards, 8 teachers who filled in the questionnaires and were also interviewed were observed. These teachers had different burnout levels. To put it in perspective, 2 teachers with low, 2 teachers with some, 2 teachers with substantial and 2 teachers with severe burnout level were observed. Therefore, more data about their burnout feelings and coping strategies was collected.

When it comes to the findings of the study, it was discovered that the burnout levels of the EFL teachers working in primary schools in Tekirdağ were a bit higher than low. Moreover, it was also found out that there was no difference in the burnout levels of these teachers according to their sex, teaching experience, the years of working at the current school, educational background and weekly teaching hour. However, there were differences in the burnout levels of these teachers relating to their marital status and age. Single people were found to have higher burnout levels than married ones. Furthermore, younger teachers were discovered to have higher burnout levels than older teachers. In addition, the results revealed that teachers with low burnout levels benefited from more coping strategies than the other teachers with some, substantial and severe levels, respectively. The teachers with severe and substantial burnout levels also used maladaptive and escape-avoidance coping strategies while teachers with few and some burnout levels did not. In spite of the fact that teachers with all burnout levels made use of both problem-focused and emotion focused coping strategies, teachers with low burnout levels were found to use more problem-focused coping strategies.

### 6.2. Pedagogical Implications

With regard to the findings of this study, it was aimed to provide useful recommendations for educational administrators, policy makers, teachers and researchers and the readers of this study to avoid teacher burnout and to have more knowledge about the subject.

Policy makers and educational administrators can build smaller schools with a lower student population. This can prevent school disciplinary problems and cause less problems and less noise, which are the biggest problems of the schools. Similarly, the classrooms can be less crowded. Hence, teachers may experience less burnout.

English teachers in primary school can have English classrooms where they can work better, hang their posters, and benefit from using more materials. In other words, they can provide

a more authentic English learning environment by providing English classrooms. Therefore, students may be motivated to learn English, and this can prevent teacher burnout.

In order to reduce the stressful feelings the teachers have, social activities such as trips, theatres, social meet-ups can be organised. With the help of these activities, teachers can get rid of negative feelings, and they can have a positive relationship with their colleagues. Thus, they can have a positive working environment, and this can prevent stressful feelings and teacher burnout

Furthermore, in order to diminish the burnout feelings teachers have, the teachers can be informed about useful coping strategies. This can be done either before they start their teaching career or with the help of in-service training.

According to the result of the study, younger teachers were found to experience burnout more. For that reason, older teachers can be assigned to help younger teachers. This can reduce the stressful feelings younger teachers have.

Teamwork and cooperative working can be promoted among teachers by the administrators. This can provide a supportive and positive working environment. It can reduce feelings of emotional exhaustion and reduced personal accomplishment. Thus, it can be useful to diminish burnout feelings.

There are individual and organizational factors of burnout. However, organizational factors play a more effective role in causing burnout. For that reason, it can be assumed that by eliminating these organizational factors such as role conflict, role ambiguity, poor classroom climate, low decision-making power, little support from peers and superiors, reward and punishment procedures, work overload, low salary, excessive paper work, burnout can be prevented.

Institutions should consult with teachers about the topics which affect their classroom teaching such as curriculum development and lesson planning (Kyriacou, 2001). By contributing in decisions related to them, teachers can feel more responsible for the decisions and they can have a more control over their work environment. Thus, teachers can be involved in decisions that affect their quality of work life. This can boost teacher morale, motivation, enthusiasm, self-esteem and job satisfaction. This can also reduce or prevent work associated stress and teacher burnout.

A positive school atmosphere where there is social support can help teachers share ideas and suggestions that can help to lower stressful feelings of burnout. Therefore, it is important

that teachers have a good relationship with their colleagues, principals, families, students. In order to provide this, social support should be supported.

Having a free telephone counselling service for the teachers like the "teacherline" or the internet website "www.teacherline.org.uk" for teachers in UK may be useful (Kyriacou, 2001). This can be helpful for the teachers to ask for advices and suggestions not only to avoid stressful feelings and burnout but also to cope with these feelings.

Teachers can be taught to use more adaptive coping strategies instead of maladaptive ones. Since maladaptive coping strategies such as smoking, alcohol taking, sleep disorders are not good for the health, these coping strategies can even worsen their feelings and their life quality. Thus, they can experience burnout. Instead, adaptive coping strategies such as physical exercise and hobbies should be used in order to avoid or diminish burnout.

Instead of using only one coping strategy, using several strategies may be more helpful (Fortes-Ferreira et al.2006). While some coping strategies may be useful in some situations, others may be helpful in other situations. Therefore, teachers should be informed about various coping strategies in order to avoid burnout or to deal with it.

### 6.3. Suggestions for Further Research

The present study investigated the burnout levels and burnout coping strategies of EFL primary school teachers in Tekirdağ with the help of a Teacher Burnout Scale and a multiple response questionnaire about coping strategies, semi structured interviews and observations. The burnout levels and burnout coping strategies of EFL teachers working at different school levels may also be investigated.

Furthermore, in this study only 108 EFL primary school teachers participated in the collection of the quantitative data. Interviews were conducted with 20 teachers and 8 teachers were observed in order to collect qualitative data. Therefore, having a larger sample from primary schools all around Turkey might provide more representative results of burnout levels and coping strategies of EFL primary school teachers in Turkey.

The current study did not measure the burnout dimensions which are reduced accomplishment, emotional exhaustion and depersonalization separately. Using a scale covering these dimensions and investigating these dimensions might give more detailed information about the dimensions of participants' burnout. Moreover, using another scale about coping strategies to learn about the participants' coping strategies might also be useful.

As the current study also highlighted, there may be different reasons for burnout among EFL primary school teachers which are different from the other EFL teachers working at secondary and high schools. Therefore, the reasons for teacher burnout should be investigated separately for each school level.

Furthermore, observing more teachers for a longer period of time might offer more detailed findings. In addition, conducting interviews with more teachers may provide more data.

Last but not least, according to the answers given in the interview sections, it has been discovered that the most stressful thing and the most often given reason for burnout for EFL primary school teachers was classroom teachers. This might be researched in detail and precautions might be taken to lower the development of burnout of EFL teachers working in primary schools.

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# APPENDICES

# APPENDIX 1

## Teacher Burnout Scale

Dear colleagues, this instrument is designed to measure the burnout levels of English teachers working in primary schools in Tekirdağ and to show their coping strategies. I will appreciate if you will complete this instrument. Any information obtained in connection with this study that can be identified with you will remain confidential. By completing this instrument, it is assumed that you agree to participate in this research and give the researcher the permission to use your answers for research purposes. Thank you very much for contributing this study by filling this questionnaire.

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**A- Please tick (√) the items that describes you. Tick one item for each question.**

| | Strongly Agree (5) | Agree (4) | Neutral (3) | Disagree (2) | Strongly Disagree (1) |
|---|---|---|---|---|---|
| 1. I am bored with my job. | | | | | |
| 2. I am tired of my students. | | | | | |
| 3. I am weary with all of my job responsibilities. | | | | | |
| 4. My job doesn't excite me anymore. | | | | | |
| 5. I dislike going to my job. | | | | | |
| 6. I feel alienated at work. | | | | | |
| 7. I feel frustrated at work. | | | | | |
| 8. I avoid communication with students. | | | | | |
| 9. I avoid communication with my colleagues. | | | | | |
| 10. I communicate in a hostile manner at work. | | | | | |
| 11. I feel ill at work. | | | | | |
| 12. I think about calling my students ugly names. | | | | | |
| 13. I avoid looking at my students. | | | | | |
| 14. My students make me sick. | | | | | |
| 15. I feel sick to my stomach when I think about work. | | | | | |
| 16. I wish people would leave me alone at work. | | | | | |
| 17. I dread going to school. | | | | | |
| 18. I am apathetic about my job. | | | | | |
| 19. I feel stressed at work. | | | | | |
| 20. I have problems concentrating at work. | | | | | |

**B. How do you cope with burnout? Tick (√) the items that describe you. You can tick more than one item.**

1. _____ I try to keep problems in perspective.
2. _____ I avoid confrontations.
3. _____ I try to relax after work.
4. _____ I take action to deal with problems.
5. _____ I keep my feelings under control.
6. _____ I devote more time to particular tasks.
7. _____ I discuss problems and express feelings to others.
8. _____ I have a healthy home life.
9. _____ I plan ahead and prioritize.
10. _____I recognise my own limitations.
11._____I try to find opportunities to go abroad for educational and social purposes.
12. _____I identify the problems I face both personally and academically.
13. _____I spend at least one hour a week doing something for myself.
14. _____I try to find strategies to solve the problems I have identified.
15. _____I make sure that I have a clear job description.
16. _____I get the necessary administrative support.
17. _____I have my financial problems solved.
18. _____I have sufficient in-service training.

**C. Please tick (√) the items describing you.**

1. ***Sex***: ____Female ____Male
2. ***Marital Status*** : ____Single ___Married
3. ***Teaching experience***:____0-5 years _____6-10 years ____11-15 years ____16-more
4. ***Age:*** ____ 30 and below ____31-40 ____41-50 ____51 and above
5. ***Working at this school for*** :____0-2 years _____3-4 years ____5-and more
6. ***How many hours of teaching do you have at your school in a week?***
   ___2-15 ____16-20 ___21-25 ___26-30 ____31 and more
7. ***Your educational status***: _____B.A. (university graduate) ____M.A.
   ____M.A. in progress _____P.h.D. _____P.h.D.in progress

# APPENDIX 2

## GÖNÜLLÜ KATILIM FORMU

Bu çalışma, Gazi Üniversitesi İngiliz Dili Eğitimi Anabilim Dalında yüksek lisans yapan İngilizce öğretmeni Gülşen ERDAĞ tarafından yürütülen bir çalışmadır. Bu çalışmanın amacı Tekirdağ ilinde ilkokulda çalışan İngilizce öğretmenlerinin tükenmişlik seviyelerini ve tükenmişlikle nasıl baş ettiklerini ortaya koymaktır. Bu çalışmaya katılırsanız sizden 5 dakika kadar zaman ayırmanız istenecektir. Bu çalışmada sizden anketteki soruları cevaplamanız beklenmektedir. Çalışmaya katılım tamamen gönüllülük esasına dayanmaktadır. Sizden kimlik belirleyici hiçbir bilgi istenmeyecektir. Cevaplarınız tamamen gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir ve elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Çalışma, kişisel rahatsızlık verecek unsurlar içermemektedir. Ancak, çalışma sırasında sorulardan ya da herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz çalışmayı yarıda bırakıp çıkmakta serbestsiniz. Çalışma sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak ve sorularınız için Gülşen ERDAĞ (gulsenerdag@gmail.com) ile iletişim kurabilirsiniz.

***Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum***.

Ad Soyad Tarih İmza

……..…… …./…./…..

# APPENDIX 3

## Interview Questions/ Mülakat Soruları

1. Have you chosen teaching voluntarily as a profession? If you could choose your job today, would you choose to be a teacher? How long do you plan to remain in teaching? (Mesleğinizi gönüllü olarak mı seçtiniz? Eğer mesleğinizi bugün tekrar seçme şansınız olsa öğretmen olmayı tekrar seçer miydiniz? Öğretmenlik mesleğinde daha ne kadar kalmayı planlıyorsunuz?)
2. How do you feel when you think about your work, students, colleagues, your administrators, school environment etc.?
   (İşiniz, öğrencileriniz, iş arkadaşlarınız, yöneticileriniz, okul ortamı hakkında düşündüğünüz zaman nasıl hissediyorsunuz?)
3. How do you feel in your job? Are you satisfied with your job? Do you feel motivated to do your job, to improve yourself or do you feel tired or burnt out? Why? Can you describe your feelings in a few words?
   (Mesleğinizi yaparken nasıl hissediyorsunuz? İşinizden memnun musunuz? İşinizi yapmaya, kendinizi geliştirmeye motive misiniz yoksa yorgun ya da tükenmiş mi hissediyorsunuz? Neden?)
4. Do you have any strategies or approaches to cope with stressful feelings about work or burnout? What do you generally do in order to deal with these feelings?
   (İşinizle ilgili stresli duygular ya da tükenmişlikle baş etmek için herhangi bir strateji ya da yaklaşımınız var mı? Genellikle bu duygularla baş etmek için neler yapıyorsunuz?
5. What changes would you want in your institutions to be more motivated towards your profession? Do you think such changes will happen?
   Mesleğinize karşı daha motive olmanız için kurumlarınızın ne gibi değişikler yapmasını istersiniz? Sizce bu değişiklikler olacak mı?

# APPENDIX 4

T.C.
TEKİRDAĞ VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 43996270-44-E.25341804 31/12/2018
Konu : Anket Uygulaması

VALİLİK MAKAMINA

İlgi : Gülşen ERDAĞ'ın 31/12/2018 tarihli Dilekçesi.

Gazi Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitim Bilim Dalı Yüksek Lisans Programı Öğrencisi Gülşen ERDAĞ 'ın "İlkokullarda Çalışan İngilizce Öğretmenlerinin Tükenmişlik Düzeyleri ve Nasıl Başa Çıktılar Araştırması" Başlıklı " konulu tez çalışmasında, Tekirdağ İl Milli Eğitim Müdürlüğü'ne bağlı tüm resmi ve özel ilkokullarda görev yapan gönüllü öğretmenlere yönelik anket uygulama isteği, ilgi yazı ile Müdürlüğümüze bildirilmiştir.

Söz konusu araştırma uygulaması, Müdürlüğümüz Değerlendirme Komisyonu tarafından incelenmiş olup, anketin uygulanmasında bir sakınca görülmediği, yapılacak çalışmalar sonucunda hazırlanacak raporun Müdürlüğümüze gönderilmesinin uygun olacağı bildirilmiştir.

Bu kapsamda onaylı bir örneği Müdürlüğümüzde muhafaza edilen, uygulama sırasında da mühürlü ve imzalı örnekten çoğaltılan anket sorularının eğitim öğretimi aksatmayacak şekilde, okul müdürlerinin koordinesinde ve kontrolünde, gönüllülük esas olmak kaydıyla Yukarıda belirtilen söz konusu okullarda öğrencilere yönelik olarak, **Milli Eğitim Bakanlığı'nın 2017/25 sayılı "Araştırma, Yarışma ve Sosyal Etkinlik İzinleri" konulu genelgesine** göre gerçekleştirilmesi hususu Müdürlüğümüzce uygun görülmüştür.

Makamlaranızca da uygun görülmesi halinde Olurlarınıza arz ederim.

Hüseyin ERDOĞAN
İl Milli Eğitim Müdür V.

OLUR
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*GAZİLİ OLMAK AYRICALIKTIR…*