



**TEACHER BURNOUT AND ORGANIZATIONAL SOCIALIZATION:
THE CASE OF EFL TEACHERS IN TURKEY**

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ÖZET

Öğretmenler çalışma hayatında stres, iş yükü ve düzensiz sosyal ilişkiler gibi birçok olumsuz etmenle karşılaşmaktadırlar. Bu ve benzeri faktörler öğretmen tükenmişliğine ve zorlu geçen bir örgütsel sosyalleşme sürecine neden olmaktadır. Bu çalışmanın amacı Türkiye’de görev yapan İngilizce öğretmenlerinin tükenmişlik seviyelerini ve örgütsel sosyalleşme düzeylerini belirlemektir. Ayrıca öğretmen tükenmişliği ve örgütsel sosyalleşme arasında anlamlı bir ilişki olup olmadığını bulmak ve öğretmen tükenmişliğine yol açan etmenler ile sosyalleşme sürecini zorlaştıran faktörleri belirlemek hedeflenmektedir. Çalışmanın amacını gerçekleştirmek üzere nicel ve nitel araştırma yöntemlerinden yararlanılmıştır. Richmond, Wrench ve Gorham (2001) tarafından geliştirilen “Öğretmen Tükenmişlik Ölçeği” ile ilk kez araştırmacı tarafından İngilizceye uyarlanan Erdoğan’ın (2012) “Örgütsel Sosyalleşme Ölçeği” araştırmanın nicel verilerini; araştırmacının geliştirdiği yarı-yapılandırılmış görüşme ise nitel verileri toplamak için kullanılmıştır. Verilerin analizinde tek-yönlü ANOVA, t-testi, Fisher’in LSD testi, Pearson korelasyon testi ve betimsel istatistiklerden yararlanılmıştır. Bu yöntemlerin yardımıyla elde edilen sonuçlara göre Türkiye’de görev yapan İngilizce öğretmenlerinin tükenmişlik seviyeleri düşük ve örgütsel sosyalleşme düzeyleri yüksek bulunmuştur. Tükenmişlik ve örgütsel sosyalleşme arasında ise ters orantılı bir ilişki gözlenmiştir.

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GAZI UNIVERSITY
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ABSTRACT

In their profession teachers are confronted with numerous challenges such as work stress, heavy workload, student misbehavior, or dissatisfying social relationships. These and various other obstacles burden teachers and complicate their process of organizational socialization which may have an impact on teacher burnout. This study deals with determining Turkish EFL teachers' burnout and organizational socialization levels, and the relationship of these two aspects to each other. Moreover, it is aimed to find out what the causes of teacher burnout and of an unsuccessful organizational socialization are. For this purpose, this study makes use of a mixed-methods design. The quantitative tools of this study are Richmond, Wrench and Gorham's (2001) Teacher Burnout Scale and Erdoğan's (2012) Organizational Socialization Scale which the researcher translated into English. In addition, a semi-structured interview which was designed by the researcher was used as a qualitative tool. Results revealed that EFL teachers who are employed in Turkey have a low level of burnout, whereas they show a high level of organizational socialization. It was found that there exists a moderate negative correlation between teacher burnout and organizational socialization.

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LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as a Second Language
Fisher's LSD	Fisher's Least Significant Difference test
HEC	Higher Council of Education (Yüksek Öğretim Kurumu)
KMO Test	Kaiser-Meyer-Olkin Test
KPSS	Kamu Personali Seçme Sınavı (Examination for the Selection and Placement of Candidates for Professional Posts in Public Organizations/ Examination for Public Personnel Selection)
L1	First Language
L2	Second Language
MEB	Milli Eğitim Bakanlığı (Ministry of Education)
ÖSYM	Öğrenci Seçme ve Yerleştirme Merkezi (Evaluation, Selection and Placement Center)
SLA	Second Language Acquisition
SPSS	Statistical Package for Social Sciences
YBO	Yatılı Bölge Ortaokulu (Boarding School)
YGS	Yükseköğretime Geçiş Sınavı (Examination for Transfer to Higher Education)
YÖK	Yüksek Öğretim Kurumu (Higher Council of Education)

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CHAPTER I

Chapter I introduces the statement of the problem, purpose of the study, significance of the study, research questions, assumptions, limitations of the study, and definitions of terms. The chapter defines and examines teacher socialization as a possible contributing factor to teacher burnout, and it also defines the terms teacher burnout, EFL teacher and novice teacher as these teachers are the focus group of the study.

INTRODUCTION

Starting to teach right after graduation is a big step in a teacher's life since novices experience many changes once they become a teacher. It is as if they were enrolled in the pre-service teaching program at the university just yesterday but suddenly they find themselves in a situation where they have to cope with hundreds of students not being even sure how to deal with the new conditions in their institutions. Teachers start their teaching career with high idealism and they expect to get high outcomes, but after they start teaching, they realize how stressful the real teaching environment is (Friedman, 2000). The studies on teacher socialization and the researcher's experiences and exchanges with a couple of novice teachers suggest that almost all the teachers feel confused once they start teaching; however, they do not get the necessary help to orientate (Schlichte, Yssel, & Merbler, 2005). Therefore, it can be stated that teachers who are not sufficiently supported during their induction phase are confronted with many problems such as teacher inefficacy, disbelief in one's teaching competence, self-concerns about teaching, school reluctance, reality shock, job stress and even first signs of burnout (Boz, 2008; British Council, 2013; Caspersen & Raaen, 2013; Farrell, 2012; Flores & Day, 2006; Gianakaki, Hobson, & Malderez, 2011; Munthe, 2001; Rinke, 2008; Schlichte et al., 2005; Shin, 2012; Urzua, 1999; Walsdorf & Lynn, 2002). To further expand on this point, it should be mentioned

that “beginning teachers face many harsh realities during their first years of teaching and are often forced into situations where they are required to masquerade as experts” (Walsdorf & Lynn, 2002, p. 190).

In order to facilitate teachers’ induction into their new occupation or organization, multiple measures such as school orientation programs, support from colleagues and the administrators, arranging helpful mentors and organizing well-functioning induction programs, have to be taken to identify and cope with novice teachers’ early problems at work, their feelings and attitudes towards their new profession and their questions concerning their new environment and role (Farrell, 2012; Gianakaki et al., 2011; Urzua, 1999; Saban, 2003, Schlichte et al., 2005; Walsdorf & Lynn, 2002; Weiss, 1999). Moreover, the introduction of the socialization and burnout concepts before entering the profession is a crucial factor to prepare novice teachers to the realities of the working conditions in the schools (Friedman, 2000).

It is true that novice teachers from different fields experience challenges during their induction year, but there is an additional burden on EFL (English as a Foreign Language) teachers as they have to cope with students who do not see any reason in learning a foreign language since they cannot make use of it in their hometown and do not have the possibility to go abroad which would enable them to use the language they are learning (British Council [BC], 2003). Therefore, of central concern for this research is to determine how especially EFL teachers feel once they enter their occupation. Actually, the current study seeks to find out EFL teachers’ level of organizational socialization and burnout. In addition, it is aimed to investigate whether EFL teachers’ level of organizational socialization is related to burnout and to discover the factors that lead to problems in EFL teachers’ socialization processes and to teacher burnout.

The results of this study can assist educators to better understand how EFL teachers are affected by their socialization process and if this has any connections to teacher burnout. Moreover, the results of the study can provide an insight into how teachers feel during their first months in their profession and suggest ways to incorporate some coping strategies into teacher training programs to effectively integrate novice EFL teachers into their new

“niche”, meanwhile suggesting ways for educators to show EFL teachers how to handle their socialization process and burnout.

The rest of this thesis is divided into six sections: The first section introduces the scope of the study. The next chapter explains the structure of the teacher education programs in Turkey and illustrates the concepts of teacher socialization and teacher burnout with consideration of previously conducted studies in these fields. In the methods section of the thesis, the data collection procedure is presented and the data gathered are analyzed. The results section summarizes the findings of the study which are discussed in the subsequent chapter. Finally, the last section of the thesis briefly summarizes and concludes the study.

Problem

Entering and remaining in the teaching profession is not an easy process, as there are many obstacles on the way of learning how to cope with the new occupation and how to handle the continuous challenges and problems related to the teaching position. In their working environment, teachers face many problems, some of which are uncertainty, low self-efficacy, administrative interruptions, ineffective classroom management, firm instructional outlines, inflexible curricula and reality shock (Caspersen & Raaen, 2013; Farrell, 2012; Flores & Day, 2006; Gianakaki et al., 2011; Munthe, 2001; Shin, 2012). Of central concern is reality shock, as it appears immediately after graduation during the transfer to the teaching profession. One can state that reality shock, which almost all the teachers face during their transition to the working environment, is coined to represent the following: while trying to establish their individual teacher identities in their professional work environment, teachers realize that the “real” school environment largely contrasts with their theoretical beliefs about schools and classroom environments. This contrast is evoked by the existence of “real” students who are not always ready to learn and obey the rules, the lack of teaching materials and equipment to successfully teach, and a negative atmosphere in the school which makes teachers feel unprepared and weak. In order to prevent problems in the socialization phase and to slow down or even fight against the possible occurrence of burnout, the difficulties teachers are confronted with in their work setting should be negated.

It should not be left out of reach that not only novice teachers but also experienced ones may experience reality shock since these may have changed their institutions which requires them to get used to the new organization. This brings some burdens with itself because of the fact that teachers have to adapt themselves to a different place that has various demands such as getting acquainted with new colleagues, managing to find out the attitude of the principal, or being confronted with a completely different student profile. These problems may cause experienced teachers to feel uncomfortable in their institutions which in turn would make them struggle in the process of socialization.

Socialization is that much emphasized since it represents the process of becoming a teacher which comprises the acquisition of teaching skills and the assimilation to the organization with its various dimensions such as school culture, organizational policy, and social relationships. A successful socialization process generates more competent teachers and results in higher retention rates. In contrast, there is evidence that teachers decide to leave the profession when they experience high amount of burnout (Gold, 1996, as cited in Smethem, 2007; Høigaard, Giske, & Sundsli, 2012) which could be caused by ineffective socialization.

Burnout does not only affect teacher retention and attrition but it also influences teachers' psychological states in that it leads to emotional exhaustion, depersonalization, and reduced personal accomplishment (Leiter & Maslach, 1998; Maslach, 2001) which may alienate teachers from their profession. This in turn may negatively affect the overall teacher performance which has detrimental outcomes on the quality of education. These outcomes express themselves in stressed teachers (Kyriacou, 2001), low self-efficacy (Brouwers & Tomic, 2000; Maslach & Jackson, 1981; Skaalvik & Skaalvik, 2010), loss of motivation for both teachers and students, being overtaxed, a low level of energy, unwillingness to fulfill job requirements, and a lack of interest in one's field of specialization (Ozdemir, 2007).

Despite the numerous studies on teacher burnout and teacher socialization, the literature comprising these topics in relation to each other is scarce. Although there are studies that deal with burnout and draw conclusions with regard to teacher socialization or vice versa, there are only a few studies which directly combine teacher burnout and organizational

socialization. Among these studies; however, not many are concerned with teachers. For example, Taormina and Law (2000) in their study combined burnout with socialization and personal stress management focusing on nurses, but not teachers. Another study looked at burnout and organizational socialization of employees in human services (Liang & Hsieh, 2008). Additionally, Gao (2013) explored the relationship between organizational socialization, leadership behavior and burnout. Again the focus was not on teachers but on manufacturing workers in Southern China. Next, Lynn (2013) examined how academic optimism, teacher socialization, and teacher cohesiveness relate to teacher burnout. Although focusing on teachers, Lynn (2013) did not only examine teacher burnout in relation to organizational socialization but also to factors such as academic optimism and teacher cohesiveness. The results of Lynn's (2013) study showed that academic optimism and cohesiveness had a negative relationship with emotional exhaustion and depersonalization while they had a positive relationship with personal accomplishment. Conversely, socialization was reported not to have significant relationships with the three burnout dimensions, which are emotional exhaustion, depersonalization, and personal accomplishment.

Since there is almost a lack of research that combines organizational socialization and burnout having teachers at the centre, the current study aims to fill this gap in research. The present study, therefore, seeks to investigate the relation between teacher burnout and organizational socialization in the case of English language teachers in Turkey. The influence of some demographic variables such as age, gender, experience, major, educational status, school type, school location, school population and workload of English language teachers will also be considered.

In short, the problem of the study is formulated as follows: EFL teachers' level of organizational socialization may be related to the appearance of first signs of burnout. It is assumed that a low level of organizational socialization would lead to burnout while a high level of organizational socialization would not evoke much symptoms of burnout. In order to prevent an unsuccessful organizational socialization and teacher burnout, the factors negatively affecting EFL teachers' socialization in their induction phase and during their professional years should be identified appropriately with the aim of effectively integrating teachers into their work environment.

Aim of the Study

In an attempt to advance the understanding of the nature of EFL teachers' organizational socialization process and the problems they encounter leading to teacher burnout, the current study aims to answer the following research questions:

1. What is the organizational socialization level of EFL teachers in Turkey?
2. What is the burnout level of EFL teachers in Turkey?
3. Is there any relationship between Turkish EFL teachers' organizational socialization and burnout?
4. What are possible factors leading to problems in Turkish EFL teachers' socialization and burnout?

Shortly, the purpose of this study is to determine the extent of teacher burnout in relation to organizational socialization and the possible effect of different variables of gender, age, major, educational status, teaching experience, school type, school location and school population, and weekly workload on organizational socialization and teacher burnout.

Significance of the Study

This study is significant in that it deals with burnout and organizational socialization, two important concepts that are crucial for the teaching profession. A successful socialization is asked for due to the fact that it familiarizes teachers with the institution they are going to work for, and makes them discover their place and role in this working environment (Ashforth, Sluss, & Harrison, 2007, as cited in Saks & Gruman, 2011). Additionally, organizational socialization is essential in that it imposes teachers the feeling of belonging to one's work setting increasing teacher satisfaction and commitment. On the other hand, it is also known that the work environment could negatively influence teachers in that problems that might occur in the job context could evoke burnout which is mostly caused by factors such as unsatisfying working conditions, role conflict and role ambiguity, lack of social support (Goddard & O'Brien, 2004), work overload, time pressure, large classes, isolation, poor opportunities for promotion (Brenninkmeijer Vanyperen, & Buunk, 2001), and students' misbehavior (Hakanen, Bakker, & Schaufeli, 2006).

It is important to consider the reasons behind teacher burnout and failed organizational socialization since these would have a negative impact on the educational system such as stressed teachers (Kyriacou, 2001), loss of enthusiasm and motivation to teach hereby negatively influencing students' willingness to learn (Bakker, Schaufeli, Leiter, & Taris, 2008), decreased teacher effectiveness (Høigaard et al., 2012), a reduced self-efficacy (Brouwers & Tomic, 2000; Skaalvik & Skaalvik, 2010), and teacher attrition (Høigaard et al., 2012). Due to the abovementioned serious problems affecting organizational socialization and evoking burnout, both the students and teachers would benefit if teacher burnout could be reduced and teacher socialization could be facilitated, as it is more likely to ensure a healthier and more productive learning environment under such conditions.

In addition, it should be considered that EFL teachers have to face a bigger challenge because of students who lack motivation to learn English and who treat it as one of many school subjects which has to be mastered (British Council, 2013). Since English is taught as a foreign language in Turkey, the students do not think that there will be any occasion outside the classroom which requires them to make use of English. As the students' disinterest and low motivation to learn English could lead to discipline problems that might challenge EFL teachers, those could be considered as being more prone to burnout. That is the reason why EFL teachers' organizational socialization and level of burnout should be taken into account and examined in detail.

Another factor that necessitates this study is the scarcity of research that combined teacher burnout and organizational socialization. Although there are studies that dealt with both of these concepts (Gao, 2013; Liang & Hsieh, 2008; Lynn, 2013; Taormina & Law, 2000), there are only a few studies investigating the correlation of teacher burnout and socialization. In the context of Turkey, a similar trend can be observed. There is a huge amount of research addressing burnout and organizational socialization, but to my knowledge none of these attempted to cover the relation between EFL teachers' burnout and organizational socialization. Therefore, additional research which clarifies the existence of any correlation between teacher burnout and organizational socialization is necessary. Next to the lack of research that combined burnout and socialization, the few studies relating these concepts to each other did not necessarily address teachers but employees in human services in general. That is why teachers should be involved in

studies that relate socialization to burnout. Moreover, studies that focused on teachers' socialization and its relation to burnout generated contradictory results which in fact asks for future studies providing some kind of clarification in this context. Due to the scarcity of research on teachers' organizational socialization combined with burnout, the present study aims to contribute to the field by exploring EFL teachers' socialization experiences in relation to their level of burnout, and to shed light on the factors affecting burnout and organizational socialization to fill the gap in research.

It is also necessary to clarify whether burnout and organizational socialization are two interrelated or independent concepts. This is important as such a finding would help to give an indication for how to approach the problems of teacher dissatisfaction, teacher attrition, teacher burnout, or problematic teacher socialization. Thus, strategies to cope with these problems should be developed based on the prevalent relation between burnout and organizational socialization. This indicates the following: if burnout and organizational socialization would be interrelated which means that they would influence each other, measures should consider both of these concepts. In contrast, if burnout and organizational socialization would turn out to be independent from each other, strategies would focus on these issues separately. Next to the creation of suitable coping strategies, the results of this research could also be used to develop preventive measures against burnout and an unsuccessful socialization for future teachers.

Moreover, studies so far have not considered the views of novice teachers to draw on risk factors causing burnout in the beginning years and there are not many studies that have investigated the level of burnout from the commencement of the teaching career (Goddard & O'Brien, 2004). Besides, as studies propose that burnout is likely to occur during the first years in one's job (Goddard & O'Brien, 2004; Maslach & Jackson, 1981), this study attempts to look at the burnout level of a group of novice EFL teachers in Turkey in relation to their socialization process. Based on this, it can be stated that the current study is also significant in that it provides information on the sources of burnout and the factors affecting organizational socialization in the beginning of the teaching career. The investigation of organizational socialization and teacher burnout could provide valuable data to understand EFL teachers' organizational socialization processes, their needs and

expectations. Furthermore, ways to help EFL teachers in similar settings and to guide novice teachers through their transition phase could be determined.

To conclude, this study puts the organizational socialization process of EFL teachers at the center and aims to clarify EFL teachers' level of organizational socialization and burnout, and to sort out if there is a relation between the organizational socialization of EFL teachers and their level of burnout. Another purpose is to straighten out the factors affecting these two aspects. Through the analysis of novice EFL teachers' views, it is aimed to determine the risk factors at the beginning of teaching that complicate the socialization process of EFL teachers and the factors which possibly lead to first symptoms of burnout. Finally, the results of the study may be shared with educators to increase their awareness concerning the degree of burnout and organizational socialization of EFL teachers in Turkey, and it may bring about possible ideas on how to deal with and approach EFL teachers' burnout and organizational socialization.

Assumptions

In the study, it is assumed that the participant EFL teachers will sincerely rank the statements included in the Teacher Burnout Scale (Richmond, Wrench, & Gorham, 2001) and the translated version of the Organizational Socialization Scale on a five-point Likert scale. Additionally, it is expected that the teachers answer the questionnaires by themselves without consulting other sources so that their answers reflect their own beliefs and thoughts. Moreover, the researcher presupposes that the participants provide straightforward answers to the questions in the semi-structured interviews designed to get more in-depth information. Furthermore, as the interviews will be conducted face-to-face, it is assumed that the teachers are open to the interview questions and answer these honestly. For these reasons, it is supposed that the participants provide trustful answers.

Limitations

In addition to the assumptions above, the current study has some limitations which could affect the reliability and validity of the results. The limitations are listed as follows:

1. The number of EFL teachers who took part in the study is limited to 507. In order to get more reliable results and to universalize the results to larger and different contexts, the number of the participants should be increased and the study should be replicated in different contexts since people's experiences of burnout and organizational socialization could vary across contexts and different conditions.
2. Next, this study does not involve the following years in the profession to properly follow EFL teachers' organizational socialization and its effects on burnout. The period of observation and data collection should be longer as teachers' organizational socialization is a continuous process lasting over the whole teaching career which means that a longitudinal study would be preferable.
3. Additionally, the current study did not examine the actual socialization process, but EFL teachers' perceptions of their level of organizational socialization.
4. Finally, the two scales and the interview altogether include a large number of questions (a total of 68 questions), which may have caused the participants to feel bored or tired while responding to the items. This could have been resulted in a low level of motivation to answer the questions in a careful manner. Moreover, the nature of data collection with an online questionnaire may have affected the quality of the data, and the questionnaire may have directed respondents by providing selections. Further, technophobia may have decreased the number of participants in the online questionnaire (Muijs, 2004).

Definitions

This section defines some expressions used in this thesis with the aim of facilitating the understanding of some specific terms referred to throughout the study. The terms defined are *teacher socialization*, *organizational socialization*, *burnout*, *EFL teacher*, and *novice EFL teacher*.

Teacher Socialization

Teacher socialization is the transfer process of teachers into a new school context covering teachers' feelings, attitudes and difficulties during the period of adaptation. It is an "interactive process of interpretation between the novice teacher and the school context, as

well as between the novice teacher and the school as a collective” (Caspersen & Raaen, 2013, p. 3).

Organizational Socialization

According to Georgia (2012), organizational socialization is

a learning and adjustment process that enables an individual to assume an organizational role that fits both organizational and individual needs. It is a dynamic process that occurs when an individual assumes a new or changing role within an organization (Abstract and Keywords).

Another definition stems from Louis (1980) who states that organizational socialization “is the process by which an individual comes to appreciate the values, abilities, expected behaviors, and social knowledge essential for assuming an organizational role and for participating as an organizational member” (pp. 229-230, as cited in Saks & Gruman, 2011, p. 14). Moreover, Adkins (1995) defines organizational socialization as “a process of resocialization” (p. 839) because of the fact that

adjustment to a job in a new setting must be viewed as a process of turning away from the patterns of behavior and experiences established in the previous setting, individuals' work experience prior to entry into a given organization must be considered in studies of the socialization process (p. 839).

In this research, organizational socialization represents EFL teachers' process of coping with the school environment with its various challenges and the teachers' induction into the school environment with emphasis on factors such as colleagues, administration, school environment, and the students that influence EFL teachers during the whole procedure of teacher socialization.

Throughout the study, the terms socialization and organizational socialization were used interchangeably since it was claimed that socialization takes place in a certain environment which in the case of teachers is the school that can be labeled as an organization. That is why organizational socialization was utilized to make implications about the socialization of teachers.

Burnout

To start with, the difficulties faced in the work environment and people's responses to these have been examined under the term "burnout" which appeared in the United States in the 1970s (Maslach, Schaufeli, & Leiter, 2001). The first articles on burnout were written by Freudenberger and Maslach who dealt with human services which clarifies that the foundations of burnout lie in this field (Maslach et al., 2001).

When it comes to the definition of burnout, Schwarzer and Hallum (2008) define burnout as "a chronic state of exhaustion due to long-term interpersonal stress within human service professions" (p. 154). According to the previously mentioned researchers, burnout "pertains to feelings experienced by people whose jobs require repeated exposure to emotionally charged social situations" (p. 154). Another definition stems from Maslach and Jackson (1981) who state that burnout is "a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind" (p. 99). Maslach and Schaufeli (2001) widen this definition and say that it is "a psychological syndrome in response to chronic interpersonal stressors on the job" (p. 399) which is the definition on which the current study relies. Besides Leiter and Maslach (1998) have defined burnout with mentioning its three underlying factors: "Emotional Exhaustion, Depersonalization, and Reduced Accomplishment which is a special risk for individuals who work with other people in some capacity" (p. 347). As explained in Schwarzer and Hallum's study (2008),

Emotional Exhaustion is seen as the stress component. It refers to feelings of being emotionally overextended and depleted of one's emotional resources. Fatigue, debilitation, loss of energy, and wearing out are characteristics of this component. *Depersonalisation* is the 'other-evaluation component'. It is described as cynicism, irritability, loss of idealism, and negative or inappropriate attitudes toward recipients. It refers to a negative, callous, or excessively detached response to other people. *Reduced Personal Accomplishment* is the 'self-evaluation component' and is equated with reduced professional efficacy, productivity or capability, low morale, and an inability to cope with job demands. It represents a decline in one's feelings of competence and achievement at work (pp. 154-155).

EFL Teacher

The current study refers to teachers of English in Turkey as "EFL teacher" indicating that these teachers teach English in a foreign language context.

Novice EFL Teacher

In this study the term novice EFL teacher indicates teachers of English as a foreign language who recently entered the profession of teaching at state schools in school year/ academic year 2013-2014, and who currently are teaching in public primary schools, secondary schools, high schools or colleges/ universities in Turkey.

CHAPTER II

This chapter gives some insights into EFL teaching and language teacher education in Turkey, teacher burnout, teacher socialization, and previously conducted studies to present the background of the study.

LITERATURE REVIEW

This section aims at providing background information on the themes and topics emerging throughout the study. These will be briefly summarized and discussed under the following headings: *Importance of English as a Foreign Language (EFL) in Turkey, EFL Teacher Training in Turkey, Problems of the Teacher Education System in Turkey, Teacher Socialization, Teacher Burnout, Previously Conducted Studies in the Field of Teacher Burnout and Teacher Socialization, Studies Combining Burnout and Socialization, Studies on Burnout and Socialization in the Turkish Context, and Importance of Burnout and Socialization for EFL Teachers in Turkey: Introduction to Study*. Information on burnout and socialization are provided. Some treatment strategies for burnout and ways to successfully socialize teachers are discussed.

Importance of English as a Foreign Language (EFL) in Turkey

Nowadays the spread of media and technology enables people to share and imitate many factors and this evokes the tendency to work towards certain standards. People try to be up-to-date by staying in touch with each other and witnessing each others' lives that is not regionally limited as media is used. Here English as a lingua franca comes into play (British Council, 2013). There is a need for English to get connected and keep in touch.

For that reason, English gains importance as time goes by and it is a known fact that English is the most preferred foreign language for communication (Crystal, 1987, as cited in Dogancay-Aktuna, 1998), trade, economical factors, and education worldwide (BC, 2013). Alone in Turkey, English is spreading in an enormous speed (Kirkgoz, 2007) necessitating educators to involve English as a foreign language in the school curricula. Due to some historical factors, the implementation of this has taken a certain time in the Turkish context.

After the foundation of the Turkish Republic in 1923, the emphasis was on the sprawl of literacy in the country with no priority for foreign language education. Later, there were two foreign languages that were preferred in the Turkish school system: German and French. This explains the fact why German and French scholars' views on educational reforms were regarded as important from the 1930s to the 1940s (Dogancay-Aktuna, 1998). But in the 1950s, the conditions changed. Turkey was significantly influenced by the USA (Dogancay-Aktuna, 1998) which led to the boom of English in Turkey so that English was started to be taught as a foreign language. The recent step by the Turkish Ministry of Education to shift the introduction of English from secondary to primary schools was an important one since English was integrated into the curriculum of primary schools, so that English lessons started to be taught from grade two onwards (Yüksek Öğretim Kurulu [YÖK], 2007). From that point, English became a compulsory subject for young learners confronting Turkish people in an early stage with English. Actually, this change emphasized the importance Turkish educators place on English as a foreign language. With introducing English in grade two of the primary schools, the Ministry of National Education aimed to

raise pupils' awareness of a foreign language; promote a positive attitude towards the learning of English language; increase pupils' interest and motivation towards the English language; establish classroom situations in the context of games so that pupils can entertain while learning English; set up dialogues and meaningful contextualized learning activities, and help pupils develop appropriate strategies (Kocaoluk & Kocaoluk, 2001, as cited in, Kirkgoz, 2007, pp. 220-221).

In accordance with the introduction of English in such an early phase, new ways of teaching were also called for as due to their age group, young learners had to be treated with different teaching strategies compared to older students. Bound to these and other developments such as the introduction of new coursebooks and a new curriculum in the

field of language teaching, the preparation of competent English language teachers through quality instruction became a crucial factor. But becoming a successful English language teacher was not done by receiving a good education. The way that leads to a teaching position as an English language teacher in Turkey is a hard one requiring the students to conquer different examinations in order to achieve their goal of becoming a teacher.

EFL Teacher Training in Turkey

The first Turkish teacher training institution which was known as “Darülmualim” was grounded in 1848 (Akyüz, 2003; Deniz & Sahin, 2006; Saban, 2003; Tarman, 2010; YÖK, 2007). From that time on many different institutions took the responsibility of teacher training (for more information on the history of teacher education and educational reforms in Turkey see Altan, 1998; Akyüz, 2003; Deniz & Sahin, 2006; Grossman & Sands, 2008; YÖK, 2007).

Before the reforms of 1973 and 1981, teachers were educated either in Teacher Training Schools (Öğretmen Okulları), which afterwards were restructured to Higher Teacher Training Schools (Yüksek Öğretmen Okulları), or in the Institutes of Education (Eğitim Enstitüleri). The former schools were simple secondary schools from grade levels 6 to 12. The latter were two-year or three-year higher education institutions. In 1973 with the acceptance of the Basic Law of National Education (Milli Eğitim Temel Kanunu), there was the requirement of educating teachers in higher education institutions (Çakıroğlu & Çakıroğlu, 2003; YÖK, 2007) but the main reform that occurred was in 1981 when the control of the teacher training programs was taken from the Ministry of Education (Milli Eğitim Bakanlığı) and transferred to the universities which, from that year on, were responsible for teacher education in Turkey (YÖK, 2007). Along with this reform, existing four-year teacher training schools and three-year foreign language high schools were restructured to faculties of education that had to follow the regulations of universities providing a four-year teacher training program (Altan, 1998; Cebik & Polat, 2014; Ozer, 2004; Saban, 2003). These faculties of education were given the responsibility to train student teachers in a wide range of branches. As Saban (2003) pointed out,

most of the faculties of education in Turkey offer programs for training preschool (kindergarten) teachers, elementary teachers (both classroom teachers for primary schools and

special subject teachers for middle schools), and secondary teachers who are employed by both the Ministry of Education and private schools (p. 832).

The aforementioned transfer formed the most important change in the system of Turkish teacher education (YÖK, 2007). From that time on the Higher Education Council (HEC), responsible for the regulations at the universities, introduced a standardized curriculum for the faculties of education in 1998 (YÖK, 2007). This curriculum implementation was planned to enhance the teacher preparation programs with emphasis on teaching methodology and practice (Seferoğlu, 2006), to improve the adaptation process of universities to the challenge of training teachers, to meet the demands of the Turkish education system and to bring a standardization to teacher education curricula (Altan, 2006; Deniz & Sahin, 2006; Cebik & Polat, 2014; Çakıroğlu & Çakıroğlu, 2003; Kilimci, 2009; Seferoğlu, 2006; Usun, 2009).

These standardized teacher training curricula comprise competencies such as special teaching subjects under which we can put the different skills and approaches of ELT (Saban, 2003), general culture, and pedagogical formation (Cebik & Polat, 2014; Saban, 2003). Besides these competencies, the Higher Education Council allows teacher training providers to include some elective courses in their curriculum (Cebik & Polat, 2014) ensuring universities to make autonomous choices. Apart from the elective ones, the main courses offered in the Turkish English language teacher education programs are second language acquisition (SLA) theories, EFL methods, pedagogical subjects, vocabulary and grammar teaching, teaching the four skills of languages, namely speaking, writing, reading and listening, foundations of learning and teaching, and the practicum (Cebik & Polat, 2014, YÖK, 2007). The curriculum of the teacher training program aimed at developing a theory basis comprising “teaching theory, pedagogical methodology, child development, educational research, and subject content” (Altan, 1998, p. 410) and skills to deliver instruction (Altan, 1998).

In contrast to the content of the courses offered during the teacher training program, the entrance into an ELT (English Language Teaching) program is based on completely different skills. Before entering teacher education programs the students firstly have to graduate from the secondary school and next, they have to pass an exam named the Examination for Transfer to Higher Education (Yükseköğretime Geçiş Sınavı [YGS]) to

gain access to universities (Çakıroğlu & Çakıroğlu, 2003). After this, teacher candidates who are allowed to matriculate, have to pass written English proficiency tests covering reading, writing, listening, speaking, vocabulary, and grammar in order to get enrolled in the ELT departments (Cebik & Polat, 2014). Apart from this exam, there are many others that may cause problems. The difference in the contents of the entrance examinations prepared and conducted by the Evaluation, Selection and Placement Center (Öğrenci Seçme ve Yerleştirme Merkezi [ÖSYM]) and the courses offered in the faculties leads to a clash of pre-knowledge and current practices in the different departments which may evoke stress. Nevertheless, after having completed the compulsory courses, student teachers have the chance to get the title of a teacher but this is not an unhampered way to take.

Upon graduation, the teacher candidates have to participate in and pass the Examination for the Selection and Placement of Candidates for Professional Posts in Public Organizations (Kamu Personali Seçme Sınavı [KPSS]) with a grade high enough to be assigned as teachers in public schools (YÖK, 2007). The teachers, who receive enough points to be appointed, have to work as trainees for a year (Kilimci, 2009). During their first year of teaching, these novice teachers have to attend a one-year in-service teacher training program, called the probationary training program which is mandated by the Ministry of National Education. Upon completion of this obligatory program, novice teachers are assessed again before they receive the status of a professional teacher (Kilimci, 2009; Ozer, 2004). The probationary training program includes three different programs which are basic training (Temel Eğitim), preparatory training (Hazırlayıcı Eğitim), and practical training (Uygulamalı Eğitim). In the basic training program, which lasts 50 hours, the novice teachers are confronted with subjects related to civil services and their rights and duties as a teacher. The preparatory training program in contrast takes longer and has a total of 110 teaching hours which encompasses the laws and regulations related to the duties of teachers and the organization of the Ministry of National Education. The last in-service training program is the most long running one and comprises a 220-hour program. This program aims at giving novice teachers the chance to be enrolled in an intensive professional practicum at their appointed schools preparing them for their jobs as teachers. Moreover, during the practicum phase each novice teacher is assigned a peer-professional helper who guides the novice in the first year of teaching (Ozer, 2004).

As demonstrated, the examinations are countless until the goal of being a teacher is reached. The process of becoming a teacher is never-ending since after the tiring time spent to pass the different examinations, having managed to deal with the problems of the teacher education system in Turkey, and after being appointed, teachers have to cope with several other factors such as organizational ones comprising relations with administrators, students, parents, and colleagues, workload, stress and much more. In order to effectively socialize, teachers have to efficiently cope with the hindrances they are confronted with which could lead to burnout if not handled in a well enough manner. Before starting to deal with the troubles of the working environment, the problems teacher candidates face in their teacher training programs should be discussed.

Problems of the Teacher Education System in Turkey

Despite the aforementioned educational changes and reforms in the Turkish teacher training programs, the view that the reforms have not transformed into main practices and that they are quite superficial is prevalent (Aksit, 2007). As Aksit (2007) puts forward, just “fragmented changes were made, usually to gain political advantage, but the basic systems to a large extent stayed the same” (p. 129). When we regard the history of the Ministry of National Education and the Higher Education Council in Turkey, it is definitely not hard to realize that they were bound to many changes and reforms. This actually is a sign of inconsistency and a weak basis in education which should be modified immediately.

Although the higher education reform in 1981 aimed to undertake positive changes, many problems remained. One problem with the Turkish education system is that the faculties of education providing a four-year undergraduate degree in ELT are not the only institutions that generate teachers. Students that are enrolled in the faculties of science and letters, literature or cultural studies and those who get a bachelor’s degree in these fields of study, have the chance to undergo a pedagogical course in the faculties of education in order to get appointed in a teaching position (Cebik & Polat, 2014; Deniz & Sahin, 2006; Saban, 2003). In addition, for many years, graduates of various irrelevant departments such as engineering or economics in English-medium universities have also managed to be appointed as EFL teachers. These caused problems in terms of decreased levels of language proficiency of Turkish EFL teachers and inadequate professional preparedness to teach English at schools.

In order to examine the problems in the teacher education system in detail, Çakıroğlu and Çakıroğlu's (2003) division of the problems into two categories can be taken into account: problems originating from and apart from teacher education programs. Complicacies that are not caused by teacher education programs include factors such as high population which means that the classrooms are crowded, and the lack of enough materials and teacher trainees for the student teachers, political issues directing the educational applications, problems of teachers like low payment, workload or stress, and admission regulations to universities (Çakıroğlu & Çakıroğlu, 2003) which in turn may cause high burnout rates before entering the profession at all. On the other hand, there are problems that occur because of teacher education programs and these can be listed as follows: it is not clarified whether the curriculum is sufficient for educating teachers, and the relevance of teacher education is still discussed since the teacher education programs are questioned in terms of how efficiently they prepare student teachers for their profession as teachers (Çakıroğlu & Çakıroğlu, 2003).

Apart from these, in Turkey there are many differences with regard to customs, economical status, and living conditions between the rural and the urban parts of the country. These differences call for different reforms and changes in the Turkish educational system and in the teacher education programs, such as educating teachers for rural and urban regions separately. But nowadays, as the Turkish public schools have a centralized curriculum; teachers nationwide are prepared by the faculties of education at the universities with focus on a single curriculum. This standardized curriculum does not take the different conditions of the places teachers will be appointed to into account (YÖK, 2007). This means that although teachers receive the same teacher training and pass the same exam to get appointed, they have to teach in different regions with different customs, socio-economic standards, and ways of living. This complicates the whole situation as the teachers have to adapt themselves to certain situations to which they are not used to (Çakıroğlu & Çakıroğlu, 2003) and which will cause them some difficulties in adaptation and orientation probably ending in a tough socialization process with first signs of burnout such as stress or loss of motivation.

Although not stemming from a Turkish context, there also exist other criticisms of teacher training programs which have several parallels to Turkish teacher training programs.

Cruickshank (1996, as cited in Altan, 1998) stated that student teachers are “intellectually inferior” (p. 407), their curriculum is not rich enough, the faculties of education do not direct the attention necessary to their curriculum, they “do not model what is known about effective teaching, produce routine and often ill-conceived scholarship, and stay away from public school classrooms; and teacher preparation programs are seldom evaluated in terms of the teaching ability of their graduates” (p. 407). In addition to the former ones, there are many other problems which accompany the teacher training programs. It is claimed that courses in the ELT departments are not satisfactory and that they and the practicum do not prepare students for their teaching experience at real schools at all (Altan, 1998). Factors that support these are listed in previously conducted studies expressing that teachers in many countries are concerned that the teacher education programs they were enrolled in did not help them learn how to teach, and that there is a big gap between theory and practice (Farrell, 2012; Çakıroğlu & Çakıroğlu, 2003; Gianakaki et al., 2011; Urzua, 1999; Schlichte et al., 2005; Stuart & Thurlow, 2000; Sutton & Wheatley, 2003; Walsdorf & Lynn, 2002; Weiss, 1999; YÖK, 2007).

Another issue worth consideration is the university directors’ underestimation of teacher candidates’ language levels, their educational background, the Higher Education Council’s requirements, and the Examination for Public Personnel Selection (KPSS) (Cebik & Polat, 2014). Before entering the language teacher education programs, teacher candidates pass university access examinations that do not require them to actively produce language. The only thing that matters is choosing the correct answer among the given options. Due to this fact, universities offer a one year preparation program for teacher candidates aiming to improve their English proficiency level. Moreover, there is a misunderstanding between teacher educators and teacher candidates. Teacher educators want student teachers to have proficiency in English before they get enrolled in the program but the candidates in contrast view the programs as helping them to improve their language proficiency and to get them access to ways of teaching (Cebik & Polat, 2014) which demonstrates that students who choose to become foreign language teachers do not know what their teacher training programs comprise.

Additionally, there are other factors negatively influencing the quality of teacher education programs at universities. It is known that some of the instructors have to teach courses out

of their areas (Cebik & Polat, 2014) which can lower the level of motivation both for the instructors and the students hindering the teaching and learning process. To add to this list of the many defects of teacher education, Cebik and Polat (2014) have found that ELT programs in Turkey lack

a conceptual framework that is comprehensive, current, and consistent with SLA [Second Language Acquisition] and L2 [Second Language] teacher education research; a curriculum that is designed by the faculty to meet the specific needs of teacher candidates; a focus on competency in *language and SLA* and *culture* domains; content on instructional methods that meet the needs of teacher candidates, as evident in the critical accounts of the directors and the teacher candidates; and, content on L2 testing, which is markedly ignored. Most importantly, however, if these programs are to be held accountable to deliver the same quality of instruction and practicum experiences, HEC must follow a more equitable and just approach in the appointments of faculty with relevant background in the field (p. 94).

Cebik and Polat (2014) are in the opinion that the language testing system for admission to universities should be changed with a more valid and reliable one assessing overall proficiency. Additionally, they claim that the Higher Education Council should enable universities to decide on their own appointments, force universities to provide effective practicum experiences with effective supervision, ensure that there are cooperating teachers for teacher candidates, and regularly organize in-service development activities in order to keep teachers up-to-date in language education.

Maybe the most important factors to consider in the Turkish context are that one should take account of the teacher needs of individual regions before appointing the teachers, and that one should not allow educational faculties to graduate teachers in subject areas where there is no need as this leads to unemployment among teachers (Deniz & Sahin, 2006). This frustrates the teachers who do not get the possibility to profit from their received teacher education and remain out of teaching.

To solve the problems and deficits in teacher education discussed above, innovating and updating English language education programs (Kırkgöz, 2009) with the goal of preventing the spread of irrelevant theory, and a combination of theory and practice to enable teachers' knowledge transfer to classroom applications is suggested (Altan, 1998). Moreover, Deniz and Sahin (2006) propose that the "new teacher training model should be established to create an interactive teaching environment which is dynamic, creative and up-to-date by eliminating the present way of teaching which is loading candidate teachers

only with knowledge” (p. 22). Additionally, Tarman (2010) proposes an internship year with lower pay, reduced class size and a mentor teacher for the novices. Another suggestion comes from the British Council (2013) that sees the necessity of a constant in-service teacher training program with the aim of raising methodological knowledge focusing on “teaching English as a tool of communication, (as opposed to teaching ‘grammar’); how to ‘personalise’ textbook content: to help to provide interest and motivation to students at various age ranges and abilities” (p. 54).

Nevertheless, there exists a dichotomy as on the one hand there is a need of improving and changing the teacher education programs (Altan, 1998) but on the other hand the quality of ELT programs does not make a big difference in employment as candidates receiving high scores on KPSS, are the ones who get appointed and can start teaching (Cebik & Polat, 2014). That is why it is crucial to think about abolishing KPSS with the aim of producing quality teachers.

In spite of the numerous reforms implemented, Turkish teacher educators are in the view that much more needs to be worked on and changed in the development of teacher training programs (Grossman & Sands, 2008). Candidates agree that they need more hands-on experience, practice time (Farrell, 2012; Çakıroğlu & Çakıroğlu, 2003; Gianakaki et al., 2011; Urzua, 1999; Schlichte et al., 2005; Stuart & Thurlow, 2000; Sutton & Wheatley, 2003; Walsdorf & Lynn, 2002; Weiss, 1999; YÖK, 2007), and elective courses (Cebik & Polat, 2014).

In response to the candidates’ needs, the Higher Education Council necessitates the existence of collaboration between them as an educational institution, the Ministry of Education, teaching practice schools, and universities that are responsible for training teachers, in order to successfully implement the changes and planned reforms (YÖK, 2007). This collaboration would not only increase the quality of the teachers generated, but it would also enable teachers who are employed in the practice schools to rebuild and recharge their previous knowledge about ELT practices (YÖK, 2007). Furthermore, there would be a stronger tie between the schools and educational faculties leading to a deeper mutual understanding and collaboration, facilitating the socialization process of novice teachers meanwhile decreasing the level of burnout.

Teacher Socialization

The beginning years of teaching are hard to cope with as novice teachers find themselves in a new environment with totally different people and many other factors having both positive and negative influences on their teacher self to which they have to adapt themselves. In accordance with these, the early years in the teaching profession arouse deep emotions in teachers as they are foreign to the teaching environment at first. Nevertheless, they gradually move towards becoming a “real” teacher. Research found a common path in teaching careers. It seems that teachers go through a time of self-doubt, frustration and reappraisal (Kyriacou, 2001). At the beginning, teachers may bring some kind of uncertainty with themselves (Munthe, 2001; Munthe, 2003). They may fear that they will not be respected by their students or by their colleagues or that they will have difficulties while teaching their subject matter. Despite their worries and fears, teachers should try to socialize as fast as possible in order to hinder becoming an effortless and burned out teacher.

Socialization is easier said than done. Actually, it is a hard process through which teachers have to go during their whole career path. As Altan (1998) puts forward “students do not become teachers or surgeons the minute the ink dries on their diplomas” (p. 416) emphasizing that the process of socialization is a long one. It should be borne in mind that student teachers have spent more time as a student than a teacher which actually exemplifies the challenge of transforming one’s identity from that of a student to that of a teacher (Kanno & Stuart, 2011). This transformation happens during the socialization of teachers which includes developing a sense of task competence, work role clarity, realistic expectations about the job, and successful interpersonal relationships which will be gained over a certain span of time (Adkins, 1995). Not only novice teacher but also veteran teachers are involved in the socialization process due to changes such as new colleagues, new administrative staff, new students, new environments, and new rules that ask for assimilation. This signifies that both novice and experienced teachers have to effectively cope with their socialization to get accustomed to their institutions since organizational changes are inevitable.

In order to start right from the beginning, the socializing process begins with the graduation of student teachers and their entrance to a new environment that is demanding

due to the need of daily preparation, classroom management, and contact with parents, administrators, and colleagues (Weiss, 1999). After graduation, novice teachers enter a completely different and “real” environment which can reduce their motivation and retention in the teaching profession. Moreover, those teachers who have changed their schools or whose school environment has changed with regard to the principal, the colleagues, the students, or the environment are also involved in the process of socialization as they also have to manage the challenges of a new environment.

To successfully socialize teachers and minimize attrition, there is a need to appropriately induce teachers to their positions as teachers and to their institutions. There is evidence that teachers desire to feel a sense of trust and openness, receive feedback, and be confronted with challenges with which they can cope when they enter their new school (Fottland, 2004). For the purpose of properly inducing teachers to the school environment, administrators, teachers and education programs have to collaborate (Walsdorf & Lynn, 2002). If teachers are welcomed by supportive colleagues, administrators, and social organizational conditions, they will surely have positive experiences (Weiss, 1992). Meanwhile, an assisting environment would foster collaboration among teachers which in turn would reduce teacher burnout while it leads to a rise in professional development and job satisfaction (Munthe, 2003), but “supportive environments are the exception rather than the rule” (Farrell, 2012, p. 436). This illustrates that teaching in most cases could be regarded as a self-socializing profession due to a lack of support. Engaging teachers in a helpful environment enables them to easily take control over their work. For this purpose, support from more than one source is needed to facilitate the socialization process (Farrell, 2012). Novice teachers need a backing environment in which leadership is shared and decision making processes are transparent with the aim of effectively affiliating teachers into the work environment (Ewing & Smith, 2003).

Factors that should be taken into account for a well-planned teacher socialization are the history and politics of the new organization, the language used in the school, the goals of the school, and the values of the entire organization (Haueter, Macan, & Winter, 2003). With increasing teachers’ organizational commitment, a smooth socialization can be reached. The strategies for this purpose include providing restored school buildings and teacher accommodations, supplying teachers with increased teacher autonomy in

educational decision-making, privileging cooperative behaviors with administrators and students, reducing class sizes, increasing the support for schools, offering services such as “child care provisions, teacher support and recognition, counseling and medical care” (Macdonald, 1999, p. 844).

As a matter of course, the socialization process is not a passive one. Teachers cannot solely rely on the environmental factors and wait to be socialized without effort. Socialization necessitates engagement with the skills and knowledge needed to manage the work as a teacher (Caspersen & Raaen, 2013). In the first years of teaching, teachers have to build their social reality in the school while at the same time they are confronted with the school culture that may differ from their vision (Day, 1999, as cited in Caspersen & Raaen, 2013). The bigger the contrast between the individual teacher and the school culture is, the more difficult is the adaptation. The imbalance between the school culture and teacher identity is just one of several factors affecting the socialization of teachers. Factors such as school structures that give teachers limited control over the methods, materials, and ways of evaluation, and traditional beliefs about English instruction that are immune to change and that limit the teachers’ autonomy, have a bearing on teachers’ socialization (Shin, 2012). Other problems in the socialization process are caused by negative influences such as work related stress factors, lack of opportunities to improve professional knowledge and effective performance, low salary (Rinke, 2008; Weiss, 1999), low status of the teaching profession (Deniz & Sahin, 2006), misbehaving students, and lack of social relationships (Hong, 2010; Smethem, 2007). Moreover, self-doubt, tiredness, tension, frustration, difficulties in adaptation to the pupils (Brenninkmeijer et al., 2001; Hong, 2010), the environment of the school, the school itself and its atmosphere, the colleagues (Cano-Garcia, Padilla-Munoz, & Carrasco-Ortiz, 2005), and routine work can also be cited under the factors affecting socialization.

If an ineffective socialization is observed, it can be assumed that this may lead to the teacher’s decision of leaving the profession. Factors that lead to this stage are, among others, “teaching pupils who lack motivation; maintaining discipline; time pressures and workload; coping with change; being evaluated by others; dealings with colleagues; self-esteem and status; administration and management; role conflict and ambiguity; poor working conditions” (Kyriacou, 2001, p. 29). Here the reason for the emphasis put on

socialization becomes explicit. Socialization in teaching is that much highlighted since it promotes the feeling of belonging to the certain organization that encourages teachers to stay in the teaching positions they get (Schlichte et al., 2005), which in turn has positive impacts on education. These positive outcomes could be the assurance of a consistent teacher for the students facilitating their learning due to the fact that they do not have to adapt to different teachers, and teachers who are motivated and do not lose their passion for teaching which rises the motivation of the students. A successful socialization is asked for as it makes teachers to get accustomed to the organization they are going to work for, and to discover what their place and role in this working environment is (Ashforth et al., 2007, as cited in Saks & Gruman, 2011). Moreover, the socialization phase is a crucial one as “what newcomers do, learn, and achieve in their first three to six months is likely to have a profound effect on their self-efficacy, hope, optimism, and resilience” (Saks & Gruman, 2011, p. 22). Nevertheless, until schools and policies focus on the importance of teachers’ needs and a smooth socialization phase, “the pool of recruits will be small and the rate of retention unimpressive. Daily and over the next decades, students will pay the price in their classrooms” (Johnson & Birkeland, 2003, p. 610).

It should not be left out of reach that it is harder for EFL teachers to socialize, even though they are provided with a successful socialization and induction process. Their difficulty is evoked due to students who are demotivated to learn English since they think that English classes are boring and they have no possibility to talk to native speakers, thus just treating English as one of many school subjects which has to be mastered (British Council, 2013). This is the reason for EFL teachers to be more prone to burnout as the students’ disinterest and low motivation in learning English can lead to discipline problems which challenge the EFL teacher.

The novice teachers have been reported to have low competence in coping with occurring discipline problems or other several student misbehaviors, as they are ill-prepared to manage the demands of teaching. The findings of previous research asserting a gap between theory and practice (Caspersen & Raaen, 2013; Farrell, 2012; Flores & Day, 2006; Gianakaki et al., 2011; Kanno & Stuart, 2011; Shin, 2012; Schlichte et al., 2005; Urzua, 1999; Walsdorf & Lynn, 2002; Weiss, 1999) indicate that many novice teachers do not feel prepared to face the classroom realities (Fottland, 2004). For that reason these

findings should be taken into account because the gap between theory and practice can make teachers feel lost in their professional environment (Hong, 2010; Walsdorf & Lynn, 2002). This may also hinder a successful socialization and cause attrition because of the fact that teachers do not have any contact with their teacher educators anymore which makes them feel overchallenged in their new institutions with duties such as lesson planning and delivery, classroom management, and the development of their teacher identity (Farrell, 2012).

Supportive evidence displaying the existence of a gap between theory and practice is that teachers in their work setting are expected to deal with both, students' educational and personal problems. Nevertheless, in pre-service teacher training programs teachers do not get acquainted with such teaching conditions. They only have to master their lessons and immediately leave the stage in the classroom. There is no contact with the students' personal affairs. Accordingly, once they start working as a "real" teacher, they recognize that their pre-service education is mostly useful for idealized classrooms which in reality do not exist (Farrell, 2012; Gianakaki et al., 2011; Urzua, 1999; Schlichte et al., 2005; Stuart & Thurlow, 2000; Sutton & Wheatley, 2003; Walsdorf & Lynn, 2002; Weiss, 1999). Among others, Ewing and Smith (2003) report that numerous beginning teachers comment that their preparation programs were "too idealistic" (p. 19). In contrast, there are also teachers who are mostly satisfied with their pre-service programs but who complain about their induction phase as, according to them, the induction into their new profession is not well-planned and organized (Ewing & Smith, 2003). For these reasons, the induction of teachers should be taken into consideration and be planned with care. In accordance with these, it is not hard to notice that a supportive induction and socialization is indispensable to comfort the teachers in their careers and environments.

To eliminate the problems hindering a fruitful socialization, Chang (2009) proposes that novice teachers should gain a realistic overview of different emotions which they will experience while teaching. In this way teachers would be allowed to reduce the amount of problems they encounter in the socialization process since the transition from pre-service teacher education to the in-service environment forms a 'reality shock' for teachers based on the fact that there are large differences between the theoretical issues learned during the pre-service program and the practical issues faced in the real work setting (Caspersen &

Raaen, 2013; Farrell, 2012; Flores & Day, 2006; Gianakaki et al., 2011; Kanno & Stuart, 2011; Shin, 2012; Schlichte et al., 2005; Urzua, 1999; Walsdorf & Lynn, 2002; Weiss, 1999). For a prolific socialization to occur it is crucial that teacher educators impose the realities of working in schools to student teachers in advance since it is necessary to make them understand the complex environment they will face in schools in their future careers (Faez & Valeo, 2012; Saban, 2003; Saks & Gruman, 2011). A real approximation will prevent teachers from burning out and make them experience a successful socialization. As Adkins (1995) puts it, realistic expectations about the workplace enhance performance, satisfaction, and commitment to one's work. Moreover, orientation programs are claimed to strengthen self-efficacy of novices and it is suggested that the socialization process should be supported with "opportunities for practice followed by feedback and should involve role models and observational learning" (Saks & Gruman, 2011, p. 20). Other recommendations are professional development opportunities, assigning courses with which novice teachers can cope, confronting them with disciplined students who will cause fewer behavioral problems, and a manageable course load (Kersaint, Lewis, Potter, & Meisels, 2007). Further, offering praise and support (Walsdorf & Lynn, 2002), a collegial environment fostered by the administrator, the establishment of relationships with students (Schlichte et al., 2005), and the addition of a supplementary course drawing student teachers closer with the first years in their profession (Farrell, 2009) are desired.

Another factor to consider for the aim of effectively inducing teachers is the importance of a mentor teacher (Moore Johnson & Birkeland, 2003; Schlichte et al., 2005; Weiss, 1992). The mentors are found to increase the degree of socialization with positively influencing organizational socialization (Haueter et al., 2003). Schlichte et al. (2005) suggest that one should ensure an efficient mentoring program, multiple sources of support, collaboration fostering administrators, helpful buddy mentors for teachers, and show teachers how to establish beneficial relationships with their students.

Despite the proposed factors which could alleviate the impact of challenges evoked by the socialization process, many suggested ways to cope with these challenging situations are not implemented in school settings. One of these is mentoring. Although it is a known fact that effective mentoring fosters the development of "mentor-mentee relationships that address first-year challenges" (Schlichte et al., 2005, p. 36), many mentoring systems do

not work because mentors do not necessarily pay the amount of attention required to their mentees (Schlichte et al., 2005). It is crucial to add that mentors should receive some training in order to effectively assist teachers in their induction phase (Farrell, 2012) with the purpose of offering the amount of help desired by teachers to facilitate their socialization to the organizational environment.

The fact that failure in successful teacher socialization may lead to teacher burnout should not be disregarded. As stated by Maslach et al. (2001), “the greater the gap, or mismatch, between the person and the job, the greater the likelihood of burnout; conversely, the greater the match (or fit), the greater the likelihood of engagement with work” (p. 413). Consequently, to make teachers feel that there is a match between them and their work, the induction should follow planned and well-developed steps to successfully integrate teachers into their new environment. A proper induction and socialization are necessary to retain teachers in their jobs (Smethem, 2007; Schlichte et al., 2005; Walsdorf & Lynn, 2002) and to prevent burnout in the early stages of the teaching career.

Teacher Burnout

Teachers generally are emotionally charged as they have to cope with students for a whole day even in their break time if necessary. Overwork can cause teachers to feel exhausted and emotionally stressed which puts burnout at the centre of the teaching profession (Brenninkmeijer et al., 2001). Furthermore, teachers as human service workers invest in relationships with students and for that they want to get some positive return. If this is not assured, it is obvious that teachers may feel less effective and report more symptoms of burnout. Especially novice teachers are prone to burnout, which means that burnout is not restricted to veteran teachers; it can also develop in beginning teachers during their first years of employment (Goddard & O'Brien, 2004). Beginning teachers more often have feelings of anxiety due to the fact that they are inexperienced in their fields (Chang, 2009). If their inexperience leads to failure in classroom management and coping with students' disruptive behaviors, burnout may occur (Hong, 2010). For that reason, Friedman (2000) proposes that teachers should be informed about the existence of burnout before entering the teaching profession.

In general, it is assumed that people who are not satisfied with their working positions are more likely to have higher levels of burnout related to workplace factors than others who feel that they belong to their workplace (Maslach, 2003) indicating the importance of teachers' organizational socialization. The claim is that burnout, which was found to comprise three factors, namely exhaustion, cynicism, and inefficacy, is caused by a misfit between the work environment and the individual (Maslach, 2003; Maslach et al., 2001). Among the three factors of burnout, exhaustion and cynicism are said to arise from workload and collegial conflicts. The last factor, inefficacy, is said to be caused by a lack of materials to perform the job in a satisfactory manner (Maslach, 2003; Maslach et al., 2001). It is worth quoting Maslach's (2003) explanation of the meanings and functions of the three burnout dimensions and of burnout as a "stress response" (p. 190) in full:

The three key dimensions of this stress response are an overwhelming exhaustion, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment. This multidimensional model stands in contrast to more typical unidimensional conceptions of stress because it goes beyond the individual stress experience (exhaustion) to encompass the person's response to the job (cynicism) and to him- or herself (feelings of inefficacy). The cynicism dimension, in particular, is not found in the traditional jobstress literature, but it represents a basic hallmark of the burnout experience — the negative, callous, or excessively detached response to other people and other aspects of the job. The exhaustion dimension represents the basic stress response that is studied in other stress research, and it shows the expected positive correlation with workload demands and with stress-related health outcomes (p. 190).

An additional characterization of these three dimensions is as follows:

Emotional exhaustion refers to feelings of being emotionally overextended and depleted of one's emotional resources. The major sources of this exhaustion are work overload and personal conflict at work. People feel drained and used up, without any source of replenishment. They lack enough energy to face another day or another person in need. The emotional-exhaustion component represents the basic stress dimension of burnout. *Depersonalization* refers to a negative, callous, or excessively detached response to other people, which often includes a loss of idealism. It usually develops in response to the overload of emotional exhaustion, and is self-protective at first ... *Reduced personal accomplishment* refers to a decline in feelings of competence and productivity at work. This lowered sense of self-efficacy has been linked to depression and an inability to cope with the demands of the job, and it can be exacerbated by a lack of social support and of opportunities to develop professionally" (Maslach & Goldberg, 1998, p. 64).

When it comes solely to burnout, a definition comes from Maslach and Jackson (1981) who state that "burnout is a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind" (p. 99).

All in all, according to Maslach (2003), the developer of the Maslach Burnout Inventory, the key stress factors of burnout are “an overwhelming exhaustion, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment” (p. 190). Furthermore, Maslach et al., (2001) maintain that exhaustion refers to the “basic individual stress dimension of burnout” (p. 399) and that it represents “the feelings of being overextended and depleted of one’s emotional and physical resources” (p. 399). Additionally, it is stated that cynicism, also called depersonalization, forms the interpersonal dimension of burnout and “refers to a negative, callous, or excessively detached response to various aspects of the job” (Maslach et al., 2001, p. 399). Finally, reduced efficacy or accomplishment is said to refer to “feelings of incompetence and a lack of achievement and productivity at work” (Maslach et al., 2001, p. 399).

To further discuss the burnout syndrome, Maslach and Leiter (1997, as cited in Hogan & McKnight, 2007) identified six influences on burnout:

- 1) workload;
- 2) lack of control over establishing and following day-to-day priorities;
- 3) insufficient reward and the accompanying feelings of continually having to do more for less;
- 4) the feeling of community in which relationships become impersonal and teamwork is undermined;
- 5) the absence of fairness, in which trust, openness, and respect are not present; and
- 6) conflicting values, in which choices that are made by management often conflict with their mission and core values (p. 119).

In addition to the burnout related factors identified and discussed above, there are many other factors that influence the occurrence and amount of burnout. Research indicates that for the burnout dimension “emotional exhaustion, classroom management efficacy, marital status and teaching experience; for depersonalization dimension, classroom management efficacy and marital status[;] and finally[,] for the personal accomplishment dimension, classroom management efficacy, gender, and teaching experience” (Ozdemir, 2007, p. 490) are factors determining the overall burnout level. Additionally, teacher burnout was found to be linked to feeling powerless during the teaching process, reluctance to prepare lessons, no motivation to come to school, a low level of energy, and no interest in the subject to be taught anymore (Ozdemir, 2007). Other factors to consider are firstly, the connection of burnout with a negative evaluation of one’s performance and secondly, the existence of the knowledge that people who experience burnout are eager to spend less

time with people they have to cope with (Maslach & Jackson, 1981). Nevertheless, this has not to mean that a teacher is going to distance herself/ himself from the work while she/ he is experiencing some kind of burnout (Chang, 2009). In contrast, she/ he may devote herself/ himself to her/ his job.

Actually, burnout is a problem occurring in the job context connected to reasons such as working conditions, community, fairness, the organizations' values, role conflict and role ambiguity, lack of social support (Goddard & O'Brien, 2004), lack of support from supervisors (Grayson & Alvarez, 2008; Leiter & Maslach, 1988; Rinke, 2008; Skaalvik & Skaalvik, 2009), lack of feedback and praise, little participation in decision making, and lack of teacher autonomy (Maslach et al., 2001). Work overload, time pressure, isolation, fear of violence, and poor opportunities for promotion (Brenninkmeijer et al., 2001) also count as burnout triggers. Other factors which largely influence the amount of burnout are salary (Rinke, 2008; Weiss, 1999), being aware of little professional prestige, holding the same position for a long time (Cano-Garcia et al., 2005), excessive paperwork, large schools with overcrowded classrooms, the lack of staff and equipment, students' behavioral problems, and social relations (Hakanen et al., 2006). In this context, the degree of relation with students is mentioned by Grayson and Alvarez (2008) as a factor contributing to burnout. They indicate that if there is a positive relationship among the teacher and the students, burnout is unlikely to occur and vice versa. Another aspect related to this is that teachers' emotional exhaustion can cause intolerance towards students and it may decrease their abilities to motivate students (Brenninkmeijer et al., 2001) distancing the students from the subject matter at all. Although burnout is a job-related problem and may be seen in contact with students, it should be taken into account that it influences social life equally (Cano-Garcia et al., 2005).

The problems that were identified to cause burnout were summarized as follows: time pressure, poor collegial, parental and administrative relationships including poor support from the administration, class size, resource difficulties, fear of violence, role ambiguity, poor opportunities for promotion, students' misbehavior, and the organizational environment (Brenninkmeijer et al., 2001; Chang, 2009).

In addition to the identified influential factors discussed earlier, another aspect that may lead to burnout is teacher stress which is defined as the experience of “unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher” (Kyriacou, 2001, p. 28). Kyriacou (2001) summarized the factors leading to stress as follows: “teaching pupils who lack motivation; maintaining discipline; time pressures and workload; coping with change; being evaluated by others; dealings with colleagues; self-esteem and status; administration and management; role conflict and ambiguity; poor working conditions” (p. 29). In order to fight against stress, it is important to share problems, participate in activities, and visit the counseling service (Kyriacou, 2001). As stress may lead to burnout and as burnout decreases the desire to teach, prepare lessons and attend courses (Bümen, 2010), administrative support, autonomy, positive relations with colleagues and parents should be ensured in order to alleviate the probability of burnout to occur, to increase job satisfaction (Skaalvik & Skaalvik, 2009) and to reduce stress.

Apart from these dimensions and definitions, the development of burnout was also of concern. Schaufeli and Enzmann (1998, as cited in Skaalvik & Skaalvik, 2009) divided the development of burnout into three stages. They claimed that the first stage is the occurrence of stress while during the second stage it is thought that teachers are confronted with tiredness and emotional tension. Next, it was stated that during the last stage negative changes in teachers’ attitudes can be observed.

While there are many studies that discuss the occurrence and the level of burnout, other views on burnout are also voiced. One of such views comes from the field of psychology. According to Farber (2000), teachers who claim that they are burned out may have diagnosed themselves wrongly as there are three types of psychological disorders which can be classified under the term “burnout”. These are wearout, underchallenged type and classic burnout. The term wearout is used to describe the state of someone who immediately gives up when he or she is confronted with stress and receives no praise. Classic burnout, the kind of burnout referred to by a large quantity of researchers in the field, is described as occurring due to increased stress and hard work in one’s work place. The last one, an underchallenged type, is someone who is confronted with “monotonous and unstimulating work conditions” (Farber, 2000, p. 677). Interestingly, Farber (2000)

claims that teachers in general are worn-out rather than burned out because of the fact that they stop working harder and reduce their efforts investing less in work. In contrast, burned out teachers would work harder and harder in order to succeed. Farber (2000) explains this issue by stating that

The prime example of a classic burned-out (rather than worn-out) teacher is that of a well-educated, idealistic, politically involved young adult who comes to an impoverished inner-city or rural school brimming with ideas, enthusiasm, and confidence, and who, after several months (or perhaps even years) of giving more and more - of trying to find new, creative ways to motivate and teach children - begins to feel that these efforts aren't paying off, that he or she is ineffective, and perhaps even still mistrusted by the students (p. 683).

Nevertheless, the mostly accepted definition of burnout stems from Maslach who conducted many different studies in this field. Her definition of burnout clearly indicates that it is a state of exhaustion, depersonalization and despair, but despite all these negative issues corresponding with burnout, many teachers affected by burnout do not quit their jobs. This is due to reasons such as age, the desire of retirement, and fear of unemployment (Hughes, 2001). Subsequently, teachers work with the symptoms of burnout and influence the whole school setting negatively with their unmotivated appearance “by causing greater personal conflict and by disrupting job tasks” (Maslach et al., 2001, p. 406).

Many burned out teachers choose to remain in their teaching positions, thus it is essential to consider ways to cope with burnout in order to enable teachers to work in a less stressing environment with feelings of efficacy. To realize this, Farber (2000) proposes that the operating principles of the school should be changed. Similarly, Maslach and Goldberg (1998) suggest that the work setting should support the development of energy, involvement, and effectiveness to promote the well-being and productivity of its employees. In order to prevent burnout, teachers have to predict the problems in the classroom and discover alternative ways to cope with the challenges (Chang, 2009). Moreover, sharing problems and engaging in social activities are other possibilities to cope with symptoms of burnout (Kyriacou, 2001). Another factor worth mentioning is the foundation of counseling services which are, as reported by Kyriacou (2001), used in some schools for teachers experiencing high amounts of stress.

Nevertheless, there are also teachers who plan to leave their positions as they are fed up with the symptoms of burnout. The aspects influencing the intention to leave the teaching

profession are similar to the aspects leading to burnout. Workload, stress, negative student behavior, examination results, pressure on good results by the administration, relationships with colleagues and school staff affect teachers' decisions to leave the profession whereas early experience in teaching and positive feedback affect teachers positively (Smethem, 2007).

Another reason for attrition is that of an inadequate teacher training. It is discussed that teachers are not prepared to face the realities of the classroom environment right after they graduate. In order to set up teachers for their new positions, it is important to be empathetic with novice teachers and to understand their initial experiences (Høigaard et al., 2012). Moreover, with the aim of preventing adverse outcomes based on burnout, teachers' emotions should be taken into consideration during teacher preparation programs as teachers need to get acquainted with the realities of the school environments and leave their too idealistic viewpoints. Next, Chang (2009) proposes to focus on raising teachers' awareness for the reality that teaching is an emotional profession, and to clarify that they have to learn to identify, reflect on and regulate emotions to enable themselves to manage their feelings.

Additionally, one should not force people to do the job of a teacher if they do not wish to do so, as teachers who are intrinsically motivated are found to be more satisfied with their jobs than those who are extrinsically rewarded (Smethem, 2007) which probably leads to higher retention. In order to increase the retention rates of teachers, it is necessary to see the need for inducing teachers to a supportive environment since this is a crucial time for teachers in which they decide to leave or stay in their profession (Høigaard et al., 2012). This has to be recognized by the policymakers who play a big role in changing the educational system (Smethem, 2007).

Apart from handling burnout on its own, some studies examined this in relation to different demographic factors such as age, gender, and marital status (Maslach et al., 2001; Maslach & Jackson, 1981; Ozdemir, 2007). Among the factors that have been used in studies of burnout, age was found to be the most effective factor triggering the level of burnout whereas gender was not a crucial predictor of burnout. When it comes to marital status, singles were reported to be more effected by burnout than their married counterparts

(Maslach et al., 2001). Another factor that was used in burnout studies was the participants' educational level. People who possessed a higher education level were found to have higher levels of burnout (Maslach et al., 2001) indicating that the ones with a higher educational status were less satisfied with their working conditions.

Besides, some studies linked burnout to self-efficacy (Brouwers & Tomic, 2000; Bümen, 2010; Faez & Valeo, 2012; Ghaith & Shaaban, 1999; Høigaard et al., 2012; Schwarzer & Hallum, 2008; Skaalvik & Skaalvik, 2010). According to Brouwers and Tomic (2000) teachers who doubt their self-efficacy are inclined to burn out. Another study dealing with perceived self-efficacy and teacher burnout reported that self-efficacious teachers suffer less from burnout than their less confident counterparts (Schwarzer & Hallum, 2008). This could be explained by the fact that the ones who suffer from low self-efficacy have also low self-esteem and that low self-efficacy is bound to depression, anxiety and helplessness (Schwarzer & Hallum, 2008). Moreover, it is advocated that one should involve perceptions of self-efficacy in classroom management while arranging treatment strategies for burnout as it was found that self-efficacy in classroom management affected depersonalization and personal accomplishment which are two of the dimensions of burnout (Brouwers & Tomic, 2000).

Next to individual factors and perceptions concerning efficacy, group dynamicity also influences individuals' performances. Thus, it can be stated that collective efficacy affects the individual in an organization. As a result, schools with a high rate of collective teacher efficacy are eager to reach the goals they have set (Skaalvik & Skaalvik, 2010) which in turn leads to more success and an increase of efficacy among the school personnel at all. In addition to this, teachers have to interact and deal with their students and their parents which also has an impact on teacher efficacy. In the case of parents, it is known that the stronger the relationship of teachers and parents is, the higher the teachers rank their self-efficacy (Skaalvik & Skaalvik, 2010). Thus, in the context of efficacy and burnout, it can be stated that self-efficacy and burnout are negatively influenced by adverse parental relationships. Furthermore, as parents are not a homogenous group, the commitment of both teachers and parents is required for a positive and successful relationship (Skaalvik & Skaalvik, 2010). That is why the satisfaction of the parents' diverse needs and the establishment of a positive relationship requires negotiation by both sides. That is the

reason for Skaalvik and Skaalvik (2010) to propose teacher training programs that incorporate strategies of communication and cooperation with parents from which teachers can profit. If it comes to the students, the teacher has to contribute to the development of student self-efficacy (Høigaard et al., 2012), but one should not disregard that meanwhile school administrators should do the same for teachers who are unfamiliar with the organization (Høigaard et al., 2012). This statement implies that novice teachers' survival in the profession is dependent on help, support and guidance.

In sum, the results of burnout are threefold: physiological, psychological, and psychosocial (Grayson & Alvarez, 2008). Physiological factors may include tiredness and illnesses leading to absenteeism. Psychological results are depersonalization, stress and a negative change in self-efficacy or other negative beliefs about oneself and the job. Psychosocial factors may be that of introversion and deterioration of social relationships. It was found that introversion leads to emotional exhaustion as it brings passivity with itself (Cano-Garcia et al., 2005) causing the teachers and others who suffer from burnout to distance themselves from the organization and society as a whole. Moreover, it is a known fact that burnout can lead to deterioration of social relations including family relations (Cano-Garcia et al., 2005). In contrast to these, teachers who successfully create a positive relationship with their students are those who do not lose their motivation in their job (Grayson & Alvarez, 2008), indicating that not everyone has to experience burnout.

Fortunately, there are people who are really satisfied with their certain positions. The opposite feeling of burnout can be characterized by engagement, energy, and an effective link to the profession (Bakker et al., 2008). Both, at the individual and organizational level, engagement is thought to produce pleasant outcomes (Bakker et al., 2008). Moreover, it is stated that engaged workers are optimistic about their future and that they estimate to be able to meet their demands by participating in different organizational roles (Bakker et al., 2008).

Although there are exceptional teachers who do not have feelings of burnout, its existence is a fact which necessitates taking precautions and measures to fight against the feeling of burnout. Of course one can arrange some ways to manage stress and burnout but firstly it is important to predict the sources of stress and burnout (Abel & Sewell, 1999) in order to

successfully determine and inhibit the status quo. Maslach et al. (2001) propose some ways to cope with burnout. They express that the focus in most cases is on individual solutions, although the coping ways can be designed at the organizational or individual level. Individual solutions mainly encompass the removing of the workers from the job and the workers' own strategies leading to a better assimilation to the work environment. Nevertheless, organizational factors play a more important role in the prevention of burnout than individual ones since individual factors fight against exhaustion but they do not show any effect against depersonalization and self-efficacy (Maslach et al., 2001). Research findings indicate that there exist many attempts to reduce the level of burnout. These are changing the environment, triggering individuals' capacities to deal with their environment, "stress inoculation training, relaxation, time management, assertiveness training, rational emotive therapy, training in interpersonal and social skills, teambuilding, management of professional demands, and meditation" (Maslach et al., 2001, p. 418). Despite these suggestions, it was concluded that both, changing the environment and the individuals is not sufficient to cope with burnout. These factors have to work in a cooperative manner in order to deal with burnout (Maslach et al., 2001). Moreover, the work setting should be created in a manner to support engagement, energy, and effectiveness with the aim of bolstering the state of the employees (Maslach & Goldberg, 1998).

In conclusion, work overload and social problems are some of the factors which foster two of the key factors of burnout, namely exhaustion and cynicism. Inefficacy, on the other hand, is caused by lack of resources which actually are necessary to continue and end the job in a fruitful way (Maslach, 2003). Worth mentioning at this point is Smethem's (2007), reporting of high attrition rates among novice teachers which could be caused by lack of resources to successfully implement the job. Related to these is the warning of Gold (1996, as cited in Smethem, 2007) against the danger of early burnout which can lead to attrition. With the aim of preventing burnout and attrition, schools have to welcome their teachers with a friendly and supportive environment in which teachers can easily assimilate which necessitates a smooth socialization process and an effective transition to the organization.

Previously Conducted Studies in the Field of Teacher Burnout and Teacher Socialization

A large number of studies were conducted regarding burnout and socialization which will be presented in this section. Firstly, studies in the field of burnout will be discussed. Next, studies on teacher socialization will be examined. Then, studies in the field of burnout and socialization conducted in Turkey will be overviewed, and lastly, studies that combined burnout and socialization will be introduced.

Studies on Teacher Burnout

When studies on merely burnout are scrutinized, it can be seen that many of the studies are about the burnout level of people involved in different jobs in the field of human services like teaching or nursing. As for the content, most of these studies focused on the effects of age, gender, ethnicity, and marital status on burnout (Maslach et al., 2001, Maslach & Jackson, 1981; Ozdemir, 2007). Findings suggest that gender is not a strong predictor of burnout, but an interesting issue is that males often score higher on cynicism whereas women score slightly higher on exhaustion (Maslach et al., 2001). With regard to marital status, those who are not married seem to be inclined to burnout in contrast to those who are married (Maslach, 2003). Besides, younger employees score greater on burnout than older employees (Maslach, 2003). Apt to add here is Farber's (2000) definition of the teachers who are more prone to burnout which can be classified under "young." According to Farber (2000), young are "those under 40 [,] teaching in middle or senior high schools [,] who are idealistic or passionate about their work [,] and who tend to be influenced by external events rather than internal feelings or cues" (p. 676). Apart from his definition of teachers who are vulnerable to burnout, Farber (2000) widens the scope of burnout and identifies three different types of burnout: wearout, underchallenged type, and classic burnout. The main point that Farber (2000) makes is that the type of burnout should be determined first and dealt with accordingly by making use of varying techniques such as empathy, anti-stress techniques, psychoanalytic insight, and cognitive restructuring.

In addition to Farber (2000) who identifies different types of burnout, Maslach et al. (2001) in their study, define burnout and they deal with this concept as a response to emotional stressors on the job. They suggest that burnout has three different dimensions, namely

depersonalization, emotional exhaustion, and reduced personal accomplishment. Similarly, Maslach (2003) examines job burnout and claims that it is a response to stressors comprising the three dimensions mentioned earlier. Maslach (2003) works on the stress experience of individuals in their work contexts and summarizes the sources of stress proposing that precautions for stress have to be taken.

There is one study which is related to that of Maslach (2003) in that it used demographic variables in connection with burnout. It put 523 primary teachers from Turkey at the centre and examined the scope of classroom management efficacy, marital status, gender, and experience in the profession to forecast burnout (Ozdemir, 2007). The data analyzed through multiple regression show that the four variables which are classroom management efficacy, marital status, teaching experience, and gender differently affect each of the three burnout dimensions which are exhaustion, depersonalization, and feelings of inefficacy. The findings clarified the predictors for the three burnout dimensions mentioned above. The results indicated that classroom management efficacy, marital status and teaching experience were predictors of emotional exhaustion; classroom management efficacy and marital status predicted depersonalization; and personal accomplishment was predicted by factors such as classroom management efficacy, gender, and teaching experience.

Another crucial finding is that people with a higher level of education seem to range higher on burnout than less educated people. Maslach and Jackson (1981) examined 1025 human service employees from the United States and found that the more educated these were, the higher scores they got on emotional exhaustion. The findings of Goddard and O'Brien (2004) whose study incorporated 123 Australian teachers support this point as they indicate that holding a second university degree is one of the factors that evokes burnout if teachers with a second degree are not satisfied with their working conditions.

Brenninkmeijer et al. (2001) dwelt on the differences between teachers experiencing high and low burnout in relation to their feelings of superiority. For this purpose, 120 Dutch secondary education teachers' perceived superiority was assessed with the help of response latencies. The results indicated that positive superiority was lower for teachers who were high in burnout. Moreover, it was found that negative superiority was not affected showing that teachers with a higher level of burnout feel neither less good nor less bad than the

teachers who have a lower burnout level. Upon this result, the researchers discussed some ways of treatment for burnout proposing to develop programs to prevent it. Hughes (2001) also is one of the researchers who suggested some ways to handle burnout. Hughes (2001) stated that it is necessary to determine the precursors of burnout in order to deal with it in a pleasing way. The researcher is in the opinion that precautionary and collaborative interventions should replace prescribed coping strategies for burnout.

Next, Skaalvik and Skaalvik's (2009) study examined the relations between school context, teacher burnout, and teacher job satisfaction. The study involved the perceptions of 563 Norwegian teachers in elementary and middle schools on supervisory support, time pressure, parental relations, and teacher autonomy with regard to the three dimensions of burnout, namely emotional exhaustion, depersonalization, and reduced personal accomplishment. Findings revealed that teachers' job satisfaction is linked to emotional exhaustion, reduced personal accomplishment, and to the school context factors (supervisory support, time pressure, parental relations, and teacher autonomy). Emotional exhaustion was found to be the most strongly linked dimension to time pressure. In contrast, depersonalization and reduced personal accomplishment were most strongly linked to parental relationships.

Moreover, influences of school climate factors on the three dimensions of burnout were also dealt with. Grayson and Alvarez (2008) focused on 320 teachers from 17 different schools in the United States in their study. Results implied that different aspects of school climate related differently to the three burnout dimensions which are depersonalization, feelings of inefficacy, and emotional exhaustion. Grayson and Alvarez (2008) linked burnout to parental relationships in schools. They were concerned with factors such as parent-community relations, administration, and student behavior in relation to the three burnout dimensions (emotional exhaustion, depersonalization, and personal accomplishment). Emotional exhaustion was found to be closely related to parent-community and student-peer collaborations. The study incorporated demographic variables, teacher satisfaction, and teachers' perceptions of school climate. The findings of the study revealed that the various aspects of school climate differently affected the three previously mentioned burnout dimensions. Lastly, the researchers concluded that teachers

could develop high levels of exhaustion which is one of the three dimensions of burnout if they are faced with poor parent and community support (Grayson & Alvarez, 2008).

Another issue related to burnout is that of a democratic school environment which was examined by Dworkin, Saha and Hill (2003) who discussed the relationship between teacher burnout and the democratic school setting for 2961 teachers from the United States. They aimed to examine the links between the behaviors associated with a democratic school and teacher burnout. The researchers found that teachers who had an authoritarian and unsupportive principal experienced more burnout than teachers whose principals were supportive and non-authoritarian. Moreover, they added that burned-out teachers did not support student-centered instruction and that teachers who were not burned-out and who had democratic principals did not either.

Furthermore, Sutton and Wheathley (2003) reviewed literature on teachers' emotions. They suggested that teachers' emotions have an effect on the cognition, behavior, and motivation of students and teachers. Chang (2009) is another researcher who was occupied with teachers' emotions. In this scope, Chang (2009) also aimed to review the literature on teacher burnout and teacher emotions in order to show how teachers' emotions were triggered and how teachers could manage to adjust their emotions. The researcher concluded that the teachers' thoughts about students' behavior and teaching tasks led to unpleasant feelings which might evoke burnout. Related to this context, Hong's study (2010) focused on exploring pre-service and novice teachers' perceptions of professional identity and their decisions to leave the profession. Hong (2010) found that dropout teachers showed more emotional burnout than others.

Another study in accordance with burnout focused on the type of school. It was assumed that burnout would be reduced in schools where teachers have a high self-efficacy and experience growth. Bümen (2010) examined the relation between the three burnout dimensions (emotional exhaustion, depersonalization, and personal accomplishment) and self-efficacy of 177 primary school teachers and 622 subject teachers in Izmir, Turkey. The results indicated that the higher the teachers were in burnout, the lower they ranked in self-efficacy. Finally, Bümen (2010) inferred that the type of school affected the level of

teacher burnout and that teachers in private schools had lower levels of burnout than those employed in public schools.

Apart from Bümen's study (2010) which assessed teacher self-efficacy in relation to factors such as demographic data, type of school, and the three components of burnout which are emotional exhaustion, reduced personal accomplishment, and depersonalization, there are numerous studies who linked teacher efficacy to teacher burnout (Brouwers & Tomic, 2000; Munthe & Theun, 2009; Ozdemir, 2007; Schwarzer & Hallum, 2008) which is a rational combination, since currently it is known that doubts of self-efficacy can enhance the burnout level. One of the studies dealing with perceived self-efficacy and teacher burnout was conducted by Schwarzer and Hallum (2008) who found that self-efficacious teachers suffer less from burnout than their less confident counterparts. Besides, Brouwers and Tomic (2000) also examined the relationship between teacher efficacy and the three dimensions of burnout (exhaustion, depersonalization, and reduced personal accomplishment). The results of their study indicated that the direction and time-frame comprising five months of relationship were different for the three factors of burnout. Moreover, Skaalvik and Skaalvik (2010) indicated that teacher self-efficacy, collective efficacy and two of the burnout dimensions were related to school context variables and to teachers' job satisfaction. Again in the field of efficacy, the purpose of Høigaard et al. (2012) was to investigate the connection of teacher efficacy and work engagement to job satisfaction and burnout. For this purpose Høigaard et al. (2012) examined the case of 750 teachers in Norway. The researchers reported that work engagement and teacher efficacy were related to job satisfaction in a positive way, but in a negative way to job burnout.

Studies also explored the sources of stress, one of the symptoms of burnout, on its own and in relation to school locations. Abel and Sewell (1999) scrutinized 51 rural and 46 urban secondary school teachers from the United States. Based on their results, they stated that urban school teachers experienced greater stress because of poor working conditions and poor staff relations than rural teachers (Abel & Sewell, 1999). Stress which was caused by misbehaving students was found to be greater than stress that resulted from poor working environments and poor collegial relationships for both urban and rural teachers. Moreover, it was indicated that rural teachers' state of burnout was mostly affected by time pressure,

whereas urban school teachers' burnout was predicted by student misbehavior. Another factor worth mentioning is the researchers' finding that not only urban teachers' level of stress and burnout, but also rural teachers' stress and burnout were affected by poor working conditions. Kyriacou (2001) also focused on teacher stress, among others, in order to explore the reasons leading to stress, to understand how some teachers can manage stress while others cannot, to clarify the stress process, to evaluate the effectiveness of strategies to cope with stress, and to explore the effects of teachers' relations with their students on teacher stress. Kyriacou (2001) summarized the factors that evoke stress as follows: unmotivated students, disciplinary problems, time pressure, workload, low self-esteem, and role conflict, the challenge of dealing with new situations, collegial and administrative relationships, and poor working conditions. When it comes to stress coping techniques, Kyriacou (2001) divided these into two categories: direct action techniques and palliative techniques. Direct action techniques are those which teachers can do on their own to manage stress. Palliative techniques in contrast, do not deal with the sources of stress but with the ways to lessen stress. Kyriacou (2001) summarized the coping strategies proposed throughout conducted studies as follows: keeping problems in perspective, avoiding confrontations, relaxing after work, discussing problems, controlling one's feelings, having a healthy home life, planning ahead and prioritizing, and recognizing one's own limitations.

Another study within the frame of burnout was conducted by Hogan and McKnight (2007). They focused on a specific group of teachers to measure the level of burnout. With the use of a demographic survey and the Maslach Burnout Inventory-Educators Survey, they scrutinized the burnout level of 76 online instructors within the United States in their study. The researchers found that online instructors had "an average score on the emotional exhaustion subscale, high degree of depersonalization, and low degree of personal accomplishment" (Hogan & McKnight, 2007, p. 123).

In conclusion, as summarized above, studies that were conducted in the field of burnout are large in number. These studies were related to factors such as gender, age, marital status, educational status, self-efficacy, feelings of superiority, type of school, school climate factors, and democratic school environments. Other issues that were taken into account in burnout studies were stress, retention and attrition, and teachers' emotions.

Studies on Teacher Socialization

The field of socialization is also broadly researched. Socialization studies are largely linked to environmental factors, such as communication with others (Weiss, 1999), teachers' expectations (Rinke, 2008), school culture (Shin, 2012), (un)certainty (Munthe, 2001 and 2003), the density of the classrooms, administrative interruptions, inflexible curricula, classroom management, organizational factors, isolation, loneliness, discipline, conflict with colleagues, lack of understanding of students' needs and interests, lack of spare time (Walsdorf & Lynn, 2002), and identity (Flores & Day, 2006).

Some of the many areas that socialization studies deal with are collaboration among colleagues, the school principal's engagement, and support provided by the school administration. To start with, in one of these studies, whose data were collected via surveys, interviews and observations in Norwegian schools, Caspersen and Raaen (2013) compared the novice and experienced teachers' ability to manage their work and how this was influenced by collegial support and collaboration. They reported that novice teachers were found to receive less support than experienced teachers which according to the researchers might be caused by the novice teachers' inability to articulate their needs. In addition to this study, Weiss (1999) clarified that collaboration and supportive workplace conditions were helpful in socializing new teachers. Weiss (1999) concluded this by examining the relation between workplace conditions and morale, career choice commitment, and retention for 2676 first year teachers from 1987-1988 and for 2412 first year teachers from 1993-1994 working in the United States. Weiss (1999) claimed that a supportive school culture and teachers' participation in decision-making was related to retention, higher motivation, and a commitment to teaching.

Another study related to socialization is that of Shin (2012) which made use of questionnaires, interviews, and incident reports to gather data from 16 Korean teachers. The researcher analyzed the factors that influenced the socialization process in Korea discovering that the choice of instructional language was affected by school culture and norms rather than the teacher. Moreover, the results of the study indicated that the creation of school systems and school cultures which enable teachers to make use of their knowledge should be emphasized.

Other studies linked teacher socialization with teacher efficacy. One of these studies is conducted by Ghaith and Shaaban (1999) who investigated the relationship between teacher efficacy and demographic variables such as gender, grades taught, experience, and teaching concerns. The researchers gathered data with the help of a teacher efficacy questionnaire and a survey assessing teaching concerns of 292 Lebanese teachers. The results of their study revealed that teaching experience and personal efficacy were negatively correlated to teaching concerns. Further, gender, general efficacy, and class level taught were not related to teaching concerns at all. Finally, Ghaith and Shaaban (1999) stated that beginning teachers who were known to have a lower socialization level and teachers with low personal efficacy were more worried about their teaching practices than their more efficacious counterparts.

Walsdorf and Lynn (2002) discussed the challenges novice teachers face during their transition to the profession and they provided helpful strategies for teachers to cope with the problems of isolation and loneliness, classroom management and discipline, conflict with colleagues, understanding students' needs and interests, difficult teaching assignments, and lack of spare time. Among these, there are strategies such as asking for release time to visit other schools to observe teachers in order to see other instructional techniques, seeking assistance from special education faculty, attending conferences to get acquainted with different teaching strategies, and contacting the university for assistance. Moreover, they have some handy tips for the administrators about the engagement with novice teachers such as helping novices to articulate their beliefs, establishing an induction program, being open to new ideas, and much more. Other crucial suggestions to successfully socialize were made by Farrell (2012), which are to bridge the gap between teacher education courses and in-service teaching demands, to include a course in the pre-service program that deals with the first years of teaching, and finally, to establish a better collaboration between the school, the teacher training program, and the novice teachers.

Of great concern is also that failure in socialization may lead to attrition which is taken into account by Kersaint et al. (2007) who are concerned with factors leading to or preventing attrition claiming that most leavers do so because they do not have enough free time to spend with their families. Similar to this study, Macdonald (1999) and Ewing and Smith (2003) tried to conquer the causes for teacher attrition. Ewing and Smith (2003) claimed

that five issues were very crucial for school contexts: “adjusting to the demands of teaching fulltime, negotiating colleague relationships, understanding classroom, school and community cultures, coping with self: finding a niche, the idealism of the pre-service preparation” (p. 17) which probably would decrease attrition. Moreover, the researchers suggested that teachers should be inducted into a supportive environment to increase retention rates. Furthermore, the reasons for attrition were listed as follows: socio-economic and political factors, poor recognition of teachers’ work, poor living conditions, burdensome administrative tasks, and much more. Another research which dealt with attrition was that of Høigaard et al. (2012). These researchers aimed to find out if teacher efficacy and work engagement were related to attrition and burnout. The researchers found that work engagement and teacher efficacy were related to job satisfaction in a positive way but in a negative way to job burnout and attrition. Boyd et al. (2011) explored the opposite of attrition: retention. With the participation of 4360 teachers, these researchers examined the relationship between school contextual factors and teacher retention in the United States. They reported that especially teachers’ perceptions of the school administration influenced teachers’ retention decisions the most.

Worth mentioning in this context is the longitudinal study of Johnson and Birkeland (2003) with 50 novice teachers in Massachusetts that presented teachers’ reasons for staying in their professions, moving to new schools, or leaving their jobs within their first three working years. It was found that the teachers’ experiences influenced their decisions to leave or stay in their professions. They concluded that those teachers who felt successful with their students and who had an organized and supporting school environment were more likely to stay than teachers who did not have an organized school environment which again hints to the importance of the existence of a collaborative and supportive organizational environment. Moreover, the qualitative research of Smethem (2007) focused on 18 novice teachers in England and made use of semi-structured interviews and journal entries. Smethem (2007) reported that it was crucial to take the importance of the induction stage into account in order to increase teacher retention.

Finally, it is obvious that studies in the field of socialization were conducted with focus on issues such as social relationships, teacher efficacy, challenges during the transition from

one context to another, and attrition and retention. Accordingly, it can be said that studies in the field of burnout and socialization examine similar aspects to some extent.

Studies Combining Burnout and Socialization

Despite the numerous studies on teacher burnout and socialization, the literature combining both of these issues is scarce. One of the few studies that combined burnout with socialization was that of Taormina and Law (2000). These researchers linked burnout, socialization and personal stress management focusing on nurses as participants, but not teachers. Another study looked at burnout and organizational socialization of 397 employees in Taiwanese human services in general (Liang & Hsieh, 2008). Liang and Hsieh (2008) examined organizational socialization as a factor to clarify the occurrence of burnout. The results of the study showed that organizational socialization was related to the three burnout dimensions, which are emotional exhaustion, depersonalization, and reduced personal accomplishment, and which were agreed upon by Maslach (2003).

Furthermore, Gao (2013) explored the relationship between organizational socialization, leadership behavior and burnout. Again the focus was not on teachers, but on 341 Chinese manufacturing workers in Southern China. Gao's (2013) results revealed that organizational socialization negatively correlated with emotional exhaustion, but positively with personal accomplishment.

Next, Lynn (2013) examined how academic optimism, teacher socialization, and teacher cohesiveness relate to teacher burnout. A total of 98 teachers had to complete the Maslach Burnout Inventory - Educators Survey, the Teacher Academic Optimism Scale for Elementary Teachers, Teacher Socialization Scale, Teacher Cohesiveness Scale, and they had to answer demographic questions. Results showed that academic optimism and cohesiveness had a negative relationship with emotional exhaustion and depersonalization while they had a positive relationship with personal accomplishment. In contrast, socialization was reported not to have significant relationships with the three burnout dimensions that are emotional exhaustion, depersonalization, and personal accomplishment which contradicts the finding of Liang and Hsieh (2008) who claimed that organizational socialization was related to the three dimensions of burnout.

To sum up, a large amount of research investigated the issues of teacher burnout and socialization. These studies show that each research has its unique results and that the level of burnout and the process of socialization may vary from one context to another. That is why one should conduct burnout studies with focusing on a specific context in order to get useful findings which can be drawn upon. For that reason, the current study aims at focusing on Turkish EFL teachers' organizational socialization in relation to their level of burnout in order to shed light on the existing conditions in EFL instruction.

Studies on Burnout and Socialization in the Turkish Context

The section above presented the studies that were conducted in the field of burnout and socialization in different contexts. With regard to the Turkish context, similarly to the ones listed above, there are many samples of research that focused on burnout and socialization. To name a few, studies that dealt with burnout focused on teachers of different school types such as primary school teachers (Bümen, 2010; Cemaloğlu & Kayabaşı, 2007; Ozdemir, 2007; Tümkaya, 2005), high school teachers (Aydoğan, Dogan, & Bayram, 2009; Demirel, Güler, Toktamis, Özdemir, & Sezer, 2005), and on teachers of different branches such as geography teachers (Geçit, 2012), music teachers (Otacıoğlu, 2008), teachers who work for private courses (Çağlar & Demirtaş, 2011), and student teachers (Balkıs, Duru, Buluş, & Duru, 2011). Conversely, the case of EFL teachers was not broadly researched (Cantekin, 2013; Cephe, 2010; Öztürk, 2013; Unaldı, Bardakci, Dolas, & Arpaci, 2013). It is worth stopping here to consider the studies that focused on Turkish EFL teachers.

One of such a study is that of Unaldı et al. (2013) which aimed to find out if there is a relationship between 224 Turkish EFL teachers' occupational burnout and personality traits. The study was conducted with the use of two questionnaires, namely the Maslach Burnout Inventory and the Five-factor Personality Inventory. The results of this study could not locate any dominant personality trait among the EFL teachers, but the existence of occupational burnout and a positive correlation between occupational burnout and neuroticism was obvious.

Next, Cephe (2010) aimed at finding out the main factors that evoke teacher burnout. The researcher focused on instructors working for an English preparatory school of a Turkish university. Surveys and interviews were applied to the participants and the results indicated that the instructors with different levels of burnout considered administrative influence as the major source of burnout harming the professional identity of teachers. Moreover, he defined the last step of burnout as “alienation to professional identity” (Cephe, 2010, p. 30) where teachers, upon arriving at that level, distance themselves from their profession.

Similar to Cephe (2010), Öztürk (2013) explored the burnout levels of 139 Turkish instructors of English employed in eight different state universities. The data were collected via questionnaires, and interviews were conducted with 40 participants. For the purpose of data analysis descriptive statistics, inferential statistics, and content analysis were used. The results showed that the instructors had a moderate burnout level. Öztürk (2013) found that heavy workload, institutional problems, and student behavior were reasons that led to burnout.

When it comes to socialization, Cantekin (2013) explored the problems of Turkish EFL instructors who worked for preparatory schools of universities. The researcher employed a self-designed scale to elicit information on the instructors’ problems during organizational socialization. The results of the study signified that the working conditions formed the most important problem for the instructors. Moreover, the research findings showed that the type of university affected the perception of the problems. Problems mostly occurred at state universities compared to private ones.

It has to be considered that in the scope of socialization, Turkish researchers mainly emphasized the situation of primary school teachers (Kartal, 2005; Kılıçoğlu & Yılmaz, 2013; Yıldız, 2012) and trainee teachers in primary schools (Duran, Sezgin, & Çoban, 2011; Özgan, 2013). Despite the numerous studies in the field of burnout and socialization, none of them has combined teacher burnout and organizational socialization. That is why the present study linked organizational socialization to teacher burnout with the aim of exploring the case of EFL teachers in Turkey.

Importance of Burnout and Socialization for Teachers: Introduction to Study

As previously discussed, the many reforms and changes in the Turkish education curriculum and system provoke numerous handicaps for students and teachers. Each time there is a new implementation in the school system, students have to get used to and assimilate themselves into the new program. Teachers also have difficulties following the changes. It is hard for teachers to change their teaching style, acquire new strategies, and use alternative assessment techniques that may affect teacher self-efficacy in a negative way. This could lead to burnout due to the fact that teachers cannot socialize because of the new conditions to which they have to adapt themselves.

Moreover, the teacher education the student teachers receive and their induction to their organization is not handled carefully since previous research points out that teachers are not satisfied with their teacher training programs and wish to have a more supportive induction phase. A poor induction may bring along a problematic socialization process, but socialization is important in that it makes teachers feel part of the organization they are working for which has pleasing impacts on education such as dedicated teachers who are willing to teach and who motivate their students to learn. Furthermore, the problems teachers face during the application of their jobs and during their socialization does not only influence teachers' performance, it also affects their mood either positively or negatively which in turn has implications on burnout. It can be said that the more the teachers are socialized and feel part of the school, the more successful they and their students are and the lower the level of teacher burnout will be.

In contrast, the higher the burnout level of teachers is, the lower is the expected success of the teachers and their students since burnout has a negative, direct or indirect effect on both teachers and students. As burnout evoking factors, stress, unsupportive environments, heavy workload, and lack of autonomy should be avoided, so that teachers are kept away from burnout whose reduction and lack motivate teachers for their jobs and increase their retention.

In order to hinder problems that complicate teacher socialization and that cause teacher burnout, induction strategies for recently introduced programs, renewed systems, and new working environments should be implemented and used. Especially, novice teachers and

teachers who changed their schools should be handled with care as their adaptation to their organizations is a crucial one bringing about either a relaxing and joyful work environment or an unbearable organizational atmosphere provoking burnout-related symptoms or even burnout which in turn negatively affect educational practices and increase attrition. The above discussed points, among others, are factors that clarify why burnout and socialization are of importance in the field of education and teaching.

Next to the importance of burnout and organizational socialization, the scarcity of research combining teacher burnout and organizational socialization having teachers at the centre formed the force for this study. In order to fill the gap in research, the current study focused on Turkish EFL teachers and aimed to understand EFL teachers' organizational socialization process and the problems they encounter which might lead to teacher burnout. With the aim of detecting the reasons for teacher burnout and an unsuccessful socialization, different variables such as age, gender, major, educational status, teaching experience, school type, school location and population, and weekly workload were investigated. Another purpose of this study was to find out if there was a relationship between teacher burnout and organizational socialization in order to increase teacher educators' awareness on these issues and to develop ideas for possible changes in the teacher training programs that could be designed in a way that prepare student teachers to the real classroom environments and not only for idealized classroom situations.

The following questions guided the study:

1. What is the organizational socialization level of EFL teachers in Turkey?
2. What is the burnout level of EFL teachers in Turkey?
3. Is there any relationship between Turkish EFL teachers' organizational socialization and burnout?
4. What are possible factors leading to problems in Turkish EFL teachers' socialization and burnout?

CHAPTER III

Chapter III details the methods and procedures used in this study. It includes a description of the research design, participants, instruments, and the methods used for qualitative and quantitative data collection and analysis.

METHODOLOGY

The previous section offered a brief overview of the framework from which this study draws and it presented a review of the research that has been done in the field of teacher socialization and teacher burnout. From the literature review conducted, it was clear that teacher burnout and teacher socialization have been researched many times in various settings with different variables and instruments (Abel & Sewell, 1999; Brenninkmeijer et al., 2001; Brouwers & Tomic, 2000; Bümen, 2010; Cano-Garcia et al., 2005; Cephe, 2010; Chang, 2009; Faez & Valeo, 2012; Farber, 2000; Friedman, 2000; Ghaith & Shaaban, 1999; Goddard & O'Brien, 2004; Grayson & Alvarez, 2008; Hakanen et al., 2006; Hogan & McKnight, 2007; Hong, 2010; Hughes, 2001; Høigaard et al., 2012; Kyriacou, 2001; Leiter & Maslach, 1988; Leiter & Taris, 2008; Maslach, 2003; Maslach & Goldberg, 1998; Maslach & Jackson, 1981; Maslach et al., 2001; Rinke, 2008; Ozdemir, 2007; Skaalvik & Skaalvik, 2009; Skaalvik & Skaalvik, 2010; Smethem, 2007; Weiss, 1999). Although a large body of research on teacher socialization and teacher burnout exists, research that deals with EFL teachers' level of burnout, their organizational socialization process, the relationship between teacher socialization and burnout, and the identification of the factors generating burnout and leading to problematic socialization remains relatively small, in that teachers were scarcely directly examined with regard to both, teacher burnout and organizational socialization, which formed the force for the current study.

In order to fill the above mentioned gap in previous research, the present study used a combination of qualitative and quantitative approaches referred to as mixed-methods design. The Teacher Burnout Scale developed by Richmond et al. (2001) and Erdoğan's (2012) adapted Organizational Socialization Scale which was developed by Kartal (2006) and translated into English by the researcher, were applied to the participants for the quantitative part of the study, whereas a semi-structured interview concerning the reasons behind burnout and poor socialization was qualitative in nature. The interviews were conducted to find out the reasons behind poor socialization and burnout and to get a deeper understanding of EFL teachers' attitudes and perspectives towards their socialization process and state of burnout. The research procedures which were chosen to examine the research questions are explained in the following sections.

Research Design

This study attempted to use a mixed-methods research design to collect data. The Teacher Burnout Scale, the Organizational Socialization Scale, and the demographic questionnaire which are quantitative data collection tools aimed to elicit EFL teachers' demographic profile and their perceptions of their socialization process and level of burnout. Additionally, a semi-structured interview – a qualitative data collection tool – was conducted with participants, who were chosen according to their burnout levels or their geographical distance, to identify the factors leading to different levels of burnout and ineffective socialization through the investigation of teachers' thoughts and feelings about their organizational socialization and burnout.

In order to detail the research design, the study is partly quantitative and partly qualitative. With the aim of gathering numerical data and explaining “phenomena through the identification of variables which can be made the basis of experimental investigation” (Richards & Schmidt, 2002, p. 436) the Teacher Burnout Scale developed by Richmond et al. (2001) and the Organizational Socialization Scale of Erdoğan (2012) which was translated into English by the researcher were applied as quantitative tools. The Teacher Burnout Scale was used to determine how employees feel about their jobs and to identify the teachers' burnout levels. This scale comprises 20 statements in which participants rate items on a five-point Likert scale. The responses can vary from 1 to 5 (1 stands for

“strongly disagree”, 2 stands for “disagree”, 3 represents “neutral”, 4 means “agree”, and finally, 5 means “strongly agree”) (Richmond et al., 2001). In order to measure the level of teachers’ organizational socialization, the Organizational Socialization Scale of Erdoğan (2012), which comprises 24 statements and in which participants have again to rate items on a five-point Likert scale, was chosen in order to gain objective results. These two scales were included in a single form that started with a questionnaire collecting demographic data such as age, gender, major, educational status, level and type of school, teaching experience, school location, school population, and workload.

A questionnaire is known to comprise “a set of questions on a topic or group of topics designed to be answered by a respondent” (Richards & Schmidt, 2002, p. 438) which was also used in the current research. This study made use of a questionnaire as this allows participants to take some time to think about their answers (Muijs, 2004) and as it enables the participants to provide insightful answers that could shed light on the issues in question. Moreover, the questionnaire in question was an online one which was chosen because of the fact that online questionnaires enable the researcher to store the data directly in a database which allows the researcher to save data input time and costs (Muijs, 2004). Nevertheless, it is said that technophobia could inhibit individuals to participate in a study applying online questionnaires (Muijs, 2004) which could decrease the number of participant teachers.

Besides the two reliable and valid scales, a semi-structured interview was used to deepen the findings of the two scales in question. An interview is “a conversation between an investigator and an individual or a group of individuals in order to gather information ... for linguistic analysis” (Richards & Schmidt, 2002, p. 271) and it provides the researcher with qualitative data “such as a written account of what happened” (Richards & Schmidt, 2002, p. 435). The interview used in this research was designed by the researcher based on exchanges with five novice EFL teachers and a review of literature on the problems teachers face during their socialization and in relation to burnout. Interviews were chosen to collect data as these usually are “used to provide context to other data (such as outcome data), offering a more complete picture of what happened in the program and why” (Boyce & Neale, 2006, p. 3). During the semi-structured interviews the participants were asked about their experiences, thoughts, and current states related to their socialization and

experiences with burnout. As the in-depth interview is “a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation” (Boyce & Neale, 2006, p. 3), it was chosen in order to get detailed information about the teachers’ thoughts about their working environment and to get a more valid picture of the results obtained by the Teacher Burnout Scale (Richmond et al., 2001) and the Organizational Socialization Scale (Erdoğan, 2012). Face-to-face interviews were conducted due to the fact that these “allow the interviewer to reach sample size targets and quotas and can be adaptive” (Muijs, 2004, p. 42). Moreover, the interviews were designed as semi-structured ones in order to allow the researcher to add questions if there is the necessity to ask for clarification or further related factors.

Participants

Participants in the present study were EFL teachers teaching English as a foreign language in public schools where Turkish is the language of instruction. The participants were all from the same L1 (First Language) background, namely Turkish. They had different educational backgrounds as they graduated from different departments such as American Culture and Literature, English Language and Literature, English Language Teaching, English Linguistics, and Translation and Interpretation. Participant teachers had varying experiences in their fields of study; they were employed in different school types from kindergarten being the lowest grade level taught, to colleges and universities being the highest grade level taught. Moreover, they had diverse workloads ranging between 2 and 30+ teaching hours, they had different numbers of students in the schools they were employed in, and varying school locations being either urban or rural. These various participants formed the basis for the current study.

The participants consisted of 507 EFL teachers from Turkey who completed the questionnaire asking for demographic data, including the Teacher Burnout Scale (Richmond et al., 2001) and the Organizational Socialization Scale (Erdoğan, 2012). The participants ranged from 20 to 59 years in age. 321 (63%) of the participants were between 20-29 years, 148 (29%) were between 30-39 years, 35 (7%) were between 40-49 years, and

lastly 3 (1%) teachers were between 50-59 years. When it comes to gender, 76% of the participants (N = 386) were female and 24% of the teachers (N = 121) were male.

The educational status was also of concern. Among the participants 367 (72%) had a bachelor's degree, 52 (10%) were currently involved in a master's program, and 46 (9%) teachers had already their master's degree. While 5 (1%) were involved in a PhD program, 25 (5%) teachers had their PhD degree. When it comes to the majors, 20 (4%) studied American Culture and Literature, 69 (14%) studied English Language and Literature, 408 (80%) were English Language Teaching graduates, 7 (1%) studied English Linguistics, and 4 (1%) studied Translation and Interpretation.

Furthermore, the teaching experience of the participants were as follows: at the time of data collection two of the teachers had no experience which means that they just started to teach, 87 teachers had 1-6 months of experience, 127 teachers had 13-24 months of experience, 84 teachers had 25-60 months of experience, 89 teachers had 61-120 months of experience, and 51 teachers had 120+ months of experience.

Another demographic variable which was considered in the study was the location of the school the teachers were working for. Among the participants 215 (43%) worked in rural schools while 287 (56%) were employed in urban schools.

The population of the schools was also taken into account. Twenty-one (4%) teachers worked in a school with 0-100 students, 85 (17%) worked in a school encompassing 101-200 students, 92 (18%) were employed in schools with 201-300 students, 50 (10%) teachers were engaged in schools with 301-400 students, and 259 (51%) of the participants were employed in schools with 400+ students.

Finally, the dimension of workload was also examined. Twenty-eight (6%) participants had 2-15 hours per week, 90 (18%) teachers taught 16-21 hours per week, 161 (32%) of the teachers had 22-26 working hours, 164 (32%) teachers were involved in 27-30 hours weekly, and 64 (13%) teachers had 31+ hours in a single week.

Instruments

Research instruments used in this study were informed by a systematic review of the literature in the field of teacher socialization and burnout. The current research makes use of the Teacher Burnout Scale developed by Richmond et al. (2001) and the Organizational Socialization Scale of Erdoğan (2012) which was adapted from Kartal's scale (2006). Additionally, an interview, which was designed by the researcher based on exchanges with five novice teachers, who were not asked to participate in the questionnaire and the interview, and a review of literature on the problems teachers face during their socialization and in relation to burnout, was used to elaborate on the findings of the two scales in question.

The current study applied the Teacher Burnout Scale developed by Richmond et al. (2001) due to the fact that this scale divides the participants into four different burnout levels which are few, strong, substantial, and severe. This division allowed the researcher to relate participant teachers' different levels of burnout to the five dimensions of the Organizational Socialization Scale, which are organizational policy, organizational aims, organizational history and language, job efficacy, and interpersonal relationships.

Erdoğan's scale (2012) was chosen due to the fact that it comprises the four dimensions (task, colleagues, organization, roles) which literature has postulated as the crucial factors of socialization (Haueter et al., 2003). Since there was not an English version of this scale, there was a need to translate Erdoğan's scale, originally developed in Turkish, into English. For this purpose the researcher used the back translation method. Brislin's back translation model is widely used among researchers due to the fact that for the validation of an instrument it is essential to translate it back (Cha, Kim, & Erlen, 2007). In the back translation method a bilingual translator translates an instrument from the original language to the target language blindly. Next, another bilingual translator back translates the instrument from the target language to the original language without consulting the other translator. Then, there is a search for equivalence in the two translations of the instrument. Finally, a team of bilingual translators agrees that the different translations of the instruments are common and do not change the meaning of the original instrument (Cha et al., 2007; Dixon, 2004). As Wang, Lee and Fetzer (2006) summarize, "the back translation process uses a forward translation from source language to target language, a

back translation from target language to source language, and then [there is] a comparison of the two source language translations” (p. 311).

According to Wang et al. (2006), it is not easy to arrange “translators who are bilingual and familiar with the semantic content of the instrument” (p. 312). Nevertheless, in order to minimize errors in the translation and back translation processes in the current study, the translators were carefully chosen. They were bilingual, fluent in the target (English) and source languages (Turkish), and they were blind to each other. Additionally, an expert team of three overviewed the translations so that all the translated items were controlled before they were included in the final version of the English Organizational Socialization Scale. During the translation phase of the Organizational Socialization Scale, five bilingual translators (among these were two English language teachers and three ELT students) were asked to translate the original Organizational Socialization Scale into English. Next, ten other translators (among these were a research assistant, two English instructors, two English language teachers, and five ELT students) back translated the translated scales from English to Turkish. The researcher compared all the translated statements and chose the ones which resembled the original statements of the scale. Lastly, the final version of the translations was scrutinized by three experts in ELT who proposed some changes in the translations’ structures. The English version of the scale was developed via the aforementioned processes. As the researcher translated the original Organizational Socialization Scale into English, this scale was also referred to as the English Organizational Socialization Scale throughout the study.

Finally, to enlarge upon the gathered data from the two scales in the research procedure, the researcher conducted semi-structured interviews with some of the participants, who were chosen based on their burnout scores they got on the scales and based on geographical distance, in order to gain more insights into the teachers’ thoughts and feelings.

The questions included in the interview were determined as a result of a literature review for appropriate questions related to the field of teacher burnout and teacher socialization. Apart from this, the researcher asked five novice EFL teachers how they felt during their first day as a teacher and what kind of problems they encountered. The answers elicited

were used as baseline data to help the researcher determine the actual interview questions. These five novice EFL teachers were not included in the actual interviews and the questionnaire. The instructions were given as follows:

1. Describe your first day at school. Detail how you felt.
2. Describe your first semester at school (your feelings, your environment, your colleagues, the school atmosphere, the school building and other factors that affected you either negatively or positively).

The answers provided to the two statements above were scrutinized and the problems the five EFL teachers mentioned were reformulated to questions to be included in the semi-structured interview in order to gain deeper insights from the participants. Moreover, the conducted literature review also inspired the researcher during the creation and formulation of the interview questions.

The interview consisted of 15 items. These were divided into two main sections:

1. The first section “Teacher Socialization” included ten questions related to the induction phase, mentoring, satisfaction, problems confronted, feelings, university connection, orientation, collegial relationships, praise, school environment and other experiences as an EFL teacher.
2. The second section “Teacher Burnout” comprised five questions, dealing with expectations regarding the teaching career, motivation, the transition from being a student to being a teacher and teachers’ thoughts about their teacher training programs.

The interview questions and the interview protocols are given in Appendix E and F, and the answers provided to the instructions given as baseline data to design the actual interview are presented in Appendix G.

Validity and Reliability of the Instruments

The Teacher Burnout Scale developed by Richmond et al. (2001) determines how employees feel about their jobs and identifies the teachers’ suffering from burnout which were dealt with in this research. As the expected alpha reliability estimates for the Teacher Burnout Scale are about .85 and as it is proved that its face validity is good (Richmond et al., 2001), the current study made use of this scale.

The instrument is widely accepted among researchers and addresses career satisfaction, coping with job-related stress, and attitudes towards students which are among the factors affecting the level of burnout.

Directions for the questionnaire were as follows:

Complete the following measure and calculate your score. This measure is designed to determine how you currently feel about your job and its related aspects. There are no right or wrong answers. Work quickly and circle your first impression. Please indicate the degree to which each statement applies to you by marking whether you: *Strongly Disagree* = 1; *Disagree* = 2; *Neutral* = 3; *Agree* = 4; *Strongly Agree* = 5 (Richmond et al., 2001, p. 1).

The Teacher Burnout Scale comprises 20 statements in which participants rate items on a five-point Likert scale. The responses can vary from 1 to 5 (1 stands for “strongly disagree”, 2 stands for “disagree”, 3 represents “neutral”, 4 means “agree”, and finally, 5 means “strongly agree”) (Richmond et al., 2001). In the Teacher Burnout Scale, there are four degrees of burnout. The burnout levels described are the following ones:

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 (Richmond et al., 2001, p. 1).

Because of the fact that organizational factors usually lead to teacher stress (Byrne, 1991, as cited in Grayson & Alvarez, 2008) which in turn evokes burnout, this study attempted to seek some evidence by using an organizational socialization scale to eliminate the relationship between burnout and organizational socialization. In order to measure the level of teachers’ organizational socialization, the Organizational Socialization Scale adapted by Erdoğan (2012) from Kartal (2006) was chosen. Upon research, it was found that most of the studies dealing with teacher socialization made use of qualitative data (Fotland, 2004; Schlichte et al., 2005). In order to gain more reliable and objective results, the researcher decided to make use of a scale to comment on the organizational socialization levels of teachers. Because of its fit to the current study, Erdoğan’s Organizational Socialization Scale was chosen as its reliability and validity was proven by Erdoğan (2012) with the use of the Kaiser-Meyer-Olkin (KMO) test. The KMO test was administered and it was found that the KMO estimates were .926 which shows that the Organizational Socialization Scale is useable. The scale consists of five factors: interpersonal relationships, organizational

history and language, organizational aims, and organizational policy. Cronbach Alpha values for reliability for each of the factors of the scale were calculated. For “interpersonal relationships” the value was .83, for “organizational history and language” it was .85, for “job efficacy” it was .78, for “organizational aims” it was .81, for “organizational policy” it was .72. Finally, for the whole scale the Cronbach Alpha value was calculated as .898.

The Burnout Scale and the English Organizational Socialization Scale were offered as a single form. The questionnaire firstly provided information about the research and it included a request for informed consent. It comprised three sections. In the first section, items were designed to elicit demographic information. Teachers were asked about their gender, age, major, educational status, teaching experience, school level and type, school location, school population, and teaching hours (for the questionnaire collecting demographic variables see Appendix A). In the second section, with the 20 statements related to burnout, participants were asked to identify their level of burnout on a scale ranging from 1 (strongly disagree) to 5 (strongly agree). The last section comprised the 24 statements of the English Organizational Socialization Scale where respondents again had to rate their views on a scale ranging from 1 (strongly disagree) to 5 (strongly agree). Altogether, the two scales consisted of 44 statements at all. With the questions at the beginning which aimed to collect demographic variables, the number of answers expected from the participants increased to 53. See Appendix B for the Teacher Burnout Scale and Appendix C and D for the Turkish and English versions of the Organizational Socialization Scale.

Apart from the two scales whose reliability and validity were proven, interviews were used to gather more information on teacher burnout and teacher socialization, especially to collect factors that affect both of these concepts. As the in-depth interview is “a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation” (Boyce & Neale, 2006, p. 3), it was chosen in order to get detailed information about the teachers’ thoughts and behaviors and to get a more valid picture of the situation. Face-to-face interviews were chosen due to the fact that these “allow the interviewer to reach sample size targets and quotas and can be adaptive” (Muijs, 2004, p. 42). The participants were chosen according to their different burnout levels, and as the researcher

wanted to conduct face-to-face interviews, geographical distance was also considered while choosing the interviewees. Among the interviewees there were 4 with a few burnout level, 8 with a strong level of burnout, 2 with a substantial burnout, and 2 with severe burnout. The scores the interviewees with a few and a strong burnout level received in the scales were involved in the overall results, but the other 4 participants interviewees' burnout and organizational socialization scores were not included in the overall results since these four participants were chosen due to a lack of interviewees with a substantial or severe burnout level and were included later in the study. All the interviewees were asked about their experiences, thoughts, and current states related to their socialization and experiences with burnout with the help of interviews as it was assumed that they would feel more comfortable during the interviews.

Data Collection Procedures

The data reported in this study derive specifically from the scales conducted and from the semi-structured interviews with EFL teachers who work in primary schools, secondary schools, high schools or colleges/ universities in a Turkish context. In particular, this research aimed to identify in what ways EFL teachers' organizational socialization and burnout levels were related. Moreover, the current study sought to analyze the factors leading to burnout and to an unsuccessful socialization into the profession.

The first round of data collection involved a questionnaire which comprised three parts: a demographic data questionnaire, the Teacher Burnout Scale, and the English Organizational Socialization Scale. The questionnaire was spread via ELT groups grounded in facebook. A total of 507 questionnaires were answered.

In the second phase of data collection, an interview with some of the respondents was conducted. These interviews lasted 15-40 minutes and were conducted face-to-face, via e-mail or facebook. The respondents who participated in the semi-structured interviews were chosen according to the results of the Burnout Scale indicating their burnout levels or according to their geographic locations. Among the participant teachers (N = 507) there were 107 participants who had a score below 36 on the Burnout Scale which means that they had few burnout feelings, and 232 participants who ranged between 36-55 indicating

some strong feelings of burnout. Moreover, 125 participants were found to have substantial burnout feelings with being between the scores 56-70, and finally, 39 participants who were placed between 71-80 or more showed a severe burnout level. Twelve of these participants took part in semi-structured interviews. Eleven of the interviews were conducted with novice teachers who were assigned as an EFL teacher in school year 2013-2014 by the Ministry of Education. Of these 11 teachers, 8 had some short-term previous working experience before starting to work in state schools as they had worked for English courses, private schools, and as a contract teacher for the Ministry of Education, whereas 3 had not gained any experience before. One of the participants who took part in the interview had 1.5 years of experience and wanted to participate as he was interested in the topic of the research. These 11 teachers who started to work for the Ministry of Education in September 2013 and who participated in the study were chosen for the interviews as they were involved in the probationary training program in Turkey in which the researcher herself was also involved. As the researcher had the possibility to get acquainted with some of the respondents, she assumed that they would provide correct and insightful answers to the interview questions. Moreover, the researcher had access to and could collaborate with these teachers since they spent 160 hours of probationary training together. As the teachers who were enrolled in the probationary training program ranked between few to strong burnout, there was still need to incorporate teachers who had a burnout level between substantial and severe. That is why the researcher published her interview on facebook and asked EFL teachers in Turkey to participate. Next, she conducted the Teacher Burnout Scale with the volunteering teachers (8 in total). Based on their burnout scores they got by completing the Teacher Burnout Scale, 4 of the 8 respondents were chosen since they showed a substantial or severe level of burnout. These 4 teachers' burnout and organizational socialization scores were not added to the 507 answers gathered before.

Of the 16 interviewees, four had a few burnout level ranking between 30-34, eight had a strong level of burnout being between 36-50, two had substantial burnout with scores such as 59 and 62, and finally, two had severe burnout with reaching 72 and 78 on the Teacher Burnout Scale. Table 1 visualizes the interviewees' different burnout levels.

Table 1. Interviewees' Burnout Levels Based on the Scores they Received on the Teacher Burnout Scale

few	strong	substantial	severe
30	36	59	72
32	40	62	78
32	41		
34	44		
	44		
	45		
	48		
	50		
Total: 4	Total: 8	Total: 2	Total: 2

The phase of data collection comprised 4 months, from February 2014 to May 2014. The questionnaire was published online in February, 17th and answers were gathered until April, 2nd. Figure 1 presents the number of daily responses from February to April.

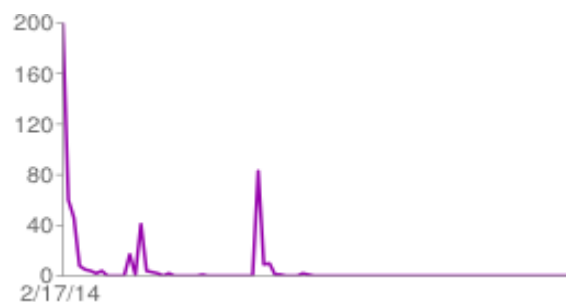


Figure 1. Number of daily responses starting from February, 17th

Some of the 16 interviews, 12 in number, were conducted in March 2014 before the probationary training program ended and 4 were conducted in May 2014 due to the need of participants who had a level of burnout higher than few and strong. Of the 16 interviews, 11 were conducted face-to-face and 5 were conducted online via e-mail or facebook due to geographical distance.

The interview consisted of 15 items. These questions were distributed into two different parts. The first part of the interview included 10 questions to gather information on the aspect of teacher socialization. The other part of the interview was designed with 5 questions with the aim of collecting information on teacher burnout.

The researcher used open-ended questions in order to make the participants feel free to narrate their stories without being hindered by options to choose among. Moreover, the researcher had the possibility to add questions whenever she felt the need to expand on some comments made by the interviewees so that she could go beyond the provided answers and ask for appropriate reasoning. With the open-ended questions it was aimed to elicit teachers' attitudes concerning

- (a) the difficulties they had during their socialization process,
- (b) the symptoms of burnout they noticed,
- (c) what or who the main sources of their failure or success in socialization were,
- (d) what or who the main sources of teacher burnout were,
- (e) and the teachers' thoughts about their teacher preparation programs at the universities.

Before starting with each of the interviews, the researcher informed the participants about the study. The respondents were assured confidentiality and anonymity. Next, she asked the questions one by one meanwhile noting the given answers. If the researcher had further questions on the provided answers, she added questions to the ones in the interview. Two of the participants wanted to be interviewed by the researcher but some of them, 14 in number, preferred to answer the questions by themselves and took notes according to the various questions. Both types of interviews, oral and written, were examined and typed by the researcher so that handwriting would not hinder the legibility of the answers. Moreover, the researcher corrected some of the mistakes that disturbed understanding. Since the participants were given the choice to answer either in Turkish or English, some decided to conduct the interview in Turkish (8 in total). In these cases there was a need to translate the given answers into English which was done by the researcher herself. The typed, corrected, and translated interviews were presented to the interviewees before they were used for the study so that they could confirm that the content of their answers was not changed. After having seen their revised interviews, the interviewees signed a consent form stating that the content was not manipulated (for the consent form see Appendix H).

In conclusion, the qualitative responses were measured in terms of thematic content of comments related to teachers' perceptions of their level of socialization and burnout. The steps taken before and during the interviews were as follows:

1. To identify issues for the interview, burnout and socialization related literature was scrutinized and interviews with five novice EFL teachers were conducted to get ideas on what type of questions to include in the interview.
2. The participants were chosen either based on geographical distance or their burnout scores they got on the Teacher Burnout Scale so that a representative sample with several burnout levels was interviewed.
3. For the purpose of ensuring consistency between the interviews, each interviewee was orally informed about the purpose of the interviews beforehand and they voluntarily participated in the interview which showed their acceptance of the conditions of the study.
4. The participants were informed about the expected duration of the study.
5. Then, the interviews were conducted.
6. At the end, the researcher had to analyze the collected qualitative data.

Data Analysis

The data gathered through the Teacher Burnout Scale and the English Organizational Socialization Scale were examined using descriptive statistics, parametrical statistical procedures such as t-tests and one-way ANOVAs (Analyses of Variance), the Pearson correlation test, and Fisher's LSD test with the help of SPSS (Statistical Package for Social Sciences).

For the first two research questions: "What is the organizational socialization level of EFL teachers in Turkey?" and "What is the burnout level of EFL teachers in Turkey?" descriptive statistics were used. Descriptive statistics stand for "statistical procedures that are used to describe, organize and summarize the important general characteristics of a set of data. A descriptive statistic is a number that represents some feature of the data, such as measures of central tendency and dispersion" (Richards & Schmidt, 2002, p. 152). Moreover, it is said that descriptive statistics can be defined as

any treatment of data which aims at summarizing it and presenting it in a way that facilitates its interpretation. Descriptive statistics does not involve generalizations. It includes *measures of central tendency, measures of variation, measures of position, measures of association, frequency tables*, and various *graphical representations*, as well as measures of *skewness and kurtosis* (Antonius, 2003, p. 288).

In order to deal with the third research question “Is there any relationship between Turkish EFL teachers’ organizational socialization and burnout?” the Pearson correlation test was used since it was aimed to discover the correlation (which was found to be $r = -.42$) between the teachers’ level of burnout and their scores received from the English Organizational Socialization Scale. Pearson correlation tests are suggested to be used in situations where there is a need “to analyse the relationship between two continuous variables” (Muijs, 2004, p. 142). A correlation coefficient looks if “a high score on one variable is associated with a high score on the other” or not (Muijs, 2004, p. 142). Thus, this research tried to look at two continuous variables in its dataset which are the teachers’ burnout scores and organizational socialization scores. The study aimed at finding out whether or not different levels of burnout affected organizational socialization.

When it comes to the last research question “What are possible factors leading to problems in Turkish EFL teachers’ socialization and burnout?”, first, t-tests were administered when there were two variables to understand the relationship between certain demographic factors and socialization and the different burnout levels, but in situations with more than two variables, one-way ANOVA was conducted. Muijs (2004) defined the function of ANOVA as follows:

ANOVA works by comparing the spread (or variance) of the group means (called the between-groups sum of squares) with the spread (or variance) of values within the groups (called the withingroup sum of squares). If the variance of the group means is larger than you would predict from looking at the within-group variance, then it is likely that the means differ (p. 186).

Second, to understand possible reasons behind organizational socialization and burnout in more depth, semi-structured interviews were conducted. For the analysis of the interviews the principles of grounded theory were applied. Charmaz (2006) defined grounded theory methods as consisting “of systematic, yet flexible guidelines for collecting and analyzing qualitative data to construct theories ‘grounded’ in the data themselves” (p. 2). Moreover, it is said that grounded theorists study data and sort these through qualitative coding which means that segments of data are labeled. Further, “coding distils data, sorts them, and gives ... a handle for making comparisons with other segments of data. Grounded theorists emphasize what is happening in the scene when they code data” (Charmaz, 2006, p. 3). Grounded theory aims to demonstrate “how the theory ‘emerged’ from the data, how the

data support the theory and whether the theory ‘fits’ the data” (Hennink, Hutter, & Bailey, 2011, p. 264).

In the current study, firstly, a vertical analysis was conducted in which each of the interviews were analyzed separately one by one in order to gain insights into how teachers coped with their socialization processes, how this was related to burnout, and the reasons behind burnout and poor socialization. Next, there was a comparative analysis to look for commonalities and differences between the responses in the various interviews. Finally, an overall analysis to render the process of analysis easier was administered.

In conclusion, the following procedures had to be followed to answer the research questions:

1. In order to explore the organizational socialization level of EFL teachers in Turkey, descriptive statistics were used.
2. For the purpose of finding the burnout level of EFL teachers in Turkey, descriptive statistics were used.
3. In order to find if there is any relationship between Turkish EFL teachers’ organizational socialization and burnout, a Pearson correlation test was administered.
4. Finally, to identify possible factors that evoke problems in Turkish EFL teachers’ socialization and burnout, first, t-tests and one-way ANOVAs were conducted to understand whether there is any difference in the findings according to certain demographic variables. Second, interviews were conducted and analyzed with the principles of grounded theory.

The following part explains the data analysis procedure in two sections. Firstly, the way of analysis of the quantitative data will be presented and next, the analysis of the qualitative data will be explained.

Quantitative Data: Questionnaires

Basically, research methods are divided into two groups: quantitative and qualitative. To start with quantitative methods, it can be stated that in quantitative research numerical data are collected and transformed to statistical knowledge (Muijs, 2004, p. 1) for the purpose

of gaining reliable and valid results that cannot be manipulated by subjectivity. In order to reach objective findings, the current study made use of two scales: the Teacher Burnout Scale and the English Organizational Socialization Scale whose scores were calculated with the application of mathematical methods.

The previously mentioned questionnaire was published and distributed online. Online questionnaires were used due to the fact that these have “the advantage that answers can be directly stored in a database or even directly analyzed, saving data input time and costs” (Muijs, 2004, p. 42), and in order to reach a great number of EFL teachers in Turkey.

507 teachers were included in this research. The data analyses were conducted using the Statistical Package for the Social Sciences. With the help of descriptive statistics which aim to summarize “large quantities of data by a few numbers, in a way that highlights the most important numerical features of the data” (Antonius, 2003, p. 9), the data derived from the questionnaires were analyzed. In order to locate any correlation between teacher burnout and socialization, a Pearson correlation test was also conducted.

In addition, the data were analyzed on each demographic variable, namely gender, age, teaching experience, school location, major, type of school, school population, amount of teaching hours, and educational status, in order to understand the relationship between each variable and the burnout and socialization scores received. ANOVA, which is defined as “a method that allows us to compare the mean score of a continuous (or ordinal with many scale points) variable between a number of groups” (Muijs, 2004, p. 185), was utilized to look for significance among the variables such as age, major, educational status, teaching experience, the type of school teachers are working for, school population, and weekly teaching hours. Besides, some t-tests were administered. T-tests examine hypotheses that involve “small samples (less than or equal to 30 individuals)” (Antonius, 2003, p. 190) and “can also be used for large samples, as the t-distribution looks increasingly like a normal distribution as n grows larger” (Antonius, 2003, p. 190). This test was applied to variables such as gender to see if there was a statistically significant difference between gender and the results achieved from the two scales, and school area in order to see if this variable, in some ways, was related to the scores received from the two scales.

Tables were created to visualize the results based on the conducted data analyses covering variables such as gender, age, teaching experience, educational status, school location, major, type of school, school population, and amount of teaching hours.

Qualitative Data: Interviews

As previously mentioned, besides the instruments such as the Teacher Burnout Scale developed by Richmond et al. (2001) and the English version of the Organizational Socialization Scale of Erdoğan (2012), the current study makes use of a semi-structured interview, which was designed by the researcher based on exchanges with five novice EFL teachers and a review of literature on the problems teachers face during their socialization and in relation to burnout. There were many studies that made use of qualitative data methods in teacher education research such as interviews or diary entries (Flores & Day, 2006; Fottland, 2004; Shin, 2012; Smethem, 2007) which formed the force for the researcher to collect qualitative data to gain more insights into the teachers' thoughts about their burnout and socialization.

Interviews are a form of collecting qualitative data that can be used “to identify issues from perspective of your study participants, and understand the meanings and interpretations that they give to behaviour, events or objects” (Hennink et al., 2011, p. 9). The semi-structured interviews, which are one of many qualitative data collection methods and allow for a more in-depth discussion, were conducted with teachers, who were chosen based on geographical distance or their scores on the burnout scale, for the purpose of gaining more knowledge about the teachers' current state in their profession with regard to their socialization and level of burnout.

Among the interviewees there were 4 with a few burnout level, 8 with a strong level of burnout, 2 with a substantial burnout level, and 2 with a severe burnout level. As it is assumed that a sufficient sample size is reached when “the same stories, themes, issues, and topics are emerging from the interviewees” (Boyce & Neale, 2006, p. 4), the current study incorporated 16 interviewees, comprising novice and experienced teachers, due to the fact that similar and overlapping responses were collected from the sample of interviewed teachers.

With the purpose of qualitative data analysis, the steps of the analytic cycle, which are description, comparison, categorization, conceptualization, and theory development (Hennink et al., 2011), were followed:

1. Firstly, the data were searched by topic in order to find “the context of behaviour which can provide clues to social or cultural meaning” (Hennink et al., 2011, p. 234). The interviews were scrutinized one by one and emerging topics which were possible indicators of problems in socialization and burnout triggers were marked.
2. Then, the findings of the interviews were compared with each other to further explore issues and conclude on compliant patterns in the interviews.
3. Next, the data were categorized according to the level of burnout their respondents had. This was done in order to see if there were differences in the perceptions of teachers with different burnout levels in relation to their socialization process and confrontation with burnout.
4. As “categorization is closely linked with conceptualization” (Hennink et al., 2011, p. 234), Table 25, which categorizes the complaints and possible reasons for burnout and problems in socialization based on the answers of teachers with varying burnout levels from low to severe, was created. Since categorization allows you to visualize the qualitative data you have obtained “to develop a conceptual understanding of the issues” (Hennink et al., 2011, p. 234), the table was designed to present the findings in a conceptual manner.
5. Finally, the researcher built her theory as theory development “moves qualitative research beyond *description* and into the realm of *explanation* [original emphasis], and towards a broader conceptual understanding of a given social phenomenon” (Hennink et al., 2011, p. 260). The importance of theory development lies in the fact that

it leads to a higher level of abstraction of data, bringing study findings to a more conceptual level. This conceptual understanding of the phenomenon is what enables a narrow research topic to relate to broader social processes, and for empirically developed theory to contribute to understanding and influencing broader social processes (Hennink et al., 2011, p. 260).

The researcher concluded that independent of the level of burnout that the EFL teachers experience, there are certain issues such as workload, poor administrative support, or students’ behaviors they are complaining about.

In order to discuss the results obtained by the application of both the quantitative (The Teacher Burnout Scale and the English Organizational Socialization Scale) and qualitative instruments (the semi-structured in-depth interview), the next section presents the results obtained by data analysis.

CHAPTER IV

Chapter IV examines the results of the study concerning the assessment of some variables in relation to teacher burnout and teacher socialization. Findings that relate to the 53 questions included in the questionnaire are presented, and the answers provided to the interview questions are summarized.

RESULTS

In this part, the data gathered through the use of the Teacher Burnout Scale and the English Organizational Socialization Scale, and the interview results are presented in two distinct sections: Results Part 1 and Results Part 2. These sections scrutinize the results obtained from the conducted questionnaire and interview separately.

Results Part 1: Questionnaires

This section provides information about the results of the Teacher Burnout Scale and the English Organizational Socialization Scale in relation to different demographic variables. To spot some demographic variables, participant teachers were asked what their gender was, how old they were, what their major was, the degree they had attained (with BA being the lowest and PhD being the highest), their teaching experience, in what kind of school they were working (ranging from kindergarten to colleges/ universities), where their school was located (rural or urban location), how many students they had in their schools, and how much workload they had.

The research questions are presented one by one in order to examine them in a detailed way. The first question of the study was: “*What is the organizational socialization level of EFL teachers in Turkey?*” In order to find an appropriate answer to this question, statistical results were examined and interpreted accordingly.

Organizational socialization is defined as “the process by which an individual comes to appreciate the values, abilities, expected behaviors, and social knowledge essential for assuming an organizational role and for participating as an organizational member” (Louis, 1980, as cited in Saks & Gruman, 2011, p. 14). In order to find out if the teachers who participated in the current study assumed an organizational role, the statistical results had to be examined in detail.

The results obtained from the English Organizational Socialization Scale indicated that the organizational socialization level of the 507 EFL teachers who participated in the study were high which shows that they do not have great troubles in the schools they are working for, and that they feel as part of their organization clarifying that these teachers enjoy their profession. In order to prove these statements, the mean score of the Organizational Socialization Scale which is $\bar{X} = 91.56$ and its standard deviation which is 11.95 can be referred to. As the highest score to take from the Organizational Socialization Scale is 120, it can be concluded that the scores EFL teachers received on this scale are high in nature which means that the teachers involved in the current study are assimilated to the schools they are employed in.

Table 2. Descriptive Statistics for EFL Teachers’ Organizational Socialization Level

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Organizational Socialization Level	503	65.00	55.00	120.0	91.56	11.95

The next research question was formulated as follows: “*What is the burnout level of EFL teachers in Turkey?*” Before dealing with this question, the definition of burnout has to be recalled.

Schwarzer and Hallum (2008) define burnout as “a chronic state of exhaustion due to long-term interpersonal stress within human service professions” (p. 154). According to these researchers, burnout “pertains to feelings experienced by people whose jobs require repeated exposure to emotionally charged social situations” (p. 154). In order to find out if the teachers who participated in the current study experienced burnout in some form, again the statistical results had to be examined in detail.

The results obtained from the Teacher Burnout Scale indicated that the burnout level of the 507 EFL teachers who voluntarily participated in this study were low in general which means that these EFL teachers are not confronted with enormous factors such as stress, reduced personal accomplishment, emotional exhaustion, and depersonalization that cause burnout. Moreover, it can be assumed that these teachers have a relaxing working environment, friendly colleagues and administrators, and successful and disciplined students that, all in all, give them the feeling of belonging to their school and reduce stress which in turn lower the occurrence of burnout. In order to clarify these assertions, the numerical results have to be taken into consideration. Table 3 shows that the mean score of the Burnout Scale is $\bar{X} = 48.78$ and that the standard deviation is 14.85. As the highest score to get on the Teacher Burnout Scale is 100, it can be concluded that the EFL teachers' scores on the Burnout Scale are low which means that the teachers involved in the current study do not severely suffer from burnout.

Table 3. Descriptive Statistics for EFL Teachers' Burnout Level

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Burnout Level	503	75.00	20.00	95.00	48.78	14.85

After having found out that the EFL teachers in this study have a high level of organizational socialization and a low level of burnout, the research focused on the question of a possible relationship between burnout and socialization: ***“Is there any relationship between Turkish EFL teachers' organizational socialization and burnout?”***

Maslach and Schaufeli (2001) said that burnout is “a psychological syndrome in response to chronic interpersonal stressors on the job” (p. 399). These stressors do not only evoke feelings of burnout but also complicate the process of socialization. Teacher socialization

is the process of teachers' adaptation into a new school context covering teachers' feelings, attitudes and difficulties during the period of orientation. It is an "interactive process of interpretation between the novice teacher and the school context, as well as between the novice teacher and the school as a collective" (Caspersen & Raaen, 2013, p. 3). If this period of interpretation and adaptation is disturbed by burnout triggers such as stress and organizations that lack support, teachers may fail to do their best for their job which negatively affects students' learning and success.

In accordance with these, a Pearson correlation test was administered to identify the correlation between burnout and organizational socialization. When Table 4 is scrutinized, it can be stated that there is a moderate negative relation ($r = -.42$) between the teachers' level of burnout and their scores received from the English Organizational Socialization Scale. According to the data, the lower the burnout level, the higher the scores on the Organizational Socialization Scale; and the higher the burnout level, the lower the scores received on the Organizational Socialization Scale. This relationship clearly demonstrates the existence of a negative correlation between burnout and organizational socialization.

Table 4. Correlations between Organizational Socialization and Burnout

		Burnout	Organizational Socialization
Burnout	Pearson Correlation	1	-.42**
	Sig. (2-tailed)		.00
	N	503	503
Organizational Socialization	Pearson Correlation	-.42**	1
	Sig. (2-tailed)	.00	
	N	503	503

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

In addition to the data presented above, a deeper analysis was undertaken in order to find out what kind of organizational factors influence teachers with varying levels of burnout. This analysis was done through the division of the participants into four different burnout levels (few, strong, substantial, and severe) based on their scores they achieved on the Teacher Burnout Scale. To further examine the results, these four groups of participants were scrutinized in relation to the five factors of the Organizational Socialization Scale, namely organizational policy, organizational aims, organizational history and language, job

efficacy, and interpersonal relationships. These organizational socialization factors were examined one by one in relation to burnout and the results are presented in the following order: organizational policy, organizational aims, organizational history and language, job efficacy, and interpersonal relationships.

First, whether there is any significant difference between the different burnout levels (few, strong, substantial, severe) of EFL teachers and *organizational policy* which is one of the factors of the Organizational Socialization Scale was explored.

It can be assumed that teachers who have a high organizational socialization rate are accustomed to organizational policy so that they do not have enormous problems in the organization which also would reduce the amount and risk of burnout. In contrast, teachers who are not equipped with the knowledge of organizational policy are poor in organizational socialization and would have higher levels of burnout.

In accordance with the analysis results, it can be stated that there is a statistically significant difference between the received scores on the Organizational Socialization Scale with regard to the organizational policy factor and the different burnout levels, $F(3, 499) = 7.76, p < .01$. In other words, there is a significant difference between organizational policy and the burnout levels. The Tukey test was administered in order to find out the differences between the individuals placed under the four burnout levels and organizational policy. Accordingly, the group with a “few” level of burnout had a higher rate on organizational policy than the groups with “strong” and “substantial” burnout levels.

The results revealed that teachers who had a “few” burnout had much more knowledge about organizational policy than teachers who had “strong” and “substantial” burnout which in turn had a positive effect on their socialization.

Second, whether there is any significant difference between the different burnout levels (few, strong, substantial, severe) of EFL teachers and *organizational aims* which is one of the factors of the Organizational Socialization Scale was investigated.

It was supposed that teachers who have a high organizational socialization rate would be aware of the organizational aims so that they would not experience any significant troubles in the organization which would also reduce their level of burnout. In contrast, teachers who were thought not to know anything about organizational aims were expected to be poor in organizational socialization and to show higher levels of burnout than their counterparts.

The analysis results indicated a statistically significant difference between the received scores on the Organizational Socialization Scale with regard to the factor organizational aims and the different burnout levels, $F(3, 499) = 26.87, p < .01$. This shows that, there is a significant difference between organizational aims and the burnout levels. The Tukey test was administered in order to determine the differences between the individuals placed under the four burnout levels and organizational policy. Results revealed that the group with a “few” level of burnout had a higher rate on organizational aims than the groups with “strong”, “substantial” and “severe” burnout levels. Additionally, the group with a “strong” level of burnout had a higher rate on organizational aims than the groups with a “substantial” and “severe” level of burnout.

The data indicates that EFL teachers with a “few” burnout level know the aims of the organization much more than their counterparts who have “strong”, “substantial”, and “severe” burnout. Moreover, it can be stated that teachers with a “strong” burnout have more knowledge about organizational aims than teachers with “substantial” and “severe” burnout. This finding shows that teachers who experience lower burnout are much more aware about organizational aims which means that the more teachers know about their organization, the fewer their level of burnout is.

Third, whether there is any significant difference between the different burnout levels (few, strong, substantial, sever) of EFL teachers and *organizational history and language* which is another factor of the Organizational Socialization Scale was explored.

Before the data were analyzed, it was assumed that EFL teachers who had a high organizational socialization rate would have a better knowledge about organizational history and language. This point was further widened in that these teachers were claimed

not to have serious problems in the organizational environment which also would reduce their perceived level of burnout. Conversely, it was stated that teachers who did not know anything about organizational history and language would be poor in organizational socialization and would have higher levels of burnout.

According to the analysis results, there is a statistically significant difference between the received scores on the Organizational Socialization Scale with regard to the factor organizational history and language and the different burnout levels, $F(3, 499) = 18.99, p < .01$. Put another way, there is a significant difference between organizational history and language and the burnout levels. The Tukey test was applied in order to find out the differences between the individuals placed under the four burnout levels and organizational history and language. Accordingly, the group with a “few” level of burnout had a higher rate on organizational history and language than the groups with “strong”, “substantial” and “severe” burnout levels. Further, the group with a “strong” burnout level had a higher score on organizational history and language than the groups with “substantial” and “severe” levels of burnout.

The results revealed that teachers with “few” burnout are much more acquainted with organizational history and language than teachers who have “strong”, “substantial” and “severe” burnout levels. Furthermore, teachers going through “strong” burnout were stated to be more informed about organizational history and language than their counterparts with “substantial” and “severe” burnout levels. These results again implied a negative correlation between organizational socialization and burnout since the lower teachers’ burnout is, the more is their knowledge about organizational history and organizational language, organizational aims, and organizational policy.

Fourth, whether there is any significant difference between the different burnout levels (few, strong, substantial, sever) of EFL teachers and *job efficacy* which is one of the factors of the Organizational Socialization Scale was explored.

As previously conducted studies indicated, teachers with higher efficacy scored lower in burnout while teachers with low self-efficacy scored higher in burnout (Brouwers & Tomic, 2000; Schwarzer & Hallum, 2008). For that reason, EFL teachers were thought to

have high job efficacy, if they had a low burnout level. In contrast, teachers who were expected to have lower job efficacy were thought to have higher burnout levels. Besides, it was supposed that teachers with high job efficacy would have a higher socialization than those teachers who perceived their job efficacy as low.

The analysis results indicated that there is a statistically significant difference between the received scores on the Organizational Socialization Scale with regard to the factor job efficacy and the different burnout levels, $F(3, 499) = 14.84, p < .01$. In other words, there is a significant difference between the perceptions of job efficacy and the burnout levels. The Tukey test was administered in order to find out the differences between the individuals placed under the four burnout levels and organizational history and language. Accordingly, the group with a “few” level of burnout had a higher rate on job efficacy than the groups with “strong”, “substantial” and “severe” burnout levels. Further, the group with a “strong” burnout level had a higher score on job efficacy than the group with “substantial” burnout.

The findings indicate that teachers with “few” burnout report to have a higher job efficacy than teachers who are “strong”, “substantial” and “severe” in burnout. Moreover, teachers with a “strong” level of burnout were much more efficacious than their counterparts who had “substantial” burnout. Again the existence of a negative relation between burnout and organizational socialization was proven.

Finally, whether there is any significant difference between the different burnout levels (few, strong, substantial, sever) of EFL teachers and *interpersonal relationships* which is again one of the factors of the Organizational Socialization Scale was explored.

Before the data were analyzed, it was supposed that EFL teachers who have a high organizational socialization rate would have more intensive interpersonal relationships. This would also indicate that those teachers who receive enough support to cope with the challenges they face in the organization would have a low level of burnout. In contrast, it was stated that teachers who did not have well-functioning interpersonal relationships would be poor in organizational socialization, and based on this, would have higher burnout levels.

The results of the analysis revealed that there is a statistically significant difference between the received scores on the Organizational Socialization Scale with regard to the factor interpersonal relationships and the different burnout levels, $F(3, 499) = 22.21, p < .01$. In other words, there is a significant difference between the scores of interpersonal relationships and the burnout levels. The Tukey test was administered in order to find out the differences between the individuals placed under the four burnout levels and interpersonal relationships. Accordingly, the group with a “few” level of burnout had a higher rate on interpersonal relationships than the groups with “strong”, “substantial” and “severe” burnout levels.

The findings indicate that teachers with “few” burnout have greater interpersonal relationships than those EFL teachers who have “strong”, “substantial” and “severe” burnout levels. This result illustrated the existence of a negative correlation between burnout and organizational socialization. The summary of the results can be traced in the following tables:

Table 5. Descriptive Statistics for Teacher Burnout and Organizational Socialization

		N	Mean	Std. Deviation
Organizational Policy	Few	107	16.7477	2.39927
	Strong	232	15.7069	2.49508
	Substantial	125	15.0320	2.97553
	Severe	39	15.5897	3.79555
	Total	503	15.7515	2.77508
Organizational Aims	Few	107	21.4019	2.89717
	Strong	232	19.5733	2.81674
	Substantial	125	18.2000	3.25527
	Severe	39	17.4872	4.12867
	Total	503	19.4592	3.29218
Organizational History and Language	Few	107	16.4860	1.97324
	Strong	232	15.3362	2.24840
	Substantial	125	14.4480	2.64104
	Severe	39	13.9231	2.84128
	Total	503	15.2505	2.47153
Job Efficacy	Few	107	20.9065	2.58637
	Strong	232	19.5819	2.75747
	Substantial	125	18.5760	3.11931
	Severe	39	18.3590	3.55029
	Total	503	19.5189	3.00119
Interpersonal Relationships	Few	107	24.1308	3.50494
	Strong	232	21.2845	3.85855
	Substantial	125	20.4800	3.78367
	Severe	39	19.8205	4.82794
	Total	503	21.5765	4.08837

Table 6. ANOVA Results Based on the Relationship between Scores Received on the Organizational Socialization Scale and the Teacher Burnout Scale

		Sum of Squares	df	Mean Square	F	Sig.	Sig. Different
Organizational Policy	Between Groups	172.373	3	57.458	7.763	.000	Few>strong, substantial
	Within Groups	3693.564	499	7.402			
	Total	3865.936	502				
Organizational Aims	Between Groups	756.697	3	252.232	26.870	.000	Few>strong, substantial, severe Strong>substantial, severe
	Within Groups	4684.218	499	9.387			
	Total	5440.915	502				
Organizational History and Language	Between Groups	314.251	3	104.750	18.992	.000	Few>strong, substantial, severe Strong>substantial, severe
	Within Groups	2752.186	499	5.515			
	Total	3066.437	502				
Job Efficacy	Between Groups	370.559	3	123.520	14.848	.000	Few>strong, substantial, severe Strong>substantial
	Within Groups	4151.012	499	8.319			
	Total	4521.571	502				
Interpersonal Relations	Between Groups	988.467	3	329.489	22.211	.000	Few>strong, substantial, severe
	Within Groups	7402.336	499	14.834			
	Total	8390.803	502				

Apart from these, to answer the fourth research question *“What are possible factors leading to problems in Turkish EFL teachers’ socialization and burnout?”*, it was aimed to identify if demographic variables such as gender, age, major, educational status, teaching experience, type of school, school location, school population, and teaching hours were related to the scores received on the Teacher Burnout Scale and the English Organizational Socialization Scale. Firstly, as the research question *“Are there any significant differences in the scores received on both scales according to the gender of*

the teachers?” indicates, the gender of the teachers was examined in relation to the scores they received on the scales.

Many studies scrutinized the effect of gender on burnout (Maslach & Jackson, 1981; Maslach et al., 2001; Ozdemir, 2007) getting various outcomes. This study attempted to see if there are relations with prevalent studies. In order to work out if gender had an effect on burnout and socialization, a t-test was administered since “the t-test was developed to test if the means of two samples vary” (Muijs, 2004, p. 131) which fits the current case.

The results of the t-test indicated that there was not any statistically significant difference between the scores received on the scales according to the gender of the teachers which means that no relationship between gender and level of burnout and organizational socialization was identified. That is to say that gender does not affect the level of burnout or organizational socialization at all.

Table 7. Result of t-test for Burnout and Organizational Socialization Scores for Gender

	Gender	N	Mean	Std. Deviation	df	t	p
Burnout	Male	385	48.34	14.49	501	-1.189	0.235
	Female	118	50.20	15.95			
Organizational Socialization	Male	385	91.78	11.70	501	0.763	0.446
	Female	118	90.82	12.74			

Another aspect that was examined was the age of EFL teachers. It was assumed that elder teachers are socialized as they are used to the school environment as a work setting facilitating their daily routine of work, whereas younger teachers were expected to have low scores on organizational socialization which in turn could increase their burnout levels. Moreover, previous results (Maslach, 2003) implied that younger employees had higher burnout and that is why the current study aimed to find out if previous findings are relevant. In order to deal with the age of teachers in relation to burnout and organizational socialization, it was asked if there are any significant differences in the scores received on both scales according to the age of teachers: *“Are there any significant differences in the scores received on both scales according to the age of teachers?”*

For the purpose of examining the relation of age to the scores EFL teachers got on the scales, descriptive statistics and, as there were more than two samples, one-way ANOVA were conducted. Based on the data, there was not any statistically significant difference between the scores received on the scales and the age of the teachers. This signified that the occurrence of burnout and organizational socialization were not bound to age. Teacher burnout and organizational socialization cannot be linked to a certain age group which indicates that for each individual, independent of age, the process of organizational socialization and the perception of burnout differ. The current results contradicted previous results (Maslach, 2003; Maslach & Jackson, 1981) which indicated that younger individuals had a higher level of burnout.

Table 8. Descriptive Statistics for the Age of Teachers

		N	Mean	Std. Deviation
Burnout	20-29	317	48.53	14.76
	30-39	147	49.34	14.79
	40-49	36	50.27	15.71
	50-59	3	29.33	4.50
	Total	503	48.78	14.85
Organizational Socialization	20-29	317	91.23	11.49
	30-39	147	91.87	12.58
	40-49	36	92.47	13.48
	50-59	3	98.33	10.50
	Total	503	91.55	11.95

Table 9. ANOVA Results Based on the Scores Received on the Organizational Socialization Scale and the Teacher Burnout Scale According to Age

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Burnout	Between Groups	1281.84	3	427.282	1.947	.121
	Within Groups	109524.09	499	219.487		
	Total	110805.94	502			
Organizational Socialization	Between Groups	214.921	3	71.640	.500	.682
	Within Groups	71489.214	499	143.265		
	Total	71704.135	502			

Next, the effects of teachers' majors such as American Culture and Literature, English Language and Literature, English Language Teaching, English Linguistics, and Translation

and Interpretation in relation to teacher burnout and organizational socialization were taken into consideration. It was assumed that ELT departments equip student teachers with the necessary qualifications to perform the task of a teacher. Thus, it was estimated that teachers who graduated from the departments of English Language Teaching would score lower in burnout and that they would have a higher socialization due to the fact that they were educated as EFL teachers and are closer to classroom situations than the ones who studied different fields. With the aim of answering the question: *“Are there any significant differences in the scores received on both scales according to teachers’ majors?”*, descriptive statistics and one-way ANOVA were applied.

According to the qualitative data, there was not a statistically significant difference between the scores of the two scales and the various majors of the teachers. This means that the teachers’ majors may it be English Language Teaching or another one, do not effect teacher burnout or organizational socialization. Based on this result, it was concluded that it does not matter what kind of education teachers receive, but that they should have a strong enough personality and a firm teacher identity to cope with the challenges of the working conditions in schools. Worth mentioning here is the study of Kanno and Stuart (2011) which attempted to follow ESL (English as a Second Language) teachers’ changing classroom practices in relation to their identity development which probably should be replicated in future in order to see if there is a link between teacher identity development, teachers’ majors, burnout and organizational socialization.

Table 10. Descriptive Statistics for Teachers’ Majors

Major		N	Mean	Std. Deviation
Burnout	ACL	20	46.40	12.26
	ELL	68	47.88	15.17
	ELT	404	48.93	15.01
	EL	7	56.28	7.67
	TI	4	47.75	15.71
	Total	503	48.78	14.85
Organizational Socialization	ACL	20	93.85	11.30
	ELL	68	91.48	12.53
	ELT	404	91.60	11.74
	EL	7	88.28	12.45
	TI	4	82.00	23.42
	Total	503	91.55	11.95

Table 11. ANOVA Results Based on the Scores Received on the Organizational Socialization Scale and the Teacher Burnout Scale According to Major

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Burnout	Between Groups	575.84	4	143.96	.650	.627
	Within Groups	110230.09	498	221.34		
	Total	110805.94	502			
Organizational Socialization	Between Groups	546.74	4	136.68	.957	.431
	Within Groups	71157.38	498	142.88		
	Total	71704.13	502			

Teachers' educational status was also of concern. It was aimed to show if there is a relation between teachers' educational status such as bachelor's degree, master in progress, master's degree, doctorate in progress, and doctorate's degree, and burnout and organizational socialization. One of the assumptions of the study was that teachers with a higher educational level would rank higher in burnout since this was proven in different studies (Ewing & Smith, 2003; Goddard & O'Brien, 2004; Maslach & Jackson, 1981; Maslach et al., 2001). To further examine this point and to see if the findings of previously conducted studies could be approved, the current research investigated the relation between EFL teachers' educational status and teacher burnout and organizational socialization. In order to answer the research question, descriptive statistics and one-way ANOVA were applied. The research question was formulated as follows: ***“Is there any significant difference in the scores received on the two scales according to the educational status of teachers?”***

The numerical data derived from descriptive statistics and one-way ANOVA could not help to locate any statistically significant difference between the scores received on the two scales and the teachers' majors. Contradictory to previous studies, this study could not find any relation between burnout and socialization and the teachers' educational status. This indicated that the occurrence of burnout and teachers' organizational socialization were independent of EFL teachers' educational status.

Table 12. Descriptive Statistics for Teachers' Educational Status

	Educational Status	N	Mean	Std. Deviation
Burnout	BA	366	48.63	14.72
	MAP	52	48.82	15.84
	MA	46	51.43	11.85
	PhDP	5	60.00	18.74
	PhD	25	47.00	19.41
	Other	9	39.66	6.12
	Total	503	48.78	14.85
Organizational Socialization	BA	366	91.52	11.61
	MAP	52	91.65	14.17
	MA	46	89.76	10.00
	PhDP	5	89.60	15.77
	PhD	25	95.20	15.24
	Other	9	92.55	8.81
	Total	503	91.55	11.95

Table 13. ANOVA Results Based on the Scores Received on the Organizational Socialization Scale and the Teacher Burnout Scale According to Educational Status

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Burnout	Between Groups	1788.25	5	357.652	1.630	.150
	Within Groups	109017.68	497	219.351		
	Total	110805.94	502			
Organizational Socialization	Between Groups	509.24	5	101.850	.711	.615
	Within Groups	71194.88	497	143.249		
	Total	71704.13	502			

Next, teaching experience was scrutinized in relation to teacher burnout and teacher socialization. The current study attempted to look at this relation as the researcher assumed that experienced teachers would cope easier with problems of the socialization process and that those teachers would report fewer burnout levels. In contrast, it was thought that inexperienced teachers would be confronted with more obstacles during their socialization processes which could evoke first signs of burnout. In order to answer the next research question *“Is there any significant difference in the scores received on the two scales according to teaching experience?”*, descriptive statistics and one-way ANOVA were employed.

Based on the data gathered, it can be stated that there was not any statistically significant difference between the scores teachers received on the Organizational Socialization Scale and the Burnout Scale according to their teaching experience. Nevertheless, there was a significant difference between the scores of the Organizational Socialization Scale and the different sequences of teaching experience such as no experience, 1-6 months of experience, 7-12 months of experience, 13-24 months of experience, 25-60 months of experience, 61-120 months of experience, and 120+ months of experience.

With the purpose of exploring more and comparing the mean of different groups, Fisher's Least Significant Difference (LSD) test can be conducted after the application of one-way ANOVA. In this case, LSD, one of the post hoc tests, was used in order to clarify in which of the sequences of teaching experience some differences occurred. The results of the LSD test are presented in Table 16. According to this table, teachers who have a teaching experience of 25-60 months and 120+ months have a higher level of organizational socialization than the ones who have 1-6 months of teaching experience. This difference was statistically significant. Another statistically significant difference was that teachers with a teaching experience of 25-60 and 120+ months scored higher on the Organizational Socialization Scale than the ones with a teaching experience of 61-120 months.

The obtained results show that teachers who have a teaching experience of 25-60 and 120+ months have a higher socialization than novice teachers with 1-6 months of teaching experience which confirms the researcher's assumption that experienced teachers have a smoother socialization process than novices. Furthermore, it was found that teachers with 25-60 months and 120+ months of teaching experience are more socialized than teachers who have 61-120 months of experience which cannot be easily justified. Future research should focus on this situation and try to explain these findings.

Table 14. Descriptive Statistics for Teaching Experience

		N	Mean	Std. Deviation
Burnout	NoExp	2	44.50	30.40
	1-6	87	47.50	15.70
	7-12	62	47.00	15.20
	13-24	127	49.55	14.80
	25-60	84	48.21	13.98
	61-120	89	51.03	13.78
	120 +	52	48.36	16.00
	Total	503	48.78	14.85
Organizational Socialization	NoExp	2	82.00	24.04
	1-6	87	89.18	12.62
	7-12	62	90.96	12.62
	13-24	127	91.44	10.48
	25-60	84	94.63	11.85
	61-120	89	90.02	11.77
	120 +	52	94.53	12.37
	Total	503	91.55	11.95

Table 15. ANOVA Results Based on the Scores Received on the Organizational Socialization Scale and the Teacher Burnout Scale According to Teaching Experience

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Burnout	Between Groups	939.29	6	156.54	.707	.644
	Within Groups	109866.65	496	221.50		
	Total	110805.94	502			
Organizational Socialization	Between Groups	2161.39	6	360.23	2.569	.018*
	Within Groups	69542.73	496	140.20		
	Total	71704.13	502			

Table 16. Results of Post Hoc LSD

Organizational Socialization	1-6	NoExp	7.18	8.46	.397
		7-12	-1.78	1.96	.365
		13-24	-2.25	1.64	.171
		25-60	-5.44*	1.81	.003
		61-120	-.83	1.78	.639
		120 +	-5.35*	2.07	.010
	25-60	NoExp	12.63	8.47	.137
		1-6	5.44*	1.81	.003
		7-12	3.66	1.98	.065
		13-24	3.19	1.66	.056
		61-120	4.60*	1.80	.011
		120 +	.09	2.08	.965
	61-120	NoExp	8.02	8.46	.344
		1-6	.83	1.78	.639
		7-12	-.94	1.95	.630
		13-24	-1.41	1.63	.387
		25-60	-4.60*	1.80	.011
		120 +	-4.51*	2.06	.029
	120 +	NoExp	12.53	8.53	.142
		1-6	5.35*	2.07	.010
		7-12	3.57	2.22	.109
		13-24	3.09	1.94	.113
		25-60	-.09	2.08	.965
		61-120	4.51*	2.06	.029

The next factor which was worked on was the school level and type the teachers worked for. These schools were determined as kindergarten, elementary school, secondary school, boarding school (Yatılı Bölge Ortaokulu [YBO]), high school, boarding high school, and college or university. The various school types were coded by numbers from 1 to 9: one indicated kindergartens, two was for elementary schools, three was chosen to represent secondary schools, four was for high schools, five was for boarding schools, six was for colleges and universities, seven indicated that someone has worked for two different school types in her/ his whole career, eight indicated that a teacher has worked for three schools at least, and finally, nine indicated that a teacher has worked for four schools so far.

The study aimed at looking for a link between the school level and type the teachers were working for and their scores on the Teacher Burnout Scale and the Organizational Socialization Scale. With the purpose of finding out more, descriptive statistics and one-

way ANOVA were used. The research question was formulated as follows: ***“Is there any significant difference in the scores received on the two scales according to the school level and type teachers are working for?”***

The researcher assumed that there would be differences in the burnout levels and the socialization of teachers who worked for different types of schools since different age groups could affect teachers in various ways, but when the results are taken into account, one can see that there is not any statistically significant difference in the scores on the two scales according to the school level and type the teachers are working for. The results revealed that school type and school level do not have any effect on teacher burnout and teacher socialization.

Table 17. Descriptive Statistics for School Level and Type

		N	Mean	Std. Deviation
Burnout	2.00	43	46.13	13.98
	3.00	179	49.55	14.67
	4.00	125	48.56	14.36
	5.00	31	52.93	15.94
	6.00	19	48.21	14.20
	7.00	88	47.20	16.63
	8.00	15	50.60	10.65
	9.00	3	47.33	15.69
	Total	503	48.78	14.85
Organizational Socialization	2.00	43	90.88	11.98
	3.00	179	92.75	12.08
	4.00	125	92.19	11.54
	5.00	31	86.96	11.99
	6.00	19	92.05	10.88
	7.00	88	90.36	12.84
	8.00	15	89.86	8.70
	9.00	3	91.00	8.00
	Total	503	91.55	11.95

Table 18. ANOVA Results Based on the Scores Received on the Organizational Socialization Scale and the Teacher Burnout Scale According to the School Level and Type Teachers are Working for

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Burnout	Between Groups	1230.23	7	175.748	.794	.593
	Within Groups	109575.71	495	221.365		
	Total	110805.94	502			
Organizational Socialization	Between Groups	1153.12	7	164.733	1.156	.327
	Within Groups	70551.00	495	142.527		
	Total	71704.13	502			

Another factor which was examined was that of school area such as rural or urban. Based on previous results (Abel & Sewell, 1999), the researcher assumed that there would be differences between teachers who worked in rural areas and urban areas with regard to teacher burnout and organizational socialization. A t-test was conducted in order to identify whether the researcher's assumptions were true, and whether the results of the previously conducted studies can be verified.

The answer to the question *“Is there any significant difference in the scores received on the two scales according to school area?”* was found to be that there was not any statistically significant difference between the scores received from the two scales and the different school areas. The results showed that the location of the school did not really matter in relation to the teachers' perceptions of burnout and their organizational socialization. The school can be placed either in a rural or in an urban area, but according to the statistical results; this does not affect EFL teachers in Turkey which contradicts the finding of Abel and Sewell (1999) who managed to find differences between teachers employed in urban and rural schools.

Table 19. Result of the t-test for Burnout and Organizational Socialization Scores for School Area

	School Area	N	Mean	Std. Deviation	df	t	p
Burnout	rural	214	47.7664	14.89782	501	-1.32	0.19
	urban	289	49.5329	14.80755			
Organizational Socialization	rural	214	92.2290	11.74490	501	1.09	0.28
	urban	289	91.0588	12.09827			

Next, school population was related to teacher burnout and teacher socialization. It was assumed that schools with a higher student population had more workload which makes teachers feel more tired and exhausted. Contrary, it was thought that schools with fewer students were easier to deal with as teachers have to cope with a much smaller number of students in such schools. With the aim of finding out if these assumptions were accurate, descriptive statistics and one-way ANOVA were conducted.

The answer to the question *“Is there any significant difference in the scores received on the two scales according to school population?”* was that there was not any statistically significant difference between the scores received from the two scales and school population which was grouped as having students between 0-100, 101-200, 201-300, 301-400, and 400+. The fact that no statistically significant relation between the school population and teacher burnout and socialization was found features that the school population has not any effect on EFL teachers’ level of burnout and their organizational socialization.

Table 20. Descriptive Statistics for School Population

		N	Mean	Std. Deviation
Burnout	0-100	20	46.30	14.94
	101-200	86	46.52	15.35
	201-300	91	49.81	14.81
	301-400	55	48.85	12.61
	400 +	251	49.36	15.15
	Total	503	48.78	14.85
Organizational Socialization	0-100	20	89.20	10.95
	101-200	86	91.63	12.24
	201-300	91	90.10	11.92
	301-400	55	92.85	11.85
	400 +	251	91.95	11.97
	Total	503	91.55	11.95

Table 21. ANOVA Results Based on the Scores Received on the Organizational Socialization Scale and the Teacher Burnout Scale According to School Population

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Burnout	Between Groups	743.62	4	185.90	.841	.499
	Within Groups	110062.32	498	221.00		
	Total	110805.94	502			
Organizational Socialization	Between Groups	434.85	4	108.71	.760	.552
	Within Groups	71269.28	498	143.11		
	Total	71704.13	502			

The last factor which was analyzed in accordance with teacher burnout and organizational socialization was the amount of teaching hours. It was supposed that the more the teaching hours, the more exhausted the teachers would feel due to an increased workload. Similarly, it was believed that the fewer the teaching hours were, the fewer the level of burnout and the higher organizational socialization would be.

The research question *“Is there any significant difference in the scores received on the two scales according to the amount of teachers’ teaching hours?”* was asked to identify any relation between the aforementioned factors. For the purpose of data analysis, descriptive statistics and one-way ANOVA were applied. The results pointed out that there was not any statistically significant difference in the scores received from the two scales according to the amount of teaching hours. This finding implies that the amount of teaching hours does not have a bearing on teacher burnout and organizational socialization. This in turn shows that it does not matter for teachers how much workload they have.

Table 22. Descriptive Statistics for Teaching Hours

		N	Mean	Std. Deviation
Burnout	2-15	27	45.92	16.02
	16-21	89	48.21	14.55
	22-26	159	48.71	15.32
	27-30	164	50.14	14.73
	31 +	64	47.43	13.97
	Total	503	48.78	14.85
Organizational Socialization	2-15	27	93.37	11.48
	16-21	89	90.47	12.43
	22-26	159	90.76	12.70
	27-30	164	91.34	11.82
	31 +	64	94.79	9.26
	Total	503	91.55	11.95

Table 23. ANOVA Results Based on the Scores Received on the Organizational Socialization Scale and the Teacher Burnout Scale According to the Amount of Teachers' Teaching Hours

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
Burnout	Between Groups	670.64	4	167.66	.758	.553
	Within Groups	110135.29	498	221.15		
	Total	110805.94	502			
Organizational Socialization	Between Groups	971.72	4	242.93	1.710	.146
	Within Groups	70732.41	498	142.03		
	Total	71704.13	502			

Outlier Detection

In order to detect outliers, the numerical data in the data sets have to be transformed to z scores. This transformation was administered with the help of SPSS. Numerical data that were between +3 and -3 were excluded from the data set.

Assumption of Normality

According to parametric statistics, the t-test and one-way ANOVA have to meet the assumption of normality for variables in independent samples. Descriptive statistics were

calculated for the assumption of normality and normality was identified due to the values of skewness-kurtosis.

Table 24. Descriptive Statistics for Normality

	N	Mean	Std. Deviation	Skewness	
	Statistic	Statistic	Statistic	Statistic	Kurtosis
Burnout	503	48.78	14.85	.226	-.367
Organizational Socialization	503	91.55	11.95	-.220	.113

When Table 24 is examined, it is clear that the scores of skewness and kurtosis are between +3 and -3 which indicate that the normality assumption is fulfilled.

To conclude, burnout has been linked with teachers' age and gender, teachers' major, work experience, educational status, teachers' weekly working hours, school level and type, location of the school, and school population which are factors that could contribute to a stressful work environment. Many of these characteristics were found not to have a relationship with burnout and organizational socialization for EFL teachers in Turkey. Moreover, the results indicated that there exists a moderate negative correlation between teacher burnout and organizational socialization which means that these two concepts influence each other.

Results Part 2: Interviews

This section deals with the teachers' answers obtained from the questions included in the interview to answer the fourth research question which aimed to determine the factors leading to burnout and to an ineffective socialization. The reports are given under four different headings which were organized according to the different burnout levels of the teachers. These levels comprised four groups: less than 36 indicating few burnout feelings, 36-55 standing for strong feelings of burnout, 56-70 presenting substantial burnout feelings, and 71-80 showing a severe burnout. The participants were identified by their burnout scores used as their pseudonyms throughout this part of the study.

Interviews with Teachers Having a “Few” Burnout Level

This section presents parts of the interviews conducted with teachers who, according to the scores of the Teacher Burnout Scale, have few burnout (Burnout Scores received: 30, 32, 32, and 34).

Teachers with a Few Burnout Level

Among the interviewees there were four who had a “few” burnout level. These teachers in general said that acting like a teacher was a challenging experience. Most of the teachers (12 out of 16 interviewees and all of the 4 teachers who had a few level of burnout) described their first teaching experiences as arousing anxiety, worries, nervousness and excitement. These feelings were thought to appear because of the fact that teachers were facing students with their role as a “real” teacher for the first time. These feelings can be fed back to the inexperience of the teachers. This is detectable not only in the present study but also in others. Clarke, Lodge and Shevlin (2012) reported that many teachers experienced some troubles while going into their first lessons. This is in some extent linked to teachers’ teacher training programs which, according to the respondents, fail to prepare them well enough for their future career as a teacher.

On the one hand novice teachers reported that they experienced different feelings, such as joy and anxiety, in their first lessons, and on the other hand some mentioned that they had some collegial problems resulting from the veteran teachers’ prejudices and criticism about the novices. Other coefficients which caused teachers to complain were variables related to their students and to workload of all kinds:

Some classes are crowded. That makes me tired. Time isn’t sufficient for me. Students’ parents are not concerned. Parents always complain that there are a lot of courses and their students are bored of these courses. Extra administrative responsibilities make me tired. I don’t want extra responsibilities. I only want to deal with my profession and course. I have six different classes. Being responsible for all of them makes me tired (Burnout Score = 30).

The number of my students is over forty in some classes. I sometimes have difficulty in gathering the attention of my students. I have 30 hours in a week. I sometimes feel tired. I have eleven different classes. There are differences between the levels of the students (Burnout Score = 32).

In order to fight against the complicacies of the school as a work setting, university connection is one of the main factors that was considered as crucial by the teachers. 13 out

of 16 interviewees and 3 out of 4 teachers with a few burnout level wanted to have university connection. Teachers expressed their desire to have contact to universities as they hoped for support from their trainees when they were in need:

[I wish I had some university connection] because there [would] be some renewal, change of ideas and some help if I am in need (Burnout Score = 32).

He'll [the teacher trainer] solve my problems on time (Burnout Score = 32).

In sum, teachers with a few burnout level reported problems such as overcrowded classrooms, heavy workload, problematic relationships with colleagues and the principal, students' manners, parents' attitudes, difficulties with the schedule, and the inefficacy of the teacher training program. In order to solve these problems, they stated that they wanted to have contact with their universities to get support in case of need.

Interviews with Teachers Having a “Strong” Burnout Level

This section presents parts of the interviews conducted with teachers who, according to the scores of the Teacher Burnout Scale, have strong burnout (Burnout Scores received: 36, 40, 41, 44, 44, 45, 48, and 50).

Teachers with a Strong Burnout Level

Similar to the teachers with a few level of burnout, teachers who showed a strong level of burnout (8 in total) were also in the opinion that their teacher education program has not prepared them well enough to enter classrooms (7 out of 8). When they were asked what kind of problems they encountered, they stated that their problems were bound to the location of the school, social isolation, cultural differences among themselves and the environment, being assigned courses out of one's specialization, students' lack of basic knowledge in English, crowded classrooms, type of school, nightshifts, problems with the administration, and poor collegial relationships:

[I do not teach in crowded classrooms] but I am giving other courses; these are social sciences, science, physical education and also Turkish courses so this burden affect[s] me and result[s] in great fatigue. Teachers working for the Ministry of Education are supposed to do some tasks and some of them are not required, useless and have no meaning. These tasks were determined a long time ago. This is not related to our modern education ages (Burnout Score = 36).

I was shocked because my school was a boarding one. I have forced myself to act as if I belong to the school. I understood that I do not like the school and directed my anger towards the students. The only positive factor in the school was the existence of the other novice teachers. I did not feel alone (Burnout Score = 41).

I had problems with the administration. I am in the opinion that the principal is unfair and that is why I had a little trouble with him, but as he has the [last word to say], I had to stay calm. I am waiting for him to leave the school. Since I am staying at the school's apartments, I am charged with the hardest night shifts: weekends and special days in which the other teachers have day-off (Burnout Score = 41).

I felt that I am not welcome. The experienced teachers did not help us. They just showed us the school environment on the first day of school (Burnout Score = 41).

I don't want to work in the village. Because I am not used to living in the village; [there is a] cultural difference. I have difficulties in understanding their [the students' and their parents' in the village] needs (Burnout Score = 44).

My first problem was with the environment. I am working in a village and it is a calm region. I am not used to that type of environment. I felt lonely. ... For a while, I even did not want to talk with my family. I did not want to behave in a sincere manner towards my students. This made me feel unhappy (Burnout Score = 48).

My teaching hours are ideal for me. But I have to teach some courses out of my specialization and this makes me feel incompetent. ... I feel happy and energetic when I am teaching my stuff but if I have to teach the other subject areas, I feel incompetent and unmotivated. ... I think that there should be a subject specific teacher for each field. In that way, the teachers would feel competent and secure (Burnout Score = 48).

They [the students of a high school] do not have any basic knowledge. I have to teach from the beginning as if I am teaching in a primary or secondary school. ... as they do not understand English and do not even try to do so, they do not show any sign of interest (Burnout Score = 48).

As my school is very crowded, I feel more exhausted than my colleagues in other schools. I work 30 hours in a week and it is hard for me to stay healthy (Burnout Score = 50).

When asked what the signs of burnout were, teachers with a strong level of burnout exemplified the following: loss of energy, tiredness, problems with the social environment, changing eating habits, increase in sleeping hours and an increase in the consumption of cigarettes.

In conclusion, teachers with a strong level of burnout had problems with the location of the school, social relationships, cultural differences, courses out of one's specialization, students' lack of basic knowledge in English, crowded classrooms, type of school, nightshifts in boarding schools, and problems with the administration. The results clarify that there are similarities between the problems of teachers (e.g. workload, crowded classrooms, inefficacy of the teacher preparation program) with few burnout feelings and those with strong feelings of burnout. For the purpose of managing to deal with the

problems, EFL teachers desire to have university connection since they think that their teacher trainees may support them during their hard times.

Interviews with Teachers Having a “Substantial” Burnout Level

This section presents parts of the interviews conducted with teachers who, according to the scores of the Teacher Burnout Scale, have substantial burnout (Burnout Scores received: 59 and 62).

Teachers with a Substantial Burnout Level

When one of the respondents with a substantial burnout level (Burnout Score = 62) was asked if she had any orientation problems, her answer was:

I had problems with paperwork, not the students actually. During the teacher training we were taught how to teach English but when I started working, I realized that only 40% of what we do is related to education and 60% is related to paperwork (Burnout Score = 62).

She wanted to have university connection as she was in the opinion that there is a need to stay in contact in order to get some inspiration from the universities and to transmit the school culture to the universities. Another factor she added was that of the transition phase, which according to the interviewee, was a hard one since “most student teachers felt lost when they saw the difference between university and the school as a working environment” (Burnout Score = 62).

To the questions “Do you feel that you belong to your organization? Do you feel accepted as part of your institution? Do others give you the feeling of belonging to it?”, she answered: “With the number of colleagues rising, you feel as if you do not belong to the school” (Burnout Score = 62), indicating that she would rather work in a school with fewer teachers rendering the process of agreeing on something in consensus easier. Furthermore, based on the answers of the respondent, it can be stated that fewer workload positively affects the quality of teaching whereas a heavy workload has a negative impact on teachers.

One of the important indicators of the respondent teacher showing signs of burnout is that she stated that she is not happy while doing her job:

I feel tired. Sometimes it is like a kind of punishment to teach a topic because students sitting in front of you do not care (Burnout Score = 62).

Another indicator is that the teacher had chosen the job voluntarily but would not choose it again if she had the chance. She said:

I plan to teach for some years and wish to take up another job later (Burnout Score = 62).

She thinks that the teacher education program was not well enough to prepare them for teaching. Additionally, she suggests that the time of the practicum should be increased. Supporting the statements of the respondent with a Burnout Score of 62, the other respondent with a substantial burnout (Burnout Score = 59) indicated:

In general, the teacher education program was sufficient but in my view, the practicum time should be longer (Burnout Score = 59).

The reporting of this participant clarifies that the teacher education received is not seen as sufficient and that teachers, upon entering their profession, feel that the teacher trainees do not know anything about real classrooms. In addition to her views on teacher education and her induction phase, this respondent talked about the problems she had to face in her first year of teaching being foreign to all the procedures of the school environment:

Unfortunately, this is not a much appreciated job. In contrast, we have to teach students who beg you for not teaching them any English. They are telling me that they do not want to stay in the classroom and that the English lessons are like a kind of punishment for them (Burnout Score = 59).

Upon the question if she feels part of the organization, the teacher responded that she did everything to feel a sense of belonging, but was disturbed by the fact that decisions were taken without consulting them as teachers. This led to the feeling of being just a staff member who had to teach her lesson and who afterwards had to leave the school without intervening in school affairs.

When it comes to factors leading to dissatisfaction, similar to the other interviewees, the respondent said that disinterested students are one of the many reasons affecting her level

of satisfaction in a negative way. Moreover, the ever-changing educational system with its various exams, the administrative regulations and crowded classrooms that are not ideal for teaching a foreign language were the other factors that, according to her, led to her dissatisfaction. Her following statement makes her dissatisfaction plain.

I have chosen this profession voluntarily but if I had the possibility to choose my job again, I would reconsider my choice. I think that the teaching profession can be done for at least 5-6 years (Burnout Score = 59).

In order to raise her satisfaction with teaching, the responded stated that there was the necessity for a higher salary, various social activities for teachers, little occasions making her feel that teachers are worth something, and an administration that does not only focus on the students' but also on the teachers' satisfaction and needs.

To sum up, teachers who go through a substantial level of burnout reported to have problems such as enormous paperwork, fatigue, an inefficacious teacher training program, a short practicum time, dissatisfaction with one's job as a teacher, demotivated students, lack of participation in decision-making processes, and crowded classrooms. Based on the listed problems, it can be concluded that EFL teachers with a substantial level of burnout share problems such as crowded classrooms, demotivated students, and an ineffective teacher training program with teachers who have few or strong burnout. Additionally, when the problems mentioned by the teachers with a substantial level of burnout are scrutinized, it can be stated that among these, there are more serious problems such as fatigue, dissatisfaction with one's job, and a lack of autonomy than the ones that were listed by teachers with fewer levels of burnout. Next to teacher with few and strong levels of burnout, teachers who were found to have a substantial level of burnout also reported that they want to have some connection to their teacher trainees in order to get help when necessary.

Interviews with Teachers Having a "Severe" Burnout Level

This section presents parts of the interviews conducted with teachers who, according to the scores of the Teacher Burnout Scale, have severe burnout (Burnout Scores received: 72 and 78).

Teachers with a Severe Burnout Level

Among the 16 interviewees, there were two who had severe burnout. Upon the questions “Do you feel that you belong to your organization? Do you feel accepted as part of your institution? Do others give you the feeling of belonging to it?”, one of these teachers (Burnout Score = 78), responded that she feels a sense of belonging but that there exists a kind of “sultan and slave” (Burnout Score = 78) relationship in the school she is working for. She said that “the school is ruled by monarchy and this makes me feel depressed” (Burnout Score = 78). This could be interpreted as follows: in the school there is a principal who is “reigning” over the teachers signaling a lack of collaboration among the teachers and the principal. This actually is a reason for burnout to occur as it is proven that “teachers, who perceive that their principals are non-authoritarian, are supportive and collegial, and involve them in campus decision-making, are less likely to experience burnout than those teachers who perceive the opposite” (Dworkin et al., 2003, p. 108).

The same participant stated that she is not pleased with the rules and conventions of her school indicating that it is as if the principal’s personal thoughts are set as rules and that the principal does not really care about the teachers. Moreover, she conveyed that upon all these disturbing factors she has tried to stay calm but it was she who was hurt which led to the transformation of her teacher identity towards a more aggressive one. In fact this is supported by previous research which claims that there is a strong tie between novice teachers’ identity development and their classroom practice (Kanno & Stuart, 2011).

Other factors that disturbed the teacher were listed as follows: a lack of discipline, the students’ low levels of English and their irresponsibility. In accordance with these, when asked if there were problems in her socialization phase, this teacher reported that she experienced some troubles as the level of education provided in the school was not as good as expected. Further, the respondent said that she was fed up with the students’ careless manner destroying the posters she had prepared evoking feelings of sickness and tiredness in her.

When asked what kind of changes she would like her institution to make, she expressed the need to change the school administration and the desire of establishing some organizations working for changing student behavior towards the positive.

In this case, it is interesting to observe that the teacher in question has not chosen the teaching profession voluntarily. The participant stated that she would not choose teaching again as a profession if she would have a second chance.

In relation to socialization, the other teacher with a severe burnout (Burnout Score = 72) expressed that she had some problems with the culture of the region she had to work in, that accommodation was problematic, and that the strong relation between the teachers at her working place complicated her socialization since she was the new one who had to assimilate.

Upon the question “Do you wish to have university connection/ connection with your teacher trainee?”, the respondent answered that she would like to have some connection but not for the purpose of getting some ideas on education because in her point of view, lectures on teacher education given at universities are not applicable to real classrooms. Her wish for connection would be for the purpose of refreshing her subject matter knowledge as the topics of the English lessons which are taught at public schools were somehow limited (e.g. for primary schools: Numbers, Animals, My Weekly Schedule etc.) decreasing the English proficiency of EFL teachers.

When there was the question about the rules and conventions of the school, she stated that the problem was not with the rules but with their application since the state regulations were not followed by the school.

With regard to the students, she expressed that her feelings of being positively or negatively affected during the teaching process was based on the students’ interests. According to the respondent, the students mostly lack interest leading her to consider working in another position.

About her choice of job she indicated that she did not think of her job in a detailed way as foreign languages inspired her and that her choice was affected by her father who claimed that the profession of a teacher was suitable for females. This respondent also reported that she would not choose teaching again if she had the possibility. Moreover, she added that

she plans to leave teaching whenever she has the chance and that she is currently studying another field.

In conclusion, teachers who have a severe burnout talk about problems similar to those of the teachers with few, strong, and substantial burnout (e.g. crowded classrooms, demotivated students, inefficacious teacher training programs). As it was with teachers who had substantial burnout, teachers with severe burnout mostly listed problems that were more far reaching. These problems were depression, a lack of collaboration among the teachers and the principal, unsatisfying rules and conventions, identity transformation towards a more aggressive one, lack of discipline, sickness, and tiredness.

Categorization and Conceptualization of the Interview Results

In relation to the interviews, it is interesting to observe that among the problems experienced and mentioned by the respondents of the study, who range between a few burnout level and a severe burnout level, there are factors which increase the level of burnout such as poor relations with administrators, and colleagues, negative student behavior, crowded classrooms, heavy workload, and ineffective teacher training.

The results of the interviews with a sample of 16 teachers suggest that this study has some parallels with the findings of the study conducted by Flores and Day (2006) who reported that “heavy workload, bureaucratic work, lack of support, wide variety of tasks to be performed and assessment procedures of their performance” were factors that challenged teachers. Driven by the conducted teacher interviews, the current research found the aspects that disturbed the teachers which are summarized in Table 25. These factors were divided into four groups based on the teachers’ levels of burnout.

Table 25. Complaints of EFL Teachers According to their Different Levels of Burnout

FEW (below 36)	STRONG (36-55)
paperwork	political speech in the teachers' room
workload	principal's unfair attitude
crowded classrooms	parents' carelessness
colleagues' and administrators' behaviors	school district/ location
difficulties with the schedule	school facilities
inefficacy of the teacher training program	teaching different grades
	extra administrative responsibilities
	nightshifts at boarding schools
	workload
	paperwork
	no social activities in small regions
	crowded classrooms
	courses out of one's specialization
	students' lack of knowledge
	inefficacy of the teacher training program
	tiredness
SUBSTANTIAL (56-70)	SEVERE (71-80)
principal's attitude	demotivated students
administrative regulations	student behavior
not being part of the decision-making process	nightshifts at boarding schools
countless changes in the education system	authoritarian principals
students' lack of motivation	crowded classrooms
crowded classrooms	inefficacy of the teacher training programs
inefficacy of the teacher training program	lack of discipline
paperwork	students' low levels of English
dissatisfaction with the profession	rules of the school
	cultural differences
	tiredness
	dissatisfaction with the profession
	identity transformation

According to the interviewees, the factors that affect them most are: the principal's attitude, student misbehavior, heavy workload, and an unsuccessful teacher training. As novices need some guidance due to the fact that they do not know much about the real teaching environment and other issues related to a teacher's school life, they prefer to be guided by school policies and regulations. We can conclude this from the statement that they are disturbed by the fact that "the rules only exist on paper" (Burnout Score = 41) indicating that they see a necessity in following rules and regulations. Besides, findings

show that some of the teachers are fed up with paperwork of all kind. Teachers' statements are as follows:

Positive thoughts about policies, conventions and rules:

The rules in my school are so strict and restrictive. I think, if we want to succeed, accomplish, change something and handle the necessities of our profession, we must obey the rules strictly and voluntarily because Turks aren't disciplined themselves (Burnout Scores = 36).

I am pleased with the rules of the school (Burnout Score = 48).

Negative thoughts about policies, conventions and rules:

They [the rules] do not match with our rights. They are created by the authoritative figures at our school and reflect the authoritarian point of view (Burnout Score = 30).

I think my school has no clear rules and I sometimes feel uncomfortable with it (Burnout Score = 40).

There is no rule which is followed. All the rules just exist on paper. That is why I am not satisfied (Burnout Score = 41).

There are too many rules, procedures... The teachers could be given more freedom. ... Everything has a report, an analysis (Burnout Score = 45)!

To further examine the aspects disturbing teachers, one of the respondents (Burnout Score = 41) stated that it was the principal who affected her well-being in a negative way which in fact is a stress factor that could awake feelings of burnout in someone. It is known that "a worker may find hassles with supervisors to be a sufficient cause to dislike a worksetting without experiencing burnout in the process" (Leiter & Maslach, 1988, p. 307).

Furthermore, it should be noted that if there is not any support from the school administrators, teachers may choose to leave their positions (Kersaint et al., 2007), which is regarded as one way to escape workplace stress that could lead to burnout (Quartz & The TEP Research Group, 2003). Nevertheless, statements of the interviewees' support Hughes' (2001) claim that "the decision to leave can be constrained by the availability of acceptable alternative employment and geographic immobility" (Hughes, 2001, p. 289) which is also expressed by one of the interviewees:

I have chosen the profession voluntarily but with the time passing, I discovered that I am not that excited about my job as it was the case at the beginning. If I would have the chance to

choose again, I would choose another job. I did not have set a time limit for me to stay in the profession but I think that I will stay forever. ... I need to make money in a way and I do not like taking risks. If there would be a job opportunity that won't endanger my future, I would change my profession (Burnout Score = 48).

Relevant to add here is Hughes' (2001) claim that "working in a low-pay career increases the difficulty of repaying student loans quickly. It is reasonable to assume, therefore, that many teachers will accept the consequences of burnout and remain in position" (p. 289). These are indicators of the complexity to change or leave one's job. Nevertheless, data gathered during the interviews found that the majority of the teachers interviewed (11 in total) aimed to retain their teaching positions until they retire which indicates their satisfaction with their career as a teacher:

I have chosen my job voluntarily. If I were at that time today, I would make this decision again. [I plan to work] until my retirement day (Burnout Score = 34).

It [becoming a teacher] was my dream. I would choose teaching again and again. I plan to work until retirement (Burnout Score = 41).

I have been dreaming to be an English teacher since my childhood. I plan to remain in teaching till I get retired (Burnout Score = 50).

In addition to reflecting EFL teachers' choice of teaching as a lifelong career, these statements also indicate that all of the interviewees have voluntarily chosen teaching as a profession which shows some kind of intrinsic motivation to carry out their profession. This motivation in turn leads to the decision to stay in one's job as there is the factor of satisfaction (Hobson & Malderez, 2005, as cited in Giannakaki et al., 2011).

Despite the fact that motivation leads to teacher retention, some teachers want to leave their teaching positions if their living conditions in the region they are working does not fit the living standards they are used to, and when they have difficulties in cultural adaptation. Not only living conditions and culture but also school facilities are said to influence teachers' decisions to stay (Buckley, Schneider, & Shang, 2005, as cited in Rinke, 2008). Based on previous studies it can be stated that "situational variables are more strongly predictive of burnout than are personal ones" (Maslach & Goldberg, 1998, p. 65). The reporting of the following respondents which clarifies the importance of school facilities fits this context:

We don't have a school canteen. That's why the teachers' room is the only place to socialize (Burnout Score = 44).

The first day of school was disappointing as the building of our school looked like a flat. Since there was not a school atmosphere, I did not feel as if it was my first day of school. ... I am not satisfied with the fact that we do not have a school building. Nevertheless, it is a positive fact that we have a computer lab (Burnout Score = 48).

Three years ago, the principal organized the school library in a way that it meanwhile serves as the teachers' room. That is why everyone can enter the room. Since three years everything gets lost (Burnout Score = 78).

Other respondents (3 out of 16) said that they would prefer to have an English classroom as to design it the way they want which also reflects the importance of a well-equipped school that satisfies the teachers' needs of rooms and materials to effectively implement their lessons.

Colleagues and administrators also affect teachers' decisions to stay in the profession: The interviewed EFL teachers who showed a few and strong level of burnout were found to have positive collegial and administrative relationships. Respondents having a low level of burnout (few and strong) stated:

I am the youngest teacher in my school. The experienced teachers are indulgent and friendly. They do their best to help me. I haven't felt that I am not welcome (Burnout Score = 32).

All the teachers have good relations with me and I've never had a feeling like I'm not welcome in the school (Burnout Score = 40).

I didn't have the feeling that I was not welcome. There were experienced teachers who helped me but there were also some teachers who tried to dominate (Burnout Score = 44).

The experienced teachers tell us what to do. They support us (Burnout Score = 45).

The experienced teachers try to help me as far as they can. Until this day, I have not felt that I am not welcome (Burnout Score = 48).

They support me about my teaching profession. They like me and I am welcome in the school (Burnout Score = 50).

These statements present that most of the teachers who do not have many problems with their colleagues, have a low level of burnout. These teachers do not consider to leave their positions. Schlichte et al. (2005) support this finding by indicating that supportive colleagues, administrators and mentors have to help first-year teachers to retain them in the teaching profession.

Moreover, interviews clarified that there were also teachers who planned to remain in teaching although they experience a strong burnout and complain about factors such as workload, crowded classrooms, school location, school facilities, administrators, nightshifts, and demotivated students. Problems that lead to complaints are mostly caused by school administrators and the school environment but the effect of an inadequate teacher training program should not be left out of consideration.

Once teachers graduate they leave their student identity and enter a commonly new environment. In other words, they end up with the theory part of their training and continue with the practice part. This described scenario causes a clash of education and reality as theory and practice widely differ. The process described here is termed “reality shock” that according to Friedman (2000) should be traced. When EFL teachers were asked how well their teacher education prepared them for real classrooms and their teaching career and if they were satisfied with their teacher training programs, they reported the following:

Universities should offer more opportunities regarding practicing (Burnout Score = 32).

The two year intern teaching program should expand to a four year program equally. And real classes should be used. ... I haven't felt prepared to teach after my practicum. I worked at a school as a contract teacher (Burnout Score = 34).

The university taught us how to teach but it's not always like what we see. Maybe just for a small addition, practice may be more. Teacher nominees should stay in real classrooms more. They should live and train themselves with real students (Burnout Score = 40).

It was enough with regard to theory but as we have worked with “imaginative” students, it was problematic in practice. The real school environment is really much more different. The practicum should last two years (Burnout Score = 41).

I recommend that more practical education should be given rather than theoretical. I haven't felt prepared to teach after my practicum, but this feeling changed in a very short time after starting working at school (Burnout Score = 44).

Our education was enough in many aspects but when it comes to teaching language to adults, it was not satisfactory. It is not sufficient especially in the educational subjects which are part of KPSS. Furthermore, the practicum should be longer and stricter (Burnout Score = 48).

I think the pre-teaching program I have received could be more practical than theoretical. I couldn't apply my theoretical information to most situations. The pre-teaching programs should give importance to practice more. I felt prepared because I worked as an English language teacher when I was a university student (Burnout Score = 50).

Besides, teachers with a severe burnout added the following to the statements presented:

I had not much problems during the transition phase but I got nervous when I realized that the teacher training I received was useless in some cases. Nevertheless, after some months of trying out, I found my own way of teaching. Especially at this point veteran teachers were very helpful. During the teacher training program, nobody tells you how to fill in the class register or you are told to talk to students with behavioral problems in person but you do not get the reaction that is stated in education based books. You gain all these by experience (Burnout Score = 72).

The education we receive as student teachers is mostly theoretical. These do not help us at all. The practice part is not taken as seriously as it should be. I think that educational faculties teach without knowing what is going on in real classrooms. You are trained as if you are going to teach in a private school located in Ankara but when you are appointed to a school in the East, you see that your knowledge is not working here. I think that the universities should provide an education which is up-to-date. The instructors at universities have not worked in public schools and they think that we are educating the 'ideal' student (Burnout Score = 72).

One of the interviewees who was enrolled in his second year added these to the discussion above:

The methods, instructions, technique and the other things that I learnt at the university program are the best ways which can be carried out probably in European teaching systems but when we take Turkey's huge differences, the deficiency of the educational system, the inequality of opportunities and the differences between theory and practice into consideration, these are worthless. I recommend that intern teachers must work on all kinds of school and all types of locations especially in villages. Furthermore, theory and practice needs to get closer to each other to develop pre-teaching programs (Burnout Score = 36).

This correlates with Çakıroğlu and Çakıroğlu's (2003) thoughts. These researchers are in the opinion that teachers think that teacher training programs in Turkey do not address factors related to the Turkish context but to the global community. This complicates teachers' adaptation to a new environment and hinders a prosperous socialization since teachers are trained for schools located abroad and not according to the standards of Turkish schools.

In accordance with the issue that teacher training programs are universally-oriented and do not relate to Turkish contexts, studies indicate that once teachers are confronted with a real classroom environment with students having different kinds of behavior, their "excitement of a first job, new classroom, and new community often lead to challenges" (Schlichte et al., 2005, p. 36) which can cause "feelings of ineffectiveness, loneliness, and alienation from the profession" (Schlichte et al., 2005, p. 36):

I had not much problems during the transition phase but I got nervous when I realized that the teacher training I received was useless in some cases (Burnout Score = 59).

Moreover, teachers also report that they were not prepared by their education programs to deal with children who are not well enough supported to succeed at school which is in line with previous research (Stuart & Thurlow, 2000):

Parents may be problematic as they don't care about their children, consequently the children may cause problems in the classroom environment. My school is in a small district and a little far from the center, maybe because of that reason, uneducated parents, even if indirectly, may become the reason for the problems (Burnout Score = 40).

I see that the students do not follow my instructions and tips. Moreover, I have to deal with behavioral problems more than instructing students. ... They [the students of a high school] do not have any basic knowledge. I have to teach from the beginning as if I am teaching in a primary or secondary school. The students enrolled in our school, especially boys, are not willing to enter the university. They want to start working as soon as possible. As they do not show any interest, English does not mean anything to them. The girls are a little more motivated but most of them do not aim to receive university degrees. ... They are more motivated in their Turkish lessons. They can understand it but as they do not understand English and do not even try to do so, they do not show any sign of interest (Burnout Score = 48).

Further, the interviewees' answers emphasized the importance of teacher education and the role of the practicum which is in accordance with previous research (Boz, 2008). As can be seen in the EFL teachers' answers, similar to the study of Faez and Valeo (2012), they recommend increasing the practicum time:

Universities should offer more opportunities regarding practicing (Burnout Score = 32).

I recommend that more practical education should be given rather than theoretical (Burnout Score = 44).

I think the pre-teaching program I have received could be more practical than theoretical. I couldn't apply my theoretical information to most situations (Burnout Score = 50).

Next, as teachers in Turkey have to cope with the gap between theory and practice, they have to learn how to teach in the school they are working for. It is proven that novice teachers are learning while teaching (Flores & Day, 2006) showing similarities to the answers given by the participants in the current study:

I did not know how to do the different things in the school. I have learnt how to do all the stuff by trying out. This led to some difficulties in the process of my adaptation (Burnout Score = 41).

I believe that I have developed my own way of teaching. It became spontaneously. After a few weeks, I have learned how to handle different students, how to struggle with the problems, and unwanted behaviors. I think becoming a teacher has a positive relationship with experience (Burnout Score = 44).

After some months of trying out, I found my own way of teaching. Especially at this point veteran teachers were very helpful (Burnout Score = 59).

Furthermore, one of the teacher concerns had to deal with the students' lack of basic knowledge in English which apparently leads to a decrease in teachers' motivation. One of the ways to cope with situations as the one previously mentioned is teaching experience. It is known that teaching experience facilitates classroom management and the adaptation process (Adkins, 1995). In relation to these, the interviewees reported the following issues:

I have not started teaching here right after graduation. I have started after two years of my graduation. I gained some experience at a private course and I worked as a paid teacher for the Ministry of Education. That is why the transition phase was easy for me until I had some problems with the principal (Burnout Score = 41).

I did not have any problems during the transition phase from being a student to being a teacher. My working experience, even not that much, has influenced me positively. My adaptation has taken three months (Burnout Score = 48).

I felt prepared because I worked as an English teacher when I was a university student (Burnout Score = 50).

The other way that could contribute to a more successful adaptation and classroom management is university connection. EFL teachers in the present research stated that they wish to be in contact with their trainees but others state that teacher trainees do not have the knowledge to keep up with real classrooms:

They [teacher trainees] haven't an experience in teaching at primary and secondary school. They only read article[s] (Burnout Score = 34).

The things that I have learned at the university don't work in reality (Burnout Score = 36).

There [university] would not be some advice that I could make use of as the real school environment is different from the stuff they teach (Burnout Score = 45).

Finally, it can be stated that EFL teachers in Turkey report that they have some problems in their schools with their workload, students' behaviors, collegial relationships, teacher training and much more. They suggest many ways to deal with these problems as receiving support from their trainees and orientation programs, and getting help from their collaborative staff members.

Concluding Remarks

In sum, the scores the teachers received on the Teacher Burnout Scale and on the Organizational Socialization scale revealed that the EFL teachers in Turkey had a low burnout level and that they had a high rate on the Organizational Socialization Scale. The results showed that there is a negative correlation between teacher burnout and organizational socialization. Although a negative correlation does not indicate a cause and effect relationship between burnout and organizational socialization, the results may imply that if the teachers socialize effectively, their burnout level may be kept low. This may indicate that organizational socialization could provide a richer understanding of the sources of burnout.

Despite the fact that the scales indicated a low burnout and a high organizational socialization for the EFL teachers, the conducted interviews clearly demonstrated that EFL teachers are confronted with different types of problems such as heavy workload, paperwork, disruptive student behavior, ineffective collegial/ parental/ administrative relationships, lack of support, and an ineffective teacher training program which caused troubles in their working settings. The problems enumerated by the EFL teachers during the in-depth interviews could lead to burnout and an inefficacious socialization which in turn may affect teachers' decision to stay in or leave the teaching positions they got.

In order to cope with the problems mentioned by the interviewees during the interviews, the participant teachers suggested that more effective teacher training programs should be provided. Moreover, they stated that there should be a supportive induction phase in which teachers are guided by their administrators and colleagues. One of the teachers suggested that the salaries should be increased, social activities for teachers should be provided, praise should be given, and the needs of the teachers should be considered.

CHAPTER V

Chapter V examines and discusses the results of the study in detail focusing on both the qualitative and the quantitative data with relation to the previous literature.

DISCUSSION

This section discusses the findings of the study and draws some conclusions. Throughout the discussion, the participants are identified by their burnout scores used as their pseudonyms.

Discussion Part 1: Questionnaires

This research aimed to answer the following research questions:

1. What is the organizational socialization level of EFL teachers in Turkey?
2. What is the burnout level of EFL teachers in Turkey?
3. Is there any relationship between Turkish EFL teachers' organizational socialization and burnout?
4. What are possible factors leading to problems in Turkish EFL teachers' socialization and burnout?

With regard to the first question, it was found that the teachers involved in the study ranked high in the Organizational Socialization Scale which indicates that disturbing problems do not arise and hinder the socialization process of teachers. This implied that EFL teachers in Turkey are not confronted with troubles that hinder their socialization. Thus, they easily get connected with their working environment, and they do not have difficulties in dealing with the challenges posed by their new living conditions. As burnout

and socialization were found to have a negative correlation, it can be stated that the majority of EFL teachers in Turkey do not show any signs of burnout as they display a high socialization.

Among the problems that were identified to cause burnout were poor support from the administration, poor collegial and parental relationships, crowded classrooms, resource difficulties, fear of violence, role ambiguity, poor opportunities for promotion, students' misbehavior, and the organizational environment (Brenninkmeijer et al., 2001; Chang, 2009). These listed problems are linked to socialization in that the lack of support and difficulties with regard to the school supplies and students may evoke problems during the socialization process. Nevertheless, for EFL teachers' in Turkey these factors can be considered as being out of concern since Turkish EFL teachers display a high socialization which in turn has a positive impact on the Turkish education system. This impact may manifest itself in form of dedicated EFL teachers who voluntarily prepare their lessons and teach with joy, motivated EFL teachers and students, and an increase in students' English proficiency as these are positively influenced by their teachers' attitudes.

Next, the second research question was formulated to pick out EFL teachers' burnout levels. It is known that factors such as working conditions, community, fairness, the organizations' values, role conflict and role ambiguity, lack of social support (Goddard & O'Brien, 2004), lack of support from supervisors (Grayson & Alvarez, 2008; Leiter & Maslach, 1988; Rinke, 2008; Skaalvik & Skaalvik, 2009), lack of feedback and praise, little participation in decision making, and lack of teacher autonomy (Maslach et al., 2001), work overload, time pressure, large classes, isolation, fear of violence, and poor opportunities for promotion (Brenninkmeijer et al., 2001), salary (Rinke, 2008; Weiss, 1999), being aware of little professional prestige, holding the same position for a long time (Cano-Garcia et al., 2005), excessive paperwork, large schools with overcrowded classrooms, the lack of staff and equipment, pupils' behavioral problems, and social relations (Hakanen et al., 2006) trigger the occurrence and determine the amount of burnout.

Fortunately, the results of the current study clarified that EFL teachers had low scores on the Teacher Burnout Scale. This represents that EFL teachers in Turkey have a low

burnout level. The fact that burnout scores received on the Teacher Burnout Scale are low illustrates that the EFL teachers in Turkey are satisfied with their positions. This may evoke opposite feelings of burnout which are said to compose of engagement, energy, and a strong link to the profession (Bakker et al., 2008). Moreover, engagement is claimed to produce pleasant outcomes. Engaged workers are said to be optimistic about their future, and able to meet their demands by participation in different organizational roles (Bakker et al., 2008). As previously discussed, a low burnout level among teachers indicates engagement and an improved EFL instruction. These in turn positively impact EFL students who spur themselves to learn English based on the EFL teachers' efforts.

The third research question combined teacher socialization with teacher burnout in that it meant to ascertain if there is a relationship between organizational socialization and burnout. It was revealed that there was a moderate and negative correlation between the teachers' level of burnout and their organizational socialization. This result displayed that teachers with a low level of burnout were high in socialization, whereas teachers having high burnout scores were low in organizational socialization. This indicated that there is a negative correlation between organizational socialization and burnout. A similar finding was reported by Liang and Hsieh (2008) who found that organizational socialization was related to the three components of burnout, namely emotional exhaustion, depersonalization, and reduced personal accomplishment.

Teacher burnout and failed socialization should be avoided as these were found to have a negative impact on the educational system, such as causing stressed teachers (Kyriacou, 2001), leading to the loss of enthusiasm and motivation to teach hereby negatively influencing the students' willingness to learn (Bakker et al., 2008), decreasing teacher effectiveness (Høigaard et al., 2012), reducing self-efficacy (Brouwers & Tomic, 2000; Skaalvik & Skaalvik, 2010), and increasing teacher attrition (Høigaard et al., 2012).

The current study revealed that organizational socialization may be related with burnout. If the teachers are prepared well enough for their future career, obviously, there will not be crucial problems in their socialization process. Previously conducted studies claimed that in order to successfully socialize teachers, it is necessary to induce them into a supportive environment, impose them high self-efficacy, confront them with friendly colleagues and

administrators, and make them take part in decision making processes (Adkins, 1995; Ewing & Smith, 2003; Farrell, 2012; Fottland, 2004; Grayson & Alvarez, 2008; Walsdorf & Lynn, 2002; Weiss, 1992). Moreover, school orientation programs, well-functioning induction programs, and helpful mentors have to be provided to identify and cope with teachers' early problems at work, their feelings and attitudes towards their new profession and their questions concerning their new environment and role (Farrell, 2012; Gianakaki et al., 2011; Urzua, 1999; Saban, 2003, Schlichte et al., 2005; Walsdorf & Lynn, 2002; Weiss, 1999). All these should be ensured with the aim of efficiently inducing teachers to their teaching positions. As socialization negatively correlates with burnout, it can be said that by following the aforementioned steps, teachers will not only be socialized but also they may score lower on burnout which would lead to a harmonious atmosphere in the schools motivating the teachers to teach and the students to learn.

For the purpose of gaining more insights, the participants were divided into four different groups based on the different burnout scores they received: few, strong, substantial, and severe. The different burnout levels of these groups were combined with the five factors of the Organizational Socialization Scale, namely, organizational policy, organizational aims, organizational history and language, job efficacy, and interpersonal relationships.

When scrutinized separately, it was found that the group with a few level of burnout had a higher rate on organizational policy than the groups with strong and substantial burnout levels showing that those teachers with a low burnout level can cope with organizational policy. As managing to deal with organizational policy has to do with socialization and the feeling of being assimilated, this finding confirms the previous outcome that the majority of teachers ranked high in the Organizational Socialization Scale.

Next, the group with a few level of burnout was found to have a higher rate on organizational aims than the groups with strong, substantial and severe burnout levels. Additionally, the group with a strong level of burnout was found to have a higher rate on organizational aims than the groups with a substantial and severe level of burnout. This shows that the teachers with a low and a strong burnout level are well versed with the organizational aims, which again indicates that they are successfully socialized. Internalizing the aims of the organization one is working for signals that someone is

working towards certain goals. This indicates that teachers who are familiar with the organizational aims contribute to the success of the organization. If the organization meets with success, teachers working in such an organization will feel satisfied and they will have less stress which may reduce the possibility for burnout to occur.

Further, the group with a few level of burnout had a higher rate on organizational history and language than the groups with strong, substantial and severe burnout levels. Moreover, the group with a strong burnout level had a higher score on organizational history and language than the groups having substantial and severe levels of burnout. This shows that teachers who know more about the history and language of their school have a fewer level of burnout. Having knowledge about organizational factors seems to have a negative correlation with the level of burnout which supports the finding that there is a negative relationship between burnout and organizational socialization.

Additionally, the group with a few level of burnout had a higher rate on job efficacy than the groups with strong, substantial and severe burnout levels. Further, the group with a strong burnout level had a higher score on job efficacy than the group with substantial burnout. It can be concluded that teachers with lower burnout feel more efficient in their profession than their counterparts who in contrast range higher in burnout. This was also expressed by earlier research which found that teachers with a high level of efficacy experienced fewer burnout (Brouwers & Tomic, 2000; Schwarzer & Hallum, 2008).

Lastly, the group with a few level of burnout had a higher rate on interpersonal relationships than the groups with strong, substantial and severe burnout levels. It can be stated that teachers with lower burnout have balanced interpersonal relationships. It is supposed that strong interpersonal relationships can reduce burnout as this shows that there is some kind of collegial support and smooth administrative relationships (Goddard & O'Brien, 2004; Grayson & Alvarez, 2008; Leiter & Maslach, 1988; Rinke, 2008; Skaalvik & Skaalvik, 2009) facilitating the process of socialization and hereby decreasing the level of burnout.

For the purpose of answering the fourth research question and locating if there is a relationship between certain variables and burnout and socialization, the participants' level

of burnout and socialization were linked to demographic variables such as gender, age, major, educational status, teaching experience, school population, school location, type of school, and working hours whose relations are shared in the following part of this paper.

In the previously conducted studies, it was found that among the studied demographic factors, age was the one which was mostly related to burnout. Moreover, it was reported that those who were over 30 or 40 years old had a lower level of burnout than their younger counterparts (Maslach et al., 2001). In contrast, the current study could not find any significant relation between age and burnout which means that the occurrence of burnout and organizational socialization are not affected by age.

The demographic variable gender was also scrutinized in relation with burnout and organizational socialization. Previous studies reported that gender was not a special predictor of burnout (Maslach et al., 2001). Similar to the findings of Maslach et al. (2001), the present study could not find any significant difference between burnout and gender. This has to mean that teachers' gender does not have any influence on burnout and organizational socialization.

Another factor which was taken into account by previous studies was the teachers' educational level (Ewing & Smith, 2003; Goddard & O'Brien, 2004; Maslach & Jackson, 1981; Maslach et al., 2001). Maslach et al. (2001) talked about studies which supported the fact that teachers with a higher level of education were more prone to burnout. This was contradicted by the current research which could not detect any relation between teachers' educational status and burnout. Thus, this study shows that EFL teachers' educational levels do not influence burnout and organizational socialization at all.

Next, although Bümen (2010) reported that the type of school, with focus on private and public schools, influenced the level of teacher burnout, the current study could not come up with the same finding. According to the respondents' answers, there is no relationship between burnout and the type of school such as kindergarten, elementary school, secondary school, boarding school, high school, boarding high school, colleges or universities which contradicts previous findings. Nevertheless, it should be considered that the main interest

of Bümen (2010) lied in private and public schools which is not the case in the current study that has not taken private schools into consideration.

Moreover, another demographical factor which was related to burnout in this study was the location of the school. The current study reveals that the location of the school does not have a bearing on burnout and organizational socialization. Although the present study could not find any significant relationship between burnout and the school location, Abel and Sewell (1999) recognized that “rural school teachers experienced significantly greater stress from pupil misbehavior and time pressures versus working conditions and staff relations than urban school teachers” (p. 292). Further, their research concluded that greater stress for urban teachers was caused because of “poor working conditions”, “lack of recognition for good teaching”, “lack of or inadequate equipment and resources for teaching” and “poor staff relations” (Abel & Sewell, 1999, p. 292).

This research did not come up with a statistically significant difference between teaching experience and the results obtained by the Teacher Burnout and Organizational Socialization Scales. However, Ghaith and Shaaban (1999) reported that teachers who had more than 15 years of experience were not that concerned than teachers with fewer experience clarifying that experience leads to relaxation among teachers. Further, Ghaith and Shaaban (1999) identified three different teaching concerns: self-survival concerns, task concern, and impact concerns which may trigger the burnout level. According to the researchers, the teaching concerns vary based on the experience the teachers have. Similarly, Turkish EFL teachers who had a teaching experience of 25-60 months and 120+ months showed higher level of organizational socialization than those who had 1-6 months of teaching experience. This signified that novice teachers go through certain problems which negatively affect their socialization. An interesting finding was that teachers with a teaching experience of 25-60 and 120+ months scored higher on the Organizational Socialization Scale than the ones with a teaching experience of 61-120 months. The fact that novice teachers scored low on the Organizational Socialization Scale in relation to teaching experience can be supported in a well enough manner but in order to explain why teachers with an experience of 25-60 months received a higher score in organizational socialization than teachers who had 61-120 months of experience has to be examined in detail. It could be stated that this occurs because of the three stages of burnout teachers are

confronted with, namely the appearance of stress, occurrence of tiredness and emotional tension, and changes in behavior (Schaufeli & Enzmann, 1998, as cited in Skaalvik & Skaalvik, 2009). The teachers having 61-120 months of teaching experience may have reached the stage in which emotional tension and tiredness occurs, but this is not a proven fact which requires further research.

To sum up, there were no statistically significant differences between the scores of the Teacher Burnout Scale and the Organizational Socialization Scale and gender, age, major, school type, teaching experience, school population, or the highest degree obtained by the teachers. In contrast, the participants with different burnout levels reacted in various ways to the five factors of the Organizational Socialization Scale. An important finding is that teacher burnout and organizational socialization were identified to have a moderate negative relationship with each other. The existence of such a relationship between burnout and organizational socialization should not be left out of concern because of the fact that the improvement of organizational factors may lead to a better socialization which in turn may lower teacher burnout. Consequently, a low level of burnout would evoke feelings of satisfaction with one's job and make teachers stay in their positions without the intention to leave their jobs.

The present study contributes to the field of English Language Teaching by exploring EFL teachers' socialization experiences and level of burnout, and the factors affecting burnout and socialization since there is a lack of sufficient research on organizational socialization combined with EFL teachers' burnout. Moreover, the current study also dealt with novice EFL teachers because of the fact that burnout can also occur during the first years in one's job (Goddard & O'Brien, 2004; Maslach & Jackson, 1981). For that reason, the examination of teacher socialization and teacher burnout provided crucial data to educators to understand novice EFL teachers' socialization processes and their needs and expectations. The present findings could help EFL teachers in similar settings and inspire educators to make changes in the curricula of teacher training programs with the purpose of bridging the gap between theory and practice and to improve the working conditions of teachers.

Furthermore, since studies so far have not considered the views of novice teachers to draw on risk factors causing burnout in the beginning years and since there are not many studies that have investigated the level of burnout from the commencement of the teaching career (Goddard & O'Brien, 2004), the current research began to fill this gap in literature to the extent that it involved novice EFL teachers' views and thoughts on burnout and organizational socialization. In addition, this study is significant in that it provided information on the sources of burnout, such as stress, problems with the principal and the colleagues, workload, paperwork, and insufficient school equipment. Besides, it informed us on the factors affecting teacher socialization in the beginning of the teaching career such as the organizational environment, interpersonal relationships, and teacher training programs.

Discussion Part 2: Interviews

The conducted semi-structured in-depth interviews further clarified the factors leading to socialization and burnout. Among the problems experienced and mentioned by the 16 interviewed EFL teachers employed in Turkey, there were issues such as poor relations with administrators, negative student behavior, crowded classrooms, heavy workload, and ineffective teacher training programs which lead to the occurrence of burnout and complicate organizational socialization.

The results of the interviews with a sample of EFL teachers who had different levels of burnout (4 teachers had a few level of burnout, 8 teachers had a strong level of burnout, 2 had a substantial level of burnout, and 2 had a severe level of burnout) suggested that this study had some parallels with the findings of other studies, which will be discussed in this chapter.

In this context, the study of Flores and Day (2006) should be mentioned in which it was concluded that "heavy workload, bureaucratic work, lack of support, wide variety of tasks to be performed and assessment procedures of their performance" were factors that challenged teachers. Similar to the findings of Flores and Day (2006), the conducted interviews in the present study illustrated that teachers mostly complained about their workload, paperwork, and unsupportive colleagues or principals.

Moreover, findings indicated that teachers, especially in the beginning years, desire a rule-governed and regulated school environment. This is expected to occur because novice teachers need some guidance due to the fact that they are not well-informed about the real teaching environment and other issues related to a teacher's school life. Despite this, some EFL teachers reported that they were annoyed by paperwork which actually is related to rules and regulations. This finding is backed up with previous research (Farber, 2000) which also indicated that teachers are fed up with paperwork. Besides, there were some teachers who do not see any sense in the school's rules as these are mostly created by authoritative figures and are not followed by the organizations.

Another aspect that seemed to disturb EFL teachers was the attitude of the school principal. The principal is central in affecting teacher morale and in defining the school climate. The factor of the principal in fact is known as a burnout trigger. It is proven that "a worker may find hassles with supervisors to be a sufficient cause to dislike a worksetting without experiencing burnout in the process" (Leiter & Maslach, 1988, p. 307). Moreover, it is a well-known issue that the relationship between teachers and administrators is "an important contributor to teacher's feelings of connectedness to the system in which the administrator serves as leadership" (Grayson & Alvarez, 2008, p. 1359). If principals are democratic and do not insist on an autocratic form of school management, teachers may feel more relaxed and confident. In fact, Dworkin et al. (2003) stated that some

theories of management suggest that a democratic environment in a school context not only benefits the academic and socialization experiences of students, but also affects the work productivity and well-being of teachers. A democratic school environment is one in which teachers and students, along with school administrators, engage in open and shared decision-making processes in the teaching-learning enterprise where differences are minimized (p.110).

In contrast to the negatively outlined principal model, principals who are communicative, supportive, guiding, and praising are said to be more committed to their profession (Weiss, 1992). Administrators who offer "an organizational environment that: (a) provides relevant job skills through training; (b) orients employees to gain a functional understanding of the organization; (c) encourages supportive coworker interaction; and (c) offers appropriate and attainable rewards" can reduce stress which is one of the most important burnout triggers (Taormina & Law, 2000, p. 91).

In connection with the school principal and the administrative figures, it should be noted that if there is no administrative support, teachers may choose to leave their positions (Kersaint et al., 2007), which is regarded as one way to escape the daily school routine with its high amount of stress leading to burnout (Quartz & The TEP Research Group, 2003). Despite these aspects, Hughes' (2001) thought that "the decision to leave can be constrained by the availability of acceptable alternative employment and geographic immobility" (p. 289). It can be assumed that if teachers are provided with alternative employments with which they can cope and if they do not care about relocation, they will immediately change their position in case of dissatisfaction with their jobs.

Relevant to add here is Hughes' (2001) claim that "working in a low-pay career increases the difficulty of repaying student loans quickly. It is reasonable to assume, therefore, that many teachers will accept the consequences of burnout and remain in position" (p. 289). These are indicators of the complexity to change or leave one's job. Conversely, Bottcher (1994, as cited in Macdonald, 1999) stated that "less than 10% of teachers in Germany reach normal retirement age" (p. 837) which contrasts with data gathered during the interviews under inspection. Of course there are some teachers who question their professional choices (5 in number) but the majority of the teachers interviewed (11 in total) aimed to stay in their teaching positions until they retire indicating high satisfaction with their career as a teacher or the fear of not getting another job.

In addition to reflecting teachers' choice of teaching as a lifelong career, the EFL teachers' plan to remain in teaching until retirement also indicates that all of the interviewees have voluntarily chosen teaching as a profession which shows some kind of intrinsic motivation to fulfill their duties as a teacher. Hobson and Malderez (2005, as cited in Giannakaki et al., 2011) stated that "intrinsically-motivated trainees are more likely to remain in the profession than those whose choice of teaching was not as firmly based" (p. 458) relating the existence of intrinsic motivation to the desire of remaining in the job.

Another point worth mentioning here is that teachers seem to wish to leave their teaching positions where the living conditions do not come up with the living standards they are used to, and when they have difficulties in adapting to the different customs apparent in the region they had to teach (for details see Macdonald, 1999). Additionally, Buckley et al. (2005, as cited in Rinke, 2008) demonstrated that "the quality of school facilities, such as

lighting, temperature, air quality, and noise level, is positively correlated with teachers' decisions to stay" (p. 4). Based on these studies it can be stated that "situational variables are more strongly predictive of burnout than are personal ones" (Maslach & Goldberg, 1998, p. 65). Fitting here are the findings of the interview since participants reported that they had difficulties to adapt themselves to the culture and customs of the region they had to work in and that a lack of school facilities complicated their induction. It should not be forgotten that a miserable induction and an ineffective socialization may lead to burnout.

Certainly, besides the ones discussed, there are other points that affect teachers' decisions to stay in the profession: colleagues and administrators. The interviewed novices who showed a low level of burnout were found to be supported by their colleagues and administrators. It can be assumed that teachers with a low level of burnout will not think about leaving their profession due to their level of satisfaction. The findings of Schlichte et al. (2005) and Maslach et al. (2001) relate to the interviewees' comments by indicating that supportive colleagues, administrators and mentors have to help first-year teachers to retain them in the teaching profession.

Another factor worth consideration is that of staying in the teaching position although one is not pleased with it at all. The interviews clarify that some of the teachers seem satisfied with their positions as teachers, although they are holding a strong burnout level and complain about factors such as workload, crowded classrooms, school location, school facilities, administrators, nightshifts, and demotivated students. Suitable to add here is Friedman and Farber's work (1992, as cited in Chang, 2009) reporting that teachers are happy with their positions independent of the fact that they go through burnout. This shows that the present study has similar findings with previous research to some extent. As discussed earlier in this paper, teachers express the desire to work until they retire although they hold a high burnout level.

What is more is that there are also teachers who undergo a satisfactory socialization process. According to the reporting of Hebert and Worthy (2001, as cited in Flores & Day, 2006), the factors contributing to first year success are "(i) a match between expectations, personality and workplace realities; (ii) evidence of impact; and (iii) using successful strategies to manage student behavior and enter the social and political culture of the

school” (p. 220). These factors signify the importance of the teacher training program, the induction phase, an effective classroom management, and a felicitous socialization which was also expressed by the participants of the study. As previously discussed, interviewees put forward that they need more practical training that confronts student teachers with the realities of the everyday classroom instead of an idealized classroom in order not to come across reality shock, to be able to manage difficult students and to maintain discipline in the classroom.

Related to these, Friedman (2000) suggested that “tracing the reality shock process experienced by novice teachers may be an important factor in understanding the phenomenon of burnout and the burnout progress” (p. 598). So did the current research as to the extent of scrutinizing some novice teachers’ transfer from being a student to the state of being a teacher. Among the 16 interviewees there were 11 novice teachers who just started teaching in a school under the Ministry of Education. It is a known fact that the teacher education received imposes student teachers how things should be while the working environment represents how things in reality are. The interviewed novices reported that it was hard for them to bridge the gap between theory and practice complicating their adaptation process. They added that they would welcome a longer practicum time, an emphasis on practice during their teacher training programs, and a program that prepares them for teaching situations in Turkey and not European or American ones. The last point mentioned correlates with Çakıroğlu and Çakıroğlu’s (2003) statement that

The problems of research studies on teacher education and other areas within the field of education are not generally those that must have priority for Turkey because most of the problems in research studies are based on the international literature and knowledge about the field, which is not a product of the problems, dialogues and concerns within Turkish education system. Therefore, we are convinced that, if scholars in Turkey continue to focus merely on the literature and knowledge that is developed in another country, they will keep failing to identify the real and unique problems of the Turkish education system (p. 262).

According to Çakıroğlu and Çakıroğlu (2003), teachers are in the opinion that teacher training programs in Turkey do not address factors related to the Turkish context but to the global community. They add that teachers complain about the issue that “there were no suggestions or discussions for a prospective teacher about a rural student who might have problems within the Turkish education system” (p. 260) hindering student teachers from

getting a real overview of the education system in Turkey which was also tried to be expressed by one of the interviewees involved in the current study.

Apart from the fact that teacher training programs in Turkey are designed for global classrooms, these programs also have a small number of real classroom encounters aggravating the transition of novice teachers to the real settings. Studies indicated that once teachers are confronted with a real classroom environment with students having different kinds of behavior, their “excitement of a first job, new classroom, and new community often lead to challenges” (Schlichte et al., 2005, p. 36) which can lead to “feelings of ineffectiveness, loneliness, and alienation from the profession” (Schlichte et al., 2005, p. 36). Interviewees mentioned that they got nervous and anxious when they entered the classroom for the first time which actually shows that they were not well enough prepared to manage the first day of teaching.

Moreover, teachers also reported that they were not prepared by their education programs to deal with children who are not well enough supported to succeed at school and who have behavioral problems which is in line with previous research (Stuart & Thurlow, 2000). Stuart and Thurlow (2000) claimed that “novice teachers report that their undergraduate education programs do not [...]adequately prepare them to face the demands of teaching in classrooms with increased numbers of children who do not speak English, children with disabilities; children with inadequate family support” (p. 113).

It is not just important that the teachers get acquainted with real classroom environments and with classroom management strategies that are crucial in teaching. It is also a necessity for teachers to adapt themselves to their schools, especially for novices who enter teaching right after graduation (Faez & Valeo, 2012). The interviewees’ answers drew attention to the importance of teacher education and the role of the practicum which, in previous research (Boz, 2008), was emphasized as a crucial factor in teacher preparation. EFL teachers who were interviewed stated that their education programs did not prepare them well-enough for their professions. In contrast to these findings, “student teachers in England believe that their ITP programs prepare them well” (Giannakaki et al., 2011, p. 462). The student teachers in England further said that their preparation programs clarified the link between theory and practice.

Further, as teachers in Turkey have to cope with the gap between theory and practice, they have to learn how to teach (the practice part) in the school they are working in. It is proven that novice teachers are learning while teaching (Flores & Day, 2006) which shows similarities to the answers given by the participants in the current study. Interviewees stated that EFL teachers developed their own way of teaching by trying out in real classrooms and not during the teacher training programs. Obviously, teachers gain experience with time. Because of that it is not hard to guess that teachers have self-concerns about classroom management and other factors at the initial stage of their work experience (Boz, 2008). Nevertheless, these concerns were found to decrease with time spent in the work environment since EFL teachers said that they got used to their duties as a teacher with time.

Next to this, there are many other teacher concerns. One of these has to deal with the students' knowledge. One interviewee complained about the students' level of English which was under her expectation. She stated that she was employed in a high school but that the students could not even manage to follow her lessons. Unfortunately, it is manifested that the English competence of the majority of the students in public schools in Turkey does not develop as planned (British Council, 2013; Dogancay-Aktuna, 1998) which apparently leads to a decrease in teachers' motivation. Hopefully, there are ways to deal with teaching concerns. Having some work experience is one of these ways. It is known that

previous work experience in a job similar to that held in a focal organization may facilitate accomplishment of some of the tasks of the socialization process, which in turn leads to outcomes such as good job performance, job satisfaction, and organizational commitment (Adkins, 1995, p. 841).

Participants reported similar issues. They claimed that the teaching experience they gained in English courses, private schools, or as contract teachers made them feel more comfortable as they were already familiar with the real school setting which facilitated their adaptation to their new organizations.

Another factor that could lower the level of self-concern is university connection. As stated by Gold (1996, as cited in Walsdorf & Lynn, 2002) "the voices of beginning teachers continue to report that they value the university connection and find that it challenges them

to remain engaged in their own professional development” (p. 193). This is in line with the present research. There are teachers who wish to be in contact with their trainees but others state that teacher trainees do not have the practical knowledge to keep up with real classrooms.

Apart from the discussion above, interesting to observe was that interviewed teachers addressed factors related to burnout and challenges they faced during their socialization processes, although the majority of the interviewees (12 in number) had a few or strong burnout level. It seems that teachers complain about some issues they are confronted with but that these do not affect them in a way which leads to the occurrence of substantial or severe burnout. As the interviewees reported about negative aspects, it can be assumed that they are aware of the deficits of their working environments which with time may lead to burnout if not dealt with in a well enough manner. These deficits were reported as being too much workload and paperwork, the principals’ unfair attitudes, students’ disciplinary problems, and an insufficient teacher training program which, according to the interviewees, could not manage to prepare teachers to their working settings. Nevertheless, it is obvious that teachers who show no sign or just a few signs of burnout complain about their current state at the schools which in turn raises the question of why these teachers are not satisfied with some factors of the school setting while they do not report any signs of burnout and indicate that they are successfully socialized.

A possible explanation may be that the interviewed EFL teachers were novices (11 out of 16) who just began to familiarize themselves with their teaching role and realized that they got a position in a state school which is hard to get in Turkey and for that reason could not manage to criticize their organizational environment. Similarly, Caspersen and Raaen (2013), who compared novice and experienced teachers’ ability to manage their work and how this was influenced by collegial support, reported that novice teachers were found to receive less support than experienced teachers which, according to them, might be caused by the novice teachers’ inability to articulate their needs. Teachers’ inability of expressing their needs may also account for the findings of the current interviews.

Furthermore, as burnout is bound to factors such as stress, exhaustion, depersonalization and more, teachers have to interact with their organizational environment for a certain

period of time so that stressors can begin to influence teachers' psychological and emotional state. In other words, the majority of the interviewees were novices so that they could not notice the stressors that might lead to the state of burnout.

It is worth pausing here to consider Herzberg's Motivation-Hygiene Theory. In his theory, Herzberg distinguishes between hygiene factors and motivator factors. Hygiene factors are said to compose of organizational policy, social relationships, supervision, working conditions, and salary whose absence results in dissatisfaction (Lunenburg & Ornstein, 2008). The interviewees in the current study complained about factors related to their organization, collegial relationships, the attitude of their principals, and working conditions such as crowded classrooms and misbehaving students, which actually clearly represent hygiene factors that might explain the dissatisfaction or complaints of the interviewees. Based on this, it can be assumed that the dissatisfiers have similarities with the stressors EFL teachers are confronted with. It can be stated that EFL teachers have a low burnout level due to the fact that the dissatisfying conditions are suppressed and that the positive organizational factors lead to satisfaction meanwhile increasing organizational socialization.

Another explanation of teachers having low burnout and at the same time complaining about factors related to the school environment may be that these teachers know how to handle the problems they are confronted with and due to this can manage to stay away from triggers of burnout which does not form a hindrance in their organizational socialization process. These teachers may be able to prevent burnout due to the fact that they have adapted to their environment. In contrast, teachers who have problems in the socialization phase may experience burnout to some extent.

Furthermore, Maslach et al. (2001) state that "the greater the gap, or mismatch, between the person and the job, the greater the likelihood of burnout; conversely, the greater the match (or fit), the greater the likelihood of engagement with work" (p. 413). This shows that burnout is caused by a mismatch between the job and the individual, from which it can be concluded that the majority of the participant EFL teachers in this study find that their profession fits them since they do not report a high burnout level.

To conclude, the EFL teachers' complaints show that there are potential risk factors that could evoke burnout and hinder a smooth organizational socialization in Turkish schools. That is why precautions against burnout and an ineffective organizational socialization should be taken. Some recommendations are provided in the next part of this thesis to come up with possible solutions.

Recommendations

As the interview results indicated, EFL teachers are complaining about an inadequate and ineffective practicum experience, too much workload, crowded classrooms, parents' manners, student behavior, and ineffective teacher training programs. In order to deal with the problems EFL teachers mentioned during the interviews, some suggestions are made with regard to teacher training programs and in-service teaching. Firstly, since the majority of the respondents who participated in the interviews indicated that the structure of the teacher training program should be redesigned, the following are suggested based on the results of the interviews:

1. Teacher education programs should be innovated and planned carefully in order to generate teachers who are prepared to teach right after graduation.
2. An interactive teacher teaching program should be ensured which does not only focus on theory but also practice.
3. There should be one standard way to become an English language teacher as this requires different qualifications which are not provided by all of the faculties (e.g. faculties of science and letters, literature or cultural studies) whose graduates have the possibility to enter the teaching profession as an English language teacher.
4. Student teachers should be confronted with the reality of the working conditions in schools for the purpose of hindering reality shock.
5. More time should be provided for micro-teaching, so that student teachers develop a sense of membership to their professions.
6. The time spend in the practicum should be increased in order to make teacher candidates gain more experience and self-confidence.
7. The practicum should comprise different grades, so that teacher candidates can get in contact with different age groups and see how they have to behave to certain students.

8. The practicum should take place in different regions (rural/ urban). In that way student teachers could see the regional differences and prepare themselves to their possible working conditions.
9. The practicum should be provided in different school types so that student teachers can discover different styles and strategies for different contexts.
10. Student teachers should be introduced to the concept of burnout before entering the working environment, so that they know what it is and how to handle its first symptoms.
11. The teacher candidates should be aware of how to successfully socialize and how to stay away from struggles.

When it comes to in-service teaching, the following suggestions are made in order to avoid teacher burnout, effectively socialize teachers, and ensure and foster a productive work setting in which teachers stay engaged and motivated:

1. The administrators and experienced teachers should be informed about what to do and how to behave to their novice staff members or colleagues in order to welcome them in a friendly enough manner and to make them feel a part of the organization with the aid of orientation programs or seminars. Novice teachers should be welcomed in an appealing school environment so that they socialize as soon as possible, develop a sense of community, and reduce the likelihood of role conflict and role ambiguity.
2. The administrators should establish an induction program to facilitate the orientation of the teachers. This program should provide an overview of the customs and traditions of the area the school is located in. It should introduce the school setting, philosophy, vision, rules, dominant values, and norms to the teachers.
3. Mentor teachers or peer-professional helpers should be assigned for the novice teachers, so that these could guide the newcomers through their socialization process.
4. The deficiency needs of EFL teachers such as enough salary, positive social relations, and release time should be satisfied as Maslow's hierarchy of needs supposes that the deficiency needs have to be met in order to enable individuals' self-actualization.
5. The working conditions should be improved. This process could comprise the reduction of classroom size, the availability of sufficient teaching equipment, and the increase of salary to satisfy basic needs.

6. The workload should be divided equally, so that teachers do not feel exhausted and stressed out. For this purpose, teachers should know how to cope with time pressure and how to manage time effectively.
7. A democratic school environment should be ensured in order to enable teachers to participate in collaborative decision-making. Having a say in decision-making processes would help teachers to self-actualize to some extent. Self-actualization could be reached through assigning teachers some leadership, so that they have a certain responsibility and feel part of the decision-making process.
8. The principals should be open to new ideas, so that the teachers can come up with suggestions to be considered which would make them feel as a contributing part of the organization.
9. Social relations in the school should be balanced. The administration and the teachers should support each other, and the principal should praise and reward teachers. Moreover, teachers should know how to build teams and how to decide on matters in groups, so that a sense of belonging is established.
10. There should be some form of feedback and exchange of ideas, so that teachers and administrators have the possibility for improvement and change.
11. In order to reduce conflicts and to satisfy the parents' expectations regarding their children's education, parent-school relations should be established by not only inviting parents to parent conferences which they have to attend, but by involving parents in committees and making them organize school events in which they are actively involved.
12. Teachers should attend conferences to get acquainted with different teaching strategies or they should visit other schools in order to acquire additional instructional techniques which could facilitate classroom management and reduce the amount of problems perceived.
13. Teachers should contact the university, especially their teacher trainees for assistance if they feel a need for support.
14. Teachers should know how to cope with stress in order to avoid this burnout trigger. This could be done via the participation in seminars, the exchange of experiences among teachers, or taking some psychological support from the counseling service.
15. Another factor worth consideration is that well-functioning schools are said to have characteristics such as

- good communication between staff;
- a strong sense of collegiality;
- management decisions based on consultation;
- consensus established on key values and standards;
- whole school policies in place;
- role and expectations clearly defined;
- teachers receive positive feedback and praise;
- good level of resources and facilities to support teachers;
- support available to help solve problems;
- policies and procedures are easy to follow;
- red tape and paperwork is minimised;
- additional duties are matched to teachers' skills;
- building environment is pleasant to work in;
- senior management makes good use of forward planning;
- induction and career development advice is given (Kyriacou, 2001, pp. 31-32).

These numerous factors should be taken into account, if one aims to hinder stress and other burnout-triggering factors. The reduction of burnout in turn would enhance organizational socialization that would increase teacher retention and motivation.

Concluding Remarks

There is not any statistically significant difference between the scores of the two scales and the demographic factors gender, age, major, educational status, teaching experience, type of school, school population, school location, and teaching hours which shows that they do not have much effect on EFL teachers' socialization or burnout. This has got the meaning that the demographic variables mentioned earlier do not influence teacher burnout and organizational socialization which contradicts some previous findings.

While the results of the Teacher Burnout Scale and the Organizational Socialization Scale report no interrelation between teacher burnout and socialization and the demographic variables gender, age, major, educational status, teaching experience, type of school, school population, school location, and teaching hours, it was found that Turkish EFL teachers' burnout is low, whereas their organizational socialization is high which points to a negative correlation between teacher burnout and organizational socialization. This can lead to the assumption that "burnout is seen as organizationally induced and should thus be redressed through organizational change, not personal coping" (Dworkin et al., 2003, p. 109).

Further, although not expected, the conducted semi-structured interviews revealed that EFL teachers with a low level of burnout and a high organizational socialization complained about certain aspects related to their school environment which are indicators of burnout. The reported factors which disturb EFL teachers with low burnout levels show similarities with the complaints of teachers experiencing high levels of burnout.

To conclude, the results of the present study have provided an insight into how EFL teachers feel during their first months in their profession. In addition, with the purpose of dealing with the many complaints of the interviewed EFL teachers, numerous ways to improve teacher training programs and strategies to ensure a successful organizational socialization and to prevent burnout were suggested.

CHAPTER VI

Chapter VI summarizes the study and draws some conclusions. Recommendations for further research are also provided in this chapter.

CONCLUSION

Student teachers experience many changes once they become a teacher. Teachers start their teaching career with a high amount of idealism, but after they start teaching, they realize how stressful the real teaching environment is. Stress is one of the aspects that evokes burnout among human service employees which may have mischievous effects on teacher socialization in that burnout may complicate the process of teachers' organizational socialization.

The general literature on burnout and teacher socialization is inconclusive with regard to the kind of relationship between teacher burnout and organizational socialization. That is why the current study sought to determine EFL teachers' level of organizational socialization and burnout. Besides, it was aimed to discover whether EFL teachers' level of organizational socialization was related to burnout and what factors led to problems in novice EFL teachers' socialization process and to the occurrence of burnout.

Data from 507 EFL teachers, employed in Turkey, were gathered. These were collected through a questionnaire and a semi-structured interview. With the questionnaire it was aimed to collect data on the burnout and organizational socialization levels of the EFL teachers, and the interview was conducted to master the reasons behind teacher burnout and a problematic organizational socialization. Later, the data were analyzed quantitatively

and qualitatively by using descriptive statistics, some parametric statistical tests such as t-tests and one-way ANOVAs, a Pearson correlation test and a Fisher's LSD test.

The results revealed that EFL teachers in Turkey in general have a low burnout level, but a high organizational socialization level. Further, it was observed that there are not any statistically significant differences between the scores of the Teacher Burnout Scale and the Organizational Socialization Scale and the different demographical variables of gender, age, major, school type, teaching experience, school population, or highest degree obtained by the teachers. Nevertheless, the teachers having different burnout levels demonstrated diverging relations with the five factors of the Organizational Socialization Scale which are organizational policy, organizational history and language, organizational aims, job efficacy, and interpersonal relationships. Teachers with a lower level of burnout were found to be socialized into their organizations. In contrast, teachers with a higher level of burnout were detected to have some difficulties in the process of socialization. Although teachers in general had a low burnout level, the interviews revealed that some EFL teachers complained about factors which are known as burnout triggers and consequently may hinder socialization. The mainly mentioned factors were problematic interpersonal relationships, heavy workload, student misbehavior, dissatisfying working conditions, and insufficient teacher training programs.

The results of this study can assist educators to better understand how EFL teachers are affected by their socialization process and if this has any connections with teacher burnout. Moreover, it gives an insight into how EFL teachers feel during their first months in their profession and proposes ways to incorporate coping strategies into teacher training programs to effectively integrate novice EFL teachers into their new environment. In order to answer novice EFL teachers' requests, the following should be ensured for student teachers before they start teaching: closing the gap between theory and practice, increasing the time devoted to micro-teaching and the practicum, confronting student teachers with the reality of their working conditions in an early phase, and familiarizing student teachers with the concepts of burnout and organizational socialization. In addition, with the aim of enhancing in-service teachers' motivation, contributing to their commitment, and facilitating their integration into the school environment other recommendations are provided. These comprise factors such as welcoming teachers in the organization in a

friendly way, establishing an induction program, creating an environment which satisfies the deficiency and being needs of EFL teachers, improving working conditions, ensuring positive social relationships with parents, colleagues and the principal, and motivating teachers to participate in seminars and in-service courses.

Until replicated in future, the results of this study should be viewed with caution as there may be some aspects limiting the generalizability of the results. First, there is the possibility that the respondents were not a representative sample. For that reason, the study should be duplicated with other teachers in other contexts as teachers' experiences of burnout and organizational socialization could vary across contexts. Moreover, the number of teachers who took part in the study was limited to 507. In order to get more reliable results, the number of the participants should be increased. Another important factor is that this study did not involve the following years in the profession which is necessary to properly follow the socialization process and its effects on burnout. That is why a longitudinal study is proposed for future research.

In conclusion, the Turkish teacher training programs force student teachers through several trials such as the many examinations which have to be mastered in order to make the dream of becoming a teacher true. Once, student teachers have managed to cope with all the inhibiting situations on the way of becoming a teacher, they have to face several challenges such as the problem of organizational socialization and burnout which have to be dealt with in order to maintain teachers in their professions and to enable them to perform their duties as teachers in an enjoyable and productive fashion. Otherwise the occurrence of burnout and an unsuccessful organizational socialization may have detrimental consequences for both teachers' and students' well-being and performance.

Based on the findings of the present study, organizational socialization could be taken into account to improve the state of teachers who experience burnout. Meanwhile, the amount of teacher burnout could be reduced through an effective organizational socialization process.

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Appendix A

THANK YOU FOR YOUR COOPERATION!

This instrument measures the symptoms of teacher burnout and the degree of teacher socialization. Burnout can lead to resignation, emotional outbursts, and other apparently irrational behaviors. This scale aims to find out whether the socialization of teachers has a connection with teacher burnout and vice versa.

The following information will be kept in strictest confidence.

Demographic Data

1. Gender

- ☐ Male
- ☐ Female

2. Age

- ☐ 20-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60+

3. Major

- ☐ American Culture and Literature
- ☐ English Language and Literature
- ☐ English Language Teaching
- ☐ English Linguistics
- ☐ Translation and Interpretation

4. Educational Status

- ☐ BA
- ☐ MA in progress
- ☐ MA
- ☐ PhD in progress
- ☐ PhD
- ☐ Other: _____

5. Teaching Experience

- ☐ No experience
- ☐ 1-6 months
- ☐ 7-12 months
- ☐ 13-18 months
- ☐ 19-24 months
- ☐ Other: _____

6. School Level and Type (You can choose more than one answer if this applies to you.)

- ☐ Kindergarten
- ☐ Elementary School
- ☐ Secondary School
- ☐ Boarding School (YBO)
- ☐ High School
- ☐ Boarding High School
- ☐ College or University
- ☐ Other: _____

7. School Location

- ☐ Rural
- ☐ City
- ☐ Other: _____

8. School population

- ☐ 0-100
- ☐ 101-200
- ☐ 201-300
- ☐ 301-400
- ☐ 400+

9. Teaching Hours

- ☐ 2-15
- ☐ 16-21
- ☐ 22-26
- ☐ 27-30
- ☐ 30+

Appendix B

Teacher Burnout Scale

This measure is designed to determine how you currently feel about your job and its related aspects. There are no right or wrong answers. Work quickly and circle your first impression. Please indicate the degree to which each statement applies to you by marking whether you:

Strongly Disagree = 1; Disagree = 2; Neutral = 3; Agree = 4; Strongly Agree = 5

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I am bored with my job.	1	2	3	4	5
2. I am tired of my students.	1	2	3	4	5
3. I am weary (weary (adjective) - physically or mentally fatigued; causing fatigue; tiresome) with all of my job responsibilities.	1	2	3	4	5
4. My job doesn't excite me anymore.	1	2	3	4	5
5. I dislike going to my job.	1	2	3	4	5
6. I feel alienated (alienated (adjective) - feeling of not longer belonging to a particular group, society, etc.) at work.	1	2	3	4	5
7. I feel frustrated at work.	1	2	3	4	5
8. I avoid communication with students.	1	2	3	4	5
9. I avoid communication with my colleagues.	1	2	3	4	5
10. I communicate in a hostile manner at work.	1	2	3	4	5
11. I feel ill at work.	1	2	3	4	5
12. I think about calling my students ugly names.	1	2	3	4	5
13. I avoid looking at my students.	1	2	3	4	5
14. My students make me sick.	1	2	3	4	5
15. I feel sick to my stomach when I think about work.	1	2	3	4	5

16. I wish people would leave me alone at work.	1	2	3	4	5
17. I dread (dread (verb) - to be in terror of; to anticipate with alarm, distaste, or reluctance) going to school.	1	2	3	4	5
18. I am apathetic (apathetic (adjective) - feeling or showing a lack of interest or concern; indifferent; feeling or showing little or no emotion; unresponsive) about my job.	1	2	3	4	5
19. I feel stressed at work.	1	2	3	4	5
20. I have problems concentrating at work.	1	2	3	4	5

Appendix C

English Version of the Organizational Socialization Scale

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I have learnt my profession in a detailed way.	1	2	3	4	5
2. I know well the duties my job requires.	1	2	3	4	5
3. I have learnt how to perform my profession finely/sufficiently.	1	2	3	4	5
4. I know my responsibilities at my school.	1	2	3	4	5
5. I know about the regulations related to my profession.	1	2	3	4	5
6. I attend the social events that my colleagues at school join.	1	2	3	4	5
7. I think that I have a good relationship with the personnel employed in my school.	1	2	3	4	5
8. My colleagues voluntarily help me with issues concerning my profession.	1	2	3	4	5
9. I view most of my colleagues at school as a friend of mine.	1	2	3	4	5
10. Everyone at my school likes me.	1	2	3	4	5
11. The majority of my colleagues in my school accept me as a part of the school	1	2	3	4	5
12. I know the customs of my school coming from the past to the present.	1	2	3	4	5
13. I am aware of the past events which were important for my school.	1	2	3	4	5
14. I know about peculiar words (jargon) unique to our school used by the school employees.	1	2	3	4	5
15. I know the meanings of the codes and abbreviations used at my school.	1	2	3	4	5
16. I know the people whose ideas / thoughts are valued / followed in my school.	1	2	3	4	5
17. I understand / am aware of the social interaction pattern (formal and informal relations) in my school.	1	2	3	4	5
18. I know about the valid norms (the behaviour specified and accepted by informal groups) at my school.	1	2	3	4	5
19. I obey the rules valid at my school.	1	2	3	4	5

20. I support the aims of my school.	1	2	3	4	5
21. I internalize the values which are imparted to the students by my school.	1	2	3	4	5
22. The goals that are aimed to be reached at my school are clear and explicit.	1	2	3	4	5
23. I believe that the values of my school are in accordance with my personal values.	1	2	3	4	5
24. The aims of the school I am working in are also my own aims.	1	2	3	4	5

Appendix D

Turkish Version of the Organizational Socialization Scale

	Katılmıyorum	Az Katılıyorum	Orta Düzeyde Katılıyorum	Çok Katılıyorum	Tamamen Katılıyorum
1. Mesleğimi ince ayrıntılarına kadar öğrendim.	1	2	3	4	5
2. Mesleğimin gerektirdiği görevleri iyi biliyorum.	1	2	3	4	5
3. Mesleğimi iyi bir şekilde nasıl yerine getireceğimi öğrendim.	1	2	3	4	5
4. Okulumdaki sorumluluklarımı biliyorum.	1	2	3	4	5
5. Mesleğimle ilgili mevzuatı biliyorum.	1	2	3	4	5
6. Okulumdaki iş arkadaşlarımdan katıldığım sosyal etkinliklere ben de katılırım.	1	2	3	4	5
7. Okulumda çalışan kişilerle ilişkilerimin iyi olduğunu düşünüyorum.	1	2	3	4	5
8. Okulumdaki meslektaşlarımla işimle ilgili konularda gönüllü olarak bana yardım ederler.	1	2	3	4	5
9. Okulumdaki meslektaşlarımdan çoğunu arkadaşım olarak görüyorum.	1	2	3	4	5
10. Okulumda herkes tarafından sevilirim.	1	2	3	4	5
11. Okulumdaki meslektaşlarımdan çoğu beni bu okulun bir parçası olarak kabul ederler.	1	2	3	4	5
12. Okulumun geçmişten bugüne uzanan geleneklerini biliyorum.	1	2	3	4	5
13. Okulumun geçmişindeki önemli olayları biliyorum.	1	2	3	4	5
14. Okul çalışanlarının kullandığı, okulumuza özgü sözcükleri biliyorum.	1	2	3	4	5
15. Okulumda kullanılan kısaltmaların ve kodlamaların anlamlarını biliyorum.	1	2	3	4	5
16. Okulumda sözü dinlenen kişilerin kimler olduğunu biliyorum.	1	2	3	4	5
17. Okulumdaki sosyal etkileşim (formal-informal ilişkiler) örüntüsünü anlıyorum.	1	2	3	4	5
18. Okulumda geçerli olan normları (informal gruplar tarafından belirlenen ve onaylanan davranış kalıpları) biliyorum.	1	2	3	4	5
19. Okulumda geçerli olan kurallara uyarım.	1	2	3	4	5

20. Okulumun amaçlarını destekliyorum.	1	2	3	4	5
21. Okulum tarafından öğrencilere kazandırılan değerleri benimsiyorum.	1	2	3	4	5
22. Okulumda ulaşılmaya çalışılan amaçlar açık ve nettir.	1	2	3	4	5
23. Okulumun değerleri ile kişisel değerlerimin örtüştüğünü düşünüyorum.	1	2	3	4	5
24. Okulumun amaçları aynı zamanda benim de amaçlarımdır.	1	2	3	4	5

Appendix E

INTERVIEW « Experiences of EFL Teachers »

TEACHER SOCIALIZATION

1. Describe your first day at school. Detail your positive and negative feelings.
(Okulda geçirdiğiniz ilk günü olumlu ve olumsuz yönleriyle anlatınız. Nasıl hissettiniz?)
2. Did you have any orientation problems? Where? In which situation? Why?
(Uyum sorunu yaşadınız mı? Nerede? Hangi durumda? Neden?)
3. Do you have any difficulties with the administration, staff, principal, colleagues, students, school environment, parents? Do you feel suppressed in the teachers' room (e.g. not feeling free to express your thoughts etc.)?
(Okul yönetimi, personel, öğretmenler, öğrenciler, okulun çevresi veya velilerle sorun yaşıyor musunuz? Öğretmenler odasında baskı altında kalıyor musunuz (hareketlerin kısıtlanması, düşünceleri dile getirememesi gibi)?)
4. Have you received praise for your work? Do you expect praise or other kinds of reward?
(Yaptığınız işten dolayı övgü aldınız mı? Övgü veya diğer tür ödüller bekliyor musunuz?)
5. Do you wish to have university connection/ connection with your teacher trainee? Why?
(Üniversiteyle iletişim içinde olmak ister miydiniz? Neden?)
6. Do you feel that you belong to your organization? Do you feel accepted as part of your institution? Do others give you the feeling of belonging to it?
(Kendinizi kuruma ait hissediyor musunuz?)
7. Are you pleased with the rules and conventions of your institution?
(Okulunuzun kurallarından memnun musunuz?)
8. What are the factors that give you the feeling of satisfaction/ dissatisfaction in your institution?
(Kurumunuzda sizi memnun eden/ memnun etmeyen faktörler nelerdir?)
9. How do the experienced teachers cope with you as a novice? Have you ever felt that you are not welcome in the school?
(Deneyimli öğretmenlerin size karşı tutumları nasıl? Okulda istenmediğiniz hissine kapıldınız mı?)
10. In what way has the type and the location of your school, the number of your students, your teaching hours, and extra administrative responsibilities affected you?
(Görev yaptığınız okulun türü ve konumu, öğrenci sayınız, ders saatiniz ve size verilen diğer görevler (sınıf rehber öğretmenliği gibi) sizi nasıl etkiledi?)

BURNOUT

1. How do you feel in your job? Do you feel motivated to do your job, improve yourself or do you feel tired or burned out? Why?
(Mesleğinizi yaparken kendinizi nasıl hissediyorsunuz? Neden?)
2. What changes would you want in your institutions to be more motivated towards your profession? Do you think such changes will happen?
(Kurumunuzda çalışırken motivasyonunuzun artması için ne gibi değişiklikler olmasını gerekli görüyorsunuz? Bu değişimlerin gerçekleşeceğine inanıyor musunuz?)
3. 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?
(Mesleği isteyerek mi seçtiniz? Eğer mesleğinizi yeniden seçme şansınız olsaydı, öğretmenliği tekrar seçer miydiniz? Öğretmenliği ne kadar süre yapmayı düşünüyorsunuz?)
4. Did you have any problems during the transition phase from being a student to being a teacher? How much time has your adaptation taken? What do you think were the reasons for these problems?
(Öğrencilikten öğretmenliğe geçiş aşamasında ne gibi zorluklarla karşılaştınız? Okula adaptasyon süreciniz ne kadar sürdü? Bunun nedenleri nelerdi?)
5. Do you believe that the pre-teaching program is sufficient enough for your occupation? If not, what do you recommend to develop pre-teaching programs? Have you felt prepared to teach after your practicum? Did this feeling change after starting working at school?
(Üniversite aldığınız eğitimin mesleğiniz için yeterli olduğunu düşünüyor musunuz? Eğer hayır ise, eğitim fakültesinde ne gibi değişiklikler yapılması gerektiğini düşünüyorsunuz?)

Appendix F

INTERVIEW PROTOCOLS

**Nine of the interviews were conducted on 8 March 2014.
One of the interviews was conducted on 12 March 2014.
One of the interviews was conducted on 15 March 2014.
One of the interviews was conducted on 19 March 2014.
Four of the interviews were conducted on 23 May 2014.**

16 interviews in total

INTERVIEW «Teacher Socialization and Burnout» (Burnout Level = 30)

TEACHER SOCIALIZATION

1. Describe your first day at school. Detail your positive and negative feelings.

My first day at school was good but I was nervous because the students were village children. At the first time I saw hopeless and out of self-convenient children.

2. Did you have any orientation problems? Where? In which situation? Why?

Yes, I did. I had a programme problem and the teachers at the school were frightening about something. Then I was afraid and waited for their orientations. Now I get relaxed. They get on well each other and I do, too.

3. Do you have any difficulties with the administration, staff, principal, colleagues, students, school environment, parents? Do you feel suppressed in the teachers' room (e.g. not feeling free to express your thoughts etc.)?

I have difficulty about lesson programme because I am a new-comer; and staff, principal etc. made the programme for themselves.

4. Have you received praise for your work? Do you expect praise or other kinds of reward?

Yes, I have (from principal about my orientation and working hard).

5. Do you wish to have university connection/ connection with your teacher trainee? Why?

Yes, I do. Because I want my professor to see me as a teacher and learn my experiences.

6. Do you feel that you belong to your organization? Do you feel accepted as part of your institution?

No, I don't. There is a problem among the personal that I haven't understood yet.

Why don't you feel part of the school? Can you list the reasons? (After this question, the interviewee changed her whole answer as she realized that she misunderstood the question.)

Yes, I do. The problem appearing among the personal was solved, and I've got on well with them.

7. Are you pleased with the rules and conventions of your institution?

Some of it, yeah!

Which ones?

For example uniform rules are good for children.

8. What are the factors that give you the feeling of satisfaction/ dissatisfaction in your institution?

There is a discipline problem in my school. I think psychological matters of children in daily routine make pressure on teachers. Then the discipline can't be provided. Children and their families use these opportunities that make teachers nervous about the discipline.

What kind of discipline problems are there in your school?

Children behave each other unkindly, they give nicknames each other.

9. How do the experienced teachers cope with you as a novice? Have you ever felt that you are not welcome in the school?

No, I haven't felt that I am not welcome in the school.

10. In what way has the type and the location of your school, the number of your students, your teaching hours, and extra administrative responsibilities affected you?

The number of my students made me surprised (It is small number) Extra administrative responsibilities (like celebration of the Children's day) are hard to come through for the first year. There are files, files and files to be waited for done. These keep out me from my real duty "to be teachers"

BURNOUT

1. How do you feel in your job? Do you feel motivated to do your job, improve yourself or do you feel tired or burned out? Why?

I feel well. I love my job; I love my children (students). I feel like that because I am patient. I see the faces that are innocent.

2. What changes would you want in your institutions to be more motivated towards your profession? Do you think such changes will happen?

I want some praised speech, maybe some small (little) presents, maybe a good smiling-looking, some supportive behaviors.

3. 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?

Yes, I have. I would choose (voluntarily and dominantly) to be a teacher.

4. Did you have any problems during the transition phase from being a student to being a teacher? How much time has your adaptation taken? What do you think were the reasons for these problems?

When I have met my university teachers, I said and thought "All the teachers will be like them? Oh, no! I don't want to be a teacher" but when I come and recognized my students, my feelings changed, my opinions changed etc.

How long has your adaptation taken? Do you feel better as a teacher or was it better as a student?

My adaptation maintained three months. I feel better as a teacher because I love my job.

5. Do you believe that the pre-teaching program is sufficient enough for your occupation? If not, what do you recommend to develop pre-teaching programs? Have you felt prepared to teach after your practicum? Did this feeling change after starting working at school?

No, I don't. Instead of preparing a lot of materials, receiving information or studying hard exams, the teachers should teach how to teach, how to be teacher, how to deal with students' learning problems, how to do lesson as a funny learning etc.

INTERVIEW «Teacher Socialization and Burnout» (Burnout Level = 32)

TEACHER SOCIALIZATION

1. Describe your first day at school. Detail your positive and negative feelings.

I was excited and worried. After ten minutes in my first class I began to feel cosier. I had a difficulty regarding how to behave.

2. Did you have any orientation problems? Where? In which situation? Why?

No, I didn't.

3. Do you have any difficulties with the administration, staff, principal, colleagues, students, school environment, parents? Do you feel suppressed in the teachers' room (e.g. not feeling free to express your thoughts etc.)?

I have no problem with my school or students.

4. Have you received praise for your work? Do you expect praise or other kinds of reward?

I haven't received any reward, but I have gotten good feedbacks from some of my students. They say they like the way of my teaching.

How does this affect you? Do you want to get praise from your principal?

Yes, I do. It will inspire me.

5. Do you wish to have university connection/ connection with your teacher trainee? Why?

Now, I don't have such an idea, but I can try to get a post graduate degree in the following years.

Do you want to contact your instructors for your problems at school?

Yes, I do. He'll solve my problems in time.

6. Do you feel that you belong to your organization? Do you feel accepted as part of your institution?

Yes, I do. My colleagues and the administration support and help me when I need.

7. Are you pleased with the rules and conventions of your institution?

Yes, I am.

With which ones are you pleased?

Because of the communication between teachers and administration, manner of the students.

8. What are the factors that give you the feeling of satisfaction/ dissatisfaction in your institution?

My institution doesn't have any strict rules; therefore I feel relaxed when I am in school.

9. How do the experienced teachers cope with you as a novice? Have you ever felt that you are not welcome in the school?

I am the youngest teacher in my school. The experienced teachers are indulgent and friendly. They do their best to help me. I haven't felt that I am not welcome.

10. In what way has the type and the location of your school, the number of your students, your teaching hours, and extra administrative responsibilities affected you?

The number of my students is over forty in some classes. I sometimes have a difficulty as to gathering attention of my students. I have 30 hours in a week. I sometimes feel tired. I have eleven different classes. There are differences between levels of students.

BURNOUT

1. How do you feel in your job? Do you feel motivated to do your job, improve yourself or do you feel tired or burned out? Why?

I feel motivated. I want to improve my knowledge. When I have eight hours, I feel tired.

2. What changes would you want in your institutions to be more motivated towards your profession? Do you think such changes will happen?

Maximum number of the students should be 20. I am sure I'll have a chance to deal with the students.

3. 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?

Yes, I have. I decided to be a teacher (English) when I was ten. I took my teacher as a model.

Do you try to teach like your former English teachers?

Yes, I do. I try to carry out a learner centered teaching like my teacher.

4. Did you have any problems during the transition phase from being a student to being a teacher? How much time has your adaptation taken? What do you think were the reasons for these problems?

I had problems as to getting up early in the beginning. Then I have adjusted.

5. Do you believe that the pre-teaching program is sufficient enough for your occupation? If not, what do you recommend to develop pre-teaching programs?

Have you felt prepared to teach after your practicum? Did this feeling change after starting working at school?

Universities should offer more opportunities regarding practicing.

INTERVIEW «Teacher Socialization and Burnout» (Burnout Level = 32)

TEACHER SOCIALIZATION

1. Describe your first day at school. Detail your positive and negative feelings.

I was full of anxiety. How will people behave? How will students behave? When I saw my students, I was relaxed. But I had still anxiety about my principal and colleagues.

2. Did you have any orientation problems? Where? In which situation? Why?

Yes, I did. It was about my principals and colleagues.

What was the problem?

The problems were their thoughts and prejudices, their criticism and their arrogance.

3. Do you have any difficulties with the administration, staff, principal, colleagues, students, school environment, parents? Do you feel suppressed in the teachers' room (e.g. not feeling free to express your thoughts etc.)?

Yes, I do. I am bored because I must say "Yes", "Okay" for everything. I resist for my rights but I always give in.

4. Have you received praise for your work? Do you expect praise or other kinds of reward?

I sometimes receive praise for my materials and activities. But I think my principal and colleagues likes criticizing. So they feel that they are experienced.

5. Do you wish to have university connection/ connection with your teacher trainee? Why?

Yes, I do.

Why?

Because there will be some renewal, change of ideas and some help if I am in need.

6. Do you feel that you belong to your organization? Do you feel accepted as part of your institution?

I sometimes feel accepted as part of my institution. I don't always feel one of them. We have different opinions on education.

7. Are you pleased with the rules and conventions of your institution?

No, I am not.

Why?

Because they do not match with our rights. They are created by the authoritative figures at our school and reflect the authoritarian point of view.

8. What are the factors that give you the feeling of satisfaction/ dissatisfaction in your institution?

Only my students' process gives me the feeling of satisfaction.

9. How do the experienced teachers cope with you as a novice? Have you ever felt that you are not welcome in the school?

The experienced teachers want to feel that they are on high position. They want to give or present their own ideas and criticize.

10. In what way has the type and the location of your school, the number of your students, your teaching hours, and extra administrative responsibilities affected you?

Some classes are crowded. That makes me tired. Time isn't sufficient for me. Students' parents don't have concern on education. Parents always complain that there are a lot of courses and their students are bored of these courses. Extra administrative responsibilities make me tired. I don't want extra responsibilities. I only want to be interested with my profession and course. I have six different classes. Being responsible for all of them makes me tired. Each classes needs different profession field.

BURNOUT

1. How do you feel in your job? Do you feel motivated to do your job, improve yourself or do you feel tired or burned out? Why?

I'm on beginning of way. I'm interested in many things about education. I want to improve myself. But environment and people make me tired.

2. What changes would you want in your institutions to be more motivated towards your profession? Do you think such changes will happen?

My principal and colleagues' behaviours must change. I need to feel free. I know my responsibilities. I don't need other people opinions.

3. 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?

Yes, I have chosen my profession voluntarily. Also I enjoy my profession. But academic career may make me more satisfied.

4. Did you have any problems during the transition phase from being a student to being a teacher? How much time has your adaptation taken? What do you think were the reasons for these problems?

I love learning new things. I love being student. So, sometimes I miss my school years. Teaching isn't same with learning.

According to you, what is the difference between the two?

Learning is more enjoyable than teaching. Also being responsible of students' learning process is tiring. And control of it is difficult.

5. Do you believe that the pre-teaching program is sufficient enough for your occupation? If not, what do you recommend to develop pre-teaching programs? Have you felt prepared to teach after your practicum? Did this feeling change after starting working at school?

It isn't exactly sufficient. There is a need to invest more in the education of young children.

INTERVIEW «Teacher Socialization and Burnout» (Burnout Level = 34)

TEACHER SOCIALIZATION

1. Describe your first day at school. Detail your positive and negative feelings.

I was so nervous and worried that day because I wondered about my colleagues, administrator and students. Also I was happy that I was a teacher at a state school. In fact, that day was the most different for me. I was perplexed. I didn't need any conversation starters, for my colleagues talked too much.

2. Did you have any orientation problems? Where? In which situation? Why?

No, I didn't. Because my school staff was very friendly.

3. Do you have any difficulties with the administration, staff, principal, colleagues, students, school environment, parents? Do you feel suppressed in the teachers' room (e.g. not feeling free to express your thoughts etc.)?

No, I didn't. All of them were very thoughtful. Maybe it is because of the average of school staffs' age.

How old are they in average?

The oldest is 40 years old. It ranges between 21-40.

4. Have you received praise for your work? Do you expect praise or other kinds of reward?

No, I haven't. Everybody at school has worked very much and effectively. I haven't seen that they have received praise. Of course, I expect praise.

For what reasons do you expect praise?

I spend my time and energy very much especially for the 8th grades, but the result of their exam (TEOG) is very bad. Director asks "Why?". I think [it is because of the] level of class.

5. Do you wish to have university connection/ connection with your teacher trainee? Why?

No, I don't. I think being a teacher doesn't related to academic area.

Don't you think that you could get some help from your instructors at the university? Why?

No, I don't because they haven't an experience in teaching at primary and secondary school. They only read article[s].

6. Do you feel that you belong to your organization? Do you feel accepted as part of your institution?

Yes, I feel that I belong to my organization and I feel accepted as part of my institution. And also others give me the feeling of belonging to them.

How do they give you this feeling? What do they do?

They call me if there is a social event out of the school. And also they help me in my English sessions.

7. Are you pleased with the rules and conventions of your institution?

Yes, I am.

8. What are the factors that give you the feeling of satisfaction/ dissatisfaction in your institution?

I am satisfied with the students' parents and my school staff. However, I am dissatisfied with the heated diplomacy speeches.

What do you mean with "heated diplomacy speeches"?

Sometimes they aren't polite in political point of view. They have opposite opinions about political issues. They talk each other as if they fought against enemy.

9. How do the experienced teachers cope with you as a novice? Have you ever felt that you are not welcome in the school?

They are so helpful, friendly. No, I haven't felt that I am not welcome in the school.

10. In what way has the type and the location of your school, the number of your students, your teaching hours, and extra administrative responsibilities affected you?

Location of school, the number of the students and my teaching hours very good, but extra administrative responsibilities are boring, difficult such as different folders (club, class...) and competitions. Also six different grades (from 2 to 8) is difficult to teach.

BURNOUT

1. How do you feel in your job? Do you feel motivated to do your job, improve yourself or do you feel tired or burned out? Why?

I am satisfied with my job and also I am motivated to do my job. I want to improve myself via in-service training activities. Sometimes I feel tired and burn-out. I think those are because of intern training.

What are the signs of burnout?

Sometimes I don't want to go to school. I don't want to get up and think of getting a medical certificate in order not to go to school.

2. What changes would you want in your institutions to be more motivated towards your profession? Do you think such changes will happen?

I think technological equipments are very important for the motivation. Because it makes easy to teach. Yes, they will.

3. 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?

Yes, I have chosen my job voluntarily. If I were at that time today, I would make this decision again. Until my retirement day.

4. Did you have any problems during the transition phase from being a student to being a teacher? How much time has your adaptation taken? What do you think were the reasons for these problems?

Yes, I did. Because I had a lot of duties apart from doing my teaching activities and they were extra and boring tasks for me.

5. Do you believe that the pre-teaching program is sufficient enough for your occupation? If not, what do you recommend to develop pre-teaching programs? Have you felt prepared to teach after your practicum? Did this feeling change after starting working at school?

No, I don't. Two year intern teaching program should expand to four year program equally. And real classes should be used. No, I haven't felt prepared to teach after my practicum. I worked at a school as a contract teacher.

INTERVIEW «Teacher Socialization and Burnout» (Burnout Level = 36)

TEACHER SOCIALIZATION

1. Describe your first day at school. Detail your positive and negative feelings.

I was too excited and anxious to speak in my first day at school in my career. When I entered the classroom I shook a bit. Then, I realized that my lovely students couldn't understand English. It seemed that they didn't know anything so these made me relaxed meanwhile my students were looking at me curiously.

In your opinion, what would happen if your students could understand English?

I think if my students were able to understand English, they could have found my errors, faults or mistakes hence, I may have been irritated or got embarrassed and had a feeling of doing wrong or bad things.

2. Did you have any orientation problems? Where? In which situation? Why?

In my first two months in my career I felt that I didn't belong to my school. I didn't get use to my students. Sometimes I said to myself 'What am I doing?, Who are those people?, Where am I? and Am I supposed to be here?'

3. Do you have any difficulties with the administration, staff, principal, colleagues, students, school environment, parents? Do you feel suppressed in the teachers' room (e.g. not feeling free to express your thoughts etc.)?

When I saw my school principal for the first time, he said that could you give Science course? I didn't say anything as if he compelled me. Yes, at the beginning of the year I felt suppressed in the teachers' room. My colleagues were asking questions to me to get to know me.

Were you just disturbed by the amount of questions or did other reasons exist?

The one who comes to teachers' room asked a lot of questions to me I said again and again the same answers therefore, I was fed up with the same questions at that time.

4. Have you received praise for your work? Do you expect praise or other kinds of reward?

At the beginning, I didn't receive praise then, after the results of trial exams, I was praised. At the end of the first year in my career, Vezirköprü governor gave success certificates to me twice.

How did this affect you? Did you feel better or worse? Do you wish to receive such a prize again? If yes, why?

When I got these awards before I mentioned them above I felt better and I tried to the better works. Anyway we (teachers) should give instant feedback to students' works, performances and good happenings. Upon our students realize that their teacher monitor reward them, they could be better and more hardworking. I wish I would be able to get a new prize again because I would like to be understood what I have done.

5. Do you wish to have university connection/ connection with your teacher trainee? Why?

No, I don't because the things that I had learnt at the university don't work in reality.

6. Do you feel that you belong to your organization? Do you feel accepted as part of your institution?

Firstly, I didn't feel to belong to my school and then and now I am thinking that the school belongs to me. I unite with my school and generally I am happy in my profession.

7. Are you pleased with the rules and conventions of your institution?

Yes, I am. The rules in my school are so strict and restrictive. I think, if we want to succeed, accomplish, change something and necessities of our profession, we must obey the rules strictly and voluntarily because Turks aren't disciplined themselves.

8. What are the factors that give you the feeling of satisfaction/ dissatisfaction in your institution?

Seeing the happiness in my students' eyes and feeling of doing useful things, the result of trial exams, the applauds from my students and praises give me feeling of satisfaction. On the contrary, I dislike getting up early and school shifts mostly.

9. How do the experienced teachers cope with you as a novice? Have you ever felt that you are not welcome in the school?

Sometimes experienced teachers and lords of my school said that this was a boarding school so you was not supposed to interfere with events. You were highly novice.

Did this gave you the feeling that you do not belong to the organization or did you have other feelings?

My students made me feel that I was in my home but other teachers at my school gave me the feeling of not belonging to here.

How did they do that?

They behaved nicely to me and showed great respect and gratitude but mostly they like me very much.

10. In what way has the type and the location of your school, the number of your students, your teaching hours, and extra administrative responsibilities affected you?

The location of my school is not far away from city, it means that no problem for me. The number of my students is not much but I am giving other courses; these are social sciences, science, physical education and also Turkish courses so this burden affect me and result in a great fatigue. Teachers working in Ministry of Education are supposed to do some tasks and some of them are not required, useless and have no meaning. These tasks were determined a long time ago. This is not related to our modern education ages.

BURNOUT

1. How do you feel in your job? Do you feel motivated to do your job, improve yourself or do you feel tired or burned out? Why?

If the truth to be told, generally I feel well in my job. Teaching something to my illiterate lovely students is an inspiration for me. Thinking and seeing their development processes motivate me greatly. To improve myself, I try to follow some web sites on English news and if I have spare time, I watch English movies and sometimes I buy English newspapers, if I have chance. Teaching hours, night shift, ministerial duties and the deficiency vision of my dear students make me tired and burned.

2. What changes would you want in your institutions to be more motivated towards your profession? Do you think such changes will happen?

I want less ministerial tasks and night shift for me to be more motivated. No, I don't think to be done some modifications in our teaching English system.

3. 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?

No, I could have chosen another profession. If vice-principal in high school had had time to change my department in high school, I wouldn't be a teacher now. I thought that what if I would have been a teacher hence; I must have been an English teacher. After being a teacher, I realize that fortunately I have been an English teacher. From now on I could be a teacher till the end of my working duration years.

4. Did you have any problems during the transition phase from being a student to being a teacher? How much time has your adaptation taken? What do you think were the reasons for these problems?

Definitely, I had orientation and adaptation problems. The reasons at the back are transition from being a university student to being a teacher takes time, when I imagine that I was a student a month ago but now I am a teacher is a peculiar and also the difficulties of night shifts.

5. Do you believe that the pre-teaching program is sufficient enough for your occupation? If not, what do you recommend to develop pre-teaching programs? Have you felt prepared to teach after your practicum? Did this feeling change after starting working at school?

The methods, instructions, technique and the other things that I learnt at the university programs are the best way to be carried out probably like in European teaching system but when we take into consideration Turkey's huge differences, deficiency of educational system, inequality of opportunities and the differences between theory and practice are have no use or worthless. I recommend that intern teachers must work on all kinds of school and all types of locations especially in villages furthermore, theory and practice needs to be get closer to each other to develop pre-teaching programs.

INTERVIEW «Teacher Socialization and Burnout» (Burnout Level = 40)

TEACHER SOCIALIZATION

1. Describe your first day at school. Detail your positive and negative feelings.

I was really excited and it was a good day. Generally, I had positive feelings about school and the students. They were happy to be with me. They, the students, also seemed to love my lesson.

2. Did you have any orientation problems? Where? In which situation? Why?

I didn't have an orientation problem. The teachers were helpful, the manager was helpful; so I didn't have problems.

3. Do you have any difficulties with the administration, staff, principal, colleagues, students, school environment, parents? Do you feel suppressed in the teachers' room (e.g. not feeling free to express your thoughts etc.)?

I personally, don't have any problems with anybody at school. However, parents may be problematic as they don't care about their children, consequently the children may cause problems in the classroom environment. My school is in a small district and a little far from the center, maybe because of that reason, uneducated parents, even if indirectly, may become the reason for the problems.

4. Have you received praise for your work? Do you expect praise or other kinds of reward?

We cannot call it praise but I know that they (the administration and other teachers) are happy with what I do. Moreover, I've been active in a school project, and the manager supported me in this aspect (if we take this as praise).

5. Do you wish to have university connection/ connection with your teacher trainee? Why?

I'd love to have university connection because when you start teaching at a public school, I think your job gets automatic. I'm a kind of person who wants to make progress both personally and academically. University gives you this opportunity. It keeps you active all the time.

6. Do you feel that you belong to your organization? Do you feel accepted as part of your institution?

I don't have any problems in my school and I really feel like a part of that organization. It has been such a short time but everybody accepted me as a part of the place.

7. Are you pleased with the rules and conventions of your institution?

In general, I'm pleased with the rules.

8. What are the factors that give you the feeling of satisfaction/ dissatisfaction in your institution?

When I'm seen as an educator, not a machine, this makes me happy, satisfied and proud. It's our job, but the more important thing is that it's our aim to teach. When people are aware of this, I'm happy. Also, as a teacher, when I'm good at giving what I want to give, it's my peak of feeling satisfied. Some classes are really successful and good and this makes me happy. On the other hand, some groups of students are like closed rooms. You cannot put anything inside and this sometimes tires me.

9. How do the experienced teachers cope with you as a novice? Have you ever felt that you are not welcome in the school?

All the teachers have good relations with me and I've never had a feeling like I'm not welcome in the school.

10. In what way has the type and the location of your school, the number of your students, your teaching hours, and extra administrative responsibilities affected you?

The numbers of the students are satisfying; my teaching hours are also okay. The only thing to affect me is the location of my school. My school is in a remote district which has a big role in parents' manners, their education and so on. Parents are not careful about their children and they don't give much care about the children's education. This affects my classes.

BURNOUT

1. How do you feel in your job? Do you feel motivated to do your job, improve yourself or do you feel tired or burned out? Why?

Actually, the first day of the week is my highest level of motivation but as the days pass through Friday, I feel tired, sometimes angry and burned out. There are hard conditions, students are not really eager to listen to the lesson but I want them all to involve in the lesson, even the most uninterested one, which makes me tired through the end of the week.

In your opinion, what are the signs of burnout?

I feel that I don't have any energy to teach or even say a word.

2. What changes would you want in your institutions to be more motivated towards your profession? Do you think such changes will happen?

My motivation is bound with students' motivation and for that reason, in my school which is not very successful in an academic way; some different activities can/ should be done to increase students' motivation and their interest in school. Some contests, celebrations or festivals can be done.

3. 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?

I've chosen being a teacher voluntarily. There are some other occupations in my mind but I know that being a teacher is always one of them. The others probably cannot go beyond staying as a hobby in my life.

4. Did you have any problems during the transition phase from being a student to being a teacher? How much time has your adaptation taken? What do you think were the reasons for these problems?

From being a student to being a teacher... I've always a student in myself but as the time passes, I'm getting the qualities to be a teacher because you should stay as a teacher in front of your students.

What are these qualities?

Maybe, being the authority, a "teacher", not anybody, the person responsible for teaching.

5. Do you believe that the pre-teaching program is sufficient enough for your occupation? If not, what do you recommend to develop pre-teaching programs? Have you felt prepared to teach after your practicum? Did this feeling change after starting working at school?

The university taught us how to teach but it's not always like what we see. Maybe just for a small addition, practice may be more. Teacher nominees should stay in real classrooms more. They should live and train themselves with real students.

INTERVIEW «Teacher Socialization and Burnout» (Burnout Level = 41)

TEACHER SOCIALIZATION

1. Describe your first day at school. Detail your positive and negative feelings.

YBO olduđu için şoktaydım. Şaşkındım. Kendimi zorla okula aitmiş gibi davranmaya zorladım. Sevmediğimi anladım ve hıncımı çocuklardan çıkarmaya başladım. Yeni atanan arkadaşlar okulda tek olumlu faktördü. Yalnız hissetmedim.

(I was shocked because my school was a boarding one. I have forced myself to act as if I belong to the school. I understood that I do not like the school and directed my anger towards the students. The only positive factors in the school were the other novice teachers. I did not feel alone.)

2. Did you have any orientation problems? Where? In which situation? Why?

Yönetim konusunda uyum sorunu yaşadım. Müdürün haksızlık yaptığını düşündüğüm için ufak bir problem yaşadım ama söz sahibi o olduđu için susmak zorunda kaldım. Gitmesini dört gözle bekliyorum. Lojmanda olduğum için kötü nöbetler bana veriliyor. Hafta sonu ve tatil günleri.

(I had problems with the administration. I am in the opinion that the principal is unfair and that is why I had a little trouble with him, but as he has the saying, I had to stay calm. I am waiting for him to leave the school. As I am staying at the school's apartments, I am charged with the hardest night shifts. Weekends and special days in which the other teachers have day-off.)

3. Do you have any difficulties with the administration, staff, principal, colleagues, students, school environment, parents? Do you feel suppressed in the teachers' room (e.g. not feeling free to express your thoughts etc.)?

Bayanlar olarak erkek öğretmenler tarafından baskı altında hissediyoruz. Yönetimle ilgili de sorunlar var. Erkekler her şeyi kendi istediği gibi yaptırmak istiyor.

(We as women think that the male workforce tries to dominate us. There are also some problems due to the principal. The men are trying to get their own thoughts through.)

4. Have you received praise for your work? Do you expect praise or other kinds of reward?

Hiç takdir edilmedim. Bunu beklerim çünkü övgü ve takdir motivasyonu yükseltir.

(I was not praised. I would receive praise as this would increase my level of motivation.)

5. Do you wish to have university connection/ connection with your teacher trainee? Why?

İletişim halindeyim zaten. Hem onların özel hayatlarında yaptıklarını bilmek hem ihtiyaç duyduğumda okul ve öğrencilerle ilgili sorular sormak güzel bir şey.

(I am still in contact. It is nice to know how my instructors live and to get some support if I am in need.)

6. Do you feel that you belong to your organization? Do you feel accepted as part of your institution?

İlk başladığımda birinci sorudaki nedenlerden dolayı hayır ama ikinci dönemden itibaren hissettim. Artık kimseye aldırış etmiyorum. Neyi nasıl yapacağımı anladım ve kendi istediğim gibi, olduğum gibi davranmaya başladım. Kontrolü elime aldım.

(Because of the reasons I have mentioned in question number one, I did not feel that I belong to the organization at the beginning. But in the second semester I feel that I belong to the school. Now I do not care about the others. I behave as I wish. I have taken the control.)

7. Are you pleased with the rules and conventions of your institution?

Uygulamada olan kural yok. Hepsi yazıda kalıyor. Söзде kalıyor. Bu nedenle memnun değilim.
(There is no rule which is followed. All the rules just exist on paper. That is why I am not satisfied.)

8. What are the factors that give you the feeling of satisfaction/ dissatisfaction in your institution?

Olumlu yanları velinin olmaması, öğrencilerin saygılı olmaları ve dediğimizi yapmaları. Olumsuz yanlar ise yönetim. Kayırma yapılıyor. Ne okulda, ne öğrenciyle nede öğretmenle ilgileniliyor.
(The positive factors concerning our school are that there are no parents, the students behave well and follow our instructions. The negative factor is the administration that does not act fairly.)

9. How do the experienced teachers cope with you as a novice? Have you ever felt that you are not welcome in the school?

Evet, kapıldım. Deneyimli öğretmenlerden yardım alamadık. Sadece ilk gün çevreyi gezdirdiler.
(Yes, I felt that I am not welcome. The experienced teachers did not help us. They just showed us the school environment on the first day of school.)

How did you feel?

Kötü çünkü neyi nasıl yapacağımı bilemedim. Kendim yaparak öğrendim. Buda adaptasyonda zorluk yaşamama neden oldu.
(Bad because I did not know how to do the different things in the school. I have learnt how to do all the stuff by trying out. This led to some difficulties in the process of my adaptation.)

10. In what way has the type and the location of your school, the number of your students, your teaching hours, and extra administrative responsibilities affected you?

Ders sayısını kendi isteğimle çoğalttım. Memnunum sayısından. Para kazanmam gerek. Borçlarımız var. YBO olması işi zorlaştırdı. Nöbetler sıkıntı ve motivasyonu düşürüyor. Derslere yorgun ve olumsuz şekilde giriyorum. Bu nedenle derste verimli olamıyorum. Sinirimi öğrencilere bağırarak çıkarıyorum. Hastalıktan kurtulamıyoruz. Farenjit, ses kısılması, boğaz ağrısı. Okulun konumu da kötü. Merkeze çok uzak. Bu istediğimiz an işlerimizi halledememize yol açıyor. Motivasyon doğal olarak düşüyor.
(I have voluntarily taken more lessons. I am satisfied with the number of my teaching hours. I have to make money. I have some debts. The fact that the school is a boarding one did not make the things easier. The night shifts are problematic and decrease the level of motivation. I have to teach in a tiresome and unmotivated way. That is why I do not feel competent in some lessons. To relief myself, I shout at the students. We cannot get rid of sicknesses. Angina, a sore throat, problems with the voice. The location of the school is bad either. It is too far from the centre. This hinders us from doing what we want to do.)

BURNOUT

1. How do you feel in your job? Do you feel motivated to do your job, improve yourself or do you feel tired or burned out? Why?

Öğretmenlik tam benim mesleğim. Hayalimdeki meslek zaten. Sorun yaşamıyorum.
(Teaching is my job. It was the profession of my dreams. I do not have any problems with teaching.)

2. What changes would you want in your institutions to be more motivated towards your profession? Do you think such changes will happen?

Yönetim değişmeli. Ya kendi gitmeli ya da tutumunu değiştirmeli. Okulun yatılı olmasını istemiyorum. İnşallah rotasyonla yönetim değişecek.
(The administration has to change. Either the principal should go or he should change his attitude. I do not want the school to be a boarding one. I hope that the principal will change.)

3. 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?

Evet, isteyerek. Hayalimdi. Yine olsa yine seçerdim. Emekli oluncaya kadar çalışmayı, öğretmenlik yapmayı düşünüyorum.
(Yes, voluntarily. It was my dream. I would choose teaching again and again. I plan to work until retirement.)

4. Did you have any problems during the transition phase from being a student to being a teacher? How much time has your adaptation taken? What do you think were the reasons for these problems?

Ben öğrencilikten direkt geçmedim. İki yıl bekledim. Dershane ve ücretli öğretmenlik deneyim kazanmamı sağladı. Bu nedenle kolay oldu ta ki yönetimle sorun yaşayana kadar.
(I have not started teaching here right after graduation. I have started after two years of my graduation. I gained some experience at a private course and I worked as a paid teacher for the Ministry of Education. That is why the transition phase was easy for me until I had some problems with the principal.)

5. Do you believe that the pre-teaching program is sufficient enough for your occupation? If not, what do you recommend to develop pre-teaching programs? Have you felt prepared to teach after your practicum? Did this feeling change after starting working at school?

Bilgi boyutunda yeterli ama uygulama boyutunda “hayali” öğrencilerle çalıştığımız için sıkıntılı oldu. Gerçek öğrenci ortamı çok farklı. Staj süresi iki yıl olmalı.
(It was enough with regard to theory but as we have worked with “imaginative” students, it was problematic in practice. The real school environment is really much more different. The practicum should last two years.)

INTERVIEW «Teacher Socialization and Burnout» (Burnout Level = 44)

TEACHER SOCIALIZATION

1. Describe your first day at school. Detail your positive and negative feelings.

I was very worried about the students and I was curious about controlling the class. But everything was nearly good. There wasn't any problem.

2. Did you have any orientation problems? Where? In which situation? Why?

Yes, I did. I had problems in relationship with other teachers. But in a short time everything was OK.

What kind of problems? How did you solve them?

They have known each other and I felt that they wouldn't like me so I was shy and quiet. But then, they behaved as if I was there for ten years.

3. Do you have any difficulties with the administration, staff, principal, colleagues, students, school environment, parents? Do you feel suppressed in the teachers' room (e.g. not feeling free to express your thoughts etc.)?

No, I don't.

Why?

Because I feel free to express my thoughts.

4. Have you received praise for your work? Do you expect praise or other kinds of reward?

Yes, I have. Parents and the administration think that I have changed my students in a good way; they like English because of me.

5. Do you wish to have university connection/ connection with your teacher trainee? Why?

Yes, I wish to have university connection for the Comenius Project.

For support?

For support.

6. Do you feel that you belong to your organization? Do you feel accepted as part of your institution?

Yes, I feel that I belong to my organization. They accepted me as part of the institution and they give me the feeling of belonging to it.

7. Are you pleased with the rules and conventions of your institution?

Yes, I am.

In what way?

We try to do our best in such bad circumstances, like careless parents, no fund etc. We negotiate with parents and solve financial problems ourselves.

8. What are the factors that give you the feeling of satisfaction/ dissatisfaction in your institution?

Satisfaction: understanding and the help of the administration and the relationship with the colleagues.

Dissatisfaction: the parents don't spend their time on their children.

9. How do the experienced teachers cope with you as a novice? Have you ever felt that you are not welcome in the school?

They behave me friendly and very lovely.

10. In what way has the type and the location of your school, the number of your students, your teaching hours, and extra administrative responsibilities affected you?

Firstly, the location of my school scared me. Because I thought that the school was in the centre but it is in the village. Secondly, the behaviours of the students are very frustrating. Because they are very rude and they usually fight with each other.

Don't you want to work in the village?

I don't want to work in the village.

Why not?

Because I am not used to living in the village; cultural difference. I have difficulty in understanding their needs.

BURNOUT

1. How do you feel in your job? Do you feel motivated to do your job, improve yourself or do you feel tired or burned out? Why?

I feel tired and burned out sometimes. But I love my job, it was my dream and it came true.

What are the signs of burnout?

My students are very energetic and aggressive that makes me feel tired. I sleep when I come home; more sleeping, less eating. I smoke more cigarettes now (anti-stress). I talk less with my friends and family members. I have a monotonous life. I teach in primary and secondary schools that makes me forget the knowledge of English I acquired over the years. Additionally, I need a language laboratory (classroom) because that way I can prepare more materials for my students. But for each classroom it is almost impossible with my workload.

2. What changes would you want in your institutions to be more motivated towards your profession? Do you think such changes will happen?

I would want more technological school stuff and material.

3. 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?

Yes, I have chosen teaching voluntarily. If I could choose my occupation today, I would choose to be a teacher, definitely!

4. Did you have any problems during the transition phase from being a student to being a teacher? How much time has your adaptation taken? What do you think were the reasons for these problems?

No, I didn't. My adaptation has taken one week. I think that is normal. Different place, different people could cause this.

5. Do you believe that the pre-teaching program is sufficient enough for your occupation? If not, what do you recommend to develop pre-teaching programs? Have you felt prepared to teach after your practicum? Did this feeling change after starting working at school?

No, I don't believe it. I recommend that more practical education should be given rather than theoretical. I haven't felt prepared to teach after my practicum, but this feeling changed in a very short time after starting working at school.

Do you believe that you have developed your own way of teaching now? Do you know how to behave (better than at the beginning few weeks)?

I believe that I have developed my own way of teaching. It became spontaneously. After a few weeks, I have learnt how to behave to which student, how to struggle with the problems, unwanted behaviours. I think becoming a teacher is deal with experience.

INTERVIEW «Teacher Socialization and Burnout» (Burnout Level = 44)

TEACHER SOCIALIZATION

1. Describe your first day at school. Detail your positive and negative feelings.

Okuldaki ilk günüm genel olarak güzeldi. İçim kıpır kıpırdı. Toyluktan kaynaklanan bir tutukluk vardı sadece o kadar.

(The first day at school was good. Butterflies were fluttering in my stomach but there was a silence bound to being a novice.)

2. Did you have any orientation problems? Where? In which situation? Why?

Ufak tefek durumlar dışında yaşamadım. O da sınıflar arası geçişten kaynaklandı.

(I hadn't any big troubles. There were just problems because of differences in the classes I thought.)

3. Do you have any difficulties with the administration, staff, principal, colleagues, students, school environment, parents? Do you feel suppressed in the teachers' room (e.g. not feeling free to express your thoughts etc.)?

Genel olarak bir problemim yok. Ama yinede kendimi çok rahat hissetmiyorum. Öğretmenler odasındaki alaya almalar, siyasi konuşmalar ve bir öğretmene yakışmadığını düşündüğüm öğrenci yorumları beni rahatsız ediyor. Bu yüzden öğretmenler odası çok rahat ettiğim ya da dinlenebildiğim bir yer değil.

(In general I have no problems. Nevertheless, I don't feel very well. There is, ridiculing, political discussions and flattering opinions about students which are inappropriate in the teachers' room, that disturbs me. That's why the teachers' room isn't a place where I can relax.)

4. Have you received praise for your work? Do you expect praise or other kinds of reward?

Derslere zamanında girmeye çalışıyorum. Bir öğretmen arkadaşım bunu dile getirmişti.

(I try to start my lessons as punctual as possible. One of the teachers mentioned this.)

5. Do you wish to have university connection/ connection with your teacher trainee? Why?

Evet isterdim. Çok canlı, aktif bir hayatım vardı. Üniversite hayatının insanı canlı tuttuğunu düşünüyorum. En azından meslek aşkını.

(Yes, I wish. The life at the university was active. And the atmosphere makes you stay active, especially the passion for job.)

Are not you passionate anymore?

Canlı ama canlı tutmak için çevreme direnmem gerekiyor şuan.

(Of course I am, but I have to fight against my environment in order to keep my passion alive.)

6. Do you feel that you belong to your organization? Do you feel accepted as part of your institution?

Bazen evet ama üçüncü sorunun cevabından dolayı da bazen hayır.

(Sometime yes, but due to the answer of question three sometimes no.)

7. Are you pleased with the rules and conventions of your institution?

Evet.
(Yes.)

8. What are the factors that give you the feeling of satisfaction/ dissatisfaction in your institution?

Öğrenci sayımız az. Bu çok güzel. Öğrencilerimiz genel olarak saygılı. Kantinimiz yok. Bu yüzden sosyal anlamda tek alanımız öğretmenler odası.
(We don't have many students. This is advantageous. Our students are considerate. We don't have a school canteen. That's why the teachers' room is the only place to socialize.)

9. How do the experienced teachers cope with you as a novice? Have you ever felt that you are not welcome in the school?

İstenmediğim hissine kapılmadım. Yardımcı olan deneyimli öğretmen arkadaşlarım oldu ama tecrübesiyle baskın gelmeye ve kendini göstermeye çalışan arkadaşlarım da var.
(I didn't have the feeling that I was not welcome. There were experienced teachers who helped me but there were also some teachers who tried to dominate and prove themselves relying on their experience.)

In what way do the dominant teachers affect you?

Tecrübesizliğimin kullanıldığı hissi veriyor ve kendimi yönlendirilmeye çalışılıyormuş gibi hissediyorum.
(I feel as if they try to profit from me as a novice in a negative way and as if they try to control me.)

10. In what way has the type and the location of your school, the number of your students, your teaching hours, and extra administrative responsibilities affected you?

Kendime ait görevleri severek ve benimseyerek yapıyorum. Verilen sorumlulukları tam anlamıyla yerine getirmeye çalışıyorum.
(I do my jobs with great devotion. I try to fulfill the parents' responsibilities.)

BURNOUT

1. How do you feel in your job? Do you feel motivated to do your job, improve yourself or do you feel tired or burned out? Why?

Karşılıklı etkileşimimizin iyi olduğu, dikkatlerini derse çekebildiğim ve dersin verimli geçtiğini düşündüğüm günlerde çok çok mutlu oluyorum.
(I am happy when my communication with the students is smooth and when I can catch their attention.)

2. What changes would you want in your institutions to be more motivated towards your profession? Do you think such changes will happen?

Farklı uygulamalar ve İngilizceyi görsel anlamda okula yaymak beni motive ediyor. Gerçekleşeceğine de inanıyorum.
(I am motivated when I can spread different strategies and English visuals in the school. I believe that such changes will happen.)

3. 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?

Evet, severek ve isteyerek seçtim. Bazen masa başı bir işte daha mı mutlu olurum diye düşündüm ama seçsem yine öğretmenliği seçerdim sanırım.

(Yes, I choose it voluntarily. Sometimes there is the question of if I would be happier working in another position, but I would choose teaching.)

4. Did you have any problems during the transition phase from being a student to being a teacher? How much time has your adaptation taken? What do you think were the reasons for these problems?

Öğrencilikte olduğu gibi bazen okulu asamamak birazcık zorladı beni (gülüyor). Onun dışında bir adaptasyon sorunu olmadı.

(There is the fact that I cannot bunk off school (laughs). Besides this fact, I do not have any adaptation problems.)

5. Do you believe that the pre-teaching program is sufficient enough for your occupation? If not, what do you recommend to develop pre-teaching programs? Have you felt prepared to teach after your practicum? Did this feeling change after starting working at school?

Yeterli değilmiş ama bu üniversitemden, fakültemden ya da hocalarımdan kaynaklı değildi. Uygulama gerçekten farklıymış. Üniversitede aldığım eğitimin çok çok faydasını da gördüm.

(It was not enough but I think this is not because of my university, faculty or my instructors. Practice is really different. Moreover, I am aware of the advantages of my teacher education.)

INTERVIEW «Teacher Socialization and Burnout» (Burnout Level = 45)

TEACHER SOCIALIZATION

1. Describe your first day at school. Detail your positive and negative feelings.

Her şeyden önce çok mutluydum. Fakat mutluluğumu bir kenara bırakıp, ne yapmam gerektiğini anlamaya çalışıyordum. Diğer öğretmenlerin bazı evraklar hazırladığını görüp, ben de onları hazırlamaya başlamıştım. Ve sınıfa girdim, daha önce hiç kimse sınıfta ne yapmam gerektiğiyle ilgili küçük de olsa hiç bir konuşma yapmadı. Her şeye rağmen bu beni zorlamadı, başarımın keyfini çıkardım...

(First of all, I was really happy. But I have left this feeling aside and tried to understand how to handle the situation. I saw that the other teachers were preparing some papers, so I started to deal with paper work. Then, I entered the classroom. Nobody told me what to do in the classroom before. Nevertheless, this has not hindered me. I enjoyed my success...)

2. Did you have any orientation problems? Where? In which situation? Why?

Hayır, yaşamadım.
(No, I did not.)

3. Do you have any difficulties with the administration, staff, principal, colleagues, students, school environment, parents? Do you feel suppressed in the teachers' room (e.g. not feeling free to express your thoughts etc.)?

Hayır, hiçbir sorun yaşamıyorum.
(No, I do not have any problems.)

4. Have you received praise for your work? Do you expect praise or other kinds of reward?

Övgü ve ödül almadım ama nasıl ki öğrenci motivasyonu için pekiştireç önemliyse, öğretmenin de takdir edilmesi, gerektiğini düşünüyorum.
(I did not receive any praise but praising teachers is as important as rewarding positive student behavior.)

In your opinion, how should this happen?

Öğretmenin başarısı okula mal ediliyor. Öğretmenin adı geçmiyor.
(The teacher's success is seen as the school's success. The name of the teacher is not mentioned.)

5. Do you wish to have university connection/ connection with your teacher trainee? Why?

Üniversitedeki öğretmenlerimle hala görüşüyorum. Bunun dışında üniversiteyle bir bağlantım olmasını istemem.
(I still have contact with my instructors. Apart of this, I do not want to have any connection with the university.)

Why not? Do not you think that you could get some advice when you are in need?

Hayır, olmazdı çünkü onların verdiği bilgi ile gerçek çok farklı.

(No, there would not be some advice that I could make use of as the real school environment is different from the stuff they teach.)

6. Do you feel that you belong to your organization? Do you feel accepted as part of your institution?

Kesinlikle evet.
(Absolutely, yes).

7. Are you pleased with the rules and conventions of your institution?

Fazla kuralcı, prosedürcü bir okul... Öğretmenler biraz daha serbest bırakılabilir.
(There are too many rules, procedures... The teachers could be given more freedom.)

In what way is the school bound to conventions?

Herşeyin raporu, analizi var!
(Everything needs a report, an analysis!)

8. What are the factors that give you the feeling of satisfaction/ dissatisfaction in your institution?

Her şeyin evrakını hazırlamak beni memnun etmiyor. Fakat okuldaki bayan öğretmen ortamı çalışma ortamını güzelleştiriyor.
(I am not satisfied with the fact that I have to prepare some papers for everything done. But the female colleagues make the working environment enjoyable.)

9. How do the experienced teachers cope with you as a novice? Have you ever felt that you are not welcome in the school?

Deneyimli öğretmenler ne yapmamız gerektiği konusunda bize çok yardımcı oluyorlar.
(The experienced teachers tell us what to do. They support us.)

Do you get help everytime you wish?

Evet, her zaman.
(Yes, everytime.)

10. In what way has the type and the location of your school, the number of your students, your teaching hours, and extra administrative responsibilities affected you?

Olumsuz etkilemiyor, başlangıçta hepsiyle ilk kez tanıştığım için zor geldi ama zamanla alıştım.
(It does not affect me negatively. At the beginning it was hard as I met everyone of them for the first time.)

BURNOUT

1. How do you feel in your job? Do you feel motivated to do your job, improve yourself or do you feel tired or burned out? Why?

Çok iyi ve mutlu hissediyorum çünkü bu tamda yapmak istediğim meslekti.

(I feel quite good and happy because this was exactly what I wanted do as a profession.)

2. What changes would you want in your institutions to be more motivated towards your profession? Do you think such changes will happen?

Öğretmenlerin motivasyonu yükseltilmeli ve evrak işleri konusunda biraz daha serbest bırakılması gerektiğini düşünüyorum ama bunun değişeceğini sanmıyorum.

(I think that the teachers' level of motivation has to be increased and paper work should not to be that strict but I do not think that this will change.)

How could the level of motivation be raised? What do you recommend?

Sürekli eksikliklerin konuşulmaması bile motivasyondur. Yapılan güzellikler, başarılar konuşulabilir. Daha verimli çalışmak için.

(Not talking about the negative factors is also something motivating. The achievements and successful outputs should be mentioned. That should be done for working in a more motivated manner.)

3. 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?

İsteyerek seçtim, yine seçmem gerekse yine öğretmen olurum.

(I have chosen it voluntarily. If I could choose it today, I would choose the same profession.)

4. Did you have any problems during the transition phase from being a student to being a teacher? How much time has your adaptation taken? What do you think were the reasons for these problems?

Hiçbir adaptasyon eksikliği yaşamadım.

(I did not have any adaptation problems.)

5. Do you believe that the pre-teaching program is sufficient enough for your occupation? If not, what do you recommend to develop pre-teaching programs? Have you felt prepared to teach after your practicum? Did this feeling change after starting working at school?

Eğitimimin gerektiğinden fazla bile olduğunu düşünüyorum, en azından şuan ki okulum için oldukça yeterli. Diğer eğitim fakültelerini bilmiyorum ama kendi üniversitemde çok iyi bir eğitim aldığımı düşünüyorum.

(I think that my educational background is sufficient enough, at least for the current school I am employed in. I do not know the situation in other educational faculties but I think that I was instructed in a great way.)

INTERVIEW «Teacher Socialization and Burnout» (Burnout Level = 48)

TEACHER SOCIALIZATION

1. Describe your first day at school. Detail your positive and negative feelings.

Okuldaki ilk günüm biraz hayal kırıklığı oluşturdu çünkü okulumuz bir apartman dairesinin uyarlanmış şekli. Tam bir okul atmosferi olmadığı için mesleğe başladığım ilk gün gibi hissedemedim. Diğer yandan okul küçük ve öğrenci sayısı az olduğu için büyük problemler yaşamayacağımı düşündüm.

(The first day of school was disappointing as the building of our school looked like a flat. Since there was not a school atmosphere, I did not feel as if it was my first day of school. On the other hand, the school is small and the number of students is not much. That's why I thought that I would not have big problems.)

2. Did you have any orientation problems? Where? In which situation? Why?

Uyum sorunu ilk olarak çevreye yaşadım. Bir köyde görev yapmaktayım ve ortam çok sakin ve alışkın olmadığım bir çevre var. Yalnızlık duygusu hissettim.

(My first problem was with the environment. I am working in a village and it is a calm region. I am not used to that type of environment. I felt lonely.)

In what way did the feeling of loneliness affect you?

Bir süre ailemle bile konuşmak istemedim. Öğrencilerime karşı samimi hissedemedim. Bu durum kendimi mutsuz hissettirdi.

(For a while, I even did not want to talk with my family. I did not want to behave in a sincere manner towards my students. This made me feel unhappy.)

3. Do you have any difficulties with the administration, staff, principal, colleagues, students, school environment, parents? Do you feel suppressed in the teachers' room (e.g. not feeling free to express your thoughts etc.)?

Okul yönetimi, personel ve öğrencilerle sorunun yok. Veliler öğrencilere karşı ilgisiz ve eğitim seviyeleri çok düşük. Okul çevresi ise her lafın çok abartılarak anlatıldığı kişilerle fazlasıyla dolu. Bu durum okula ve öğrencilere de yansıyor. Kendimi çevrede huzursuz hissetmeme neden oluyor. Öğrencilerin ise üniversite hedefi olmadığı için derse karşı ilgisizler. Buda sınıf atmosferini olumsuz etkiliyor. Öğretmenler odasında ise düşüncelerimi rahatlıkla açıklayabiliyorum.

(I do not have any problems with the administration, staff, and students. The parents are careless in regard to their children and their level of education is low. The school environment is full of people who exaggerate and spread everything around. This affects the school and the students negatively and makes me feel unhappy. The students do not aim to enter the university and for that reason they are not interested in the lessons. This affects the classroom atmosphere negatively. When it comes to the teachers' room, I can declare my thoughts freely.)

4. Have you received praise for your work? Do you expect praise or other kinds of reward?

Bazı durumlarda övgü aldığım oluyor ve övgü ve diğer tür ödüller bekliyorum.

(Sometimes I receive praise and I expect praise and other kinds of reward.)

5. Do you wish to have university connection/ connection with your teacher trainee? Why?

Lisede çalışıyorum ve öğrencilerin üniversite hedefi yaratmaları için bu gibi bir iletişim içinde olmak isterdim. Öğrencileri üniversite okumaya heveslendirebilir.
(I am working in high school and in my opinion it is necessary to make students aim to enter the university.)

6. Do you feel that you belong to your organization? Do you feel accepted as part of your institution?

Kendimi kuruma ait hissediyorum ve gerekli şeyleri de yapıyorum.
(I feel that I belong to the organization and I fulfill my duties.)

7. Are you pleased with the rules and conventions of your institution?

Okul kurallarından memnunum.
(I am pleased with the rules of the school.)

8. What are the factors that give you the feeling of satisfaction/ dissatisfaction in your institution?

Okul binamızın olmamasından memnun değilim. Fakat buna rağmen bir bilgisayar sınıfımızın olması olumlu bir faktör.
(I am not satisfied with the fact that we do not have a school building. Nevertheless, it is a positive fact that we have a computer lab.)

9. How do the experienced teachers cope with you as a novice? Have you ever felt that you are not welcome in the school?

Deneyimli öğretmenler ellerinden geldiğince her konuda yardımcı olmaya çalışıyor. Şimdiye kadar hiç istenmediğimi hissetmedim aksine gerek duyulan biri olarak hissediyorum.
(The experienced teachers try to help me as far as they can. Until this day, I have not felt that I am not welcome. In contrast, I think that they need me.)

10. In what way has the type and the location of your school, the number of your students, your teaching hours, and extra administrative responsibilities affected you?

Okulumun türü hakkında sıkıntım yok fakat konumu biraz uzak bir bölgede. Öğrencilerin faaliyet alanını kısıtladığı için sıkıntı yaratıyor. Öğrenci sayımız az fakat sorunsuz. Ders saatimde bana göre ideal. Fakat branşım dışı derslere girdiğim için bazı dersleri işleyemiyorum ve zorlanıyorum. Öğrencilere bu derslerde yeterince verimli olmadığımı düşünüyorum.
(I do not have any problems in regard to my school but it is a little far. As the facilities are not rich enough, there are some problems. We have a small number of students but they are not problematic. My teaching hours are ideal for me. But I have to teach some courses out of my specialization and this makes me feel incompetent.)

BURNOUT

1. How do you feel in your job? Do you feel motivated to do your job, improve yourself or do you feel tired or burned out? Why?

Kendi branşımdaki dersleri işlerken gayet mutlu ve enerjili hissediyorum. Fakat başka branşların dersini işlerken kendimi yetersiz ve düşük motivasyonlu hissediyorum.

(I feel happy and energetic when I am teaching my stuff but if I have to teach the other subject areas, I feel incompetent and unmotivated.)

2. What changes would you want in your institutions to be more motivated towards your profession? Do you think such changes will happen?

Her dersin branş öğretmeni olması gerektiğini düşünüyorum. Bu sayede öğretmenler kendini yeterli ve güvenli hisseder. Uzun vadede bu sorunu düzelteceğimizi düşünüyorum.
(I think that there should be a subject specific teacher for each field. In that way, the teachers will feel competent and secure. I am in the opinion that we will change the situation in long term.)

3. 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?

Mesleği başlarda isteyerek seçtim fakat işin içine girdikçe ilk hevesim kalmadı. Yeniden seçme şansım olsaydı başka bir meslek seçerdim. Meslekte kendime bir süre koymadım ama büyük ihtimalle sonuna kadar devam ettiririm.
(I have chosen the profession voluntarily but with the time passing, I discovered that I am not that excited about my job as it was the case at the beginning. If I would have the chance to choose again, I would choose another job. I did not have set a time limit for me to stay in the profession but I think that I will stay forever.)

Why are not you that motivated anymore? Why are you continuing, if you are not motivated? Did not you think of changing your profession?

Kafamda dersi işlerken belli kişiler belirliyorum ve öğrencilerin türlü çabalarına rağmen bunu uygulamadığını gördüğüm için hevesim kaçtı. Ayrıca ders anlatmaktan çok çocuklara davranış bozukluğu anlamında uğraşmak İngilizce adına fazla zaman ayıramıyordum hissi uyandırıyor. Bir şekilde para kazanmam gerekiyor ve risk almayı sevmiyorum. Eğer geleceğimi riske atmayacağımı düşündüğüm bir fırsat çıkarsa tabii ki başka bir mesleğe yönelirim.
(I see that the students do not follow my instructions and tips. Moreover, I have to deal with behavioral problems more than instructing students. I need to make money in a way and I do not like taking risks. If there would be a job opportunity that won't endanger my future, I would change my profession.)

What do you think of the students' level of English? Do they enjoy English lessons?

Temelleri hiç yok. En baştan ilkokul seviyesinden almak zorunda kalıyorum her şeyi. Okulumun öğrenci profile erkeklerde genelde okumak ya da okulu bile bitirmek değil. Hepsi biran önce çalışmak istiyor. Böyle olunca da derse karşı çok ilgisizler. İlgi göstermedikleri için İngilizce hiçbir şey ifade etmiyor. Kız öğrenciler biraz daha hevesli ama onların çoğunun üniversite hedefi yok.
(They do not have any basic knowledge. I have to teach from the beginning as if I am teaching in a primary or secondary school. The students enrolled in our school, especially boys, are not willing to enter university. They want to start working as soon as possible. As they do not show any interest, English does not mean anything to them. The girls are a little more motivated but most of them do not aim to receive university degrees.)

Is all these true for English or are other lessons also in question?

Türkçe derslere karşı biraz daha ilgililer. Anlayabiliyorlar en azından. Fakat İngilizce anlamadıkları ve kafa yormadıkları için hiç ilgi göstermiyorlar.
(They are more motivated in their Turkish lessons. They can understand it but as they do not understand English and do not even try to do so, they do not show any sign of interest.)

4. Did you have any problems during the transition phase from being a student to being a teacher? How much time has your adaptation taken? What do you think were the reasons for these problems?

Öğrencilikten öğretmenliğe geçişte sorun yaşamadım. Staj dersleri azda olsa etkili oldu. En büyük etki ise ücretli çalışmam oldu. Adaptasyon sürecim ise üç ay kadar zaman aldı.

(I did not have any problems during the transition phase from being a student to being a teacher. My working experience even not that much, has influenced me positively. My adaptation has taken three months.)

Why has your adaptation taken that much?

Ben büyük şehirde yaşadım şimdiye kadar. Bursa'da. Yetiştığım ortam hareketli ve her açıdan olanakları fazla olan bir şehirdi. Şimdi öyle bir ortamdan çıkıp bir evin içine girmek, okul ev arası yapacak başka bir şeyin olmayışı bu süreci uzattı.

(Until now, I lived in a crowded city, in Bursa. The city had many different options. But now it is not that easy. I commute between home and work. That caused me to adapt in three months.)

5. Do you believe that the pre-teaching program is sufficient enough for your occupation? If not, what do you recommend to develop pre-teaching programs? Have you felt prepared to teach after your practicum? Did this feeling change after starting working at school?

Aldığımız eğitim her bakıma yeterli fakat büyüklere dil öğretimi konusunda yetersiz olduğunu düşünüyorum. Özellikle KPSS sınavındaki eğitim dersleri konusunda oldukça yetersiz. Ayrıca staj dersleri daha yoğun ve uzun süreli olmalı.

(Our education was enough in many aspects but when it comes to teaching language to adults, it was not satisfactory. It is not sufficient especially in the educational subjects which are part of KPSS. Furthermore, the practicum should be longer and stricter.)

INTERVIEW «Teacher Socialization and Burnout» (Burnout Level = 50)

TEACHER SOCIALIZATION

1. Describe your first day at school. Detail your positive and negative feelings.

I was very excited. Because I am a sensitive person, I was about almost to cry when I was at the opening ceremony. When I entered the first lesson, I felt myself as a real teacher and I behaved my students in a warm and friendly way. I hadn't had any negative feelings.

2. Did you have any orientation problems? Where? In which situation? Why?

Yes, I did. The teachers in my school are older than me. So, mostly they behave me as their children. Sometimes I have nothing to talk with them. I feel alone in the school.

How does loneliness affect you?

I'm trying not to be affected negatively. I let it go.

3. Do you have any difficulties with the administration, staff, principal, colleagues, students, school environment, parents? Do you feel suppressed in the teachers' room (e.g. not feeling free to express your thoughts etc.)?

My school is a popular school in Erbaa, so the parents are dominant in the school administration. The students are spoiled and I sometimes have problems about classroom management. As I mentioned in the previous question, I have nothing common to talk with the teachers in my school.

4. Have you received praise for your work? Do you expect praise or other kinds of reward?

Some parents praised and thanked me for my teaching style. But I also expect praise from my principal and colleagues.

How would you feel, if you would receive praise?

I would try to do my best and would feel more motivated.

5. Do you wish to have university connection/ connection with your teacher trainee? Why?

Of course, I wish to have connection with my university. When I have some problems or questions, I would like to consult them to get more ideas.

6. Do you feel that you belong to your organization? Do you feel accepted as part of your institution?

Yes, I feel accepted as a part of my institution.

What makes you feel that way?

They give me info about the students. They invite me to the parents' meetings. They give me advice about my teaching and they even ask me for some advice. I am not excluded by them.

7. Are you pleased with the rules and conventions of your institution?

I think my school has no clear rules and I sometimes feel uncomfortable with it.

What do you suggest the school to change? How would you feel better?

The school principal should be more disciplined and more dominant than parents and environment.

8. What are the factors that give you the feeling of satisfaction/ dissatisfaction in your institution?

I am satisfied with the opportunities that are provided to students. I am not satisfied with indiscipline of the school administration.

9. How do the experienced teachers cope with you as a novice? Have you ever felt that you are not welcome in the school?

They support me about my teaching profession. They like me and I am welcome in the school.

10. In what way has the type and the location of your school, the number of your students, your teaching hours, and extra administrative responsibilities affected you?

Especially the type and the location of the school affected me. I feel more responsible and I am more careful about my behaviours and my teaching. As my school is very crowded, I feel more exhausted than my colleagues in other schools. I work 30 hours in a week and it is hard for me to stay healthy.

In what kind of district is your school? How does this affect you?

It is in the centre of the city. Everyone expects that this school should be the most successful school in the city.

BURNOUT

1. How do you feel in your job? Do you feel motivated to do your job, improve yourself or do you feel tired or burned out? Why?

I feel myself proud because it is my dream job. I love teaching English. I feel motivated to do my job and I'm trying to improve myself.

How do you help yourself for improvement?

I read articles. I search for useful websites for my teaching.

2. What changes would you want in your institutions to be more motivated towards your profession? Do you think such changes will happen?

I want to have an English class in my school but I know that it is impossible. If I had my own classroom, I would teach my students more effectively. I would design it as I wish and would motivate my students more.

3. 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?

As I mentioned before, I have been dreaming to be an English teacher since my childhood. I plan to remain in teaching till I get retired.

Were you influenced by your teachers while you chose teaching as a profession? Have you adopted some of your teachers' teaching styles?

My teacher influenced me a little bit. Mostly, the language itself attracted me to study. Learning a foreign language was interesting to me and I decided to teach it in my future.

4. Did you have any problems during the transition phase from being a student to being a teacher? How much time has your adaptation taken? What do you think were the reasons for these problems?

I haven't encountered any problems. Maybe I had some economical issues but that's all.

Do you think that you aren't fairly paid?

Oh, I misunderstood the question. Here is the correct answer. I haven't encountered any problems except for settling here. I couldn't find a flat to stay and a home mate to stay with for five days. I feel stressed and upset. I missed my life in Istanbul very much. I feel bored because there aren't any free time activities to do. I also don't have many friends.

5. Do you believe that the pre-teaching program is sufficient enough for your occupation? If not, what do you recommend to develop pre-teaching programs? Have you felt prepared to teach after your practicum? Did this feeling change after starting working at school?

I think the pre-teaching program I have could be more practical than theoretical. I couldn't apply my theoretical information to most situations. The pre-teaching programs should give importance to practice more. I felt prepared because I worked as an English teacher when I was a university student.

INTERVIEW «Teacher Socialization and Burnout» (Burnout Level = 59)

TEACHER SOCIALIZATION

1. Describe your first day at school. Detail your positive and negative feelings.

Okuldaki ilk günüm gayet güzeldi. Uzun yıllar hayal ettiğim mesleği icra etmeye başladığım için heyecanlı ve mutluydum.

(The first day in my school was quite good. I had started the job I dreamed about for a long time which made me feel excited and happy.)

2. Did you have any orientation problems? Where? In which situation? Why?

Ortama uymakta çok zorlanmadım ama meslekte ilk yılım olduğu için çoğu prosedür benim için yeniydi ve bunları öğrenme aşaması biraz sancılı geçti.

(I did not have many problems during my assimilation but as it was my first year most of the procedures were new to me. The process of learning all these was a little suffering.)

3. Do you have any difficulties with the administration, staff, principal, colleagues, students, school environment, parents? Do you feel suppressed in the teachers' room (e.g. not feeling free to express your thoughts etc.)?

Velilerle çok muhatap olmuyorum üniversite öğrencileri olduğu için. Ama okul toplantılarında kendimi her zaman özgür hissedemiyorum maalesef. Bütün görüşlerimizi her zaman açıklıkla dile getiremeyebiliyoruz.

(I do not have much contact to parents as the students are enrolled at the university. But during the meetings I do not always feel free. We cannot express our thoughts independently all the time.)

4. Have you received praise for your work? Do you expect praise or other kinds of reward?

Maalesef pek takdir edilen bir meslek değil. Aksine sınıfa girdiğimizde onlara İngilizce öğretmememiz için bize yalvaran öğrenciler bile oluyor bazen. Sınıfta zorla durduklarını derslerin onlara işkence gibi geldiğini söyleyerek bizi ödüllendiriyorlar! Sevgili öğrencilerimiz. :) Ufak tefek teşekkür maksatlı ödüller tabi ki beklerim. Her işte olduğu gibi bu iş için de yüksek motivasyona ihtiyacımız var çünkü.

(Unfortunately, this is not a much respected job. In contrast, we have to teach students who beg you for not teaching them any English. They are telling me that they do not want to stay in the classroom and that the English lessons are like a kind of punishment for them. Of course, I expect some little prizes because, as it is the case for all the different jobs, we also need motivation.)

5. Do you wish to have university connection/ connection with your teacher trainee? Why?

Hayır.
(No.)

6. Do you feel that you belong to your organization? Do you feel accepted as part of your institution? Do others give you the feeling of belonging to it?

Yüzde 50 oranında cevaplayabiliyorum. Aslında kendimi kuruma ait hissetmek için elimden geleni yapsam da idari bazı kararlar bize danışılmadan alınınca yani yönetimde çok söz sahibi olmayınca kendimi sadece çalışan bir eleman olarak gördüğüm çok oluyor.

(I can answer this question partly. I have done everything to get the feeling that I belong to the organization but decisions made by the administrations without consulting us as teachers makes me just feel as a simple staff member.)

7. Are you pleased with the rules and conventions of your institution?

Pek çoğundan memnunum evet.
(I am pleased with most of them, yes.)

8. What are the factors that give you the feeling of satisfaction/ dissatisfaction in your institution?

Olumlu: Çalışanlar arasındaki işbirliği ve pozitif atmosfer, genç dinamik bir ortam.
Olumsuz: İsteksiz ilgisiz öğrenciler, sürekli değişen sınav sistemi ve idari kararlar, öğrencilerin istekleri ve şikayetleri karşısında bireysel olarak hiçbir yetkimizin olmaması. Uzun ders dönemi.
(Positive: The collaboration among the staff and the positive atmosphere, a young and dynamic environment.
Negative: Unmotivated students, the ever-changing system with its exams, administrative decisions, that teachers do not have any possibility to do against the complaints of the students.)

9. How do the experienced teachers cope with you as a novice? Have you ever felt that you are not welcome in the school?

Deneyim olarak genelde birbirimize yakınız. Okulda istenmediğim hissine hiç kapılmadım.
(We are not that different when it comes on the aspect of experience. I did not have the feeling that I do not belong to the organization.)

10. In what way has the type and the location of your school, the number of your students, your teaching hours, and extra administrative responsibilities affected you?

Öğrenci sayısı 25-29 üniversitede bir dil sınıfı için çok ideal değil. Sayının fazla olması istenilen pek çok sınıf içi aktivitenin sağlıklı bir şekilde yapılmasını engelliyor. Derse girerken aynı anda sınav soruları hazırlamak korkunç bir iş yüküydü ama bu sene sistem değişti çok şükür.
(The number of students in a classroom being between 25 and 29 is not ideal for a class at the university. The fact that the number of students is large hinders the implementation of exercises in a well enough manner.)

BURNOUT

1. How do you feel in your job? Do you feel motivated to do your job, improve yourself or do you feel tired or burned out? Why?

Artık sürekli mızızlanan öğrenciler ve hep benzer sorunlar şikayetler gördüğüm için sanki bir çarkın içine sıkışmış boşa uğraşıyordum hissine kapıldığım oluyor.
(As I was confronted with the same complaining students about the same topics, I felt as I was trapped in a cage.)

2. What changes would you want in your institutions to be more motivated towards your profession? Do you think such changes will happen?

Öncelikle maddi olarak daha memnun edici bir maaş, dönem içi değişik sosyal etkinlikler, bize değer verildiğini hissedebileceğimiz ufak tefek sürprizler, sadece öğrenci memnuniyetini değil aynı

zamanda öğretmen memnuniyetini de önemseyen bir idari anlayış. Kendimizi mesleki açıdan geliştirebileceğimiz programlar için çalıştığımız kurum tarafından maddi destek sağlanması. Aslında gerçekleşmesi mümkün şeyler bunlar ama gerçekleşmesi için öncelikle birilerinin öğretmen motivasyonunu önemsemesi gerekiyor.

(Firstly, a more satisfactory salary, various social activities for teachers, little occasions that make you feel being worth something, administrators who not only emphasize students' but also teachers' satisfaction. The organization of some developmental programmes.)

3. 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?

İsteyerek seçtim. Tekrar seçme şansım olsa farklı alanlar düşünebilirdim. En fazla 5-6 sene yapılabilir bir meslek olduğunu düşünüyorum.

(I have chosen my job voluntarily. If I had the chance to choose again, I would reconsider other fields. I think that you can do teach for almost 5-6 years.)

4. Did you have any problems during the transition phase from being a student to being a teacher? How much time has your adaptation taken? What do you think were the reasons for these problems?

Kuralların esnek olmaması hiçbir şekilde devamsızlık yapamamak en büyük problemlerim arasındaydı. Onun dışında çok fazla adaptasyon sıkıntısı çekmedim.

(That the rules were not flexible and that I had not the chance to miss lessons were among the biggest problems. Apart of these, I had not much adaptation problems.)

5. Do you believe that the pre-teaching program is sufficient enough for your occupation? If not, what do you recommend to develop pre-teaching programs? Have you felt prepared to teach after your practicum? Did this feeling change after starting working at school?

Genel olarak yeterliydi. Ama gerçek hayatla teorik bilgiler her zaman uyuşmadığı için pratik eğitimin yani stajın ve gözlemin lisans boyunca daha sık yapılması gerektiğini düşünüyorum.

(All in all, it was sufficient. Because of the fact that theoretical knowledge and practice, the practicum time and the time spend for the observation of experienced teachers has to be increased).

INTERVIEW «Teacher Socialization and Burnout» (Burnout Level = 62)

TEACHER SOCIALIZATION

1. Describe your first day at school. Detail your positive and negative feelings.

Okuldaki ilk günümde korktuğumu itiraf etmeliyim. Çünkü hem bütün öğrencilerin ilgisini çekmeye çalışmak hem de bir bölümünün okuma yazma dahi bilmediğini öğrenmek gözümü korkutmuştu. Olumlu tarafı elbette ki vardı. Tanışmak için oynadığımız oyunlar çocukların ilgisini çekmişti ve bu bana ümit vermişti onlara zor da olsa bir şeyler öğretebileceğime dair.

(I have to admit that I was scared in the first day of my employment because I had to deal with students who could not read and write and raise the student interest. There were positive ways, too. The game we played to come closer and focused the students' attention on the topic. This made me think that I could teach them something.)

2. Did you have any orientation problems? Where? In which situation? Why?

Uyum sorunu elbette ki yaşadım. Öğrencilerle çok kısa bir sürede birbirimize adapte olduk, o konuda bir sorun yaşamadım ama okulla, derslerle ilgili hazırlanması gereken evraklarla ilgili sorun yaşadığımı hatırlıyorum. Üniversitede bize yabancı dil öğretmek öğretildi ama Milli Eğitim'de işe başlayınca gördüm ki eğitim %40lık bir dilimse %60lık dilim evraklardan oluşuyormuş.

(Of course I had some orientation problems. I adapted myself in a very short time span to the students and vice versa. I had not problems with the students but with the school, and the papers we had to prepare. At the university we were taught how to teach English but after I started to work for the Ministry of Education, I realized that only 40% of what we do is related to education and 60% is related to paperwork.)

3. Do you have any difficulties with the administration, staff, principal, colleagues, students, school environment, parents? Do you feel suppressed in the teachers' room (e.g. Not feeling free to express your thoughts etc.)?

Okul yönetimi, personel veya öğretmenlerle bir sorun yaşamıyorum fakat zaman zaman öğrencilerle ve çok çok nadir de olsa velilerle sorun yaşayabiliyorum. Öğretmenler odasında baskı altında kalmıyorum. Herkes düşüncesini özgürce dile getirebiliyor.

(I do not have any problems with the administration, the school staff or the teachers but sometimes I have problems with the parents. I am not under stress when I am in the teachers' room. Everyone freely express their thoughts.)

4. Have you received praise for your work? Do you expect praise or other kinds of reward?

Özellikle mesleğe başladığım ilk yıllarda övgüler aldım. Yaptığım çalışmalardan ötürü de birkaç sene önce bir teşekkür belgesi aldım. Övgü veya ödül beklemiyorum çünkü kişinin aldığı en iyi ödülün tatmin duygusu olduğunu biliyorum.

(I received praise during the years I started teaching. I have received a certificate for the things I have completed. I do not expect any prize or praise because I know that the most satisfactory prize is feeling efficacious.)

5. Do you wish to have university connection/ connection with your teacher trainee? Why?

Üniversitelerde yapılan çalışmaların hem gerçek hayata yani okullara yansması hem de okullardaki durumlara göre çalışmaların düzenlenmesi için iletişim içinde olunması gerekir. Üniversiteyi bitirip

öğretmenliğe başladığımız zaman çoğumuz üniversite ile okul arasındaki farkı görünce sudan çıkmış balık gibi bir süre ne yapacağımızı bilemeden çalışma hayatına atılıyoruz.
(I think that the universities and schools have to stay in contact as they have to collaborate in order to further develop themselves. After having graduated most of us do not exactly know how to behave in our working environments.)

6. Do you feel that you belong to your organization? Do you feel accepted as part of your institution? Do others give you the feeling of belonging to it?

Küçük bir okulda çalışırken kendimi ait hissediyordum ama okulda çalışan personel sayısı arttıkça aitlik duygusunu kaybediyormuşsunuz gibi geliyor.
(While I was working for a small school I felt as if I belong to that school but with the increasing number of personnel, you feel as if you do not feel part of the school.)

7. Are you pleased with the rules and conventions of your institution?

Hayır değilim.
(No, I am not.)

8. What are the factors that give you the feeling of satisfaction/ dissatisfaction in your institution?

İdarenin öğretmen, veli ve öğretmen arasındaki ilişkilerin düzenlenmesi için yaptığı çalışmalar hoşuma gidiyor.
(The way administrators bring about novelties concerning teachers, students and their parents is worth mentioning.)

9. How do the experienced teachers cope with you as a novice? Have you ever felt that you are not welcome in the school?

Hayır, öyle bir hisse kapılmadım. Deneyimli öğretmenler her zaman bana eksiklerim konusunda yardımcı olarak kendimi geliştirmemi sağladılar.
(No, I did not felt that way. Experienced teachers always helped me with my troubles affecting my development positively.)

10. In what way has the type and the location of your school, the number of your students, your teaching hours, and extra administrative responsibilities affected you?

Meslek lisesinde çalışıyor olduğum için öğrencilerimin İngilizce dersine ilgisi çok az. Sınıfların kalabalık olması da bu durumu etkiliyor. Sınıf rehber öğretmenliği öğrencilerin tanınması açısından olumlu fakat evrak vs işleri yüzünden yorucu olarak kalitenin düşmesine neden oluyor. Ders saatlerinin az olması gün içinde tükenmeden derslerin işlenmesine olanak sağlıyor.
(As I am working in a vocational high school, the students' relationship with English is not that good. The fact that the classrooms are crowded also affects this. Being a classroom teacher is good as it leads to a better knowledge of students' characteristics but there is too much paperwork which brings tiredness with itself. Because of this the quality of education decreases. As there are not much teaching hours, the lessons can be taught without feeling tired.)

BURNOUT

1. How do you feel in your job? Do you feel motivated to do your job, improve yourself or do you feel tired or burned out? Why?

Mesleđimi yaparken mutlu olmadığımı belirtmek isterim. Kendimi yorgun hissediyorum. Bazen basit bir konuyu anlatmak bile eziyet haline gelebiliyor. Çünkü karşınızda sizi dinlemek istemeyen, o anda siz ne kadar ilgi çekmeye çalışırsanız çalışın, ne kadar farklı aktiviteler yaptırmak isterseniz isteyin orada bulunmak istemeyen, İngilizceye ders olduđu için önyargılı yaklaşan bir topluluk var. (I have to say that I do not feel well during doing my job. I feel tired. Sometimes it is like a punishment to talk about some topics because in front of you, there are students who do not want to participate in the lesson, and people who have prejudices concerning English.)

2. What changes would you want in your institutions to be more motivated towards your profession? Do you think such changes will happen?

Teknolojik olarak okulun fiziki yapısının geliştirilmesi ve bu gelişimin sınıflarda rahatlıkla kullanılabilir hale gelmesi bu deđişimi sağlayabilir. (The fact that the school will be equipped with innovative technology and the use of these in classrooms could lead to more motivation.)

3. 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?

Bu mesleđi isteyerek seçtim fakat yeniden seçme şansım olsa seçmezdim. Öğretmenliğe birkaç yıl daha devam edip daha sonra farklı bir işe yönelmeyi planlıyorum. (I have chosen this job voluntarily but if I had the chance, I would not choose it again. I plan to remain in teaching for a few more years but then I plan to change my profession.)

4. Did you have any problems during the transition phase from being a student to being a teacher? How much time has your adaptation taken? What do you think were the reasons for these problems?

Bunu önceki maddelerde açıkladım ama kısaca üstünden geçmek gerekirse, üniversitede öğretilenle okulda karşılaşılanlar arasında dađlar kadar fark var. (I have already talked about this but to briefly sum up, there is a huge difference between the education we received and the things we encounter in the classroom.)

5. Do you believe that the pre-teaching program is sufficient enough for your occupation? If not, what do you recommend to develop pre-teaching programs? Have you felt prepared to teach after your practicum? Did this feeling change after starting working at school?

Bence aldığımız eğitim yeterli deđil. Staj eğitimlerinin süresi arttırılarak gerçek hayatla öğrenilen derslerin ilişkilendirilmesi kolaylaştırılmalıdır. (In my point of view, the education we received was not enough. The practicum time should be increased in order to relate theory to practice.)

INTERVIEW «Teacher Socialization and Burnout» (Burnout Level = 72)

TEACHER SOCIALIZATION

1. Describe your first day at school. Detail your positive and negative feelings.

İlk olarak Erzurum Oltu'ya atandım. Mezun olduktan sonra Ağustos atamalarında değil Şubat atamalarında atandım. Atanamadığım bu aylarda mahalleimde bulunan bir okulda görevlendirmeye çalıştım. Öğretmenliğe yabancı değildim. Yine de kadrolu olarak atandığımda kendimi gerçek bir öğretmen gibi hissettim. Mersin'den Erzurum'a giden yol boyunca (16 saat) çok heyecanlıydim. Okula varır varmaz öğretmenler ve idareciler tarafından çok sıcak bir şekilde karşılandım. Yaşadığım tek olumsuzluk kalacak yer problemiydi. Bekâr bir bayan olarak doğuda kalacak yer bulmak pek kolay olmadı.

(For the first time I was assigned to Erzurum, Oltu. After graduation I was not assigned in August but February. Between these months I worked as a contract teacher. I was not foreign to the setting of teaching. Despite this, I felt as a real teacher when I was assigned by the Ministry of Education. I was very excited on the way from Mersin to Erzurum (16 hours). Upon arrival, I was welcomed very well by the teachers and administrators. The only problem I had was that of accommodation. It was not easy to find a place to stay being a single woman.)

2. Did you have any orientation problems? Where? In which situation? Why?

Uyum problemleri elbette yaşadım. Aynı dili konuşmamıza rağmen atandığım yerdeki kültür ve insanların yaşam tarzı çok farklıydı. Mersin'de dışarı hangi saatte çıktığımı ya da kiminle çıktığımı hiç umursamadım. Ama doğuda insanlar sizi sürekli izler. Özellikle bir bayansanız her hareketiniz eleştirilir. Birde gittiğim okuldaki öğretmenler çok sıcakkanlı ve yardımseverdi ama hepsi Oltulu oldukları için çok eski bir geçmişleri vardı. Bu yüzden kendimi çok fazla oraya ait hissedemedim.

(Of course I had orientation problems. Despite the fact that we were talking the same language, the culture and lifestyle of the people in the region I was working in was quite different. In Mersin I did not paid much attention on what time and with whom I was going out but in the East things changed. People are always watching you. Especially if you are female. Moreover, all the teachers were nice but all of them were from Oltu and that is why I did not that much felt a part of them.)

3. Do you have any difficulties with the administration, staff, principal, colleagues, students, school environment, parents? Do you feel suppressed in the teachers' room (e.g. Not feeling free to express your thoughts etc.)?

4 yıl Erzurum'da çalıştıktan sonra, babamın sağlık sorunları nedeniyle özür grubu atamalarıyla Mersin'e geldim. Şu anda kendi memleketimde bir Anadolu Lisesinde çalışıyorum. Meslektaşlarımla arasıra fikir çatışması yaşasakta baskı hissetmiyorum. Velilerle çok ciddi olmasa da not konularıyla ilgili sorun yaşıyorum. Öğrencilerim ve velilerim tek önemli derslerin sayısal olduğunu, bu yüzden de öğrencileri zorlamayıp bol not dağıtmam gerektiğine inanıyor. Bu da tartışmalara yol açıyor. Özellikle eğitimsiz ya da çocuk eğitimini forum sitelerinde öğrenmiş, öğrenciye her istediğini vermenin eğitim olduğuna inanan velilerle problemler yaşıyorum.

(After being employed in Erzurum for four years, I returned to Mersin as my father had some health problems. Now, I am working in an Anatolian High School. Although we sometimes have some different thoughts with my colleagues, I do not feel suppressed. Even if not very serious, I experience some problems with the parents related to the students' grades. I have especially problems with parents who do not have much knowledge about education.)

4. Have you received praise for your work? Do you expect praise or other kinds of reward?

Mezun olmuş öğrencilerimle internetten görüştüğümde onlardan teşekkür duyuyorum. Hazırlığı geçebildiklerinden ya da İngilizce derslerinde yüksek not aldıklarından bahsediyorlar. Okuldaki dil

projelerinin bir çoğunu ben üstleniyorum ama idareden herhangi bir ödül ya da takdir almadım. O tür şeyleri sayısal alan öğretmenlerine veriyorlar! Ödül değil ama toplantıda, idarenin söyleyeceği bir teşekkür cümlesi beni motive edebilir.

(When I meet my previous students online, they express their thankfulness. They are talking about their success in English. I am dealing with much of the language projects at school but I have not received any praise or prize from the school administration. They give these kinds of rewards to teachers of scientific and mathematical fields! Not a prize, but a work which is spoken for me in a meeting would make me happy.)

5. Do you wish to have university connection/ connection with your teacher trainee? Why?

Üniversiteyle öğretmenlik alanıyla ilgili değil ama branşımla ilgili iletişim içinde olmak isterdim. Okulda anlattığımız konular sınırlı olduğu için bazen köreldiğimi hissediyorum. Ama öğretmenlikle ilgili istemezdim çünkü öğretmenlik yapmaya başladığımda okulda verilen eğitimin kitaplarda verilenle hiç bir ilgisi olmadığını, üniversitenin öğretmenliğe hazırlayamadığını anladım.

(I would not get some help with educational issues but with some factors related to my branch. The lessons we teach are limited so that our knowledge of English decreases with time. I would not get help with educational issues as the aspects taught during teacher preparation programmes do not prepare teachers for the real classrooms.)

6. Do you feel that you belong to your organization? Do you feel accepted as part of your institution? Do others give you the feeling of belonging to it?

Çok fazla hissedemiyorum. Belki de sorun benimle ilgilidir. Şimdiye kadar bulunduğum hiç bir okula ait hissedemedim kendimi. Bunun meslektaşlarımla tavırlarıyla ilgisi olduğunu düşünmüyorum. Ben aramda mesafe olmasını seviyorum. Fabrika işçisi gibi işime gidip imza atıp, işimi yapıyor ve çıkıyorum.

(I cannot feel that I belong to the socialization that much. Maybe the problem is with me. Until this day, I could not feel part of the schools I was working for. I do not think that this has something to do with my colleagues. I like it to have a certain distance between me and the others. I come to the school as if I were a factory employee, entering the school, signing, teaching, and leaving the school.)

7. Are you pleased with the rules and conventions of your institution?

Okulumuzun kurallarından memnunum sorun kuralların uygulanmıyor olması. Bulduğum bölgenin en iyi okullarından birinde çalışıyorum. Öğrenciler üniversiteye motive olmuş durumdadır. Birçoğu derece yapabilecek öğrenciler. Belki de bu yüzden okulda sadece öğretim kısmıyla ilgilenip eğitim kısmının göz ardı edilmesinden rahatsız oluyorum. Zeki öğrenciler oldukları için yaptıkları terbiyesizlikler ya da hatalı davranışlar hoş görülüyor, hatta öğrenci çok başarılıysa öğretmenlerin bazıları tarafından bu yanlış davranışlar destekleniyor.

(I am pleased with the rules of my school. The problem is that these are not implemented. I am working in one of the best schools of the region. The students are motivated and aim to receive university education. Most of them are students that could hold a degree. As the students are seen as clever, the wrong things they are doing are disregarded.)

8. What are the factors that give you the feeling of satisfaction/ dissatisfaction in your institution?

Okulda sadece belirli derslerin değerli, diğerlerininse mecburi görülmesini sevmiyorum. Sayısal öğretmenlerinden birinin ricası dikkate alınırken İngilizce gibi sınavda çıkmayan ders öğretmenlerinin ricası kaynak yokluğu gibi bazı sebeplerle geri çevriliyor. Bir kaç gün sonra 2000 TL ye okula 2 tane mikroskop alınıyor. Okulla ilgili en iyi şeyse ilçenin en iyi okullarından birinde çalışmanın getirdiği saygınlığı seviyorum. Çevrede okulun ismini söylediğinizde insanlar size saygı gösteriyor.

(I do not like it that just some of the lessons are regarded as important. The desires of one of the teachers in a scientific area are taken into account while teachers of lessons such as English are overlooked due to reasons such as a lack of financial sources. The next day, there a two new microscopes purchased for 2000 TL in the school. The best thing about the school is that I am working in one of the best schools of the region.)

9. How do the experienced teachers cope with you as a novice? Have you ever felt that you are not welcome in the school?

Öğretmen arkadaşlarım bana karşı her zaman cana yakın davranırlar. Özellikle deneyimli meslektaşlarıma takıldığım ya da yaşadığım sorunları anlattığımda bana ellerinden gelen tüm yardımı yaparlar. Bir kaç kez istenmediğim hissine kapıldım. O da okul müdürümüz tarafından oluşturuldu. Norm fazlası olduğum gerekçesiyle tayin istemem konusunda baskı yaptı.

(My colleagues were always friendly with me. Especially the experienced teachers always supported me when I had problems. A few times I had the feeling of being unwelcome. This was caused by the school principal.)

10. In what way has the type and the location of your school, the number of your students, your teaching hours, and extra administrative responsibilities affected you?

Anadolu Lisesinde görev yapıyorum. Sanırım bu tür bir okulda çalıştığım için bu kadar zaman tahammül edebildim. Genellikle 26-30 saat arası derse giriyorum. Maddi zorunluluklar nedeniyle giriyorum. Son 2 yıldır sınıf öğretmenliğim yok. Ama kulüp öğretmenliğim var ve bunun tamamen angarya olduğunu düşünüyorum. Her şeyi biz hazırlıyoruz, öğrenci öğrenci gezdirip imzalatıyoruz. Sadece evrak yükü ve zaman kaybı.

(I am employed in an Anatolian High School. I think that I could not manage to stay as a teacher as I am woring in such kind of school. I usually have lessons abouy 26-30 hour weekly. I have to take that much lessons as I have some financial problems. I am not fulfilling the job of a classroom teacher since two years but I have a club. I think that this is nothing worth. We are preparing everything and we have to have the students signed. It is only paperwork and loss of time.)

BURNOUT

1. How do you feel in your job? Do you feel motivated to do your job, improve yourself or do you feel tired or burned out? Why?

Bu yaptığım sınıfa göre değişiyor. Eğer karşımdaki öğrenciler ilgiliyse zevk alıyorum ama çoğu zaman derse karşı ilgisiz kalıyorlar ve bunu gösteriyorlar. O zamanlar sürekli keşke bankada ya da postanede çalışsam daha iyiydi. En azından sınava falan uğraşmazdım diyorum.

(This depends on the class I am in. If the students are inetersted, I enjoy teaching but they often are not interested and they show this. At these times I think of working in a different position, for example in a bank or post office. Then, I had not to deal with the examination at all.)

2. What changes would you want in your institutions to be more motivated towards your profession? Do you think such changes will happen?

Öncelikle her öğretmenin bir sınıfının olması gerektiğini düşünüyorum. Kaynaklarımı yayabileceğim, istediğim gibi dizayn edebileceğim bir sınıf. Her gün, her ders elimde bir sürü kitap ve fotokopilerle sınıf sınıf dolaşıyorum. Bununla birlikte okul kuralları uygulansa öğrencilerin daha saygılı davranacağını bununda motivasyonumu etkileyeceğini düşünüyorum. Sistem ve idarecilerin düşünce tarzı değişmediği sürece bunların düzeleceğini düşünmüyorum.

(Firstly, I think that every teacher should have a classroom. I would design it the way I want. Everyday for each lesson I am runnşng with different kinds of books and materials from one room to the other. Additionally, I know that the students' would be more polite and that this would motivate

me, if the rules were applied. I do not think that these will not change until the system and the way of thinking changes.)

3. 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?

Mesleğimi seçerken isteyip istemediğimi çok düşünmedim. Çocukken hayalim öğretmen olmaktı. Liseye geçtiğimde dil branşını seçtim. Yabancı dille ilgili herşey çok çekici geldiği için üzerinde çok düşünmedim. Daha çok babamın isteğiydi. Bir bayan için en güvenli ve rahat meslek derdi. Tekrar seçme şansım olsa kesinlikle öğretmenliği seçmezdim. Öğretmenliği fırsat bulduğum an bırakmayı düşünüyorum. Yazları farklı işlere başvurarak kendime uygun mesleği bulmaya çalışıyorum. Bu yıl turist rehberliği yaparak, o mesleğe uygun muyum bir değerlendireceğim.

(I have not thought about my job that much. It was my childhood dream to become a teacher. I have chosen the language class when I entered High School. As everything related to language inspired me, I have not thought much. It was much more my father's wish. He said that the job of a teacher is the best one for girls. If I had the chance to choose again, I would not choose teaching. I plan to leave teaching whenever I have the chance. I try to find the most fitting job for me. For this purpose I work during summers. This year I am going to guide tourists and see if I am good enough for this kind of job.)

4. Did you have any problems during the transition phase from being a student to being a teacher? How much time has your adaptation taken? What do you think were the reasons for these problems?

Çok fazla sorun yaşamadım. Sadece okulda öğretilen eğitim bilimleri derslerinin hiç bir işe yaramadığını gördüğümde biraz telaşlandım. Ama bir kaç aylık deneme süreciyle kendi yolumu buldum. Özellikle bu aşamada deneyimli öğretmenlerin çok yardımı oldu. Okulda size okul defterini nasıl dolduracağınız hiç anlatılmaz mesela. Ya da sorunlu öğrencinizi bireysel görüşmeye çağırmanız söylenir ama okuduğunuz kitapta yazan tepkiyi vermez öğrenciniz. Bunlar deneyimle kazanılıyor. İlk bir kaç ay sonunda sisteminizi buluyor, yıllar geçtikçe sisteminizdeki eksiklikleri gideriyorsunuz.

(I had not much problems during the transition phase but I got nervous when I realized that the teacher training I received was useless in some cases. Nevertheless, after some months of trying out, I found my own way of teaching. Especially at this point veteran teachers were very helpful. During the teacher training programme, nobody tells you how to fill in the class register or you are told to talk to students with behavioural problems in person but you do not get the reaction that is stated in education based books. You gain all these by experience.)

5. Do you believe that the pre-teaching program is sufficient enough for your occupation? If not, what do you recommend to develop pre-teaching programs? Have you felt prepared to teach after your practicum? Did this feeling change after starting working at school?

Fakültede aldığımız eğitimler çoğunlukla teorik. Bunların pek bir faydası olmuyor. Uygulamaları derslerde pek ciddi yapılmıyor. Eğitim fakültelerinin okullardan bihaber eğitim verdiğini düşünüyorum. Okullardaki sistemin çok uzağında eğitim veriliyor. Ankara'daki özel bir okulda çalışacakmışınız gibi eğitiliyorsunuz ama Doğuda bir köy okuluna düştüğünüzde bu bilgilerin hiç bir işe yaramadığını görüyorsunuz. Üniversitelerin daha güncel bir eğitim vermesi gerektiğini düşünüyorum. Kitap yazan üniversite hocalarının çoğu hiç okullarda çalışmamış. İdeal sınıflar ve ideal öğrencilere öğretmenlik yaptığımızı zannediyorlar.

(The education we got on faculties is mostly theoretical. These do not have any positive effects. The practice part is not dealt with as seriously as should be. I think that the educational faculties provide education with not knowing anything about the schools at all. You are trained as if you are going to teach in a private school located in Ankara but when you are assigned to a village school in the East, you conquer that this knowledge does not work. I think that the universities should provide a more

up-to-date education. Most of the teachers, who have written some books on education, have not employed at schools. They think that we teach the 1ideal1 student.)

INTERVIEW «Teacher Socialization and Burnout» (Burnout Level = 78)

TEACHER SOCIALIZATION

1. Describe your first day at school. Detail your positive and negative feelings.

İzmir’de doğup büyüyüp Eskişehir’de okuduktan sonra Ağrı’ya atanıp farklı bir kültürle ve kötü bir okulla karşılaşmak büyük bir hayal kırıklığı oldu.

(I was born and raised in İzmir and later on I studies in Eskişehir. After that, I was assigned to teach in Ağrı. To be confronted with a different culture and a bad school caused despair.)

2. Did you have any orientation problems? Where? In which situation? Why?

Evet, yaşadım. Atandığım okul ve öğrencilerin kalitesi düşük. Fakir öğrenci çok. Atandıktan beş ay sonra da babamın vefatı bu uyum sorununu uzattı.

(Yes, I had. The level of education provided at my school and the students’ levels are low. After five months in my profession, my father passed away which put more burden on my shoulders.)

3. Do you have any difficulties with the administration, staff, principal, colleagues, students, school environment, parents? Do you feel suppressed in the teachers’ room (e.g. Not feeling free to express your thoughts etc.)?

Yatılı okul olduğu için öğrenciler köylerden geliyorlar. Velilerin %90 ı toplantılara dahi katılmıyor. Velilerle tek problem iletişim sorunu. İletişim kuramıyoruz. Öğrencilerin seviyeleri oldukça düşük. Köyden birleştirilmiş sınıflardan geliyorlar. Okuma yazma dahi bilmeyenler mevcut. Bırakın İngilizceyi diğer dersleri zor görmüşler. Bu konuda sıkıntı çok. Okul yönetimiyle de problemler yaşadım. İlk sene uyum probleminden dolayı nöbet sayısının azaltılması için rica da bulundum. Fakat aksine daha zor şartlarla karşılaştım. Kolaylık sağlanmadı ve baskı gördüm. Okul mutlak monarşiyle yönetiliyor resmen. Despotça bir tutum var ve bu da beni bunaltıyor. Öğretmen arkadaşlarla 4. senemde biraz problem yaşamaya başladım. Asabi davranışlarım arttı. Çevremdeki insanlara ve öğrencilere karşı kendimi kontrol etmede zorlanıyorum artık. İlk sene yumuşak çok güler yüzlü bir öğretmen iken daha sert, tersleyen bir öğretmen oldum. Okuldaki adaletsizliklere ve sorumsuzluklara tahammül edemez hale geldim.

(As it is a boarding school, the students are coming from villages. 90% of the students’ parents do not even participate in parental meetings. The only problem with the parents is communication. We cannot communicate. The students’ level is low. They come from village schools where they were taught in classrooms with different grades. There are also some students who cannot read and write. Not only English but also the other courses were not taught well enough. There a problems about that. I had also problems with the administration. I had problems with assimilation in my first year and that is why I wanted some reduction in the number of nightshifts. Nevertheless, I was confronted with more problems. The school is rules with monarchy. I am bored. I started to have some problems with my colleagues in my fourth year. My teacher identity developed from that of a soft one to an aggressive one. I cannot control myself anymore. I cannot bear the unfairness at this school anymore.)

4. Have you received praise for your work? Do you expect praise or other kinds of reward?

Bazı öğretmen arkadaşlarımdan dediği gibi geçen seneye kadar en çok çalışan okuldaki öğretmen bendim. Müdürden sadece bir kere sözlü övgü aldım. Masallarla uyuyorum adı altında bir proje yürüttüm. Topluma hizmet uygulamalarını öğrencilerle başarılı bir şekilde yürüttüm ki okuldaki hiç bir kulübün öğretmeni bırakın topluma hizmeti, kulüp planını dahi uygulamadı. Bu sene 4+4+4 sistemiyle rehberlik dersinin kalkmasını fırsat bilerek 5/b sınıf öğretmeni oldum ve kulüpten rehberlikten uzak durmaya çalıştım. İşten kaçtım açıkçası. Asıl sebebi de kıymet bilinmemesi.

(As some of my colleagues stated, until last year it was me who worked the most. I have just once received some verbal praise from my principal. I was engaged in a project while other teachers did not even care about their courses. I tried to stay away from workload. The reason for this is that we are not regarded as important although we are doing that much.)

5. Do you wish to have university connection/ connection with your teacher trainee? Why?

Burada çok köreldim. İçimdeki İngilizce sevgisi azaldı. Ne öğretme ne öğrenme çabası var artık. Üniversiteyle iletişim içinde olmak sanırım bu açıdan yarar sağlardı.
(I have forgotten many things here. My passion for English almost disappeared. I neither have the desire to learn nor to teach. I think being connected to the university would affect this in a positive ways.)

6. Do you feel that you belong to your organization? Do you feel accepted as part of your institution? Do others give you the feeling of belonging to it?

Ait hissediyorum evet ama padişah köle ilişkisi gibi.
(I feel part of it yes, but it is like a padishah-slave relationship.)

7. Are you pleased with the rules and conventions of your institution?

Değilim ki zaten okuldan çok sanki müdürümüzün kişisel istekleri bizde kural gibi. Tabi okula geldiği zamanlar. Üç sene önce biz örgenciyle iç içe olalım diye öğretmenler odası ve kütüphaneyi bir arada yaptı. Tabi bizim odaya giren çıkan belli değil. Üç senedir bizim her türlü eşyamız çalınıyor. Para dâhil. Bunu müdüre söylediğimizde çözüm üretmek yerine dediği tek şey; eşyanıza sahip çıkın. Dolaba kilitliyoruz eşyalarımızı ama arkadan kırıp yine herşeyimizi biz dersteyken çalıyorlar. Müdüre odamızın ayrı olmasını söylediğimizde umursamıyor. Zaten çoğu şeyi umursamıyor. Disiplinsiz, öğretmenin değerinin nerdeyse olmadığı bir okul. Çok sabrettim ama yıpratıldılar.

(I am not. It is as if the principal's thoughts are set as rules. Three years ago, the principal organized the school library in a way that it meanwhile serves as the teachers' room. That is why everyone can enter the room. Since three years everything gets lost. The only thing the principal says is: Be careful with your personal items. The principal did not care when we told him that we want have a seperate teachers' room. He does not care about many things. There is no discipline. The teachers are worthless.)

8. What are the factors that give you the feeling of satisfaction/ dissatisfaction in your institution?

Memnun eden faktörler yok değil tabii ki var. Fotokopi konusunda sıkıntı yok. İstedğin zaman istediğin kadar çekebiliyorsun. Köy ama merkeze yakın bir köy. Ve puan avantajı var. Senede 36 puan bayanlara. Memnun etmeyen faktör idare ve öğrencilerin seviyeleri ve sorumsuzlukları, hırsızlıkları.

(Of course there are some factors that lead to satisfaction. There are no problems about the number of photocopies. You can have as much as you want. The village is not far from the center of the town and I we receive 36 points as women. The unsatisfactory factors are the administration, the level of students and their irresponsibility.)

9. How do the experienced teachers cope with you as a novice? Have you ever felt that you are not welcome in the school?

Okulda istenmediğim hissine kapılmadım hiç. İlk geldiğimde diğer öğretmen arkadaşlar istediğimde yardımcıya olmaya çalıştılar.

(I had not the feeling that I was not welcome. Upon my arrival, the other teachers helped me whenever I asked them.)

10. In what way has the type and the location of your school, the number of your students, your teaching hours, and extra administrative responsibilities affected you?

Yatılı okulu ben kendim istedim. Merkeze 4 km olması benim için büyük avantaj. Öğrenci sayısı da problem değil. Otuzu geçen bir kaç sınıf var. Okulda iki İngilizce öğretmeniyiz. Ders paylaşımında bir sıkıntı yok. Sınıf rehber öğretmenliği de bazen usandırıyor. Sürekli telefon açma istekleri. Kalem üç dertleri, malzeme dertleri hiç bitmiyor. Sürekli merkezden alma durumunda kalıyorum. Her ay için öğrencilere yaklaşık 8 TL para ödeniyor bu yatılı okullarda. Bu parayı dağıtmak sınıf rehber öğretmenin göreviymiş gibi bize yükleniyor.

(I myself wanted to work in a boarding school. It is a great advantage that it is just 4 kilometers to the center. The number of students is neither a problem. There are just a few classes whose number of students exceeds 30. We are two English language teachers at this school. There are not any problems with the number of lessons. Moreover, being a classroom teacher also makes me sick. The desire of the students to call their relatives. The students' needs of pens, pencils and other materials never ends. I have to buy all these stuff from the centre of the town. Every month the students get some 8 liras in boarding schools. The task distribute this money is given the classroom teachers as if it is our duty.)

BURNOUT

1. How do you feel in your job? Do you feel motivated to do your job, improve yourself or do you feel tired or burned out? Why?

Sene başında hevesle başlıyorum ve müthiş hazırlıklar yapıyorum fakat ilk dönemin ortalarında yaptığım çalışmalardan eser yok. Herşey yırtılmış. Bu sene aldığım posterlerin nerdeyse hepsini parçaladılar. Sıra örtülerini karalayıp yırttılar. Mala zarar verme eğilimi çok. Bu olumsuzluklardan ötürü artık keyifsiz isteksiz yorgun bıkmış gidiyorum okula.

(At the beginning of the school year I make much preparations but in the middles of the first semester, there is no sign of the amount of work I did at the beginning. They destroy everything in the classroom. Based on these, I feel tired.)

2. What changes would you want in your institutions to be more motivated towards your profession? Do you think such changes will happen?

İdarenin değişmesi şart ve öğrencilerin ahlaklı değerleri kazanması için de kapsamlı projelerin yapılması ve onların ailelerine eğitim verilmesi ve ailelerin okulla iç içe olması sağlanmalı diye düşünüyorum.

(The administration has to change and there should be organizations to change students' behavior towards the positive. Their parents should be educated and these should stay in contact with the school.)

3. 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?

İsteyerek seçmedim. Yeteneğime ve isteğime göre yönlendirilmedim. Tekrar seçmezdim. Resim bölümünü seçip üniversitede kalmak isterdim ki şuan güzel sanatlara hazırlanıyorum. İkinci üniversite.

(I have not chosen teaching voluntarily. I was not guided according to my abilities while choosing my profession. I would not choose teaching again as a profession. I would choose arts and stay at the university for the purpose of teaching. I am currently preparing myself for a second university enrollment.)

4. Did you have any problems during the transition phase from being a student to being a teacher? How much time has your adaptation taken? What do you think were the reasons for these problems?

Mezun olduktan sonra bir sene bekledim atanmak için. Geçiş sürecinde pek bir zorlukla karşılaşmadım. Atandıktan sonra daha önceden bahsettiğim zorluklarla karşılaştım uyum sürecim ilk senemi aldı. Bunun sebebi de eğitim öğretimin çok zayıf olduğu bir yerde bulunmak.

(After graduation, I had to wait for a whole year in order to be assigned. I had not much problems during the transition phase. After being assigned to a school, I had the aforementioned problems related to assimilation. My socialization took one year. The reason for this was that the region I had to work in was located in an area where the level of education is not high at all.)

5. Do you believe that the pre-teaching program is sufficient enough for your occupation? If not, what do you recommend to develop pre-teaching programs? Have you felt prepared to teach after your practicum? Did this feeling change after starting working at school?

Kişinin kendisine de bağlı olduğunu düşünüyorum. Yurt dışına gidebiliriz İngilizceyi geliştirmek istiyorsak.

(I think that this also depends on the individual. We can go abroad, if we want to increase our English proficiency.)

Appendix G

Description of First Impressions

Questions

1. Describe your first day at school. Detail how you felt.
2. Describe your first semester at school (your feelings, your environment, your colleagues, the school atmosphere, the school building and other factors that you want to talk about).

Answer 1

On my first day at school my first two lessons did not take place. I was very excited and I did not know what to do. It was not definitely like the practicum. There was the classroom book in front of you. You do not have any materials for the students and you do not know what to do. My third lesson was with the 3rd grades. The teacher of this class invited me to the classroom and introduced me to the students and told the students that I was their new English language teacher. I got to know the students one by one with the help of an English game. When I saw that the students were enjoying the game, I felt relaxed and the negative feelings I had at the beginning of the day were gone. My other lessons began to proceed in a smoother way.

I have to say that my school environment comprises sincere individuals. My colleagues help me with my stuff. Our school is placed at the top of a mountain. The students come with the school bus to the school. We have problems with regard to this point. Especially in winter, there is the possibility that school busses cannot reach the school due to its location.

The students were educated in schools placed in the village. They came from classrooms where a variety of grades were taught. They did not have any knowledge base in English, because of this there was the need to teach English in a very low level and this was hard to do. Mostly they did not understand the learning stuff. You had to deal with one topic for a whole month. I realized that the job of a teacher did not comprise the factors we learned at the university and that it did not resemble the practicum time. There were students with disorders, normal students who acted differently, and parents who did not care. The students expected continuous affection and at the beginning these factors made me feel tired, but with the time I got used to the situation. Now, I can feel happy even with a little factor such as students who complete their homework or project work. With time passing you see how you have to behave. At the beginning, I complained too much, but I think that the circumstances in the school I am working in as a novice teacher made me gain some experience with regard to my job. And I think that no teacher, independent of the number of years spent as a teacher, can think of himself/ herself as completely having reached the peak of the teaching profession. I think that you will be confronted with many different situations and you will begin to realize what it means to be a teacher with time.

Answer 2

On the first day of school I felt as if I began my life. I just got out of my student identity and found myself in a completely different environment. When I entered the school, the moment I started school came immediately to my mind. The little girl who started school with excitement in her eyes entered the school as a teacher who had the responsibility of leading the children into the future. A voice saying “teacher” awakened me. When I heard that word, I really felt that I am a teacher.

After being in a big city like Ankara, it was hard for me to live in a small town. The students I was confronted with in my practicum were challenging, but here the students did not like English and it was really hard to cope with them. First, I tried to bring them nearer to English. Next, I tried to make them learn something but I realized that most theoretical principles could not be fully applied in practice. Apart of this, I felt lucky with regard to my colleagues and the administration. It is a pleasure to work with people who are friendly and understanding.

Answer 3

The first days were loaded with hastiness since I had to find accommodation. I spend my time with trying to get used to my new environment. It was a big step since there was a big change. Now, I had to continue my life at the front of the students not in front of teachers. You realize what a difficult job you chose when there are 30 pair of eyes in each classroom that are following you. I see that they think of me as someone who is trying to teach them something about a place, a culture, and a language that is far far away from their own. Of course, they do not state this, but it is not hard to guess their thought when you look into their eyes. That is why I spent the first weeks in the school not teaching English, but with explaining why we are learning English.

When it comes to my colleagues, it seems as if the years have “hardened” them. Each time I see them, I am afraid of losing my humanistic side.

The classrooms are not equipped with any kind of technology. There is not even a whiteboard. Despite these, there are so many ideas to do in between these four walls. There is just a need to take some time. When someone would come and tell me about all these before 2-3 months, I would laugh about it, but now I notice that you are trying to conquer each student. This happens involuntarily. It is like a disease that I will not get rid of. There are different ways to reach each student and you try to find these ways.

I am working in a technical and industrial vocational high school. The classrooms are heterogeneous with regard to gender since there are branches such as child development and nourishment. The majority of the students is not male which is often the case in other technical and industrial high schools. That is a positive factor.

The most difficult thing is that of paperwork. The inspectors do not care about your lessons when your papers are well-planned. I have to add that I am supported by my school staff and I feel part of my organization.

Answer 4

I knew that my first day would be weird. Even at the university I was frequently asked in which high school I am enrolled. For that reason being appointed to a high school was really interesting. Most of the students thought that I was a new student. The teachers also frequently asked when I was born since they said that I looked very young. Although this made me feel good for some times, it did not please me.

Next, on the first day, we were asked to go into the classrooms and introduce ourselves to the students, but I did not do that because of the factors I mentioned before. The next day, I had to go into the classrooms as our lesson plans were ready.

The most important feeling I had on the first day was excitement. A completely new city, new school, new people... Moreover, there was no one from my family by my side on the first day. That is why I felt alone, but despite this I trusted myself. I knew that I would adapt myself quickly to the new circumstances.

The first semester was positive at all. The issue that you have to cope with new situations and challenges strengthens you. Of course there were also negative occurrences during this period. Firstly, I suffered from a sore throat. Every Friday I slept as if there was a big knot in my throat. Then, there was the problem of my physical appearance. I looked too young. I tried to overcome this with wearing a white coat for teachers (teachers in Turkey are allowed to wear white coats if they wish).

With regard to my school I can state that the physical conditions were not great. During the first three weeks I had to teach in a classroom without a blackboard. I did not experience anything negative with my students. As our high school was a boarding one, I sometimes had to stay at the school. Since I also was enrolled in a boarding high school when I was a student, I had not any problems. It was a pleasure to remember my old days at high school and work as a teacher in a kind of school I was enrolled in as a student.

I had problems with teaching since there were students who could not read and write. In one of the classes, I could not get any answers to the questions of what a subject and a verb is. The children even did not understand Turkish. For that reason, I could not follow the curriculum. I firstly began to teach Turkish and started to teach English in a very simple way with the basics. The first semester was like this. Despite the difficulties, I think that I gained much experience.

Answer 5

During my first day of school as a teacher I was really excited. It was a completely new environment and I finally was a teacher. I was not the only novice at my school. There were three other novices who made me feel better as I did not feel that alone. Some experienced teachers showed us the school. They informed us about the nightshifts as the school was a boarding one. Moreover, they gave us information about the administration, the principal, the students' profiles, the parents, and the general atmosphere in the school. To say the truth, some of the experienced teachers frightened us as they negatively described the nightshifts and made us feel bad. Moreover, on another day I talked to the

principal and stated that I do not want to come to the nightshift, but he immediately denied. This made me feel sad as I had to do something that I did not want to do. I felt stressed and depressed.

I entered the classroom on my third day since our lesson plan was just set. It is true that I was excited but meanwhile when I faced the students I felt anxious. I even trembled a little. It was interesting since I had not such feelings in the practicum phase. At first, I did not know what to do with the students because nobody told us what to do right after entering the classroom during the teacher training programme. Nevertheless, I introduced a ball game to get to know the students and to introduce myself. That is why I think that the practicum and the teacher training programme did not prepare us well enough.

For the first four weeks I cried every day after school. I slept very early. Actually, I slept right after arriving home. I did not want to talk to anyone and I did not want to eat anything. Sometimes I could not stop my tears and I cried at the school, but I tried to hide my tears from the principal, the teachers, and the students.

It was hard for me to stay at the school for the nightshifts since I did not volunteered and since I was not educated on that basis. Doing something like that was a burden for me. I did not enjoy any second I spent at the nightshifts.

All in all, I think that the principal's and my colleagues' support and guidance were not enough. I did not feel that I am welcome. I could not easily assimilate because of the fact that the other teachers were already familiar to each other. They did not really care about me and the other novices. I am in the opinion that no one should be forced to do something he or she does not desire to do.

With time passing, I saw that the principal did not like me. I heard him saying negative things about me which made me sad because I was not a teacher who did not care about the students and her job. The principal's prejudices made me feel sick, but after some time I realized that his opinion is not important for me as he talked without thinking.

Appendix H

CONSENT FORM

I hereby declare that I have been informed about the purpose of the study “*Teachers’ Socialization and Burnout: The Case of EFL Teachers in Turkey*” by the researcher. I voluntarily agreed to participate in the study since I was guaranteed that my personal data will not be used in a manner that would allow my identification and that the information I have provided will be used for scientific research purposes.

The researcher conducted an interview with me. Afterwards, my comments were edited^(*) by the researcher. I have examined the edited version of my interview and I assure that the comments I made in the interview were not changed by the researcher and reflect my own thoughts and point of view.

...../...../.....

signature

^(*)edited: *edited* in this context means that the researcher has translated the Turkish answers into English or that she has corrected the spelling mistakes and grammatical faults that disturbed the understanding of the answers given in English



GAZİ GELECEKTİR...