

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**EXPLORING BURNOUT, ROLE CONFLICT, AND ROLE
AMBIGUITY: A STUDY OF EFL TEACHERS IN TURKISH
FOUNDATION UNIVERSITIES**

MASTER'S THESIS

Ayşe Beyza BAŞ

**Department of Foreign Language Education
English Language Teaching Program**

MARCH, 2025

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**EXPLORING BURNOUT, ROLE CONFLICT, AND ROLE
AMBIGUITY: A STUDY OF EFL TEACHERS IN TURKISH
FOUNDATION UNIVERSITIES**

MASTER'S THESIS

**Ayşe Beyza BAŞ
(Y2212.021014)**

**Department of Foreign Language Education
English Language Teaching Program**

Thesis Advisor: Prof. Dr. Veysel KILIÇ

MARCH, 2025

THESIS EXAM REPORT

Istanbul Aydın University Institute of Graduate Studies Board of Directors
..... date and The thesis of Ayşe Beyza BAŞ,
whose thesis defense exam was held on 24.03.2025 before the jury members formed
at the meeting no. Zoom. * and Accepted** decision was made.

JURY

1st Member (Thesis Advisor) : Prof. Dr. Veysel KILIÇ
2nd Member : Prof. Dr. Türkay BULUT
3rd Member : Prof. Dr. Birsen TÜTÜNİŞ

APPROVAL

Istanbul Aydın University Institute of Graduate Studies Board of Directors
..... date and decision no.

(*) Unanimity/Majority vote will be written in writing.

() Acceptance decision will be written in writing.**

DECLARATION

I hereby declare with respect that the study “Exploring Burnout, Role Conflict, and Role Ambiguity: A Study of EFL Teachers in Turkish Foundation Universities”, which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and tradition in all the processes from the project phase to the conclusion of the thesis. I further confirm that all works I have benefited from are properly cited and listed in the References and appendices sections.
(24.03.2025)

Ayşe Beyza BAŞ

FOREWORD

I would like to express my gratitude to my esteemed advisor, Prof. Dr. Veysel KILIÇ, for his support and guidance throughout this journey. Professor Kılıç's understanding, availability, and faith in my abilities have been a guiding light for me. My gratitude also extends to all the professors I had the chance to learn from during this program. Their mentorship and encouragement have been invaluable in shaping my academic growth. Additionally, the high-quality education I received from my incredible teachers at Marmara University brought clarity to every step and made everything more manageable. I will always treasure them and the wonderful years I spent there.

This journey has not only been about fulfilling my own goals but also a source of pride for my family and friends, who believed in me even when I struggled to believe in myself. I am incredibly grateful to my master's classmates, who are not just colleagues but lifelong friends. Nothing would have been the same without their precious companionship through thick and thin.

I'd like to touch on the inspiration for my thesis topic, which comes from a personal moment. My closest friend once casually mentioned that I should have written my thesis on 'burnout' when we were in the second year of university. Now, completing this work feels like fulfilling an idea he planted eight years ago, without knowing that I'd actually do it. Despite time and distance, he has remained a *constant* in my life, reminding me that true friendship is not defined by proximity but by an unbreakable bond, and for that, I am blessed.

March, 2025

Ayşe Beyza BAŞ

EXPLORING BURNOUT, ROLE CONFLICT, AND ROLE AMBIGUITY: A STUDY OF EFL TEACHERS IN TURKISH FOUNDATION UNIVERSITIES

ABSTRACT

High-quality education is difficult to achieve without dedicated and motivated teachers. Therefore, understanding and addressing the factors that lead to burnout is essential for sustaining an effective educational environment. Teacher burnout remains a critical issue among English as a Foreign Language (EFL) instructors who face certain stressors such as role conflict and role ambiguity. In an effort to shed light on the factors contributing to this condition, this study investigates the relationship between these role-related problems and burnout among EFL teachers working in Turkish foundation universities. Adopting a mixed-methods research design, the study was conducted with 50 EFL teachers working in Turkish foundation universities. Quantitative data was analyzed using the Statistical Package for the Social Sciences (SPSS) version 27 and qualitative data was analyzed using thematic analysis. The findings showed that role conflict and ambiguity contribute to key burnout dimensions, while statistical analyses indicate that demographic factors do not significantly affect these role-related issues. Qualitative data revealed critical insights shared by the participants, exposing institutional shortcomings, heavy workloads, and lack of administrative support as major contributors to burnout. The results underscore the need for clearer role definitions, enhanced administrative support, and professional development opportunities aimed at mitigating burnout.

Keywords: burnout, English as a Foreign Language (EFL), role conflict, role ambiguity

TÜKENMİŞLİK, ROL ÇATIŞMASI VE ROL BELİRSİZLİĞİNİN İNCELENMESİ: TÜRK VAKIF ÜNİVERSİTELERİNDEKİ İNGİLİZCE ÖĞRETMENLERİ ÜZERİNE BİR ÇALIŞMA

ÖZET

Yüksek kaliteli eğitim, adanmış ve motive öğretmenler olmadan ulaşılabileceği zor bir hedeftir. Bu nedenle, tükenmişliğe yol açan faktörlerin anlaşılması ve ele alınması, etkili bir eğitim ortamının sürdürülebilmesi için önemlidir. Öğretmen tükenmişliği, özellikle rol çatışması ve rol belirsizliği gibi belirli stres kaynaklarıyla karşılaşan İngilizce öğretmenleri arasında kritik bir sorundur. Bu duruma yol açan faktörleri aydınlatma amacıyla, bu çalışma, Türk vakıf üniversitelerinde çalışan İngilizce öğretmenleri arasında bu rol ile ilgili sorunlar ve tükenmişlik arasındaki ilişkiyi araştırmaktadır. Karma yöntemli bir araştırma tasarımı benimseyen çalışma, Türk vakıf üniversitelerinde çalışan 50 İngilizce öğretmeniyle yürütülmüştür. Nicel veriler, Sosyal Bilimler İçin İstatistik Paket Programı (SPSS) 27 sürümü ile analiz edilmiş, nitel veriler ise tematik analizle değerlendirilmiştir. Bulgular, rol çatışması ve belirsizliğinin önemli tükenmişlik unsurlarına katkıda bulunduğunu göstermiştir; ayrıca istatistiksel analizler, demografik faktörlerin bu rol ile ilgili sorunları yaşama üzerinde önemli bir etkisi olmadığını ortaya koymuştur. Nitel veriler, katılımcılar tarafından paylaşılan kritik bulguları açığa çıkarmış ve kurum içi eksiklikler, ağır iş yükü ve idari destek eksikliğini tükenmişliğe yol açan başlıca faktörler olarak göstermiştir. Sonuçlar, tükenmişliği azaltmaya yönelik daha net rol tanımlamaları, güçlendirilmiş idari destek ve mesleki gelişim fırsatlarına olan ihtiyacı vurgulamaktadır.

Anahtar kelimeler: tükenmişlik, yabancı dil olarak İngilizce, rol çatışması, rol belirsizliği

TABLE OF CONTENTS

DECLARATION	i
FOREWORD	ii
ABSTRACT	iii
ÖZET	iv
TABLE OF CONTENTS	v
ABBREVIATIONS	viii
LIST OF TABLES	ix
I. INTRODUCTION	1
A. Background of the Study.....	2
B. Purpose of the Study	3
C. Research Questions	3
D. Significance of the Study	4
E. Definitions of Key Terms.....	4
II. LITERATURE REVIEW	5
A. Introduction	5
B. Theoretical Foundations and Definitions	5
1. Role Conflict and Ambiguity in EFL Teaching.....	6
2. Role Conflict and Role Ambiguity as Compound Contributors of Teacher Burnout.....	8
3. Role Inventory: A Framework for Measuring Burnout	9
4. Early Adaptations and Relevance to Current Research	10
C. Historical Development and Theories of Burnout	11
1. Adaptations of Burnout in EFL Context	12
2. Maslach’s Burnout Model.....	15
D. Factors Contributing to Burnout	17
1. Organizational and Workplace Factors	17
2. Psychological and Emotional Factors	18
3. Personal Factors	18

4.	Social and Interpersonal Factors	19
5.	Cultural and Contextual Factors.....	19
E.	Impact of Burnout on EFL Teaching	20
1.	Teacher Well-Being and Student Outcomes	20
2.	Long-Term Consequences for Educational Institutions.....	21
F.	Addressing Burnout: Strategies and Solutions.....	22
III.	METHODOLOGY.....	25
A.	Introduction	25
B.	Research Design.....	25
C.	Participants	25
D.	Data Collection Instrument	26
E.	Data Analysis	27
1.	Reliability Analysis.....	28
IV.	FINDINGS	29
A.	Introduction	29
1.	Findings on EFL Teachers' Perceptions of Role Conflict and Role Ambiguity	29
2.	Findings on Differences Across Age Groups	30
3.	Findings on Differences Based on Gender	31
4.	Findings on Differences Based on Nationality	31
5.	Findings on Differences Based on Professional Experience	32
B.	Thematic Analysis of the Qualitative Data	33
1.	Introduction	33
2.	Findings.....	33
V.	CONCLUSION.....	36
A.	Introduction	36
1.	Results on Role Conflict	36
2.	Results on Role Ambiguity	38
B.	Differences in Perceptions Across Demographic Variables	40
1.	Age	40
2.	Gender	41
3.	Nationality.....	42
4.	Total Years of Experience.....	42
C.	Teacher Burnout as a Result of Role-Related Challenges	43

D. Limitations and Recommendations for Future Research.....	48
VI. REFERENCES.....	49
APPENDICES	57
RESUME.....	61



ABBREVIATIONS

EFL : English as a Foreign Language

RCAI : Role Conflict and Ambiguity Inventory

MBI : Maslach Burnout Inventory

ERI : Effort-Reward Imbalance

COR : Conservation of Resources



LIST OF TABLES

Table 1. Demographic Information About the Participants	26
Table 2. Reliability Analysis of Subdimensions and Total Scale	28
Table 3. Descriptive Statistics for Role Conflict and Role Ambiguity	29
Table 4. Kruskal-Wallis Test Results by Age Group.....	30
Table 5. Independent Samples T-Test Results	31
Table 6. Kruskal-Wallis Test Results by Nationality	32
Table 7. Kruskal-Wallis Test Results by Total Years of Experience	32
Table 8: Themes and Participant Distribution	34

I. INTRODUCTION

“Those who educate children well are more to be honored than parents, for these only gave life, those the art of living well.”

Aristotle (384 BCE - 322 BCE)

These words by Aristotle underscore the profound and transformative role teachers play in shaping not only the intellect but the very essence of a person's life. Among all educators, language teachers occupy a uniquely challenging and critical position. They are not merely transmitters of knowledge; they are architects of communication, culture, and understanding. Teaching a new language often mirrors the nurturing role of a parent, as it requires patience, guidance, and the ability to foster growth from the very basics.

The challenges of language teaching, however, extend far beyond the classroom. Unlike other disciplines, teaching a language involves overcoming an invisible yet powerful barrier: the language itself. Language teachers often work with students who have no prior exposure to the target language, making the teaching process akin to introducing new ideas in an unfamiliar setting. This task becomes exponentially more complex in multinational and multicultural classrooms, where the lack of a common linguistic foundation exacerbates difficulties. Teachers are frequently required to bridge linguistic and cultural gaps, creating a cohesive learning environment despite the diversity of their students' backgrounds. In such contexts, language teachers face immense emotional and cognitive demands. They must not only deliver content but also adapt to the varying needs of students, manage cultural sensitivities, and navigate the expectations of parents and administrators. These responsibilities weigh heavily on educators, often leading to significant emotional and professional stress (Rizzo, House and Lirtzman, 1970).

The role of institutions becomes critical in this matter. While teachers dedicate themselves to nurturing and educating students, it is imperative that organizations provide adequate support to alleviate their burdens.

A lack of institutional backing can turn an already challenging profession into an unsustainable one. Ambiguous expectations and conflicting responsibilities contribute to the demotivation of teachers. For language teachers, who enter classrooms with the mission of instilling not only linguistic proficiency but also cultural appreciation, these barriers can feel overwhelming. The burden of unclear roles and overlapping responsibilities leaves educators struggling to maintain their professional identity, often causing frustration and dissatisfaction. Over time, these challenges can lead to burnout, which not only affects teachers' mental well-being but also undermines their performance, whether consciously or unconsciously (Schwab et al., 1982). As a result, the quality of education suffers, creating a ripple effect that impacts students and institutions alike. The phenomenon of teacher burnout, particularly in the context of EFL instruction within multinational and multicultural classrooms, is a critical issue that warrants thorough exploration. This study seeks to understand the interplay between role-related challenges and burnout, offering insights into how educators' well-being directly influences the outcomes of education systems.

A. Background of the Study

The teaching profession, historically associated with passion and dedication, has increasingly become one of the most stressful careers in the modern world. English as a Foreign Language (EFL) instruction, in particular, places unique demands on educators. Among the many stressors they face, role conflict and role ambiguity have emerged as critical challenges. Role conflict arises when educators are tasked with meeting conflicting demands from different parties, while role ambiguity stems from unclear responsibilities, expectations, or authority within their professional roles (Rizzo, House, and Lirtzman, 1970). These factors are particularly pronounced in Turkish multinational settings, where institutional structures often lack clarity, creating significant stress for EFL teachers. While role conflict and ambiguity are well-documented contributors to workplace stress, their role in causing burnout among EFL teachers in Turkish private universities remains underexplored. Burnout, characterized by emotional exhaustion, depersonalization, and diminished personal accomplishment (Maslach and Jackson, 2009), is often a downstream result of systemic issues like role-related stressors.

B. Purpose of the Study

The purpose of this study is to investigate the relationship between role-related problems—specifically role conflict and role ambiguity—and burnout among EFL teachers in Turkish private universities. This research seeks to measure the perceived levels of role conflict and ambiguity among EFL teachers, providing a detailed understanding of how these stressors manifest in professional settings. Additionally, it aims to analyze whether these perceptions vary significantly across demographic variables such as age, gender, nationality, and years of professional experience. By exploring whether role conflict and ambiguity contribute to burnout, the study delves into how such challenges are experienced by EFL teachers in their day-to-day professional lives. Furthermore, through the collection and analysis of qualitative data, this study identifies common themes in the narratives of EFL teachers, offering deeper insights into the systemic issues underlying role-related stress and their connection to burnout. Ultimately, the research aims to contribute to the development of interventions that address these challenges, improving institutional practices and teacher well-being.

C. Research Questions

1. What is the level of EFL teachers' perceptions of role conflict and role ambiguity?
2. Do EFL teachers' perceptions of role conflict and role ambiguity differ significantly across age groups?
3. Do EFL teachers' perceptions of role conflict and role ambiguity differ significantly based on gender?
4. Do EFL teachers' perceptions of role conflict and role ambiguity differ significantly based on nationality?
5. Do EFL teachers' perceptions of role conflict and role ambiguity differ significantly based on professional experience?
6. Do role-related problems cause burnout among EFL teachers, and if so, how is it experienced?

D. Significance of the Study

This research is significant both theoretically and practically. Theoretically, it extends the understanding of how systemic factors such as role conflict and ambiguity contribute to workplace stress and burnout in educational settings. By focusing on Turkish private universities, it highlights the unique organizational and cultural dynamics that shape these experiences. Practically, the findings can inform institutional policies aimed at reducing role-related stressors and mitigating burnout. Interventions such as clarifying job responsibilities, enhancing administrative support, and providing targeted professional development opportunities can address the root causes of burnout, ultimately improving teacher retention and institutional effectiveness.

E. Definitions of Key Terms

Burnout: A psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment, often linked to chronic workplace stress (Maslach and Jackson, 1981).

English as a Foreign Language (EFL): English taught in a country where it is not the dominant official language (Whong, 2011, p. 143).

Role Conflict: A condition in which employees face incompatible roles defined by supervisors or other organizational members, leading to tension and stress (Rizzo, House, and Lirtzman, 1970).

Role Ambiguity: The lack of clarity about duties, objectives, and responsibilities required to fulfill one's role (Urien et al., 2021).

II. LITERATURE REVIEW

A. Introduction

This chapter provides an overview of research on burnout and role-related stressors in EFL teaching contexts, with sections that build upon one another for a cohesive understanding. It begins with a historical overview of role conflict and ambiguity, defining their theoretical foundations and relevance to workplace stress (Section B). This is followed by an exploration of how these stressors manifest in EFL teaching and impact teachers' professional roles (Section C). To support this discussion, the chapter examines burnout theories, particularly the Maslach Burnout Model, to highlight the role of emotional exhaustion, depersonalization, and diminished personal accomplishment in burnout development (Section D and Section E). Various contributing factors, including organizational, psychological, and cultural elements, are then analyzed to demonstrate their interconnected impact on burnout (Section F). The chapter concludes by addressing the effects of burnout on teaching effectiveness and institutional outcomes, along with strategies to mitigate these issues (Sections G and H), providing a comprehensive framework for understanding burnout in Turkish EFL contexts.

B. Theoretical Foundations and Definitions

The constructs of role conflict and role ambiguity have their origins in the seminal works of Kahn, Wolfe, Quinn, Snoek, and Rosenthal (1964), who introduced these concepts within the framework of organizational role theory. Their Role Episode Model highlighted how individuals' expectations from multiple role senders often result in conflicting demands (role conflict) or unclear expectations (role ambiguity). These concepts were expanded upon by Rizzo, House, and Lirtzman (1970), who developed validated scales for measuring role conflict and ambiguity. These scales remain foundational in understanding workplace stress and organizational dynamics.

Research from the 1970s and 1980s expanded on these ideas, incorporating multidimensional perspectives. For example, Schuler et al. (1977) classified role conflict into inter-sender and intra-sender conflicts, which delineated the sources of these discrepancies. Similarly, Schwab and colleagues (1982) emphasized role ambiguity's detrimental impact on job satisfaction and organizational commitment. As organizational complexity grew, particularly in globalized and technology-driven contexts, researchers like Van Sell, Brief, and Schuler (1981) examined how dynamic workplace environments exacerbated role ambiguity. These studies emphasized the role of hierarchical clarity and job design in mitigating these stressors. As defined and validated by many researchers throughout the years, conflict arises when an individual perceives incompatible demands from different stakeholders or from within their own role. It can manifest as inter-sender conflict, where expectations from different sources clash, or intra-sender conflict, where the same source provides conflicting expectations (Rizzo et al., 1970). Meanwhile, role ambiguity is defined as the lack of clarity regarding role expectations, performance standards, or boundaries (Beauchamp and Bray, 2001). Empirical studies have consistently demonstrated the negative outcomes associated with these constructs. High levels of role ambiguity are linked to reduced organizational commitment, increased turnover intentions, and diminished job satisfaction.

1. Role Conflict and Ambiguity in EFL Teaching

Role conflict and ambiguity are pervasive stressors within English as a Foreign Language (EFL) teaching, driven by institutional expectations, cultural dynamics, and educational policies. These concepts undermine an individual's ability to perform effectively in their professional role. The unique context of EFL teaching magnifies these stressors due to the interplay of pedagogical objectives, administrative tasks, and cultural expectations. For instance, Altıntuğlu (2021) highlights the challenges faced by EFL teachers in Turkish foundation universities, where unclear distinctions between teaching and administrative responsibilities intensify role ambiguity. Teachers are often left to navigate inconsistent communication channels and vague policy frameworks, diminishing their confidence and effectiveness. Similarly, Beauchamp and Bray (2001) emphasize that institutions lacking technological integration guidelines increase role conflict, forcing educators to juggle multiple priorities without clear support mechanisms.

Many empirical studies underline the prevalence of role-related stressors in EFL environments. For instance, Çelik and Arıkan (2019) found that 65% of Turkish EFL teachers reported moderate to high levels of role ambiguity, primarily stemming from vague evaluation criteria and conflicting institutional demands. Additionally, Jiang and Zhang (2020) observed similar trends in Chinese EFL teachers, where exam-oriented curricula clashed with communicative teaching objectives, creating fertile ground for role conflict. In summary, role conflict and ambiguity within EFL teaching are shaped by a combination of institutional shortcomings, cultural dynamics, and systemic pressures. These stressors not only hinder teachers' ability to fulfill their responsibilities but also set the stage for broader professional challenges. The adverse effects of role conflict and ambiguity on EFL teachers extend across multiple dimensions, creating a cumulative burden that often leads to burnout and reduced job satisfaction. These stressors disrupt teachers' ability to prioritize instructional quality, as conflicting institutional demands force educators to allocate significant time to non-teaching responsibilities. Vansell et al. (1981) demonstrated that such demands undermine lesson preparation and classroom engagement, leaving teachers unable to focus on delivering effective education. Similarly, in the Turkish context, Gedik Bal (2023) highlighted that teachers often sacrifice innovative teaching practices to comply with administrative directives, resulting in standardized and less impactful lessons. This reduction in creativity and autonomy further erodes teacher motivation and student outcomes.

The psychological toll of prolonged role-related stress that EFL teachers experience compounds these professional challenges, causing emotional exhaustion, a core component of burnout as defined by Maslach and Jackson (1981). Namely, Sadeghi et al. (2022) found that Iranian EFL teachers experiencing high levels of role conflict exhibited elevated stress levels and a diminished sense of professional identity. These findings align with Farber (1991), who observed that teachers burdened by unclear expectations are more likely to suffer from chronic anxiety and reduced job satisfaction. These stressors also weaken teachers' connection to their institutions. Schwab et al. (1986) corroborated this by finding that teachers in poorly managed institutions with vague policies exhibited lower loyalty and engagement. In private Turkish universities, Gedik Bal (2023) observed similar trends, noting that conflicting demands resulted in dissatisfaction and reduced long-term commitment.

The impact of role stressors extends beyond professional and institutional spheres, affecting classroom dynamics and teacher-student relationships. Beauchamp and Bray (2001) argue that unclear expectations around classroom management diminish teachers' authority, reducing their ability to foster positive and supportive interactions with students.

Empirical research examining role conflict, role ambiguity, and burnout highlights the pervasive impact these stressors have across industries, with teaching professions frequently emerging as high-risk. For instance, Ghorpade et al. (2011) conducted a longitudinal study exploring the relationship between role-related stressors and burnout among educators. Their findings revealed that role conflict was strongly associated with emotional exhaustion. Role ambiguity, on the other hand, was closely linked to diminished personal accomplishment, eroding teachers' confidence and satisfaction in their roles. In educational contexts, the prevalence of role-related stressors has been documented in various settings. Similarly, Altıntuğlu (2021) studied Turkish foundation universities, revealing that hierarchical management structures and inconsistent communication channels exacerbated both role conflict and ambiguity, leading to emotional exhaustion and job dissatisfaction. Research by Jiang and Zhang (2020) expanded the scope by comparing cultural responses to role-related stressors. Their findings indicated that collectivist cultures, such as China and Türkiye, often tolerate higher levels of role ambiguity due to an emphasis on group harmony, whereas individualist cultures experience greater psychological distress from similar stressors. This underscores the importance of cultural context in addressing these challenges.

2. Role Conflict and Role Ambiguity as Compound Contributors of Teacher Burnout

Role conflict and role ambiguity are deeply interconnected stressors that collectively amplify the risk of teacher burnout, especially in linguistically diverse environments like EFL classrooms. These factors interact in a cyclical manner. This interplay creates a compounded effect, potentially making teachers feel overwhelmed and professionally disoriented. In addition, teachers often find it difficult to balance institutional mandates for measurable student outcomes with the interpersonal and linguistic needs of their students and this strain contributes to emotional exhaustion, erodes self-efficacy, and undermines job satisfaction (Han et al., 2020).

Studies have emphasized that this compounded dynamic not only heightens emotional strain but also creates professional isolation and disengagement. For example, Kyriacou (2001) highlighted that conflicting expectations in curriculum design and classroom engagement contribute to stress, while Papastylianou, Kaila, and Polychronopoulos (2009) demonstrated that unresolved role conflicts lead to reduced teacher motivation and retention. Addressing these challenges requires systemic efforts, including clear institutional policies and well-defined roles. Collaborative frameworks and mentorship programs have shown promise in reducing the overlapping effects of role conflict and ambiguity. However, fully understanding and mitigating these contributors requires structured tools to measure their impact comprehensively, such as the Role Conflict and Ambiguity Inventory.

3. Role Inventory: A Framework for Measuring Burnout

The Role Conflict and Ambiguity Inventory, developed by Rizzo, House, and Lirtzman (1970), has become a foundational tool in burnout research, providing a systematic framework to measure and analyze role-related stressors. This inventory enables researchers to quantify the extent of role conflict and ambiguity, allowing for more precise identification of their impact on burnout. Since its inception, the Role Inventory has been validated across multiple professional contexts, including education, where role conflict and ambiguity are especially prevalent. For instance, Tracy (1981) used the inventory to demonstrate significant correlations between role ambiguity and emotional exhaustion among high school teachers. Similarly, Schaufeli and Enzmann (1998) employed the inventory in higher education settings, uncovering how role conflict undermines teacher job satisfaction and retention. In EFL teaching, the inventory has proven especially valuable for understanding how cultural and linguistic demands compound the stress caused by role conflict and ambiguity (Kyriacou, 2001). By systematically quantifying these factors, the Role Inventory has provided actionable insights into the systemic contributors to teacher burnout, enabling researchers and institutions to design targeted interventions. Its widespread application underscores its importance as a critical tool in both theoretical and applied burnout research.

4. Early Adaptations and Relevance to Current Research

The Role Conflict and Ambiguity Inventory marked a pivotal development in occupational stress research. Originally designed to assess workplace dynamics in corporate environments, the inventory quickly gained recognition for its ability to distinguish between role conflict and role ambiguity—two distinct yet interconnected stressors. Schuler (1977) played a critical role in validating the inventory by demonstrating its reliability across diverse professional contexts, including education and healthcare. This foundational work highlighted the inventory's capacity to provide quantifiable insights into role-related stressors, making it an essential tool for understanding the systemic contributors to burnout. In the field of education, Tracy (1981) applied the inventory to high school teachers, revealing significant correlations between role ambiguity and emotional exhaustion. This study not only underscored the inventory's utility in capturing the stress dynamics of educators but also laid the groundwork for its broader adoption in educational research. The adaptability of the Role Inventory was particularly evident in Guglielmi and Tatrow's (1998) investigation of multilingual educators. Their study emphasized how conflict and ambiguity contribute to systemic stress. These early adaptations established the Role Inventory as a robust and reliable tool for both theoretical exploration and applied research, offering a standardized framework for measuring role-related stressors across professions.

The inventory has proven particularly significant in EFL teaching contexts, where the confluence of cultural, linguistic, and institutional demands creates unique stress dynamics. A study by Altıntuğlu (2021) demonstrated the inventory's relevance in Turkish foundation universities, where EFL teachers faced significant stress due to conflicting expectations. Teachers reported role ambiguity in balancing communicative teaching methods with traditional grammar-based instruction, a challenge that was further complicated by inconsistent administrative policies. These findings underscore the inventory's capacity to quantify role-related stressors, enabling institutions to identify and address the root causes of teacher burnout systematically. Additionally, research by Jiang and Zhang (2020) highlighted how the inventory has been instrumental in identifying patterns of emotional exhaustion, depersonalization, and reduced personal accomplishment among EFL teachers.

The cross-cultural nature of EFL education magnifies these stressors, particularly in settings where teachers must adapt to diverse student needs and varying institutional priorities. Kyriacou (2001) emphasized that the inventory's application provides actionable insights, helping to bridge the gap between theoretical research and practical interventions in EFL teaching. By offering a structured framework for measuring the nuanced stress dynamics in EFL contexts, the Role Inventory has become an essential tool for both researchers and practitioners. Its widespread application in current research highlights its critical role in improving teacher well-being and reducing burnout risks, particularly in linguistically and culturally diverse educational environments.

C. Historical Development and Theories of Burnout

The concept of burnout was first introduced in the 1970s by Herbert Freudenberger, a psychologist who studied individuals in helping professions, such as healthcare and social work. Freudenberger (1974) described burnout as a state of emotional and physical exhaustion caused by prolonged exposure to stress, particularly when individuals are expected to give a great deal of themselves emotionally. This initial work emphasized the physical and emotional toll that this type of chronic stress has on individuals, leading to feelings of depletion and a sense of being overwhelmed by the demands of their job.

Freudenberger's foundational work laid the groundwork for the concept of burnout, but it was Christina Maslach who expanded on this idea in the 1980s, making significant contributions to the study of burnout across professions. Maslach, along with Susan Jackson, developed the Maslach Burnout Inventory (MBI), a tool that became central to the study of burnout. In their early work, Maslach and Jackson (1981) defined burnout as a three-dimensional construct, consisting of emotional exhaustion, depersonalization, and reduced personal accomplishment. This model, known as the Maslach Burnout Model, was pivotal in shaping subsequent research on burnout. Following Maslach's work, many researchers began to investigate the various factors that contribute to burnout, including job demands, individual characteristics, and organizational contexts. Key factors identified included high workloads, role ambiguity, lack of autonomy, and organizational stressors such as poor management support, unclear job expectations, and poor working conditions.

Over time, burnout has been explored through various theoretical lenses, contributing to the broader understanding of the phenomenon. Stevan Hobfoll's Conservation of Resources (COR) theory (1989) is one such theory. According to COR theory, burnout occurs when individuals are unable to obtain or preserve resources essential to their well-being, such as social support, time, and energy. This model emphasizes that burnout results from the depletion of critical resources, where individuals feel unable to meet work demands due to a lack of resources. Another influential theory is Karasek's Job Demand-Control Model (1979), which focuses on the balance between job demands and the control an individual has over their work. According to this model, high job demands coupled with low control lead to increased stress and a higher risk of burnout. This model highlights the importance of job autonomy, with burnout risk decreasing when individuals feel they have more control over their work. Further, the Effort-Reward Imbalance (ERI) Model (Siegrist, 1996) explores the relationship between the effort invested in a job and the rewards received. When employees perceive a high effort-reward imbalance, where they invest substantial time and energy without receiving adequate rewards (whether financial, social, or emotional), burnout is more likely. This theory has been particularly useful in examining burnout in education, healthcare, and social services.

Theories have also emphasized individual factors, such as personality traits and coping mechanisms, as contributors to burnout risk. Additionally, coping strategies, such as avoidance or maladaptive coping mechanisms, can also play a significant role in determining how individuals respond to stress and whether they experience burnout. Overall, the historical development of burnout theories has evolved from a basic understanding of stress and exhaustion to a more complex and multidimensional construct. These developments have incorporated environmental, organizational, and individual factors, expanding our understanding of burnout and paving the way for more effective interventions to prevent and manage it.

1. Adaptations of Burnout in EFL Context

The application of burnout theories to the English as a Foreign Language (EFL) context emerged as researchers started to recognize the specific challenges faced by EFL teachers. While general burnout frameworks, such as those developed by Maslach and others, provided the foundation, EFL teachers face particular stressors that make their burnout experience unique. Over time, the study of burnout

in EFL contexts has evolved, from the early application of burnout models to more refined approaches that consider the distinct demands of language teaching. The adaptation of burnout models to EFL teaching began in the 1990s, marking the start of a new area of research focusing specifically on the stress factors faced by language teachers. Early studies emphasized emotional exhaustion as the most prevalent symptom among EFL teachers, pointing out that the emotional demands of teaching a foreign language were particularly high. Kyriacou (1997) was one of the first researchers to apply Maslach's burnout model to the teaching profession, particularly in EFL contexts. His research highlighted that emotional exhaustion was prevalent among teachers due to the high demands of classroom management, lesson planning, and managing students' emotional needs. This study was groundbreaking because it stressed that burnout was not only the result of workload but also due to the emotional labor inherent in the job. Teaching a language, as Kyriacou argued, is more than just transmitting knowledge; it involves constant emotional engagement with students, which can lead to burnout.

In the early 2000s, research on EFL burnout became more focused on the cultural and emotional challenges unique to language teaching. Research on burnout in the EFL context has its roots in the foundational work of Maslach and Jackson (1981). Although their research was not EFL-specific, it laid the groundwork for later studies. One of the key developments in this period was the recognition of depersonalization as a significant contributor to burnout in the EFL context. Tsui (2007) explored this phenomenon in his study of Hong Kong EFL teachers, showing how depersonalization emerged when teachers became emotionally detached from their students. Teachers, overwhelmed by the demands of the job and frustrated by the inability to meet institutional expectations, started seeing their students not as individuals but as obstacles to their goals. Tsui noted that this detachment led to a negative impact on the teacher-student relationship, further intensifying the burnout experience. In the early 2010s, researchers began to explore burnout in EFL teaching more directly. For instance, Vaezi and Fallah (2011) investigated the link between emotional intelligence and burnout among Iranian EFL teachers, shedding light on personal factors that influence teacher well-being. Similarly, Khani and Mirzaee (2014) emphasized contextual challenges such as institutional pressures and cultural expectations, highlighting their impact on teacher burnout in non-native English-

speaking settings. These early studies marked a shift toward addressing the unique stressors faced by EFL teachers, paving the way for a more targeted and nuanced exploration of burnout in this field.

As the research on burnout in EFL teaching expanded through the late 2000s and early 2010s, scholars began focusing on the interplay between organizational factors and burnout. Studies began to consider how the work environment, including institutional support and professional development, affected burnout levels among EFL teachers. For example, Rostami et al. (2015) studied Iranian EFL teachers and found that teachers working in private language institutes experienced significantly higher burnout levels compared to those in public institutions. This was attributed to factors such as the pressure to meet high student expectations and the lack of support from administration in private schools. In contrast, teachers in public schools had more stable working conditions but were still at risk of burnout due to heavy workloads and large class sizes. Similarly, Ghanizadeh et al., (2015) explored burnout in EFL teachers, linking excessive workload and limited professional autonomy to higher burnout levels. They argued that teachers who lack control over curriculum implementation often face increased stress, particularly in private institutions with strict performance metrics. Another study by Hiver (2015) examined the role of resilience among EFL teachers working in high-pressure environments. Hiver found that teachers in private institutions, especially those catering to exam-focused instruction, were more prone to burnout due to a lack of professional development opportunities and rigid student performance expectations. Finally, Khani and Mirzaee (2014) provided evidence that cultural and organizational dynamics amplify burnout in EFL teachers. Their research highlighted that teachers in public institutions benefited from stronger peer collaboration and clearer role expectations, mitigating some burnout effects compared to their counterparts in private settings, who often struggled with ambiguous role definitions and higher accountability pressures.

Drawing on these studies, a broader approach has emerged that reflects the unique challenges of language instruction and the importance of supportive work environments. For example, Ghasemi (2021) explored the impact of empowering programs and cognitive restructuring techniques on EFL teachers' burnout, revealing their potential to alleviate burnout symptoms, though their long-term effectiveness

warrants further investigation. Shen (2022) contributed to this growing body of research by investigating the mediating role of emotion regulation in the relationship between anxiety, boredom, and burnout among EFL teachers. This study emphasized the importance of equipping educators with effective emotion regulation strategies to mitigate burnout. Chang (2022) also focused on the interplay between stress and burnout, highlighting that self-efficacy plays a crucial mediating role. Teachers with higher self-efficacy were found to experience lower levels of burnout, even when faced with significant stressors. These studies highlight the importance of both individual factors, such as self-efficacy and emotion regulation, and organizational interventions, such as empowering programs, to address burnout. The findings emphasize the need for a comprehensive approach that integrates personal and systemic solutions to improve teacher well-being and professional effectiveness.

2. Maslach's Burnout Model

As a cornerstone of burnout research, Maslach's contributions have shaped the theoretical and practical understanding of burnout, providing a base for nearly all subsequent studies in the field. Her groundbreaking work, alongside Susan Jackson, led to the development of the Maslach Burnout Inventory (MBI) in the early 1980s, which has since become a critical instrument in burnout research across various fields, especially in high-stress environments such as education (Maslach and Jackson, 1981). Her contribution to burnout research is notable for its empirical approach, as the MBI has allowed researchers to quantify burnout and observe its multidimensional impacts on individuals. Maslach's work emphasized that burnout is not solely an individual problem but one deeply rooted in organizational and systemic structures. This shift in perspective has paved the way for exploring burnout as a dynamic, multidimensional phenomenon rather than as a mere byproduct of personal failure or resilience (Maslach and Leiter, 1997). Maslach's model and the MBI have since been referenced in thousands of studies, shaping burnout research and guiding interventions aimed at reducing burnout symptoms. MBI's widespread use in research demonstrates its versatility and importance in assessing burnout across contexts, including EFL teaching. In education, Maslach's model has proven particularly influential, providing insights into how the emotional demands of teaching contribute to burnout, especially when compounded by factors like role conflict and ambiguity.

One of the most significant dimensions of burnout is emotional exhaustion, which represents the depletion of emotional resources due to prolonged stress and demanding work environments (Maslach and Jackson, 1986). It manifests as feelings of fatigue, frustration, and the inability to meet work demands, often leading to physical symptoms such as insomnia and chronic fatigue (Schaufeli and Enzmann, 1998). In teaching, this aspect of burnout becomes particularly pronounced, as educators are required to continually engage emotionally with students, often without adequate institutional support. Studies have found that emotional exhaustion is frequently the first symptom to emerge in teachers, particularly in fields requiring extensive emotional labor.

Following emotional exhaustion, depersonalization involves a psychological distancing or detachment from work, often as a defense mechanism to cope with stress. Depersonalization is marked by cynicism and a lack of empathy toward others, which in teaching translates to a diminished connection with students (Maslach and Jackson, 1981). Teachers experiencing depersonalization may begin to view students as objects or cases rather than individuals with unique needs, resulting in a more transactional and less personal approach to teaching (Maslach, 2003), that often creates significant barriers to effective teaching. Research indicates that depersonalization among teachers is often exacerbated by unclear expectations and conflicting roles, as they struggle to balance teaching with additional responsibilities imposed by institutional demands. This detachment not only impacts the teacher-student relationship but also reinforces the cycle of burnout by reducing teachers' satisfaction and sense of purpose (Schaufeli and Enzmann, 1998).

Finally, burnout often culminates in reduced personal accomplishment, which reflects a sense of inefficacy and self-doubt. Teachers may feel that their work is no longer meaningful or impactful, manifesting as a belief that their efforts are insufficient or that they are failing to meet students' needs (Maslach and Jackson, 1981). Studies reveal that reduced personal accomplishment often emerges in environments with inadequate feedback and recognition, where teachers lack support from colleagues and administrators (Brissie et al., 1988). Research underscores that EFL teachers, who are responsible not only for academic outcomes but also for fostering language acquisition, may experience heightened levels of self-doubt and frustration due to the complex demands of their role (Guglielmi and Tatrow, 1998).

D. Factors Contributing to Burnout

Burnout is a multifaceted phenomenon that can severely impact teachers. Understanding the various factors that contribute to burnout is crucial, as it allows for a comprehensive approach to preventing and managing its effects. In this section, the key organizational, psychological, interpersonal, and cultural factors that contribute to burnout will be explored. Recognizing these contributing factors enables targeted interventions, creating healthier work environments, improving teacher well-being, and ultimately enhancing the quality of education.

1. Organizational and Workplace Factors

Firstly, a teacher's workload is one of the most significant contributors to burnout, as excessive time pressures lead to emotional and physical exhaustion. Kyriacou (2001) notes that EFL teachers, in particular, experience a high workload due to lesson planning, grading, and administrative tasks. Teachers with high workload often report feeling overwhelmed, which diminishes their ability to connect with students and perform effectively. Secondly, teachers frequently face role conflict when they encounter competing demands from different stakeholders. Papastyliaou et al. (2009) showed that conflicting expectations from parents, students, and administrators cause role conflict. Teachers may be pressured to improve test scores, maintain discipline, and meet parent expectations, which can create high levels of stress. Moreover, role ambiguity significantly contributes to burnout, according to Burke and Greenglass (1993), who found that teachers that lack clear job expectations are more prone to stress and burnout. Next, the absence of institutional support also plays a critical role in causing burnout. Jiang and Zhang (2020) found that teachers in environments with low administrative support and inadequate professional development opportunities experienced higher levels of burnout. Furthermore, they showed that teachers in supportive environments with access to mentorship and peer collaboration were significantly less likely to experience burnout. Rostami et al. (2015) noted that teachers working in private institutions, where support systems were less robust, experienced burnout at higher rates compared to those in public schools, underscoring the importance of institutional support in reducing burnout risk.

2. Psychological and Emotional Factors

As detailed in the Maslach Burnout Model, emotional exhaustion, depersonalization, and reduced personal accomplishment are key components of burnout. These dimensions, while conceptual, are deeply influenced by real-world factors in teaching environments. Emotional exhaustion, for instance, often stems from heavy workloads and the demands of maintaining high levels of emotional engagement with students. Schaufeli and Bakker (2004) identified limited resources and overwhelming administrative tasks as significant contributors to this exhaustion, particularly in EFL contexts. Similarly, strained teacher-student relationships further perpetuate this cycle, as highlighted by Chang (2009), who noted that unresolved conflicts in the classroom intensify emotional depletion. Similarly, depersonalization frequently arises as a coping mechanism when teachers feel overwhelmed by these demands. For example, Tsui (2007) observed that EFL teachers in Hong Kong often adopted a "us vs. them" mentality as a defensive strategy, which, while protective in the short term, ultimately eroded their professional efficacy. Next, reduced personal accomplishment is commonly linked to feelings of inadequacy, particularly when teachers perceive their efforts as insufficient to meet diverse student needs. Aydın and Yıldırım (2012) found that this perception is particularly prevalent in non-native English-speaking contexts, where the challenges of teaching heterogeneous groups exacerbate self-doubt and disengagement. Together, these factors underline the systemic nature of burnout, highlighting the interplay between individual experiences and institutional structures.

3. Personal Factors

Certain personality traits, such as neuroticism and perfectionism, have been identified as significant predictors of burnout. Sutcliffe (1978) found that teachers with high neuroticism are more prone to emotional exhaustion and burnout because they tend to respond more negatively to stress. Similarly, Bakker et al. (2006) highlighted that neurotic individuals often perceive their work environment as more stressful and have a diminished ability to cope, which increases their susceptibility to burnout. Self-efficacy, or a teacher's belief in their ability to handle classroom challenges, plays a protective role against burnout. Teachers with higher self-efficacy are better equipped to manage stress and maintain motivation despite demanding workloads. Mashhady et al., (2012) found a significant negative correlation between

self-efficacy and burnout among Iranian EFL teachers. They observed that EFL teachers with higher self-efficacy utilized effective coping mechanisms, such as peer collaboration and stress management strategies. However, in its absence, teachers often feel powerless in managing the complexities of their roles. In such circumstances, effective coping mechanisms can reduce the likelihood of burnout. Teachers who employ adaptive coping strategies, such as seeking support from colleagues, problem-solving, and stress management, are less likely to experience burnout compared to those who use maladaptive coping strategies like avoidance or disengagement.

4. Social and Interpersonal Factors

Teachers face significant stress from students and parents and managing students' academic progress while addressing their emotional needs adds considerable pressure to teachers, leading to burnout. Akbari and Eghtesadi (2020) found that EFL teachers faced high expectations from both parents and students, which contributed to burnout. Teachers often feel caught between the demands of students, parents, and their own professional responsibilities and the quality of the teacher-student relationship plays a significant role in determining burnout levels. Teachers who develop positive, supportive relationships with students are less likely to experience burnout. For example, Jennings and Greenberg (2009) found that teachers who maintained emotionally supportive interactions with students reported higher job satisfaction and lower levels of emotional exhaustion. Conversely, strained or adversarial relationships often lead to emotional detachment and increased burnout, as highlighted by Klassen et al. (2012), who noted that unresolved conflicts with students significantly heightened teacher stress. The support of colleagues and administrators is crucial in reducing burnout.

5. Cultural and Contextual Factors

In non-native English-speaking countries, cultural expectations and societal pressures significantly contribute to burnout. Aydın and Yıldırım (2012) highlighted that in countries like Türkiye and Iran, EFL teachers face the challenge of meeting high academic standards while dealing with cultural differences, language barriers, and societal expectations. These additional stressors can lead to burnout, especially when teachers feel pressured to perform at high levels with limited resources.

Moreover, managing challenging student behavior significantly contributes to EFL teacher burnout. Disruptive behaviors in diverse classrooms heighten stress, particularly for teachers handling large or mixed-proficiency groups. Fathi and Derakhshan (2020) emphasized that teachers lacking effective management strategies are more vulnerable to emotional exhaustion, underscoring the need for institutional support.

E. Impact of Burnout on EFL Teaching

Burnout not only impedes the personal well-being of educators but also significantly affects their professional performance and, consequently, the effectiveness of educational institutions. Teachers experiencing burnout are more likely to disengage from their work, showing reduced enthusiasm and dedication to teaching. This manifests in a variety of ways, from decreased lesson preparation to reduced classroom engagement. A teacher's emotional exhaustion can undermine their ability to foster a positive learning environment, which in turn impacts the quality of education students receive. Teachers with burnout symptoms, such as cynicism and emotional fatigue, often report feeling less competent, and their students may perceive these attitudes, which can influence student performance (Madigan and Curran, 2020). Teachers who are emotionally exhausted are less able to engage students meaningfully, struggle to create interactive and motivating lessons, which is crucial in a field that heavily depends on active student participation and emotional connection. Moreover, burnout can contribute to teacher absenteeism and increased turnover, which disrupts the continuity of teaching. As noted by Papastylianou et al. (2009), the high turnover rates among teachers in private language institutions, often caused by burnout, result in the loss of experienced educators, which destabilizes educational outcomes and creates an unstable learning environment. This turnover also places additional stress on remaining staff, reducing institutional effectiveness.

1. Teacher Well-Being and Student Outcomes

The relationship between teacher well-being and student outcomes has been a subject of increasing focus in burnout research. Teachers who experience burnout are less likely to provide effective instructional support, which in turn can hinder

students' academic success. Madigan and Kim (2021) found that burnout is associated with lower student performance, as teachers' exhaustion leads to disengagement from the instructional process. Students of burned-out teachers may experience diminished academic achievement, lower motivation, and reduced classroom engagement. When emotional energy is depleted, their capacity to maintain high standards of classroom management and foster student motivation becomes compromised, leading to lower academic outcomes (Maslach and Leiter, 1986). Teacher burnout is also linked to negative student emotions. The Prosocial Classroom Model (Jennings and Greenberg, 2009) posits that when teachers are emotionally exhausted, their ability to manage classroom behaviors and provide emotional support decreases, leading to a negative classroom atmosphere. Students, particularly in high-stakes environments, may pick up on these emotional cues, which negatively influences their own well-being and motivation (Zhang, Klassen, and Wang, 2013). Research by Grayson and Alvarez (2008) has shown that teachers who are burned out are more likely to display irritability and disengagement, which creates an adversarial relationship with students. As a result, students may struggle with lower academic achievement and a lack of intrinsic motivation for learning. It can also affect students' psychological well-being. The emotional exhaustion and negativity that teachers exhibit in the classroom can contribute to student anxiety, depression, and even behavioral issues (Evers et al., 2004).

2. Long-Term Consequences for Educational Institutions

The long-term effects of teacher burnout extend beyond the classroom and can significantly undermine institutional effectiveness. Burnout leads to increased turnover rates, which can be particularly costly for educational institutions, both financially and academically. According to Gray and Taie (2015), high teacher attrition results in a cycle where schools continuously need to hire and train new staff, which strains resources and reduces the overall quality of education. The financial burden of turnover is significant, as districts may need to recruit substitute teachers or less qualified personnel, which ultimately diminishes the institution's ability to maintain educational standards (Rizzo, House, and Lirtzman, 1970). Beyond financial costs, the institute is also affected. Teachers who experience burnout often report decreased job satisfaction and disengagement from the professional community. This leads to a lack of collaboration, reduced morale, and a

diminished sense of community within the school (Schaufeli and Enzmann, 1998). Burnout also impacts the organizational climate, creating an environment of stress that affects not just teachers but also students, administrators, and other staff members. The inability to maintain a motivated and effective teaching staff undermines the institution's ability to meet educational goals, which affects the overall quality of education provided to students (Cunningham, 1980). Moreover, as teacher burnout continues to affect a school's performance, the institution's reputation may suffer. Schools with high levels of burnout often struggle to attract qualified teachers, leading to a decline in the quality of education over time (Papastylianou et al., 2009). This can lead to a vicious cycle of poor outcomes, where the lack of resources and experienced staff further exacerbates the burnout problem. In the long run, these factors can result in a significant decline in the school's ability to achieve its educational objectives (Schuler, 1977; Burke and Greenglass, 1993).

F. Addressing Burnout: Strategies and Solutions

Effectively addressing teacher burnout requires both personal and systemic interventions that tackle the underlying institutional, cultural, and workload-related factors. Burnout is not merely an individual problem but a result of systemic challenges such as unclear roles, excessive demands, and insufficient support. Research emphasizes that structural and role-based interventions, including clear role definitions and administrative support, can reduce emotional exhaustion and improve teacher well-being. In this section, each key strategy will be explored in detail. First, structural and role-based interventions will be discussed, highlighting how clear job expectations and institutional policies can alleviate role-related stress. Following this, the importance of collegial support and peer collaboration will be examined, with examples of how mentoring and teamwork promote resilience. Professional development opportunities focused on stress management and coping mechanisms will then be reviewed to show how they empower teachers in managing classroom challenges. The section will also address cultural sensitivity and its role in mitigating stress in diverse educational settings. Finally, workload management strategies will be outlined, demonstrating how reducing non-teaching responsibilities can lower emotional exhaustion. These approaches are supported by research findings that emphasize their effectiveness in enhancing teacher well-being and retention.

Institutional support, including clear role definitions and administrative backing, plays a pivotal role in reducing burnout. Studies emphasize that well-defined roles reduce ambiguity and foster teacher confidence. For example, Schwab et al. (1982) demonstrated that clear job expectations improved teachers' ability to manage responsibilities effectively, leading to lower stress levels. Brissie et al. (1988) found that consistent administrative support alleviated emotional exhaustion and helped teachers maintain a sense of personal accomplishment. More recent studies, such as Taris et al. (2004), highlight that role clarity significantly reduces stress by aligning teacher priorities with institutional expectations. Flexible policies, such as providing clear job descriptions and structured guidance, have proven essential in EFL contexts, where additional administrative duties often blur role boundaries. By fostering transparency and supportive leadership, institutions can create environments where teachers thrive.

Collaborative workplace cultures are critical in buffering against burnout. Emotional support from colleagues fosters a sense of community and shared resilience. Farjami et al. (2021) showed that peer mentoring and collaborative planning sessions reduced emotional exhaustion and improved teacher morale. Similarly, Brackett et al. (2010) found that collegial interactions mitigate feelings of isolation and enhance workplace satisfaction, particularly in high-stress environments. Establishing peer support networks, mentoring programs, and regular feedback sessions can significantly improve teacher well-being. Additionally, professional development programs focusing on resilience and stress management empower teachers to handle challenges more effectively. For instance, Mashhady et al. (2012) documented that training in mindfulness and cognitive restructuring techniques resulted in reduced burnout symptoms and increased job satisfaction. Providing opportunities for skill enhancement and emotional regulation not only benefits individual teachers but also creates a healthier, more productive educational environment.

Burnout in multicultural settings, particularly for EFL teachers, is often exacerbated by cultural misunderstandings and feelings of alienation. Training in cultural awareness can help alleviate these challenges. Karanfil (2021) found that cultural sensitivity training improved teacher-student relationships and reduced feelings of professional isolation. By promoting inclusive practices and fostering

cross-cultural understanding, institutions can support EFL teachers in navigating the complexities of diverse classroom environments.

Research highlights that realistic expectations and reduced non-teaching responsibilities are key factors in maintaining teacher well-being. Sparks (1979) first identified that excessive workloads undermine teacher motivation and job satisfaction. Building on this, Kim (1994) revealed that reducing administrative burdens in EFL contexts significantly alleviated teacher stress. More recently, Taris et al. (2004) emphasized that workload stressors, such as excessive paperwork and large class sizes, are directly linked to emotional exhaustion, particularly in educational settings. Similarly, Guglielmi and Tatrow (1998) highlighted that workload reduction strategies, including delegation of non-instructional tasks, not only improve teacher retention but also enhance instructional quality.

In practical terms, strategies like flexible scheduling, balanced class sizes, and streamlined administrative processes have shown consistent effectiveness. For instance, schools implementing smaller class sizes reported a 25% reduction in teacher stress levels (Day et al., 2006). Additionally, EFL teachers often face unique challenges, such as preparing supplementary materials for students at varying proficiency levels, which can add to their workload and detract from core teaching responsibilities. Addressing these challenges through workload redistribution and support systems has been proven to significantly reduce burnout symptoms.

A pervasive misconception is that burnout stems solely from personal weaknesses. However, research by Freudenberger (1975) and Cunningham (1980) demonstrates that systemic issues, such as insufficient support and overwhelming workloads, are the primary contributors. Additionally, burnout is not exclusive to inexperienced teachers; Brissie et al. (1988) showed that even seasoned educators are at risk without proper institutional strategies. Addressing burnout requires recognizing its systemic nature and implementing proactive interventions rather than attributing it solely to individual shortcomings. Addressing teacher burnout necessitates a multifaceted approach that integrates institutional reforms, professional development, and cultural awareness. By implementing these strategies, educational institutions can create environments that prioritize teacher well-being, ultimately enhancing both teacher performance and student outcomes.

III. METHODOLOGY

A. Introduction

This section outlines the research methodology used in this study sequentially throughout the chapter. It covers the research design, which explains the research methodology employed in the study (Section B), the participants' section presents the demographic background of EFL teachers who took part in this study (Section C), the data collection instrument section (Section D), and lastly, the data analysis (Section E) explains the statistical and thematic analysis conducted in the study.

B. Research Design

This study employed a mixed-methods research design to explore the relationship between role conflict, role ambiguity, and burnout among EFL teachers in Turkish private universities. The quantitative component focused on measuring teachers' perceptions of role-related problems using the Role Conflict and Ambiguity Inventory (RCAI) developed by Rizzo, House, and Lirtzman (1970). This validated scale provided a structured framework to assess conflicting role expectations and unclear responsibilities. The qualitative component involved three semi-structured interview questions to gain deeper insights into their burnout experiences. This approach ensured a comprehensive understanding of the research problem by integrating numerical data with detailed narratives.

C. Participants

The participants of this study consisted of 50 EFL instructors working in the preparatory programs of private universities in Istanbul. The participant group was diverse in terms of demographic characteristics, including differences in age, gender, nationality, and years of teaching experience. The convenience sampling method was used to recruit participants, ensuring that data could be collected from teachers readily available for the study.

Convenience sampling, a nonrandom technique, involves selecting participants who are accessible and willing to participate.

Table 1. Demographic Information About the Participants

Demographic Variable	Category	Frequency (n)	Percentage (%)
Gender	Female	31	62.00
	Male	19	38.00
Nationality	Turkish	25	50.00
	Iranian	17	34.00
	British	8	16.00
Years of Experience	0-5 years	19	38.00
	5-10 years	23	46.00
	10-15 years	8	16.00

As presented in Table 1, a total of 50 EFL teachers voluntarily participated in this study. 62% of the participants were female (n = 31), while 38% were male (n = 19), indicating that the majority of the participants were female. Regarding nationality, 50% of the participants were Turkish (n = 25), followed by 34% Iranian (n = 17) and 16% British (n = 8). This diverse sample represents the multicultural nature of EFL teaching environments. The participants' years of teaching experience ranged from less than five years to fifteen years. 38% of the participants had 0 to 5 years of experience (n = 19), 46% had 5 to 10 years (n = 23), and 16% had 10 to 15 years (n = 8), with the largest group being mid-career teachers.

D. Data Collection Instrument

To collect data for this study, two primary instruments were used: the Role Conflict and Ambiguity Inventory (RCAI) and a set of semi-structured interview questions. The RCAI, originally developed by Rizzo, House, and Lirtzman (1970), is a validated tool designed to measure individuals' experiences of role conflict and role ambiguity. For this research, the inventory was adapted to the EFL teaching context to assess teachers' perceptions of conflicting expectations and unclear responsibilities in their professional roles. The inventory includes two subdimensions: role conflict, which examines the extent to which participants face incompatible demands in their roles, and role ambiguity, which evaluates the clarity of their assigned duties and expectations. Each item on the RCAI was scored on a five-point Likert scale, ranging from "Strongly Disagree" to "Strongly Agree."

In addition to the RCAI, semi-structured interviews were conducted to gather qualitative data and provide deeper insights into the participants' experiences. A subset of 10 participants, selected from the 50 individuals who completed the inventory, took part in these interviews. Three questions, drawn from the research framework by the researcher and approved by the supervisor, were designed to further explore participants' perceptions of role conflict and role ambiguity and to examine how these challenges contribute to burnout in their professional lives.

E. Data Analysis

The data collected in this study were analyzed using the licensed SPSS 27 software. Descriptive statistics, including frequency and percentage analyses, were used to summarize the demographic characteristics of the participants, providing an overview of their age, gender, nationality, and years of teaching experience. These initial analyses offered a foundational understanding of the sample composition. To address the research questions, the following inferential statistical tests were applied:

- **Independent Samples T-Test:** Used to examine gender differences in participants' perceptions of role conflict and role ambiguity.
- **Mann-Whitney U Test:** Applied for non-parametric comparisons in the Role Conflict Subdimension, as the data did not meet normality assumptions.
- **Kruskal-Wallis Test:** Used to assess differences across multiple groups, including age, nationality, and years of professional experience.

The significance threshold was set at $p < 0.05$. Effect sizes were calculated where applicable to assess the magnitude of differences observed in the analyses. These tests were chosen to address the specific characteristics of the data and the research questions, ensuring a robust examination of the findings.

The interviews focused on understanding the participants' experiences, the perceived impacts of role-related stressors, and the strategies they used to address these challenges. Responses were transcribed verbatim from voice recordings for thematic analysis.

1. Reliability Analysis

Before exploring the main findings, it is essential to ensure the internal consistency and reliability of the scales used to measure role conflict and role ambiguity. This section confirms that the scales are valid and appropriate for analyzing teachers' perceptions. Table 2 presents Cronbach's Alpha values for the Role Conflict and Role Ambiguity subdimensions and the total scale.

Table 2. Reliability Analysis of Subdimensions and Total Scale

Scale	Cronbach's α
Role Conflict Subdimension	0.812
Role Ambiguity Subdimension	0.794
Total Scale	0.702

Values above the threshold of 0.70 indicate that the scales are reliable. This step validates the subsequent analyses, ensuring that the data accurately measure the constructs under investigation.

IV. FINDINGS

A. Introduction

This chapter presents the findings derived from the quantitative data obtained through the Role Conflict and Ambiguity Inventory (RCAI). The findings are organized systematically and presented in tables. The chapter begins with an overview of descriptive statistics for both role-related stressors (Table 3). Subsequently, analyses examine whether these perceptions differ significantly across key demographic variables, including age groups (Table 4), gender (Table 5), nationality (Table 6), and total years of experience (Table 7).

1. Findings on EFL Teachers' Perceptions of Role Conflict and Role Ambiguity

This section addresses the first research question by summarizing EFL teachers' general perceptions of role conflict and role ambiguity. This is achieved through descriptive statistics, which provide an overview of their experiences. Table 3 presents the descriptive statistics, including the mean, median, and standard deviation for Role Conflict and Role Ambiguity scores. These descriptive findings set the stage for inferential analyses by offering a baseline understanding of the teachers' experiences.

Table 3. Descriptive Statistics for Role Conflict and Role Ambiguity

Subdimension/Scale	Group	N	Mean	Median	SD
Role Conflict	Female	31	30.8	32.0	5.35
	Male	19	30.4	31.0	5.14
Role Ambiguity	Female	31	18.5	18.0	4.01
	Male	19	17.1	17.0	4.92
Total Score	Female	31	49.2	51.0	6.85
	Male	19	47.5	48.0	7.36

- For Role Conflict, female participants reported a slightly higher mean score (M = 30.8, SD = 5.35) compared to males (M = 30.4, SD = 5.14). Median values were also close, with females scoring 32.0 and males 31.0.
- For Role Ambiguity, females had higher mean scores (M = 18.5, SD = 4.01) than males (M = 17.1, SD = 4.92), with medians of 18.0 and 17.0, respectively.
- The Total Score, representing combined perceptions of role conflict and ambiguity, followed a similar pattern: females scored slightly higher (M = 49.2, SD = 6.85) than males (M = 47.5, SD = 7.36), with medians of 51.0 and 48.0, respectively.

2. Findings on Differences Across Age Groups

The second research question investigates whether perceptions of role conflict and ambiguity differ across age groups.

Table 4. Kruskal-Wallis Test Results by Age Group

Subdimension/Scale	Age Group	N	Mean	Median	SD	χ^2	df	p
Role Conflict Subdimension	25-30	27	30.8	30.0	4.88	0.981	2	0.612
	30-35	10	30.6	32.0	3.41			
	35-40	13	30.3	33.0	7.12			

Results revealed no statistically significant differences among the age groups ($\chi^2(2) = 0.981$, $p = 0.612$). While participants aged 25-30 years reported slightly higher Role Conflict scores (M = 30.8, SD = 4.88), followed by those aged 30-35 years (M = 30.6, SD = 3.41), and those aged 35-40 years (M = 30.3, SD = 7.12), these differences were minimal and not meaningful. The p-value ($p = 0.612$) supports the conclusion that age does not significantly influence participants' perceptions of role conflict. These findings suggest that perceptions of role conflict remain consistent across different age groups, highlighting the uniformity of this experience regardless of age. The use of the Kruskal-Wallis test further confirms the robustness of this analysis in handling non-parametric data.

3. Findings on Differences Based on Gender

The third research question aims to identify potential gender differences in perceptions of role conflict and ambiguity.

Table 5. Independent Samples T-Test Results

Subdimension	Group	N	Mean	Median	SD	SE	Statistic	df	p	Effect Size
Role Conflict Subdimension	F	31	30.8	32.0	5.35	0.96	Mann-Whitney U = 260	-	0.488	Rank biserial = -0.119
	M	19	30.4	31.0	5.14	1.18				
Role Ambiguity Subdimension	F	31	18.5	18.0	4.01	0.72	t = 1.10	48.0	0.277	Cohen's d = 0.320
	M	19	17.1	17.0	4.92	1.13				
Total Score	F	31	49.2	51.0	6.85	1.23	t = 0.85	48.0	0.398	Cohen's d = 0.249
	M	19	47.5	48.0	7.36	1.69				

- **Role Conflict Subdimension:** Due to the non-normal distribution of the data, the Mann-Whitney U test was applied. Results showed no significant difference between female (Median = 32.0) and male participants (Median = 31.0) in their perceptions of role conflict (U = 260, p = 0.488). Although females reported slightly higher rank-based scores, the rank biserial correlation (-0.119) confirmed that the effect size was minimal, indicating consistent perceptions of role conflict across genders.
- **Role Ambiguity Subdimension:** For Role Ambiguity, an independent samples t-test was conducted. Females (M = 18.5, SD = 4.01) had slightly higher mean scores than males (M = 17.1, SD = 4.92), but this difference was not statistically significant (t(48) = 1.10, p = 0.277, Cohen's d = 0.320). This suggests that gender did not play a significant role in participants' experiences of role ambiguity.

4. Findings on Differences Based on Nationality

The fourth research question explores whether nationality affects teachers' perceptions of role conflict and ambiguity. Table 6 reports Kruskal-Wallis test results for Role Conflict and Ambiguity scores across nationalities (Turkish, Iranian, British). The results assess whether cultural or contextual factors influence teachers' experiences.

Table 6. Kruskal-Wallis Test Results by Nationality

Subdimension/Scale	Nationality	N	Mean	Median	SD	χ^2	df	p
Role Conflict Subdimension	British	8	32.0	32.0	3.66	0.218	2	0.897
	Iranian	17	29.9	32.0	7.31			
	Turkish	30	31.2	31.5	3.90			

The results indicated no statistically significant differences among the groups ($\chi^2(2) = 0.218, p = 0.897$). British participants reported the highest mean Role Conflict scores ($M = 32.0, SD = 3.66$), suggesting a slightly higher perception of conflict compared to other groups. Turkish participants scored similarly ($M = 31.2, SD = 3.90$), while Iranian participants reported the lowest mean scores ($M = 29.9, SD = 7.31$). Despite these observed differences, the p-value ($p = 0.897$) confirms that the variations are not statistically significant, indicating that nationality does not substantially influence perceptions of role conflict. These findings suggest that perceptions of role conflict are consistent across nationalities in the sample. The minor variations in mean scores may reflect cultural or organizational differences, but they lack statistical support to draw firm conclusions.

5. Findings on Differences Based on Professional Experience

The fifth research question examines whether teachers' years of professional experience significantly impact their perceptions of role conflict and ambiguity. Table 7 presents Kruskal-Wallis test results for groups based on years of experience (0-5, 5-10, and 10-15 years). This analysis helps determine if professional seniority contributes to variations in perceptions.

Table 7. Kruskal-Wallis Test Results by Total Years of Experience

Subdimension/Scale	Years of Experience	N	Mean	Median	SD	χ^2	df	p
Role Conflict Subdimension	0-5	19	30.5	29.0	4.21	4.36	2	0.113
	10-15	8	27.8	30.0	8.48			
	5-10	23	31.8	33.0	4.35			

The results indicated no statistically significant differences among the experience groups ($\chi^2(2) = 4.36, p = 0.113$). Participants with 5-10 years of experience reported the highest mean Role Conflict scores ($M = 31.8, SD = 4.35$), potentially reflecting the challenges faced during the midpoint of their careers.

Conversely, those with 10-15 years of experience reported the lowest mean scores ($M = 27.8$, $SD = 8.48$), suggesting that more experienced individuals might have developed coping mechanisms or strategies to mitigate role conflict. Participants with 0-5 years of experience reported intermediate scores ($M = 30.5$, $SD = 4.21$). While these variations were observed, the p-value ($p = 0.113$) indicates that the differences are not statistically significant, implying that total years of experience do not substantially influence perceptions of role conflict. These findings suggest a general consistency in role conflict experiences across varying levels of professional experience.

B. Thematic Analysis of the Qualitative Data

1. Introduction

The findings of this study provide a comprehensive understanding of how role ambiguity and associated challenges contribute to teacher burnout. Through thematic analysis, participant responses were organized into three primary domains:

- Organizational and Workplace Factors
- Psychological and Emotional Factors
- Social and Interpersonal Factors

These domains encompass various interconnected subcategories, reflecting the multifaceted nature of the issues teachers face in their professional lives. The analysis revealed recurring patterns across participants' experiences, demonstrating consistent struggles with role-related challenges, regardless of institutional context. This universality underscores the systemic nature of these issues, highlighting shared vulnerabilities within the teaching profession. The following sections present the key themes identified in the analysis, alongside their implications for understanding and addressing teacher burnout.

2. Findings

The thematic analysis highlights several recurring themes across the participants' responses. A prominent observation is the universality of these experiences, as participants from different institutions reported strikingly similar struggles. This consistency suggests systemic issues that transcend individual

workplaces and underscore shared vulnerabilities in the teaching profession. Table 8 below summarizes the key themes identified through the analysis and their distribution across participants. The table highlights the number of participants associated with each theme, as well as their corresponding participant codes.

Table 8. Themes and Participant Distribution

Theme	Number of Participants	Participants
Role Conflict and Ambiguity	6	1, 4, 6, 7, 10
Workload and Time Pressure	4	1, 4, 7, 8
Lack of Institutional Support	4	2, 5, 8, 10
Emotional Exhaustion	4	2, 4, 6, 10
Teacher-Student Relationships	3	3, 5, 7
Classroom Management Challenges	3	3, 6, 9
Parent Expectations	3	3, 5, 9

As shown in Table 8, Organizational and Workplace Factors emerged as the most dominant theme, with the majority of participants emphasizing issues like Role Conflict and Ambiguity and Workload and Time Pressure. Participants repeatedly expressed frustration over conflicting expectations—such as balancing academic rigor with institutional policies that prioritize student satisfaction—and the excessive administrative burdens placed on them. For instance, several participants described how tracking students’ attendance and managing non-academic responsibilities detract from their primary teaching duties, leaving them emotionally and professionally drained. These organizational challenges form the foundation of their burnout experiences, as the lack of autonomy and institutional support intensifies feelings of helplessness.

Beyond organizational factors, many participants also reported Psychological and Emotional Factors, such as Emotional Exhaustion and Classroom Management Challenges. These issues often stem from the cumulative impact of excessive workload, unclear role expectations, and inadequate administrative backing. For example, one participant described the emotional toll of acting as a counselor and mentor in addition to being a teacher, while others highlighted the difficulties of managing classrooms where students disregard authority due to weak institutional enforcement.

Social and Interpersonal Factors, such as Teacher-Student Relationships and Parent Expectations, were also significant contributors to burnout. As reflected in

Table 8, three participants explicitly cited challenges in managing relationships with students, while three others highlighted the unrealistic expectations from parents. Participants recounted how these demands, coupled with a lack of accountability among students, create a constant sense of tension and dissatisfaction. In some cases, the administration's tendency to side with students or parents exacerbated these issues, leaving teachers feeling unsupported and undervalued.

Another critical finding is that no participant's experience was confined to a single theme. Most participants reported challenges spanning multiple categories, illustrating how these factors interact and compound over time. For example, one participant described how administrative burdens (Workload and Time Pressure) led to emotional exhaustion, which, in turn, impacted their ability to manage classroom dynamics effectively. This interconnectedness, as summarized in Table 1, reveals how burnout is not the result of isolated issues but rather the cumulative effect of overlapping stressors.

The participants' responses collectively highlight the pervasive nature of burnout in the teaching profession. Despite their diverse institutional contexts, the shared experiences of role ambiguity, lack of institutional support, and emotional exhaustion reveal a common thread in how educators grapple with professional demands. These findings highlight the pressing need for systemic reforms to tackle these intertwined challenges effectively, providing teachers with the support and autonomy necessary to thrive in their roles.

V. CONCLUSION

A. Introduction

This chapter presents the conclusions derived from the findings of this study, systematically addressing each research question in alignment with the study's objectives. It aims to synthesize the quantitative and qualitative insights gathered, providing a comprehensive understanding of EFL teachers' perceptions of role conflict, role ambiguity, and burnout. Additionally, it highlights the study's limitations and offers practical recommendations for future research and educational practices.

1. Results on Role Conflict

Role conflict emerged as a significant challenge for EFL teachers in Turkish foundation universities, primarily characterized by overlapping and contradictory responsibilities. Survey items (1–8) explored different aspects of this conflict, revealing that many participants experienced role-related stress, which impacted their teaching effectiveness and professional well-being. Both quantitative and qualitative data pointed to recurring issues of inadequate resources, conflicting expectations, and inefficient workflows.

The data indicated a strong agreement with items related to insufficient support. Item 7, focused on lack of manpower, and Item 8, highlighting inadequate resources, received the highest levels of agreement with 21 and 20 participants selecting “Agree,” respectively. These responses underscored teachers' frustration with institutional support structures, a sentiment echoed in the qualitative findings. As supported by the findings of Ghorpade, Lackritz, and Singh (2011), role conflict and insufficient resources contribute to increased emotional exhaustion, thereby diminishing motivation and engagement in professional responsibilities. Validating this conclusion, Participant 1 expressed dissatisfaction with administrative burdens, sharing:

"We have to follow additional things we are not supposed to... like tracking each student who doesn't attend the lessons or students who have been absent since day one... We are made to call them on our private phones. Why do I waste my time chasing after irresponsible students? This is not supposed to be my priority, I'm there to prepare lessons and teach."

This comment illustrates how administrative responsibilities divert time and energy from instructional duties, contributing to a sense of frustration. Such situations, where teachers lack sufficient support and clarity, hinder their ability to prioritize in-class teaching effectively. Bauer and Simmon (2000) highlighted this issue by claiming that role ambiguity impairs employees' ability to establish clear task priorities. Other survey items also addressed conflicting responsibilities that teachers face. Item 1, which focused on tasks being performed inefficiently, received significant "Agree" responses. Similarly, Item 3, addressing incompatible requests from multiple stakeholders, and Item 5, highlighting unnecessary work, garnered a notable number of neutral responses, reflecting varied teacher perceptions on these challenges. Participant 2 further emphasized the impact of these pressures, stating:

"Administration wants the paperwork done, students want extra materials, and deadlines are tight. I have to fill in pages and pages of reports for each student. It's stressful trying to keep up with all. There are times when I spend more time doing the paperwork than what I spend on teaching."

These experiences suggest that conflicting directives and poorly coordinated task allocation are common sources of stress for teachers. Beauchamp and Bray (2001) emphasized this situation by stating that conflicts between tasks, especially under conditions of time and resource scarcity, negatively impact work efficiency and the psychological well-being of employees. Similarly, unclear institutional guidelines were also identified as a source of role conflict. Item 4, focusing on the struggle to meet contradictory expectations, highlighted the lack of coherence in institutional directives. Participant 8 noted:

"The coordinators expect us to strictly follow the syllabus, but students want more flexibility. They ask for role plays, word games, talking about interesting facts... I am more on their side, but there will be

a bigger issue if I don't exactly follow the syllabus. It's impossible to make everyone happy, it's frustrating."

This statement reflects how inconsistent expectations create professional dissonance, which was also highlighted by Van Sell et al., (1981). Role conflict often stems from contradictory expectations, and a lack of coordination in workflows, ultimately decreasing job satisfaction and productivity. Overall, the findings demonstrate that role conflict is a systemic issue rooted in the organizational frameworks of preparatory programs. The combination of conflicting demands, inadequate resources, and ambiguous guidelines has led to heightened stress and reduced professional fulfillment among teachers. Institutional reforms aimed at improving workload distribution, clarifying communication, and granting greater autonomy are necessary to alleviate these challenges and enhance both teacher well-being and educational outcomes.

2. Results on Role Ambiguity

Role ambiguity was identified as a significant issue affecting EFL teachers in Turkish foundation universities. This ambiguity, stemming from unclear job responsibilities, expectations, and evaluation criteria, leaves teachers uncertain about their roles. Survey items 9–14 explored different facets of role ambiguity, revealing a duality: while some teachers reported clear role expectations, others experienced significant confusion due to insufficient communication and conflicting directives. Both quantitative and qualitative data emphasized recurring issues such as inconsistent authority, shifting priorities, and undefined goals.

The survey indicated that some teachers felt relatively confident about their responsibilities. Item 9, which focused on clear expectations, and Item 10, addressing time management, both received high levels of agreement, with 21 participants selecting “Strongly Agree.” These results suggest that a segment of teachers has adequate clarity regarding their tasks. However, other items, including those addressing authority and procedural guidelines, reflected greater uncertainty. Items 11 and 12, for example, received more neutral and negative responses, indicating confusion over institutional expectations. Qualitative data reinforced these findings, illustrating how unclear and inconsistent communication leads to role ambiguity.

Participant 5 described the daily uncertainty caused by ever-changing responsibilities:

"Sometimes I feel like I'm guessing my priorities. Every day, there is a new task or a new rule, and many last-minute changes. I need more stability, not 'hey, something new just came up' every day, because I have to make rearrangements again and again."

This lack of stability affects teachers' ability to plan and prioritize their work, which results in problems in daily arrangements. Rizzo et al. (1970) concluded that difficulties in establishing clear work priorities directly associate role ambiguity, which ultimately results in burnout, as Participant 5 mentioned. Moreover, Participant 10 elaborated on the problem of conflicting directives within institutions:

"Coordinators are not consistent among themselves. One manager says one thing, another expects something else. Three managers can't agree on one thing, yet they want us to do everything and manage 25+ students. Nobody wants that ambiguity because it slows us down."

This statement illustrates how fragmented communication and conflicting expectations create daily challenges for teachers, increasing their stress and role confusion. Judeh (2011) similarly emphasizes that inadequate organizational socialization contributes to role ambiguity by fostering inconsistencies in communication and expectations, ultimately hindering employees' ability to meet institutional requirements effectively. The challenges surrounding authority and role boundaries were evident in responses to Items 11 and 12. Teachers expressed uncertainty about the extent of their authority, which negatively impacted classroom management. Participant 3 illustrated this dilemma:

"You can't say anything to anybody these days. Nobody could interfere with how a teacher disciplined the class in the past. Now, I can't even hold students responsible for misbehaving. It's exhausting to know my hands are tied about most things."

This aligns with Seis (2023), who found that restricted teacher autonomy and administrative constraints intensify role ambiguity, negatively affecting teachers' authority and classroom management. While most answers were in the same directions, items related to goal setting (Items 13 and 14) reflected mixed responses.

Some participants acknowledged the presence of structured objectives, while others reported feeling lost. Participant 6 commented on the conflict between institutional reputation and genuine educational goals:

"Schools care so much about their reputation as a top university to learn English. But honestly, sometimes it's all about making everybody happy with their covert 'all must pass' policy. My opinion of students' progress doesn't matter in any way. Why put me under all that pressure then?"

This statement reveals the frustration teachers feel when institutional priorities focus on maintaining a positive reputation rather than genuine educational objectives. Demirel and Cephe (2015) similarly found that institutional policies driven by performance indicators and reputation management create conflicting demands on teachers. Interviews revealed that in such situations, teachers start not giving as much consideration to students' points because they are asked to create an ideal yet "fabricated" progress rate, which leaves out whatever professional evaluation they have to offer. When this is combined with restricted authority, piled up paperwork, contrasting demands from multiple parties, and unclear guidelines, teachers lose their enthusiasm and eagerness to provide quality education to their students.

B. Differences in Perceptions Across Demographic Variables

The analysis of demographic variables, including age, gender, nationality, and years of professional experience, revealed minimal statistically significant differences in EFL teachers' perceptions of role conflict and role ambiguity. While slight variations were observed in some cases, the overall consistency in findings suggests that systemic factors, rather than individual demographic differences, predominantly shape these perceptions. This section delves into potential explanations and contributing factors, adopting a discussion-based approach to understand why these variables might not significantly influence perceptions.

1. Age

The analysis revealed no statistically significant differences in perceptions of role conflict and ambiguity across age groups (25-30, 30-35, and 35-40).

However, the context of the findings suggests that the younger demographic, particularly the 25-30 age group—representing 54% of the participants—plays a role in shaping the uniformity of these perceptions. Private universities typically follow structured and standardized frameworks to maintain consistency in teaching quality and institutional practices. These rigid systems minimize the influence of age-related differences since teachers, regardless of their career stage, are required to adhere to the same policies, workloads, and expectations. As Quirap (2022) highlights, younger teachers often face overlapping roles and vague task expectations within such rigid structures, which contributes to early-career burnout and increased stress. Nonetheless, younger teachers often face unique challenges tied to their early-career stage. As new entrants to the profession, they are still learning to navigate complex institutional demands, including administrative duties, curriculum compliance, and student engagement. This stage is often accompanied by heightened uncertainty and stress, as they may lack established coping strategies. The generational shift in work attitudes further complicates this experience. Fisherman (2015) points out that evolving expectations and ambiguous role definitions particularly burden younger professionals who are less experienced in navigating organizational politics and systems. Younger professionals tend to expect clear role definitions and boundaries, and the reality of overlapping responsibilities can intensify feelings of dissatisfaction and burnout. For example, excessive administrative tasks or unclear expectations may quickly disillusion these teachers, leading to disengagement. In contrast, teachers in the older age groups (30-35 and 35-40) may have developed better strategies for managing these challenges. Their deeper understanding of institutional dynamics helps them navigate ambiguity and role conflict more effectively, reducing the psychological strain over time. This experience likely enables them to maintain a more stable and balanced approach to their responsibilities, mitigating the impact of conflicting demands.

2. Gender

The findings indicated no statistically significant differences in perceptions of role conflict and ambiguity between male and female participants. However, female participants reported slightly higher mean scores in both role conflict and role ambiguity compared to their male counterparts. As Küçükoğlu (2014) highlights, female teachers often experience compounded stress due to overlapping professional

and societal expectations, which may explain slightly higher reports of role ambiguity in female participants. These findings offer an opportunity to explore potential underlying causes. One possible explanation is that, such dual responsibilities can amplify the perception of conflict and ambiguity, particularly when institutional demands lack flexibility or clarity. It is also important to consider that teaching in private university preparatory programs in Türkiye may not reflect stark gendered differences in role perceptions, as these institutions often operate within structured, standardized environments. Such systems tend to impose uniform expectations on all employees, potentially reducing the impact of gender-specific variables.

3. Nationality

The findings showed no statistically significant differences in perceptions of role conflict and ambiguity across nationalities, with Turkish teachers reporting slightly higher mean scores. Similar to gender statistics, aforementioned standardized policies and structures in private universities limit the influence of cultural background on teachers' role-related experiences. These institutions implement uniform curricula, assessment practices, and operational policies that require teachers, regardless of nationality, to follow similar guidelines. This standardized approach has the power to reduce variations in how role conflict and ambiguity are perceived to a great extent. Moreover, EFL teachers often work within international frameworks like the CEFR, which promotes consistent professional expectations. Xing (2022) explains this matter by emphasizing the mediating role of professional identity and organizational expectations, which reduce the influence of nationality on role ambiguity within structured institutions. This aligns with findings from Iranian EFL teachers, where systemic factors minimized the differences in job satisfaction across demographics like nationality (Rezai et al., 2021). As a result, teachers across different nationalities may face comparable challenges related to conflicting duties and unclear responsibilities.

4. Total Years of Experience

The analysis found no statistically significant differences in role conflict and role ambiguity perceptions across years of professional experience. Teachers with varying experience levels (0-5 years, 5-10 years, and 10-15 years) reported similar

challenges and uncertainties, indicating that institutional policies and organizational structures exert a stronger influence than individual career stages. Private foundation universities often follow rigid, top-down decision-making processes, enforcing standardized responsibilities and limiting teachers' autonomy. This approach affects even seasoned teachers who may feel restricted despite their expertise. Doğan et al. (2020) and Gilbert et al. (2019) highlight that senior staff often face role conflict and reduced time for core responsibilities due to increased administrative burdens. Newer teachers with less than five years of experience may struggle more with role conflict and ambiguity, as they often lack familiarity with the institution's complex expectations. Research indicates that teachers new to their roles are often overwhelmed by conflicting demands, which increases stress and reduces their ability to perform effectively (Williams, 2012). Thus, balancing administrative tasks with teaching responsibilities can heighten their stress and uncertainty. Mid-career teachers (5-10 years of experience) exhibited slightly higher levels of role conflict, potentially due to increased responsibilities such as mentoring new staff or contributing to decision-making processes. Without appropriate support systems, these additional duties can exacerbate job-related stress and diminish performance (Jones, 1993). These findings highlight the varying ways professional experience interacts with institutional factors. Less experienced teachers need support to navigate role demands, while mid-career and senior teachers may benefit from targeted initiatives like mentorship and professional development programs to mitigate the unique pressures they face.

C. Teacher Burnout as a Result of Role-Related Challenges

Previous sections have examined how role-related problems impact educational institutions, students, and overall teaching quality. This final section shifts its focus entirely to the teacher, moving beyond structural and institutional factors to explore the personal toll of these challenges: teacher well-being. It explores the psychological, emotional, and motivational consequences of these challenges. Through qualitative data, this section will reveal how these role-related struggles affect teachers' emotional resilience, personal fulfillment, and overall sense of well-being, shaping their mental health, motivation, and long-term engagement in the profession.

One of the most striking findings from the qualitative data is the significant toll role-related challenges take on teachers' emotional and psychological well-being. Many participants expressed feelings of constant stress, anxiety, and frustration stemming from unclear job expectations and conflicting responsibilities. Participant 4 described how they were affected by aforementioned challenges:

"Negatively, of course. When I think about how busy I'll be- plus the pressure from the managers... There are times I wake up in the morning already exhausted. It's not always that bad, but sometimes the only thing that motivates me is the paycheck, not the teaching or students."

This statement reflects a gradual deterioration of professional motivation due to accumulated stress. The participant's hesitation ("*It's not always that bad*") suggests burnout develops over time, rather than occurring suddenly. The mention of waking up already exhausted indicates that work-related stress extends beyond the classroom, affecting daily life. This aligns with Maslach and Leiter's (2016) view of burnout, particularly emotional exhaustion as a core component. Additionally, "*pressure from the managers*" highlights institutional demands as a primary source of fatigue, reinforcing those systemic pressures, rather than teaching itself, drive emotional exhaustion. The final remark, "*sometimes the only thing that motivates me is the paycheck*", signals a loss of intrinsic motivation—a shift from passion-driven teaching to financial necessity as the primary incentive.

Additionally, depersonalization—characterized by emotional detachment from students, colleagues, and institutional responsibilities—emerged as a significant consequence of burnout. Teachers experiencing burnout often struggle to maintain the same level of care and commitment to their work. Participant 7 illustrated how their passion for teaching has diminished over time:

"I used to enjoy doing my job. Now, it's more like, let's finish and go home. I avoid engaging with students and colleagues unless necessary because I don't have the energy. Well, apart from my close friends of course. They make it tolerable."

This statement reflects a clear shift from intrinsic motivation to emotional disengagement. The phrase "let's finish and go home" suggests that teaching has lost

its sense of fulfillment and has instead become a routine obligation. The participant's deliberate disengagement from students and colleagues—with the exception of close friends—indicates an effort to conserve emotional energy, reinforcing Schaufeli and Enzmann's (1998) argument that burnout leads to defensive detachment. Rather than a complete rejection of teaching, this behavior appears to be a coping mechanism in response to overwhelming workloads (Akbari and Eghtesadi Roudi, 2020).

While some teachers experience emotional exhaustion and depersonalization, others adopt different coping mechanisms to navigate their professional struggles. Participant 9 reflected on this approach:

"It is hard, yes, but I try not to think about it. Is the workload too much? Yes. Is management ineffective? Probably. But thinking about it really gets to you. So, I just focus on my lessons and don't question these too much."

This response suggests a conscious avoidance strategy, where the teacher chooses to disengage from larger institutional concerns as a means of self-preservation. The statement *"thinking about it really gets to you"* implies an awareness of systemic dysfunction, yet a refusal to confront it directly, highlighting the mental strain of continuous frustration. While this approach may offer temporary relief, it raises questions about long-term job satisfaction and the sustainability of such a mindset (Mahmoodi and Shahrebabaki, 2019).

For some, burnout is not solely a result of excessive workload or conflicting expectations, but also a realization that the profession lacks opportunities for growth. Participant 5 described how the absence of professional progression, coupled with bureaucratic burdens, contributed to their disengagement:

"After some point, everything just repeats itself. The classes I teach, the materials I use, the questions students ask... all the same. If I get a promotion, it only means more unnecessary tasks and procedures. What's the point?"

This statement underscores how burnout is not solely about physical or emotional exhaustion, but also about a loss of purpose. The frustration expressed in *"what's the point?"* signals a decline in motivation, revealing a deeper existential discontent with the profession itself.

Others have sought to escape these challenges by changing institutions, hoping that a different workplace might offer better conditions. Participant 3 shared their disappointment:

"I thought my previous school was the problem. I believed that moving to a better school would fix it. Then I saw that they were... more or less the same. So I stopped expecting change. I do what I can, but the rest is out of my hands."

This response illustrates a shift from frustration to resignation, where the teacher has come to terms with the limits of their control. The phrase *"I stopped expecting change"* suggests an adaptation to stress through acceptance rather than resistance, demonstrating how some teachers cope by adjusting their expectations rather than fighting against an unchanging system (Starnaman and Miller, 1992).

Similarly, burnout does not manifest in isolation, it is also shaped by teachers' observations of how their colleagues handle the same stressors. Participant 8 expressed their perspective:

"It was annoying when I saw colleagues who didn't care at all; how are they so relaxed while I'm stressing over everything? But then I realized—probably they weren't always this way. Maybe they just went through it too and simply got used to it. And honestly, maybe that's the only way to survive this job."

This account demonstrates the evolution of perspective in response to burnout, where teachers gradually recognize that emotional disengagement may not be negligence, but rather a learned coping mechanism. The phrase *"maybe that's the only way to survive"* signals an internal conflict between wanting to stay engaged and acknowledging that detachment might be necessary for long-term endurance in the profession. Regardless of their coping strategies, the underlying reality remains the same; burnout in teaching is not just about workload but about a profound struggle with professional identity, motivation, and long-term sustainability.

While many teachers struggle with demands of the profession, others find solace in the social and dynamic aspects of teaching. Participant 6 shared:

"Yes, all these are too much sometimes. But when I am in the class, I forget about most negativities because my students really make it

easier for me. Their young energy and the fun of the lessons remind me why I'm there. It doesn't erase all the problems, but it keeps me from focusing on the negatives. This is what keeps us all going, I guess."

This statement illustrates how maintaining a connection with students serves as a protective factor against burnout. The phrase "*I forget about most negativities*" suggests that while institutional challenges persist, they momentarily fade into the background when the teacher is actively engaged in lessons. The reference to "*young energy*" and "*fun flow*" highlights how the social, interactive nature of teaching provides an emotional uplift, counteracting the stressors that might otherwise dominate their perception of the job. Rather than disengaging as a coping mechanism, this behavior actively leans into the positive aspects of the profession. The phrase "*this is what keeps us all going*" reflects a shared experience among many educators—while systemic issues remain, the human interactions inherent in teaching sustain their motivation. This perspective offers a compelling contrast to teachers who cope by distancing themselves emotionally. It suggests that burnout is not solely a function of external pressures but also of whether positive reinforcements exist to balance those stressors (Ilya, 2023). For some, students and the classroom experience provide a crucial source of motivation, preventing complete disengagement from the profession.

To sum up, the findings of this section reveal that teacher burnout is a multifaceted and deeply personal struggle (Gabriel, 2013). While some teachers experience emotional exhaustion and depersonalization, others adopt avoidance strategies, resign themselves to systemic challenges, or attempt to find meaning in student interactions. Burnout manifests in various forms, ranging from frustration over repetitive professional cycles to disappointment in institutional realities that remain unchanged despite transitions to different workplaces. The absence of career growth opportunities, excessive bureaucracy, and conflicting expectations exacerbate feelings of stagnation, further diminishing motivation and professional fulfillment (Fernet et al., 2012).

However, not all teachers succumb to burnout in the same way. For some, the social and interactive nature of teaching acts as a counterbalance to stress. Teachers who find joy in student engagement, classroom energy, and the human connection inherent in their profession demonstrate a greater ability to maintain resilience

despite institutional difficulties. This contrast highlights an essential takeaway: burnout is not solely shaped by external pressures but also by the presence (or absence) of positive reinforcements that counteract these stressors (Jones, 1993). While systemic issues remain a persistent challenge, the findings suggest that providing institutional support and fostering environments that encourage meaningful teacher-student interactions may play a crucial role in mitigating burnout.

D. Limitations and Recommendations for Future Research

This study acknowledges several limitations that should be considered when interpreting the findings and designing future research. One key limitation is the sample size, which, despite including teachers from various backgrounds and levels of experience, remains limited in scope. Expanding the study to include a broader participant pool across different university types would enhance the generalizability of the findings. Future research could explore how institutional differences shape teachers' experiences with role-related challenges, allowing for meaningful comparisons across various educational settings. Additionally, this study relies on self-reported data collected through Role Inventory (RCAI) and semi-structured interviews. While effective in capturing personal experiences, self-reports may be influenced by participants' immediate work conditions or emotional states at the time of data collection. A mixed-methods approach incorporating longitudinal data or observational studies could provide a more comprehensive understanding of contributors of burnout. While this study highlights diverse coping strategies, it does not systematically assess the resilience factors that help mitigate burnout. Future research could examine protective factors such as professional development, peer support networks, and institutional interventions that may help reduce stress and improve teachers' long-term engagement. Findings of this study suggest that burnout is influenced by interpersonal factors, with some teachers disengaging to protect their well-being while others are motivated by student interactions. Future research could explore how these interpersonal responses impact burnout and resilience. By addressing these limitations, future studies can build upon these findings, offering deeper insights into the long-term effects of role-related challenges and identifying more effective strategies for supporting EFL teachers in managing stress and sustaining their professional motivation.

VI. REFERENCES

BOOKS

GABRIEL, J. (2013). **Through the Eyes of a Teacher: Underpaid, Overworked & Unappreciated.**

MASLACH, C., JACKSON, S. E., & LEITER, M. P. (1997). **Maslach Burnout Inventory.** Scarecrow Education.

WHONG, M. (2011). **Language Teaching: Linguistic Theory in Practice.** Edinburgh University Press.

ARTICLES

AKBARI, R., & EGHTEHADI ROUDI, A. (2020). "Reasons of burnout: The case of Iranian English language teachers", **Psychological Studies**, 65(2), 157-167.

BAUER, J. C., & SIMMONS, P. R. (2000). "Role ambiguity: A review and integration of the literature", **Journal of Modern Business**, 3(1), 41-47.

BEAUCHAMP, M. R., & BRAY, S. R. (2001). "Role ambiguity and role conflict within interdependent teams", **Small Group Research**, 32(2), 133-157.

BOZKURT, D. (2021). "Occupational stressors of novice EFL teachers in Turkey", **Innovational Research in ELT**, 2(1), 1-12.

BRISSIE, J. S., HOOVER-DEMPSEY, K. V., & BASSLER, O. C. (1988). "Individual, situational contributors to teacher burnout", **The Journal of Educational Research**, 82(2), 106-112.

BROUWERS, A., & TOMIC, W. (2000). "A longitudinal study of teacher burnout and perceived self-efficacy in classroom management", **Teaching and Teacher Education**, 16(2), 239-253.

BURKE, R. J., & GREENGLASS, E. (1993). "Work stress, role conflict, social

- support, and psychological burnout among teachers”, **Psychological Reports**, 73(2), 371-380.
- CHANG, H. (2022). “Stress and burnout in EFL teachers: The mediator role of self-efficacy”, **Frontiers in Psychology**, 13, 880281.
- CHANG, M. L. (2009). “An appraisal perspective of teacher burnout: Examining the emotional work of teachers”, **Educational Psychology Review**, 193-218.
- COOMBE, C. (2008). “Burnout in ELT: strategies for avoidance and prevention”, **Perspectives (TESOL Arabia)**, 15(3).
- CUNNINGHAM, W. G. (1983). “Teacher burnout—Solutions for the 1980s: A review of the literature”, **The Urban Review**, 15(1), 37-51.
- DEMIREL, E. E., & CEPHE, P. T. (2015). “Looking into burnout levels among English language instructors”, **Journal of Language and Linguistic Studies**, 11(1), 1-14.
- DOĞAN, A., DEMİR, R., & TÜRKMEN, E. (2020). “Türkiye'deki akademisyenlerin iş tatmini, rol stresi ve işten ayrılma niyetlerinin incelenmesi”, **Yükseköğretim Dergisi**, 10(3), 340-355.
- ENZMANN, D., SCHAUFELI, W. B., JANSSEN, P., & ROZEMAN, A. (1998). “Dimensionality and validity of the Burnout Measure”, **Journal of Occupational and Organizational Psychology**, 71(4), 331-351.
- FATHI, J., GREENIER, V., & DERAKHSHAN, A. (2021). “Self-efficacy, reflection, and burnout among Iranian EFL teachers: the mediating role of emotion regulation”, **Iranian Journal of Language Teaching Research**, 9(2), 13-37.
- FERNET, C., GUAY, F., SENÉCAL, C., & AUSTIN, S. (2012). “Predicting intraindividual changes in teacher burnout: The role of perceived school environment and motivational factors”, **Teaching and Teacher Education**, 28(4), 514-525.
- FREUDENBERGER, H. J. (1975). “The staff burn-out syndrome in alternative institutions”, **Psychotherapy: Theory, Research & Practice**, 12(1), 73.
- GHANIZADEH, A., & ROYAEI, N. (2015). “Emotional facet of language teaching:

Emotion regulation and emotional labor strategies as predictors of teacher burnout”, **International Journal of Pedagogies and Learning**, 10(2), 139-150.

GHASEMI, F. (2024). “A systematic narrative review of teachers’ occupational stressors and coping strategies: A bioecological systems perspective”, **Research Papers in Education**, 1-30.

GHORPADE, J., LACKRITZ, J., & SINGH, G. (2011). “Personality as a moderator of the relationship between role conflict, role ambiguity, and burnout”, **Journal of Applied Social Psychology**, 41(6), 1275-1298.

GILBERT, M. H., DEXTRAS-GAUTHIER, J., FOURNIER, P. S., CÔTÉ, A., AUCLAIR, I., & KNANI, M. (2019). “Organizational constraints as root causes of role conflict: the situation of physician-managers and their responses”, **Journal of Health Organization and Management**, 33(2), 204-220.

GRAYSON, J. L., & ALVAREZ, H. K. (2008). “School climate factors relating to teacher burnout: A mediator model”, **Teaching and Teacher Education**, 24(5), 1349-1363.

GUGLIELMI, R. S., & TATROW, K. (1998). “Occupational stress, burnout, and health in teachers: A methodological and theoretical analysis”, **Review of Educational Research**, 68(1), 61-99.

HAMNER, W. C., & TOSI, H. L. (1974). “Relationship of role conflict and role ambiguity to job involvement measures”, **Journal of Applied Psychology**, 59(4), 497.

HAN, J., YIN, H., WANG, J., & ZHANG, J. (2020). “Job demands and resources as antecedents of university teachers’ exhaustion, engagement and job satisfaction”, **Educational Psychology**, 40, 318–335.

İLYA, A. (2023). “Factors Affecting Turkish EFL Teachers' Level of Burnout: A Quantitative Study”, **Journal of Pedagogical Research**, 7(1), 142-153.

JENNINGS, P. A., & GREENBERG, M. T. (2009). “The prosocial classroom: Teacher social and emotional competence in relation to student and classroom outcomes”, **Review of Educational Research**, 79(1), 491-

525.

- JONES, M. L. (1993). "Role conflict: cause of burnout or energizer?", **Social Work**, 38(2), 136-141.
- JUDEH, M. (2011). "Role ambiguity and role conflict as mediators of the relationship between socialization and organizational commitment", **International Business Research**, 4(3), 171-181.
- KAHN, R. L., WOLFE, D. M., QUINN, R. P., SNOEK, J. D., & ROSENTHAL, R. A. (1964). **Conflict and ambiguity: Studies in organizational roles and individual stress**. *International Journal of Stress Management*, 1, 309-22.
- KARANFIL, F., & KHATAMI, M. (2021). "The correlation between teachers' burnout and workload: The case of Iranian EFL teachers", **Journal of Asia TEFL**, 18(3), 1023.
- KARASEK JR, R. A. (1979). "Job demands, job decision latitude, and mental strain: Implications for job redesign", *Administrative Science Quarterly*, 24(2), 285-308.
- KHANI, R., & MIRZAEI, A. (2014). "How do self-efficacy, contextual variables and stressors affect teacher burnout in an EFL context?", **Educational Psychology**, 35(1), 93–109.
- KLASSEN, R. M., & CHIU, M. M. (2010). "Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress", **Journal of Educational Psychology**, 102(3), 741.
- KYRIACOU, C. (1997). "The Needs of Teachers", **Journal of Education for Teaching**, 23(2), 194.
- KYRIACOU, C. (2001). "Teacher stress: Directions for future research", **Educational Review**, 53(1), 27-35.
- KYRIACOU, C., & SUTCLIFFE, J. (1978). "A model of teacher stress", **Educational Studies**, 4(1), 1-6.
- LI, S., LI, Y., LV, H., JIANG, R., ZHAO, P., ZHENG, X., ... & MAO, F. (2020). "The prevalence and correlates of burnout among Chinese preschool

- teachers”, **BMC Public Health**, 20, 1-10.
- MADIGAN, D. J., & CURRAN, T. (2021). “Does burnout affect academic achievement? A meta-analysis of over 100,000 students”, **Educational Psychology Review**, 33, 387-405.
- MADIGAN, D. J., & KIM, L. E. (2021). “Does teacher burnout affect students? A systematic review of its association with academic achievement and student-reported outcomes”, **International Journal of Educational Research**, 105, 101714.
- MASHHADY, H., FALLAH, N., & LOTFI GASKAREE, B. (2012). “The role of foreign language teachers’ self-efficacy in their burnout”, **British Journal of Education, Society & Behavioral Science**, 2(4), 369-388.
- MASLACH, C. (2003). “Job burnout: New directions in research and intervention”, **Current Directions in Psychological Science**, 12(5), 189-192.
- MASLACH, CHRISTINA, & JACKSON, SUSAN. (1981). “The Measurement of Experienced Burnout”, **Journal of Organizational Behavior**, 2, 99-113.
- NAYERNIA, A., & BABAYAN, Z. (2019). “EFL teacher burnout and self-assessed language proficiency: exploring possible relationships”, **Language Testing in Asia**, 9(1), 3.
- PAPASTYLIANOU, A., KAILA, M., & POLYCHRONOPOULOS, M. (2009). “Teachers’ burnout, depression, role ambiguity and conflict”, **Social Psychology of Education**, 12, 295-314.
- QUIRAP, E. A. (2022). “Teachers burnout revisited: An analytical evidence”, **International Journal of Research Publications**, 97(1), 32-32.
- REYES, M. R., BRACKETT, M. A., RIVERS, S. E., WHITE, M., & SALOVEY, P. (2012). “Classroom emotional climate, student engagement, and academic achievement”, **Journal of Educational Psychology**, 104(3), 700.
- REZAI, A., NAMAZIANDOST, E., & ÇAKMAK, F. (2022). “Job satisfaction of Iranian EFL teachers: Exploring the role of gender, education level, teaching experience, and service location”, **Teaching English Language**, 15(2), 201-228.

- ROSTAMI, S., GHANIZADEH, A., & GHAPANCHI, Z. (2015). "A study of contextual precursors of burnout among EFL teachers", **International Journal of Research Studies in Psychology**, 4(1), 13-24.
- SCHAUFELI, W. B., & BAKKER, A. B. (2004). "Job demands, job resources, and their relationship with burnout and engagement: A multi-sample study", **Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior**, 25(3), 293-315.
- SCHAUFELI, W. B., LEITER, M. P., & MASLACH, C. (2009). "Burnout: 35 Years of Research and Practice", **Career Development International**, 14, 204-220.
- SEIS, Z. (2023). "The challenge EFL teachers face in Turkey: Burnout", **Futurity Education**, 3(2), 227-250.
- SHEN, G. (2022). "Anxiety, boredom, and burnout among EFL teachers: the mediating role of emotion regulation", **Frontiers in Psychology**, 13, 842920.
- SIEGRIST, J. (1996). "Adverse health effects of high-effort/low-reward conditions", **Journal of Occupational Health Psychology**, 1(1), 27.
- SPARKS, D. C. (1979). "A biased look at teacher job satisfaction", **The Clearing House**, 52(9), 447-449.
- STARNAMAN, S. M., & MILLER, K. I. (1992). "A test of a causal model of communication and burnout in the teaching profession", **Communication Education**, 41(1), 40-53.
- TARIS, T. W., HORN, J. E. V., SCHAUFELI, W. B., & SCHREURS, P. J. (2004). "Inequity, burnout and psychological withdrawal among teachers: A dynamic exchange model", **Anxiety, Stress & Coping**, 17(1), 103-122.
- TOMIC, W., EVERS, W., & BROUWERS, A. (2004). "Existential fulfillment and teacher burnout", **European Psychotherapy**, 5(1), 65-73.
- TRACY, L., & JOHNSON, T. W. (1981). "What do the role conflict and role ambiguity scales measure?", **Journal of Applied Psychology**, 66(4), 464.

- TSUI, A. B. (2007). "Complexities of identity formation: A narrative inquiry of an EFL teacher", **TESOL Quarterly**, 41(4), 657-680.
- URIEN, B., RICO, R., DEMEROUTI, E., & BAKKER, A. B. (2021). "An emergence model of team burnout", **Revista de Psicología del Trabajo y de las Organizaciones**, 37(3), 175-186.
- VAEZI, S., & FALLAH, N. (2011). "The relationship between self-efficacy and stress among Iranian EFL teachers", **Journal of Language Teaching and Research**, 2, 1168–1174.
- VAN SELL, M., BRIEF, A. P., & SCHULER, R. S. (1981). "Role conflict and role ambiguity: Integration of the literature and directions for future research", **Human Relations**, 34(1), 43-71.
- VARPIO, L., RAY, R., DONG, T., HUTCHINSON, J., & DURNING, S. J. (2018). "Expanding the conversation on burnout through conceptions of role strain and role conflict", **Journal of Graduate Medical Education**, 10(6), 620-623.
- WILLIAMS, C. S. (2012). "Combating teacher burnout", **The Education Digest**, 77(7), 39.
- WRIGHT, T. A., & HOBFOLL, S. E. (2004). "Commitment, psychological well-being and job performance: An examination of conservation of resources (COR) theory and job burnout", **Journal of Business and Management**, 9(4), 389-406.
- XING, Z. (2022). "English as a foreign language teachers' work engagement, burnout, and their professional identity", **Frontiers in Psychology**, 13, 916079.
- ZHANG, L., YU, S., & JIANG, L. (2020). "Chinese preschool teachers' emotional labor and regulation strategies", **Teaching and Teacher Education**, 92, 103024.
- ZHANG, X., KLASSEN, R. M., & WANG, Y. (2013). "Academic burnout and motivation of Chinese secondary students", **International Journal of Social Science and Humanity**, 3(2), 134.

ENCYCLOPEDIAS

MASLACH, C., JACKSON, S. E., & LEITER, M. P. (1997). **Maslach Burnout Inventory**. Scarecrow Education.

DISSERTATIONS

ALTINTUĞLU, Ş. (2021). *Organizational factors contributing to teacher burnout on EFL instructors working in a private university with respect to years of experience* (Master's thesis, Ufuk Üniversitesi).

KIM, I. (1994). Predicting teacher job satisfaction. *OH: Ohio State University*.

OTHER SOURCES

DAY, C. W., STOBART, G., SAMMONS, P., KINGTON, A., GU, Q., SMEES, R. et al. (2006). **Variations in Teachers' Work, Lives and Effectiveness**. Final Report for the VITAE Project, DfES.

FARJAMI, F. (2016, July). **EFL Teacher Burn Out: The Indicators, Cognitive and Affective Impairments**. *In Conference Proceedings. The Future of Education 2016*.

GRAY, L., & TAIE, S. (2015). **Public school teacher attrition and mobility in the first five years: Results from the first through fifth waves of the 2007-2008 beginning teacher longitudinal study**. (NCES 2015-337) Washington, DC: U. S. Government Printing Office.

HIVER, P. (2018). **Teachstrong: The Power of Teacher Resilience for Second Language Practitioners**. *Language Teacher Psychology*, 231-246.

RIZZO, J. (1970). **Role conflict and ambiguity in complex organizations**. *Administrative Science Quarterly*.

SCHULER, R. S., ALDAG, R. J., & BRIEF, A. P. (1977). **Role conflict and ambiguity: A scale analysis**. *Organizational Behavior and Human Performance*, 20(1), 111-128.

APPENDICES

APPENDIX A: Demographic Data Form & Role Conflict and Ambiguity Scale

APPENDIX B: Semi-Structured Interview Questions

APPENDIX C: Ethical Committee Approval Page



APPENDIX A: Demographic Data Form & Role Conflict and Ambiguity Scale

Category		Details				
Age						
Gender						
Nationality						
Total Years of Experience						
Item No	Statements	1 (Strongly Disagree)	2 (Disagree)	3 (Neutral)	4 (Agree)	5 (Strongly Agree)
1	I have to do things that should be done differently.					
2	I have to buck a rule or a policy in order to carry out an assignment.					
3	I receive incompatible requests from two or more people.					
4	I do things that are apt to be accepted by one person and not accepted by others.					
5	I work on unnecessary things.					
6	I work with two or more groups who operate quite differently.					
7	I receive assignments without the manpower to complete them.					
8	I receive assignments without adequate resources and materials to execute them.					
9	I know exactly what is expected of me. (Reverse Scored)					
10	I know that I have divided my time properly. (Reverse Scored)					
11	Explanation of what has to be done is clear. (Reverse Scored)					
12	I feel certain about how much authority I have. (Reverse Scored)					
13	I know what my responsibilities are. (Reverse Scored)					
14	Clear, planned goals and objectives exist for my job. (Reverse Scored)					

APPENDIX B: Semi-Structured Interview Questions

1. "Do you think the lack of clarity in your roles or expectations at work has contributed to emotional exhaustion, depersonalization, or a loss of professional motivation in your teaching career?"
2. In your opinion, how do these challenges, such as unclear expectations or conflicting responsibilities, affect your overall well-being as a teacher?"
3. "If you believe these challenges have led to burnout (such as feeling emotionally drained, losing interest in your work, or feeling detached from students), what specific factors or experiences do you think contributed the most?"



APPENDIX C: Ethical Committee Approval Page

Evrak Tarih ve Sayısı: 21.05.2024-120044



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü



Sayı : E-88083623-020-120044
Konu : Etik Onayı Hk.

21.05.2024

Sayın AYŞE BEYZA BAŞ

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Eğitim Bilimleri Etik Kurul Komisyonu'nun 15.05.2024 tarihli ve 2024/04 sayılı kararıyla uygun bulunmuştur.
Bilgilerinize rica ederim.

Dr.Öğr.Üyesi Nuri Gökmen KARAKİRAZ
Müdür Yardımcısı

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu : BSD4VT0ULC Pin Kodu : 42482 Belge Takip Adresi : <https://www.turkiye.gov.tr/istanbul-aydin-universitesi-ebys?>
Adres : Beşyol Mah. İnönü Cad. No:38 Sefaköy , 34295 Küçükçekmece / İSTANBUL Bilgi için : Tuğba SÜNNETÇİ
Telefon : 444 1 428 Unvanı : Yazı İşleri Uzmanı
Web : <http://www.aydin.edu.tr/> Kep Adresi : iau.yazisleri@iau.hs03.kep.tr Tel No : 31002

RESUME

Name Surname: Ayşe Beyza BAŞ

Education

- **Bachelor's degree:** 2016-2020, Marmara University, Faculty of Education, English Language Teaching
- **Master's degree:** 2022-2025, Istanbul Aydın University, Department of Foreign Languages, English Language Education

Work Experiences

- Instructor at Preparatory School, Istanbul Sağlık ve Teknoloji University, 2024-Current
- Instructor at Preparatory School, Altınbaş University, 2020-2024, Istanbul, Türkiye

Publication

BAŞ, A. B. (2024). A Descriptive Review on Writing Strategy Training. In Proceedings of the 1st International Üsküdar Scientific Research and Innovation Congress (pp. 971-982). ISARC International Science and Art Research Center. Retrieved from

https://www.isarconference.org/_files/ugd/6dc816_e6106e2a06544aec80f721050c343029.pdf