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AN INVESTIGATION INTO STUDENT BURNOUT AT A FOUNDATION UNIVERSITY IN TURKEY:

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

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TÜRKİYE'DE BİR VAKIF ÜNİVERSİTESİNDE ÖĞRENCİ TÜKENMİŞLİĞİNİN ARAŞTIRILMASI: ALTTA YATAN SEBEPLER VE ÖNERİLER

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ÖZ

Bu çalışmanın amacı, öğrencilerin tükenmişlik düzeylerini duygusal tükenme, duyarsızlaşma ve mesleki yeterlilik olmak üzere üç boyutta incelemektir. Betimsel olay incelemesi olarak tasarlanan bu çalışmada, öğrencilerdeki tükenmişliğin altında yatan sebeplerin ve bu tükenmişliğin etkilerini aza indirgemek için gerekli önerilerin, hem öğrenci hem de öğretim görevlisi bakış açılarının karşılaştırılmalı analiziyle tespit edilmesi amaçlanmaktadır. Bu amaçla, bu çalışma 2018-2019 eğitim öğretim yılında Türkiye'de bir vakıf üniversitesinin İngilizce hazırlık okulunda, elli sekiz öğrenci ve on öğretim görevlisi ile gerçekleştirilmiştir. Öğrencilerin tükenmişlik seviyesine odaklanan betimsel verilerin ilk bölümünde, Çapri, Gündüz, ve Gökçakan (2011) tarafından Türkçe 'ye uyarlanan Maslach Tükenmişlik Envanteri – Öğrenci Formu ve adı geçen form temel alınarak araştırmacının kendisi tarafından hazırlanan gözlem formu kullanılmıştır. Nitel veriler için öğrencilerle odak grup görüşmesi ve öğretim görevlileriyle yarı yapılandırılmış görüşmeler olmak üzere iki ayrı görüşme yapılmıştır. Öğrenci ve gözlem formları kullanılarak elde edilen veriler SPSS programı ile istatiksel olarak analiz edilmiştir. Görüşmelerin analizi için ise içerik analizi yapılmıştır. Karşılaştırmalı sonuçlar, öğrencilerin duygusal tükenme seviyelerinin duyarsızlaşma ve mesleki yetersizlik seviyelerine göre daha yüksek olduğunu göstermiştir. Hem öğrencilerin hem de öğretim görevlilerinin bakış açılarını yansıtan görüşmelerde, aynı programı tekrar etmelerinden ayrı olarak, ders saati ve sorumluluk sayısının öğrencilerde duygusal tükenmeye yol açtığı bulunmuştur. Ayrıca öğrencilerin duyarsızlaşmasında sınavlardan alınan düşük puanların büyük bir etkisi olduğu, müfredat içeriğinin yararına ve hazırlık programının gerekliliğine dair negatif düşüncelerin de duyarsızlaşmaya yol açtığı

bulunmuştur. Görüşmelerin analizi sonucunda, öğrencilerin beklenen yeterlilik seviyesinde olmadığı, öğrenen özerkliği ve üst bilişsel stratejilere sahip olmadıkları ve sınav kaygısı yaşadıkları tespit edilmiştir. Öğrenci ve öğretmen görevlilerinin önerilerine göre, müfredat, materyaller ve sınavların yeniden düzenlenmesine ve öğrencilerin pozitif açıdan teşvik ve desteklenmesine ihtiyaç olduğu belirlenmiştir. Çalışma, bu bulgular ışığında yapılan bazı eğitimsel önerilerle sonlandırılmıştır.

Anahtar Kelimeler : Maslach Tükenmişlik Envanteri-Öğrenci Formu, tükenmişlik, öğrenci tükenmişliği, İngilizce hazırlık programı
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ABSTRACT

The aim of this study is to investigate the burnout level of students in terms of three dimensions, namely exhaustion, cynicism, and professional efficacy. Designed as a descriptive case study, underlying reasons of student burnout and suggestions to minimize the effects of it are also aimed to be identified from the perspectives of both students and lecturers in a comparative way. To that end, the present study was carried out with fifty-eight students and ten lecturers in English preparatory school of a foundation university in Turkey during 2018-2019 academic year. Concerning the first part of the descriptive data that focuses on student burnout level, Maslach Burnout Inventory - Student Survey (MBI-SS), which was adapted by Çapri, Gündüz, & Gökçakan (2011) into Turkish, and an observation checklist, which was prepared by the researcher based on the aforementioned inventory, were used. For the qualitative part of the data, two types of interviews were held with the participants; focus group interviews with students and semi-structured interviews with lecturers. The survey and observational data were analyzed statistically with SPSS. A content analysis was conducted for the analysis of the interviews. The comparative results revealed that students experience more emotional exhaustion than cynicism and inefficacy. The results of interviews, which indicate the perceptions of both students and lecturers, suggested that the number of responsibilities and lesson hours were predictors of emotional exhaustion apart from the fact that students repeat the program for another year. It was also found that low exam scores had the biggest impact on students' cynical feelings, which was followed by their negative beliefs not only about the usefulness of curriculum content but also about the necessity of preparatory program in general. What's more, the analysis of the interviews showed that students were not at the expected proficiency level, lacking learner

autonomy and metacognitive learning strategies, which was found to lead to exam anxiety. According to the suggestions of students and lecturers, there was a need for a revision in the curriculum, materials, and exam practices in addition to the positive encouragement and support of the students. The study ends with some recommendations for further research in the light of those findings.

Key Words : Maslach Burnout Inventory-Student Survey, burnout, student burnout, English preparatory program
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TABLE OF CONTENTS

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU i
ETİK İLKELERE UYGUNLUK BEYANI ii
JÜRİ ONAY SAYFASI iii
ACKNOWLEDGEMENTS iv
ÖZ v
ABSTRACT vii
TABLE OF CONTENTS ix
LIST OF TABLES xiv
CHAPTER 1 1
INTRODUCTION 1
1.1. Background to the Study 2
1.2. Statement of the Problem 2
1.3. Purpose of the Study 3
1.4. Significance of the Study 4
1.5. Assumptions 4
1.6. Limitations 5
1.7. Definitions 5
CHAPTER 2 7
REVIEW OF LITERATURE 7
2.1. The Concept of Burnout 7
2.2. Developmental History of Burnout 9
2.2.1. The Pioneer Phase 9
2.2.2. The Empirical Phase 10
2.3. Burnout Related Models 11

2.3.1. Freudenberger's Views **11**
2.3.2. Perlman and Hartman's Views **12**
2.3.3. Meier's Views **12**
2.3.4. Suran and Sheridan's Views **12**
2.3.5. Cherniss Views **13**
2.3.6. Pines' Views **13**
2.4. Maslach Burnout Model **14**
2.4.1. Dimensions of Burnout **15**
2.4.1.1. Emotional Exhaustion **15**
2.4.1.2 Depersonalization **16**
2.4.1.3. Reduced Personal Accomplishment **16**
2.4.2. Maslach Burnout Inventories **17**
2. 5. Causes of Burnout **18**
2.6. Ways to Prevent Burnout and Deal with Burnout **19**
2.6.1. Institutional Measures for Coping with Burnout **20**
2.6.2. Individual Measures for Coping with Burnout **21**
2.7. Burnout in Students **22**
2.7.1. Factors Affecting Student Burnout **22**
2.7.1.1. Family Environment Factor **23**
2.7.1.2. Classroom Environment Factor **24**
2.7.1.2.1. Common Causes of Burnout in Classroom 26
2.7.1.3. Personal Factors **27**
2.7.1.3.1. Study Habits 28
2.7.1.3.2. Academic Achievement 29
2.7.1.4. Demographic Variables Factors **29**
2.7.1.4.1. Gender **30**
2.8. Research on Student Burnout **31**
CHAPTER 3 ..... **37**
METHODOLOGY **37**
3.1. Research Design **37**
3.2. Population and Sampling **38**
3.3. Data Collection Tools **40**

3.3.1. Maslach Burnout Inventory-Student Survey (MBI-SS) 40

3.3.1.1. Reliability of the Turkish version of the MBI-SS 41

3.3.2. Observation Checklist 41

3.3.3. Interviews 42

3.3.3.1. Focus Group Interviews 43

3.3.3.2. Semi-Structured Interviews 44

3.4. Data Collection Procedure 45

3.5. Data Analysis 46

CHAPTER 4 49

RESULTS 49

4.1. Level of Student Burnout Experienced by the Students in the Preparatory Program (RQ1) 49

4.1.1. Results of Maslach Burnout Inventory-Student Survey 49

4.2. Reasons of Student Burnout Experienced by the Students in the Preparatory Program (RQ2) 54

4.2.1. Results of Focus Group Interviews with Students 54

4.2.1.1. Students' Feelings of Exhaustion and Their Reasons 54

4.2.1.2. Students' Cynical Feelings about Their Studies and Their Reasons 57

4.2.1.3. Students' Self-efficacy Beliefs and Their Reasons 59

4.3. Level of Student Burnout Observed by the Lecturers in the Preparatory Program (RQ3) 64

4.3.1. Results of Observations by Lecturers 64

4.4. Reasons of Student Burnout Observed by the Lecturers in the Preparatory Program (RQ4) 72

4.4.1. Results of Semi-Structured Interviews with Lecturers 73

4.4.1.1. Lecturers' Perceptions of Students' Feelings of Exhaustion and Reasons 73

4.4.1.2. Lecturers' Perceptions of Students' Cynical Feelings about Studies and Reasons 75

4.4.1.3. Lecturers' Perceptions of Students' Self-efficacy Beliefs and Reasons 77

4.5. Similarities and Differences between Student and Lecturer Perceptions of Burnout (RQ5) 82

4.5.1. Student Survey and Lecturer Observation 82

4. 5.1.1. Comparison of Items Related to Exhaustion 82

4.5.1.2. Comparison of Items Related to Cynicism.....85

4.5.1.3. Comparison of Items Related to Professional Efficacy.....87

4.5.2. Student Focus Group interviews and Semi-structured interviews with Lecturers.....89

4.5.2.1. Comparison of Perceptions on Students' Feelings of Exhaustion and Reasons.....89

4.5.2.2. Comparison of Perceptions on Students' Cynical Feelings about Studies and Reasons 91

4.5.2.3. Comparison of Perceptions on Students' Self-Efficacy Beliefs and Reasons 92

4.6. Student and Lecturer Suggestions to Minimize Student Burnout in the Preparatory Program (RQ6) 95

4.6.1. Results of Student Suggestions in Focus Group Interviews.....96

4.6.2. Results of Lecturer Suggestions in Semi-Structured Interviews.....99

CHAPTER 5 103

DISCUSSION 103

5.1. Students' and Lecturers' Perceptions on the Level of Student Burnout in the Preparatory Program 103

5.2. Students' and Lecturers' Perceptions on the Reasons of Student Burnout in the Preparatory Program 104

5.3. Students and Lecturers' Suggestions to Minimize the Student Burnout in the Preparatory Program 109

CHAPTER 6 113

CONCLUSION AND SUGGESTIONS 113

6.1. Summary of the Study 113

6.2. Conclusion 115

6.3. Pedagogical Implications.....116

6.4. Suggestions for Further Research 117

REFERENCES.....119

APPENDICES 133

Appendix 1. Maslach Burnout Inventory- Student Survey (Turkish version) 134

Appendix 2. Maslach Burnout Inventory-Student Survey (English version) 136

Appendix 3. Observation Checklist (Turkish version).....138

Appendix 4. Observation Checklist (English version).....139

Appendix 5. Focus Group Interview with Students in Turkish.....140
Appendix 6. Focus Group Interview with Students in English 141
Appendix 7. Semi-Structured Interview with Lecturers in Turkish.....142
Appendix 8. Semi-Structured Interview with Lecturers in English.....143

LIST OF TABLES

Table 1. *The Duration of Interviews* 46

Table 2. *Frequencies and Percentages of Student Responses to the Items Related to Exhaustion* 50

Table 3. *Frequencies and Percentages of Student Responses to the Items Related to Cynicism* 51

Table 4. *Frequencies and Percentages of Student Responses to the Items Related to Professional Efficacy* 52

Table 5. *Descriptive Statistics of MBI-Student Survey* 53

Table 6. *Students' Feelings about Their Studies & Reasons* 55

Table 7. *Students' Feelings in the Morning & Reasons* 55

Table 8. *Students' Feelings after Their Classes and Responsibilities & Reasons* 56

Table 9. *Students' Cynical Feelings about Their Studies & Reasons* 57

Table 10. *Students' Feelings about the Usefulness of Studies & Reasons* 58

Table 11. *Students' Evaluation of Their Own Performance & Reasons* 60

Table 12. *Reported Studies-Related Problems & Reasons for the Lack of Solution* 61

Table 13. *Things Students Think They Learned & Reasons* 62

Table 14. *Things Students Think They Need to Learn & Reasons* 63

Table 15. *Frequencies and Percentages of Lecturer Responses to the Items under Exhaustion* 65

Table 16. *Frequencies and Percentages of Lecturer Responses to the Items under Cynicism* 70

Table 17. *Frequencies and Percentages of Lecturer Responses to the Items under Professional Efficacy* 70

Table 18. *Students' Feelings about Their Studies & Reasons* 73

Table 19. *The Factors That Affect Students' Desire to come to Sch.Most & Reasons* 74

Table 20. *Students' Feelings about Responsibilities & Reasons* 75

Table 21. *Students' Cynical Feelings about Their Studies & Reasons* 76

Table 22. *Students' Feelings about the Usefulness of Studies & Reasons* 76

Table 23. *Lecturers' Evaluation of Students' Academic Performance & Reasons* 78

Table 24. *Studies Related Problems Reported by Lecturers & Reasons* 80

Table 25. *Things Lecturers Think students Learned & Reasons* 81

Table 26. *Things Lecturers Think students Need to Learn & Reasons* 81

Table 27. *Comparison of Item 1 on Student Survey and Item 1 on Lecturer Observation Checklist* 82

Table 28. *Comparison of Item 4 on Student Survey and Item 2 on Lecturer Observation Checklist* 83

Table 29. *Comparison of Item 6 on Student Survey and Item 3 on Lecturer Observation Checklist* 83

Table 30. *Comparison of Item 9 on Student Survey and Item 5 on Lecturer Observation Checklist* 84

Table 31. *Comparison of Item 11 on Student Survey and Item 4 on Lecturer Observation Checklist* 84

Table 32. *Comparison of Item 2 on Student Survey and Item 6 on Lecturer Observation Checklist* 85

Table 33. *Comparison of Item 5 on Student Survey and Item 7 on Lecturer Observation Checklist* 85

Table 34. *Comparison of Item 7 on Student Survey and Item 8 on Lecturer Observation Checklist* 86

Table 35. *Comparison of Item 10 on Student Survey and Item 9 on Lecturer Observation Checklist* 86

Table 36. *Comparison of Item 3 on Student Survey and Item 10 on Lecturer Observation Checklist* 87

Table 37. *Comparison of Item 8 on Student Survey and Item 11 on Lecturer Observation Checklist* 87

Table 38. *Comparison of Item 12 on Student Survey and Item 12 on Lecturer Observation Checklist* 88

Table 39. *Comparison of Item 13 on Student Survey and Item 13 on Lecturer Observation Checklist* 88

Table 40. *Interview Questions under the Dimension of Exhaustion* 89

Table 41. *Comparison of Perceptions on Students' Feelings about Their Studies & Reasons* 90

Table 42. *Comparison of Perceptions on Factors that Affect Students' Desire to Come to School & Reasons* 90

Table 43. *Comparison of Perceptions on Students' Feelings after School and about Responsibilities & Reasons* 91

Table 44. *Interview Questions under the Dimension of Cynicism* 91

Table 45. *Comparison of Perceptions on Students' Cynical Feelings about Their Studies & Reasons* 92

Table 46. *Comparison of Perceptions on Students' Feelings about the Usefulness of Their Studies & Reasons* 92

Table 47. *Interview Questions under the Dimension of Professional Efficacy* 93

Table 48. *Comparison of Perceptions on Students' Academic Performance & Reasons* .. 93

Table 49. *Comparison of Perceptions on Studies-Related Problems & Reasons* 94

Table 50. *Comparison of Perceptions on the Things Students Learned & Reasons* 94

Table 51. *Comparison of Perceptions on the Things Students Need to Learn & Reasons*.....95

CHAPTER 1

INTRODUCTION

It is an acceptable fact that there are such times that we – regardless of our age – feel physically and psychologically tired and find ourselves in times of trouble, which may result in losing the energy or the motive to continue our responsibilities. For some researchers (Maslach & Jackson, 1981), it may be seen as a symptom of "burnout" and in fact it is not limited to a specific group of people as it can be observed within any individual from any context. What's more, student burnout is in great demand because of the fact that students also experience burnout, which may have a significant impact on their school work. To illustrate, they may feel tired emotionally and become irresponsible with the duties which may result in a lack of success (Kutsal, 2009). One can talk about many reasons underlying burnout a student experiences especially when the characteristics or the demands of the school context are considered. In other words, not only the assignments and examinations but also the attendance may lead to any feeling of burnout in students.

When it comes to the students at university, especially the ones enrolled in an English preparatory program of a university just before their prospective studies or enrolled in the universities which uses English as a medium of instruction, burnout may be inevitable not only due to the duties above but also the difficulty of learning a foreign language for some students, which may even result in some feelings of inefficacy. When it is thought that English is a language widely spoken all over the world especially with its role as being the lingua franca of most nations, learning it may put another dimension of stress on the students. Therefore, there is a need for in-depth studies on the burnout of students at the universities.

1.1. Background to the Study

Burnout is a broad concept which was first introduced and defined by Freudenberger (1974) as "to fail, to wear out, or become exhausted by making excessive demands on energy, strength, or resources" (p.159). In fact, the concept of burnout has started to become popular together with Maslach Burnout Inventory by Maslach and Jackson (1981) who define burnout as: "a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind" (p.99). It paved the way for studies which focus on not only the burnout in human service professions but also the burnout in different professional contexts as it was generally used in people-oriented contexts. To illustrate, it has been associated with professions requiring high human contact such as human service workers, nurses, or psychologists. As a matter of fact, burnout is generally regarded as a syndrome related to work (Maslach, Jackson, & Leiter, 1996). However, it is also a useful concept for the educational context, too, as the aforementioned human contact is inevitable when all the people in this context, from teachers to students or even to the administrative staff, are taken into consideration. In this respect, the responsibilities or duties of students may be considered as "work" as they attend some compulsory activities as part of their responsibilities such as following the assigned work, namely homework, paying attention to the attendance for the sake of assessments they will be subjected to (Schaufeli & Taris, 2005; as cited in Hu & Schaufeli, 2009). Furthermore, many studies has shown that burnout is a concept which is also experienced by students (Zhang, Gan & Cham, 2007; Schaufeli, Martinez, Marquez-Pinto, Salanova & Bakker, 2002a; .Gan, Shang, & Zhang, 2007; Yang & Cheng, 2005). Studies on students vary from high school to university students, and the number of studies focusing on the burnout of university students has been in great demand.

1.2. Statement of the Problem

A great number of universities in Turkey, whether they are state, private or foundation (non-profit), provide education in English, which requires preparatory programs in English to prepare the students for their prospective studies in the related departments. In order to do this, they support the students in terms of not only fundamental skills, namely reading, listening, speaking, and writing, but also sub-skills in English including vocabulary, grammar, and pronunciation.

In English preparatory programs, the students are also subjected to different kinds of evaluations during the terms, and at the end of the academic year they are required to prove successful in Proficiency Exam in order to be able to go on their so-called prospective studies. In this context, when the students cannot pass the Proficiency Exam, they study for an academic year until the next Proficiency Exam, and they are dismissed upon not being able to prove successful for two years.

When all the discussion above considered, it is inevitable especially for the students who have been studying in preparatory for two years to experience burnout syndrome for various reasons such as the demands and expectations of the preparatory program in terms of English. Especially for the subject group of students in this study, who proved successful in the courses during the academic year but could not in the Proficiency Exam, it may have hazardous effects. This may result in not only losing the self-confidence but also the interest in their studies by becoming irresponsible with their duties and responsibilities, which can result in a lack of success again (Kutsal, 2009). For this reason, it is highly important to focus on student burnout in the support program within the prep school.

1.3. Purpose of the Study

The present study aims to investigate the burnout level of the students in English preparatory program, who have been enrolled in the support program for Proficiency as they could not pass the Proficiency Exam, in terms of three dimensions, namely exhaustion, cynicism or depersonalization, and professional efficacy. In addition to the level, underlying reasons and suggestions are aimed to be identified from the perspective of both students and lecturers. In the light of the above purpose, the present study aims to find answers to the following research questions:

1. What is the level of burnout experienced by the students in the preparatory program in terms of exhaustion, cynicism and professional efficacy?

2. What are the reasons of burnout experienced by the students in the preparatory program in terms of exhaustion, cynicism and professional efficacy?

3. What is the level of student burnout observed by the lecturers in the preparatory program in terms of exhaustion, cynicism, and professional efficacy?

4. What are the reasons of student burnout observed by the lecturers in the preparatory program in terms of exhaustion, cynicism and professional efficacy?

5. What are the similarities and differences between student and lecturer perceptions of student burnout in the preparatory program?

6. What are the suggestions of students and lecturers to minimize the student burnout in the preparatory program?

1.4. Significance of the Study

As highlighted in the background to the present study, since the 1970s, the burnout syndrome has been a significant issue which was –at first- mostly considered within the public health and especially the professions with frequent and close human contact. However, recently it has started to become popular in most of the professions, and the students have become involved in these professions as studying is considered as an occupation including school work with all the responsibilities and duties in an organizational structure (Schaufeli &Taris, 2005; Hu & Schaufeli, 2009; as cited in Maroco & Campos, 2012). Since then, there has been an increase in the number of studies about student burnout, whereas there is still a need for more research on the burnout of the students in the preparatory program of the universities which use English as a medium of instruction in whether all or most of the departments. This study may propose an alternative for other English preparatory programs of the universities in understanding the prep student burnout due to not being able to meet the demands of the preparatory program especially in terms of the evaluation. It may also be a good example for shedding some light on the ways to minimize the effects of burnout by the help of student-lecturer perceptions obtained by qualitative data in this study.

1.5. Assumptions

The assumptions behind the current study are provided below:

1. All the students are assumed to give sincere answers to the questions that were asked both in the burnout inventory-student survey and the focus group interviews.

2. The lecturers who observed the students in terms of the burnout factors in the student survey are assumed to be objective in their ideas to maintain the objectivity.

3. Also, all the participants are assumed to share their opinions sincerely during the interviews.

1.6. Limitations

This study is limited to the students who were studying in the prep school of a foundation university in Turkey and lecturers who were working in the same institution. These two groups of participants that took part in the current study attended the preparatory program within the prep school during the spring term of 2018-2019 academic year. Another limitation is related to the number of participants. To illustrate, this study consisted of fifty-eight students and ten lecturers as a specific group of students (repeat) and lecturers, who were teaching to those students, were chosen as a population, and it was the total number of participants during the term the study was conducted. In addition, in the present study the data was collected during four weeks of an eight-week level within the course system.

1.7. Definitions

Burnout: A syndrome which may be experienced by any people from different professions in three ways, namely emotional exhaustion, cynicism, and professional efficacy (Maslach & Jackson, 1981).

Student Burnout: A syndrome which may be experienced by students due to the demands in the education context which may result in the students' cynicism towards their studies and a lack of self-efficacy (Schaufeli et al., 2002).

Support Program for Proficiency: A program within the prep school (the department of Basic English) in this research context, which is for the students who are able to complete the courses successfully and are qualified to take the Proficiency Exam but fail it.

CHAPTER 2

REVIEW OF LITERATURE

In this part of the study, the review of research literature will be presented in accordance with the main research focus of the current study. First, the concept of burnout will be explained and then developmental history of burnout as a concept will be provided in order to be able to understand the phenomenon studied better. After that, a review of burnout related models will be made and then Maslach Burnout Model will be explained as the present study uses this model. Following this, possible causes of burnout will be discussed and ways to deal with will be presented afterwards. Next, burnout in students will be described together with the factors affecting student burnout. The last section will give a review of related research on student burnout.

2.1. The Concept of Burnout

When the literature on burnout is examined, it is seen that the researchers agree that burnout is a psychological condition but they do not reach a consensus on the definition of burnout. The origins of burnout as a term dates back to 1970s when it was described as a clinical process people go through rather than a concept that is worth studying. Therefore, many descriptions or definitions exist in the literature trying to identify what it is. Freudenberger (1974), who was the first one to describe and identify burnout as a psychiatrist, defined burnout as "to fail, to wear out, or become exhausted by making excessive demands on energy, strength, or resources" (p.159). A revised definition was made by Freudenberger (1983) again stating it as a process rather than an event for once only in which an individual experience a feeling of fatigue within personal, social or occupational factors.

The definition of burnout is not limited to the ones by Freudenberger. In 1980, burnout was defined by Edelwich and Brodsky as a lack of the necessary energy and motivation in one's

life to achieve his goals as a result of the conditions at work that requires highly human contact. In the same vein, Maslach and Jackson (1981) defined burnout as a syndrome experienced by individuals who do people-work. However, they came up with a more specific definition in 1986b (as cited in Schaufeli & Buunk, 2003); it is a mental state in which an individual, frequently dealing with human beings, feel emotionally exhausted, cynical and ineffective. In the following years, Maslach and Jackson (1996) decided a similar but more structured and clear-cut definition "Burnout is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity" (p.4). To illustrate, it is a personal and emotional reaction to high human contact in any kind of work requiring frequent interaction with people.

Paine (1982) gives another definition of burnout as "a state of exhaustion, irritability, and fatigue that markedly decreases the worker's effectiveness and capability". It is also stated as a mood in which an individual experiences a dozen of negative emotions. As a result of those intense feelings, the individual may show a cynical attitude towards the situation he/she is in. According to Gold and Roth (1993), burnout is a concept developing within a process in which an individual has a sense of disappointment due to the lack of fulfilled expectations and needs. It might also lead to the loss of self-esteem during a specific period of time. In addition to the disappointment, they assert that the aforementioned individual might feel dissatisfied, frustrated, and so desperate. This might lead to the withdrawal of the individual emotionally, which might result in burning out.

Furthermore, Pines and Aronson (1988, as cited in Schaufeli, Maslach, & Marek, 1993) described burnout as a feeling of fatigue in every aspect, namely physically, emotionally, and mentally, as a consequence of responsibilities requiring a lot of time, attention and energy. It was also stated that burnout could become inevitable especially when the aforementioned duties have no meaning as well as the lack of appreciation for the ones fulfilled. Similarly, Matthews (1990) defined it as feeling frustrated, inadequate, and futilitarian towards one's own expectations and attitudes.

As is obvious, there have been a number of definitions that come from many different fields starting from medicine or health service to the psychology, education, or even economy referring to the term burnout. However, in general terms, most of them try to address a specific feeling, no matter what the context is, namely physical exhaustion, desperation, and

hopelessness together with a state of fatigue (Çam, 1992), in other words, feeling extremely tired.

2.2. Developmental History of Burnout

2.2.1. The Pioneer Phase

The origins of burnout date back to earlier times starting from Thomas Mann's *Buddenbrooks* (1922, as cited in Schaufeli, Maslach, & Marek, 1993) involving a burned-out character with highly fatigue and lack of idealism in addition to Graham Greene's *A Burnt Out Case* (1961) including a disappointed architect dropping out his job and moving into the African jungle, to a case study by Schwartz and Will (1953) focusing on a psychiatric nurse. It means that burnout existed before not only in a single field but also in various fields such as psychology, literature, and healthcare. However, 1970s were the time when burnout as a term was discovered and attracted public attention in real terms. As a reason, the social and economic characteristics of this period were pointed by some authors (Farber, 1983; Cherniss, 1980; Maslach, 1993) as factors that had some influence on the professionalism of human services, which might have resulted in a lack of fulfillment among the people working at human services, and so a kind of burning out. Furthermore, a society who started to consist of individualized people made some increase in the workload of the aforementioned workers together with the governmental reduction in the number of them. Inevitably, the workers started to find themselves in times of trouble.

When it comes to the 1970s, when burnout was discovered in real terms, Freudenberger (1974) was the first one to describe and identify burnout during his clinical observation of the impact of chronic drug addiction, because he was a psychiatrist in a health care agency, on people in a free clinic in New York who were addicted to drug. In order to refer to the observational data obtained from these people, namely emotional depletion and loss of motivation, burnout was used as a term. It was also something he, himself, experienced, which increased the credibility of his article (Schaufeli, Leiter, & Maslach, 2009). During the similar time period, Maslach (1976; as cited in Schaufeli et al., 2009) focused on the job-related emotional stress of the people working at human services by means of interviews. The results showed that the strategies used cognitively in coping with this stress had an effect on occupational identities and behaviors of those workers, which was the moment when

burnout as a term was discovered. Since then, burnout concept was highly popular among many practitioners from various fields.

Schaufeli et al. (1993) stated that "the greatest attention to burnout, and the most discussion of it in those first 5 years, occurred in the fields of education, social services, medicine, the criminal justice system, mental health, religion, and various other people-oriented occupations" (p.4). However, the nature of the researches was mostly clinical and social instead of empirical; in other words, they were interested in the symptoms of burnout in the first one while in the latter they focused on the contact between the workers and the recipients in terms of the professional context. Accordingly, the related data was mostly obtained from unstructured but careful observations, single case studies and interviews.

In addition, the researches held by those practitioners resulted in a number of definitions of the burnout as a term; however, there was not a clear explanation of what it really is. Most of them explained it as a type of crisis or overload a person experiences in his work.

2.2.2. The Empirical Phase

As the title suggests, the empirical phase of the burnout research consists of a more empirical period that the concept of burnout went through. In other words, the researches on burnout were more structured and systematic within the 1980s with the aim of a more clarified and concrete definition of it. To begin with, qualitative nature of the pioneer phase turned into a quantitative one via the wide use of questionnaires and surveys in addition to the interviews and the personal case studies in the previous phase, which enabled the researchers to study with larger numbers of subjects. Therefore, the methodology of the researches was much more developed together with the increase in not only the population but also the number of research tools.

Furthermore, the focus of burnout research changed to a considerable extent, from clinical and imprecise descriptions to the assessment via some measures. As a result, it was inevitable that a standard, widely accepted measure would be developed for any improvement in this research field. The most widely accepted measure, which was used in 90% of the empirical studies focusing on burnout (Schaufeli & Buunk, 2003), was developed by Maslach and Jackson in 1981 with the name of "Maslach Burnout Inventory (MBI)". In fact, it was not a single way of burnout measurement.

The Tedium Measure or TM (Pines, Aranson, & Kafry, 1981) was another assessment tool that facilitated more focused research in terms of burnout. What's more, these researches started to become widespread around the world, also in other countries, starting from the 1980s while it was a phenomenon that attracted attention mostly in the US. And especially the MBI became a tool that helped the studies related to burnout be carried out cross-nationally.

Burnout, which was first discovered within human services work, expanded from such occupations to any other jobs in various fields such as police and prison officers as well as the library and office workers. Moreover, it was not only in job-related but also in any areas of research like a business, sports, politics, and even family relationships. Nevertheless, most of those researches were not based on a theoretical framework. To illustrate, a burnout model, which might be chosen by the researchers in order to guide their studies within a conceptual framework, did not exist in real terms.

2.3. Burnout Related Models

In order to put forward a conceptual framework of burnout, researchers have come up with various views. The fact that opinions about burnout differed is mostly due to differences in stress resistance, difficulty in defining and classifying human behaviors. Some of them are summarized below.

2.3.1. Freudenberger's Views

The concept of burnout was introduced into the literature by Freudenberger (1974) in an article published in the Journal of Social Issues. As stated before, Freudenberger defined burnout as the sum of feelings of failure, being worn-out and exhaustion as a result of excessive demands from energy and power sources. In relation to his view of burnout, it is a situation when the staff within an organizational framework is loaded for demand-related reasons and unable to work and serve the purpose (Örmen, 1993). What's more, burnout is characterized by rapid anger, the state of restlessness and frustration, and the challenge perceiving and handling emotions experienced during even minor pressures. When the time spent in the workplace increases, success may fall (Maslach & Jackson, 1986). It usually occurs one year after starting to work in an institution because during this time some factors become apparent.

2.3.2. Perlman and Hartman's Views

According to Perlman and Hartman (1982), burnout is a three-component response to chronic emotional stress. These components include emotional and-or physical exhaustion, low work production and behavioral dimension reactions that include depersonalization towards others. Perlman and Hartman's (1982) approach has a cognitive focus that interprets personal and environmental variables of the individual. According to this model, burnout with its three dimensions is like a reflection of stress with its three symptoms. To illustrate, one can talk about physiological dimension with a focus on physical symptoms, emotional-cognitive dimension with a focus on attitudes and emotions, and finally behavioral dimension with a focus on symptomatic behaviors. The first one is related to physical exhaustion while the second one is emotional exhaustion. When it comes to the behavioral dimension, it’s much more related to depersonalization and low efficiency at work.

2.3.3. Meier's Views

Meier's (1983) theory, based on Bandura's (1977) study, proposes a new approach to the concept of burnout, which includes several dimensions. In this respect, burnout is defined as a situation that results from the low expectation of rewards in contrast to high expectations of punishment due to the lack of reinforcement that makes sense or the feelings of incompetence within the individual himself/herself (Başören, 2005). In this view, burnout is presented in three stages. The first stage is related to the fact that the individual is in a kind of expectation in which positive reinforcement is low while punishment may be high. The second stage indicates the high expectations of the individual about the present reinforcement and its control while the final stage is related to the individual’s feelings of self-efficacy in relation to the so-called control of the reinforcement.

2.3.4. Suran and Sheridan's Views

The view of Suran and Sheridan (1985) is based on Erikson’s (1950) theory of personality development. The point of this view is that the four stages of the aforementioned development theory may be seen as the predictors of burnout. The stages are as follows:

Stage 1: Identity versus role confusion,

Stage 2: Competence versus inadequacy,

Stage 3: Productivity versus stagnation,

Stage 4: Rededication versus disillusionment.

In relation to this view, the individual may experience identity confusion (Stage 1) when his/her professional development is not completed in a meaningful way; in other words, the individual may not experience the feelings of fulfillment in terms of his/her educational background, which leads to a confusion in his/her identity as an individual. Also, the feelings of inefficacy may be the predictor of burnout within the individuals because of the fact that the sense of self-efficacy is a must for professional identity (Stage 2). When an individual forms his/her professional identity, s/he's in an expectation of being productive, and when the individual comes to a situation s/he cannot be efficient, or experience a stagnation, burnout may be inevitable (Stage 3). The final stage (Stage 4) represents the period in an individual's life from the thirties to the late forties, together with the use of all his/her professional resources and have the risk of experiencing disappointment, and this may result in burnout-related feelings (Suran & Sheridan, 1985).

2.3.5. Cherniss Views

Cherniss (1980) highlighted that the root of burnout is stress which results from demand exceeding the sources of coping states (Yıldırım, 1997). Burnout is a situation that occurs over time. The individual who is employed with certain professional characteristics interacts with individuals who have very different desires. Problems or disruptions in this interaction cause sources of stress to varying degrees, and individuals deal with these sources of stress in different ways. While some of them are on the way to solve the problem effectively, some prefer to deal with the problem by changing their attitudes. The individual who is experiencing stress chooses first to eliminate the source of stress in order to cope with it. If it is not successful, s/he may choose to apply some stress coping techniques. If the individual fails again, this time s/he starts to feel detached from work or develop cynicism towards the work itself (Richardsen & Burke, 1995, p.32-33).

2.3.6. Pines' Views

According to Pines model, burnout is defined as physical, emotional and mental exhaustion. According to this model, the basis of burnout is the work environment that keeps the individual under constant emotional pressure. Chronic fatigue, low energy, and weakness are symptoms of physical exhaustion. Desperation, despair, delusion and frustration are

signs of emotional exhaustion while negative attitudes towards one's self, work, and the life itself are symptoms of mental exhaustion (Bolat, 2011).

Pines' model of burnout is one of the most commonly used models in the literature together with the burnout measure developed by Pines and Aronson (1988). The underlying reason behind such popularity may be due to the fact that it added a new dimension to burnout research by shedding light upon the burnout experienced in non-professional contexts such as marriage (Çapri, 2013).

2.4. Maslach Burnout Model

In the empirical phase of the burnout research, which includes the efforts to give more concrete definitions, Maslach and Jackson (1981) defined burnout in general terms as herein before by relating it mostly to people who are in a frequent contact with people at their work. However, they came up with a more specific or clear-cut definition in 1986 (as cited in Schaufeli & Buunk, 2003); "a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment among individuals who do people-work of some kind" (p.1). This multidimensional perspective explaining burnout with three dimensions made it quite popular, even the most cited definition by the researchers (Schaufeli and Buunk, 2003). In other words, even if there exist many opinions about the exact definition of burnout over the years, one can talk about a consensus about these three facets of burnout (Maslach, Schaufeli & Leiter, 2001).

According to Schaufeli et al. (1993), this definition is a result of many researches, which are exploratory in nature, so it was not derived from a theory already known before. It was from the process of burnout research starting with a different focus in fact, which may be shortly expressed as the effort to come up with a description of people's feelings when they are emotionally aroused at work, and continuing with individual case study interviews within the health care jobs in addition to the questionnaire surveys with a larger subject group consisting of various people-focused professions of social, criminal, or educational contexts. This process resulted in the discovery of the three components of burnout, which will be explained in detail herein after.

2.4.1. Dimensions of Burnout

Together with the multidimensional framework, burnout turned from an exhaustion-focused single concept into the one that may be explained with two more components in addition to the Exhaustion; Depersonalization and Personal Accomplishment. The development of these dimensions started with two concepts in the literature during the search of a label for the feelings of people within the researches; "detached concern" by Lief and Fox (1963, p. 35) and "dehumanization in self-defense" by Zimbardo (1969, p. 87). While the first one is related to an individual's being emotionally distant despite still concerned with his profession, the latter is more about the idea of considering the patients as objects rather than humans in order to avoid from the devastating feeling of seeing a human being in pain. A series of case study interviews done for a more detailed and valid data was helpful to a great extent in paving the way for the first two dimensions, namely emotional exhaustion and depersonalization. When it comes to the third dimension of personal accomplishment, it was partially associated with the concept of inefficacy developed by Bandura (1977, p. 191) as in Meier's model of burnout.

2.4.1.1. Emotional Exhaustion

Exhaustion is defined as "the feelings of being overextended and depleted of one's emotional and physical resources" (Maslach, 2008 p. 90). To illustrate, it is about the loss of fundamentally the emotional but sometimes the physical energy of an individual within what he is doing. According to Maslach and Jackson (1981, p. 99-113), people, who experience emotional exhaustion, have difficulty in settling down to their work psychologically by reason of the fact that their emotional resources are used up. Universally, the most addressed and investigated dimension of burnout is exhaustion, which is the main criterion for the presence of burnout (Maslach et al., 2001, p. 397-422). In a similar vein, it appeared in many definitions by various researches as herein before although their descriptions did not clearly point out the exhaustion by name; therefore, exhaustion might also be the most agreed aspect of burnout among these researchers, one of whom is Freudenberger (1974) defining burnout for the first time as an overwhelming feeling of exhaustion due to the energy and resources on too much demand.

2.4.1.2 Depersonalization

Depersonalization, also named as cynicism, is an interpersonal component of burnout in contrast to the exhaustion which is mostly individual (Breso, Salanova, & Schaufeli, 2007). According to Maslach (2008, p. 47-52), it is "a negative, callous, or excessively detached response to various aspects of the job" and related to the lack of connection with the job at emotional and cognitive level. Moreover, it happens when one puts a distance to his job in terms of both interpersonal communication and emotive demands coming from the job itself. This kind of distancing occurs when people find themselves in times of exhaustion and discouragement; in other words, one's withdrawing is in a strong relation with the first and main dimension of burnout, exhaustion, as it comes in the form of a response to the fatigue experienced (Maslach et al., 2001). Additionally, depersonalization is defined from another perspective as "treating people like objects and is often reflected in the use of objects label rather than personal names when referring to clients" (Jackson, Schwab, & Schuler, 1986, p. 631). To illustrate, the aforementioned withdrawing includes any kind of things involved in the work context from the people who receive the service provided by any work in general terms to the job itself, which may result in the inefficiency of an individual at work Maslach (2008, p. 47-52).

2.4.1.3. Reduced Personal Accomplishment

The third facet of the burnout concept is related to one's evaluation of his own personal accomplishment as low, which is called as reduced personal accomplishment or inefficacy. According to Maslach (1998), reduced personal accomplishment consists of "feelings of decline in one's competence and productivity, and to one's lowered sense of efficacy". Accordingly, it was defined as "reduced productivity or capability, low morale, withdrawal, and an inability to cope". People who are full of such feelings are so demotivated that they feel like there is no point in making more effort or continuing what they are doing. Together with this sense of failure, they give up trying and most importantly believing in themselves (Maslach, 1986, p. 122). Furthermore, an individual may presumably experience the sense of failure mentioned above when he finds himself in a state of exhaustion and cynicism towards the work indifferent towards their clients.

2.4.2. Maslach Burnout Inventories

Maslach Burnout Inventory (MBI), which was developed by Maslach and Jackson (1981), made its mark in the empirical phase of the burnout research as a popular instrument in the measurement of burnout as mentioned above. After the development of different versions, it was not the one and only inventory within Maslach burnout model but remained as the first and original version. It is called as Maslach Burnout Inventory-Human Services Survey (MBI-HSS), the final edition of which was by Maslach and Jackson (1996). As the name suggests, it was designed with the aim of measuring the burnout of individuals who worked within human services and health care (Maslach, 2008; Maslach et al., 2001). The measurement was based on the three dimensions explained above, namely emotional exhaustion, depersonalization, and reduced personal accomplishment. Furthermore, this first version was a 7-point Likert scale for frequency (ranging from 0=never to 6=every day), and it consisted of twenty-two items that included the expressions about personal emotions and attitudes of the workers with the burnout syndrome. In other words, the focus was on their feelings and attitudes towards the people or the patients they were responsible for caring, who were called as "recipients" (Maslach & Jackson, 1981). In specific, nine of the items were for emotional exhaustion, five items for depersonalization and eight items for personal accomplishment. While high mean scores on the first two dimensions referred to a high degree of burnout, the level of burnout was accepted as high when the mean score was low within the personal accomplishment subscale. The main reason of this difference, namely reverse scoring, was that the statements in this part were positively worded unlike the other subscales due to the initial research by Maslach and Jackson (1981; as cited in Maslach, Leiter, & Schaufeli, 2008).

When it comes to the second version, Maslach Burnout Inventory-Educators Survey (MBI-ES), it was designed by Maslach, Jackson, and Schwab (1996; as cited in Maclach, Jackson, & Leiter, 1997) for a different occupational group of people, the educators or teachers due to a shift in the research focus resulting from the problems resulting in teacher shortages. This second version differed from the original one in such a way that "recipient" was changed as "student" concerning the educational context. When it comes to the three dimensions, they were all same as MBI-HSS; that is, emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach et al., 1997; Maslach et al., 2008).

The third version, Maslach Burnout Inventory-General Survey (MBI-GS), was a much more modified version of the original measure. The reason behind such modification was that the use of the MBI-HSS not only in human services context but also in other occupational contexts paved the way for the development of a measurement with a focus on occupations in general. In other words, the focus was changed from the human services as well as the relationships within those services into the work itself in general terms. The MBI-GS also differed in the number of items on burnout scale as it included sixteen items based on three sub-factors again which were revised slightly in order to provide more generic terms within the work concept: Exhaustion, Cynicism, and Professional Efficacy (Maslach et al., 2008). In specific, five items within exhaustion referred to the exhaustion experienced by the individual himself or herself while the other five items within cynicism referred to the withdrawal of an individual from his or her work with cynical attitudes towards it. The final six items within professional efficacy indicated the expectations of an individual related to his or her efficacy (Schaufeli, Salanova, Gonzales-Roma, & Bakker, 2002b).

2. 5. Causes of Burnout

When the factors affecting burnout were examined, it was seen that many reasons were mentioned. Some of these reasons are personal and others are organizational. Since it is not possible to examine all the causes of burnout, some personal and organizational reasons affecting burnout were included in this part by making reference to the related literature.

According to Pines et al. (1981), the reasons of burnout are considered as personal and environmental. Many personality traits are among the characteristics that may be seen in burnout studies. Some of them can be listed as age, marital status, number of children, excessive commitment to work, personal expectations, motivation, personality, performance, stress experienced in personal life, professional satisfaction, and informal support.

Maslach et al. (2001), in a similar vein, presented the reasons behind burnout syndrome in two ways: Individual versus situational factors. Within individual factors, the following points were highlighted: Demographic characteristics such as age, gender and marital status, personality characteristics including the level of hardiness, self-esteem and coping strategies, and finally job attitudes indicating that high expectations may result in higher levels of burnout starting with exhaustion and ending with cynicism. When it comes to situational

factors, there are three characteristics mentioned: Job, occupational, and organizational. Job characteristics is related to workload, job demands as well as job resources while occupational characteristics is much more related to the nature of occupation putting the individuals into a situation which may require being empathic or frequent contact with other people. What's more, organizational characteristics focus on the relationship between the individuals' expectations of career development or lifetime employment and the job-related demands such as the time and effort they spend.

Furthermore, Tümkaya (1996) associates the causes of burnout with the expectations of people and stated that burnout is the situation caused by an excessive mismatch between unrealistic expectations and realities. Similarly, Murat (2003) stated that factors such as having unattainable goals, mental fatigue, over-motivation of the individual and strict rules lead to burnout. Based on these points, it can be said that burnout is not related to a single factor, but many factors play a role in the emergence of burnout.

When the demographic characteristics affecting burnout are examined, it is seen that there is a close relationship between burnout level and age. Concerning gender as a factor, there are different views on the effect of gender on burnout. Some researchers say that women experience more intense burnout than men (Örmen, 1993). Some researchers have concluded that gender is not a factor affecting burnout (Sucuoglu & Kuloglu, 1996; Kırılmaz, Celen & Sarp, 2003).

All in all, according to Hamann and Gordon (2000), burnout is like a cold. Anyone can have a cold, the duration and severity of the cold is important. Therefore, burnout is a phenomenon that can be experienced by everyone, but it can be said that the causes, duration and symptoms may vary from person to person.

2.6. Ways to Prevent Burnout and Deal with Burnout

Burnout is a condition that prevents individuals from the vitality needed for professional, personal and organizational aspects. It affects not only the individual who has experienced burnout but also the individuals' serves, the institution in which they work, the family and friends circle and the society in which they live. For this reason, it is very important to prevent burnout and to identify and implement ways of coping with burnout.

The first strategy to prevent burnout is to be aware of the existence of burnout as a potential problem. If the individuals find that they are working in an area with a high risk of burnout,

they can take appropriate steps to protect themselves. Also, in order to prevent burnout, training against stress, coping with stress, rest, time management, persistence training, rational emotional therapy, interpersonal and social skills training, team building, management of professional demands and meditation were proposed (Maslach et al., 2001). In a similar vein, in order to eliminate the exhaustion, the first thing is to be aware of the stress and exhaustion experienced by the individual, and the second thing is to employ the stress management programs in which effective coping mechanisms are developed to realize the change. These programs include activities that can be done in and out of the work environment (Gold, 1985; Tümkaya, 1996).

According to Brouwers and Tornic (2000), skill training should be emphasized rather than teaching stress management to prevent burnout. It is not about how to deal with emotional intensity. On the contrary, one should focus on the person's decreasing sense of competence and give importance to gaining work-related skills. According to Anderson (2001), if you want to overcome burnout, it is best to recognize the problem that causes a large amount of stress and try to correct your situation by changing at least something about the task.

When the sources related to burnout are examined, the measures that can be taken in coping with burnout can be listed as follows (Terry, 1997; Jonstone, 1999).

2.6.1. Institutional Measures for Coping with Burnout

School burnout is thought to reduce students' life satisfaction. In addition, school burnout is a variable associated with academic failure and school dropout (Maslach & Jackson, 1981, p. 99-113). Given the psychosocial problems experienced by students who are academically unsuccessful or tend to leave the school, identifying students with school burnout and preparing effective prevention and intervention programs is of importance. The following points are ways of coping with the burnout of students from an institutional perspective (Mitchell & Hastings, 2001, p. 448-459):

- In accordance with the needs of the students, educational activities should be organized in order to renew the depleted power supplies.
- The needs and expectations of the students should not be ignored in the decisions they make and implement.
- Students should be socially supported.
- Individual needs of students should be met.

- The social relationship of students and the development of social networks should be encouraged.
- School ownership of students should be improved.
- In-class heat, sound and light levels should be optimized in favor of the students.
- Motivational support should be provided by the teachers.
- Students should be guided to have reasonable goals.
- Appropriate assessment systems should be applied among students.
- Teachers should not set high standards in the classroom far beyond the capacity of students.
- Students should be trained against stress.
- The classroom environment of the students should be changed from time to time.
- Teachers should be tolerant, fair, flexible in the classroom (Mitchell & Hastings, 2001, p. 448-459).

2.6.2. Individual Measures for Coping with Burnout

Increasing expectations of the school from the students increase the stress and burnout. In the face of these increasing expectations, perceived support from teachers is considered as a factor reducing students' burnout. However, it is suggested that students have different academic expectations and limited social support resources are among the other factors triggering burnout. Below, students' individual ways of coping with burnout are provided (Shinn, Rosario, Mørch, & Chestnut, 1984, p. 864):

- Setting achievable realistic goals,
- Developing positive relationships with people and positive feedback sources,
- Good self-recognition,
- Self-checking,
- Self-realization,
- Awareness of burnout,
- Defining stress factors,
- Being able to change routines,
- Pausing from time to time,
- Getting help and support when necessary,
- Improving humour aspects,

- Obtaining hobbies outside the school,
- Effective use of rest breaks,
- Building relationships with schoolmates,
- Spending time with family,
- Prayer and worship,
- Paying attention to health (Leiter, 1991, p. 123-144).

2.7. Burnout in Students

In the Maslach Burnout Inventory – General Survey (MBI-GS), it was demonstrated that burnout with three sub-factors could be used across various professions. From then on, students were also included in the subject groups within burnout research because of the fact that the activities students attend such as attending classes , doing homework or even being subjected to exams could be accepted as work in school context (Schaufeli & Taris, 2005). Together with all this interest in student burnout, Schaufeli, Martinez, Pinto, Salanova, & Bakker (2002) adapted the MBI-GS into Maslach Burnout Inventory-Student Survey (MBI-SS) by using it among university students. Based on the three dimensions in the Maslach burnout model, student burnout was described as the feelings of exhaustion due to the study-related demands, indifference towards the studies, and feelings of inefficacy as a student (Schaufeli et al., 2002, p. 464-481). What's more, Yang (2004, p. 283-301) defined student burnout as stress, emotional exhaustion, loss of belief and low self-efficacy caused by lessons, course load and other psychological factors.

2.7.1. Factors Affecting Student Burnout

When the related literature is considered, it is seen that burnout in students is mostly studied in university students, especially students studying in health sciences (Galán, Sanmartín, Polo & Giner, 2011, p. 453-459; Jennings, 2009, p. 253). Whether university or not, student burnout might be triggered by a number of factors. To illustrate, the results of some research on student burnout indicate that adolescents experience more school burnout than boys, and there is a significant negative relationship between burnout and academic achievement of adolescent students. Furthermore, it shows that intrinsic motivation is associated with low burnout level and that there is a relationship between negative perfectionism and burnout. (Zhang, Gan & Cham, 2007, p. 1529-1540)

In addition, a positive relationship was found between burnout and low social support received from the administrator, instructor, family and friends (Boudreau, Santen, Hemphill & Dobson, 2004, p. 75-76). In their longitudinal study, Miia and Salmelo-Aro (2013, p. 511-528) concluded that high school students aged 16-18 years face an increasing risk of exhaustion, loss of faith and low self-efficacy. Also, when socio-economic variables were taken under control, the loss of faith was an important factor in predicting drop-out (Miia & Salmelo-Aro, 2013, p. 511-528).

As can be seen above, the factors affecting student burnout could take various forms. Therefore, they will be presented below in three main parts: Family environment, classroom environment and personal factors.

2.7.1.1. Family Environment Factor

In order to understand the impact of the family environment on the student, we must first of all know and understand the family and its functions. Since ancient times, the family has been accepted as a basic structure for individuals because it meets all the needs and requirements for life. It is also an institution in the learning process to control and integrate attitudes towards the child and society. Basically, the family is a place where parents and children live together. Its protection plays a dominant role in the development of all members within the family by meeting general welfare and living needs. Therefore, it can be concluded that the family not only takes care of the physical needs of children but also contributes to its comprehensive development (Maslach & Leiter, 2005, p. 155-172)

The family, which serves as the first school for the childhood, appears to be an important source of rising expectations, where every parent dreams for better career and secured future for their children which is possible with good academic excellence only. So as to achieve this, students have to face the struggle with growing competition in every step of their academic career (Fujiwara, Tsukishima, Tsutsumi, Kawakami, & Kishi, 2003, p. 313-320). Parental influence also plays an important role in the academic aspirations and achievement of a child's career with the effects of either positive or negative at times. Parents usually set unrealistic and high goals for their children and expect them to come up to their expectations. When children are unable to come up to their expectations, they are being accused of lazy or dull, which induces a sense of inferiority complex among these adolescents and sometimes with drastic outpourings by them in the form of mental disorder, depression,

overstress leading to eventual burnout (Le Vigouroux, Scola, Raes, , Mikolajczak, & Roskam, 2017: 216-219).

What's more, various studies have shown that social and economic situations of the family affect the academic achievement of the child. Students of families from economically weak and low socio-economic backgrounds tend to drop out of school and experience reduced scores in their work (Maslach & Leiter, 2005) because this prevents them from accessing vital resources that may cause more financial stress for their families. It causes disturbances and conflicts in their families, especially in single-parent families, which may also have an impact on parents themselves.

In a nutshell, the family provides a meaningful support to individuals. In other words, if meaningful support is provided the chances of burnout in such members is negligible. On the other hand, if meaningful support is absent, the chances of burnout in such people are high. (Pines, 1993:33-51). Therefore, it can be concluded that unfavorable family support was positively related to the burnout (emotional exhaustion) by Ray and Miller (1994: 357-373). In relation to the above information, the family environment has emerged as an important factor in influencing student burnout.

2.7.1.2. Classroom Environment Factor

As mentioned previously, the classroom is a workplace for students (Salmela-Aro, Savolainen, & Holopainen, 2008: 34-45; Yang & Cheng, 2005, p. 917-932). It is so because though they are not employees holding jobs, their core activities are equivalent to work in a psychological point of view. They are required to fulfill many responsibilities such as attending classes, doing assignments, passing examinations, and so on for acquiring a degree (Balogun, Helgemoe, Pellegrini & Hoeberlien, 1996, p. 21-22).

The Stanford groups of environmental psychologist, Trickett and Moos (1974) have arrived at important areas which can be identified in a classroom environment. They are interdependent, yet their constitution is whole like a tree having various branches. They tend to influence the direct and indirect impact of school environment on the educational and social development of the students. School is a place where students get knowledge of studies with development of their skills. It also provides a harmonious and simulative environment for this. During the process of developing their skills and knowledge simultaneously, students also develop certain relations with not only fellow students but also

teachers. These may be either favorable or conflictive in nature. Negative and threatening occurrences generally happen in social environment. As school is a social organization, and school environment is considered as one of the social environments, so these negative occurrences may happen at schools, too.

From a similar viewpoint, upon students' entering the school environment, here comes a good deal of contact with a number of fellow students and teachers. These increased contacts –after the family environment- may help him in providing new opportunities for his cognitive development. Such opportunities will also help him in his success academically (Fernet, Guay, Senécal, & Austin, 2012, p. 514-525). However, the opportunities available may vary differently for different schools. These, in turn, have a direct and indirect impact on mental and physical behaviors of the students regarding their success or failure academically. The academic success of a student is mostly dependent on the type of school, environment, composition, standard, reputation and facilities available with the school he or she attends for education because the availability of the above factors is considered as a parameter for a successful education. School or college climate can be either open or negative which may lead to good or poor academic achievement. Infrastructure available at the school/college also plays an important role (Dorman, 2003, p. 107-127). For example, provision of computers which has been considered as an additional infrastructure facility will enhance their academic achievement. Similarly, the smaller size of the classroom creates a congenial atmosphere which is helpful to establish a better student-teacher bonding resulting in better academic success. Socio-economic background, interpersonal relations between students themselves and trust between teachers and students also peer group are some of the factors play a vital role in the student's life. The above factors motivate the students to perform better with good results (Fernet, et al. 2012, p. 514-525).

When the school environment is not adjustable to the nature of the students, then they may develop some feelings of unwillingness to attend the school on account of differences between fellow students and attitudes of teachers. Students can concentrate on studies only when the climate of the school is suitable and adjustable to their nature. On the contrary, they may feel stressed, which has the risk of turning into burnout ultimately (Dorman, 2003, p. 107-127).

2.7.1.2.1. Common Causes of Burnout in Classroom

Students become burnout for many reasons. To quote some, setting unrealistic goals (for others or for himself/herself), time constraints, disperse classroom atmosphere, course heaviness, fear of failure and so on. Maslach and Leiter (1997) highlighted that course heaviness, less control on self's work, absence of reward, communication gaps, lack of decency and a conflict about values are the frequent, important and significant reasons for burnout in school students. It may take its sources from regular academic and social stress, troubles with not only classmates but also teachers, the sense of humiliation experienced within classroom context, extreme pressure to perform, the amount of project/school work or workload, time management, extracurricular activities by force, the relationships with peer groups, social acceptance and maladjustments within these groups, parental pressure and demands, physical health, which refers to school/college environment (Maslach & Leiter, 2005, p. 155-172). From another perspective, school burnout is due to regular school demands, tendencies of disengagement with school activities and feeling of insufficiency as student (Kiuru, Aunola, Leskinen & Salmela-Aro, 2008: 23-55; Schaufeli et al., 2002, p. 464-481).

Soloman (1982, p. 45-76) has emphasized the role of classroom is a force secondary to the home in the development of human personality. The receptive, well cared and properly prepared children not only achieve formal educational goals but also complete the activities successfully held within the school that inculcate autonomy and proper socialization for them. Thus, during the early years the child interacts between the two worlds; family and school. The growth and development of personality of the growing child will emerge smoothly and adequately to the extent the members of these two worlds (parents and teachers) and the dynamic climate of these two spheres synchronize and harmonize. The values, attitudes, expectations, environment, guidance personal touch and appropriate consistent reinforcement of desirable behavior being exercised both by the principal agents of these two worlds, each one reinforcing the objectives of the other is an ideal ecology for the child's all round development. Any dissimilarity or conflict between the perceptible as well as the imperceptible forces between these two will lead the child to confusion and he is at a loss to decide which direction to follow (Soloman, 1982, p. 45-76). Just as parental thinking about the child from the mirror image of the child, similarly the growing up older child's self-concept tends to be a mirror image of what he believes his teachers and

classmates think of him. Parental attitude and values for education, child's attitude toward older students, emotional climate of school or college, teachers' attitudes and behavior towards student, teachers' skills in teaching and classroom control, academic success or failure, facilities for extra-curricular activities, peer-acceptance, choice of school subjects aptitude and interests, and kind of schools have direct as well as indirect influence on students. An interaction of the above referred main characteristics seems to provide the broad periphery of school or specifically a classroom environment (Soloman, 1982, p. 45-76).

Furthermore, the continuous demands of school by overtaxing the students with school work bore an increased feeling of overburdening in youngsters during schooling. The students at secondary schools are affected by the overload of social demands as well as vast syllabus of studies. Too much pressure of above demands, compulsions of teachers, external and internal assessments, pressures for achieving good grades are some of the factors related to school. Unrealistic expectations and aspirations of parents is also a reason for study burnout in students. Often there exists a mismatch of understanding the values of the school, family and the student's own, which may result in burnout in students. Negative comments from teachers, peers and fellow students may create a situation in which he gets humiliated and may develop a fear of feeling. This feeling of fear may result in some kind of absence from the school (Kuperminc, Leadbeater & Blatt, 2001, p. 141-159).

The above mentioned studies show that the classroom environment is considered as one of the major factors affecting students' burnout. Although many studies have been done on the impact of the educational and school environment on the progress of the student's social and psychological atmosphere (Kuperminc et al., 2001) there are very limited studies on burnout disorder in students (Friedman, 1999, p. 281; Jackson et al., 1986, p. 630-640). The nature of this impact can be understood if we devote our research energy to finding the most effective environmental variables in promoting the optimal development of each child's potential.

2.7.1.3. Personal Factors

It is an acceptable fact that personal factors also contribute to burnout in students. In this regard, under personal factors, study hours as well as academic achievement will be explained.

2.7.1.3.1. Study Habits

The amount of time spent by a student with full involvement, dedication and concentration on his studies is known as his study hours. Although both study habits and study hours are similar, they are not the same in nature. The study habit of a student consists of his planning, methodology and practices adopted, whereas study hour is the particular time which he spends on studies that can be measured in average for a particular given time such as a day or a week. Good (1973, p. 81) has defined study habits more clearly as the organizing way of doing studies in a systematic and unsystematic manner and that can be improved by practice and efforts. Study hours and study habits are considered as yardsticks for assessing academic performance. Good study habits with a well-management in study hours may result in good academic success with an increase in their academic performance. Some previous studies reported a positive relationship between study habits and academic performance of the students enrolled in universities (Agnew, Slate, Jones, & Agnew, 1993; Jones, Slate, Mahan, Green, Marini, & DeWater, 1994, Riaz, Kiran, & Malik, 2002). In this respect, the better students are in time management, planning, processing and reviewing the information learned, the higher academic performance they show.

What's more, Endawoke and Gidey (2013), who focused on the relationship between study habits as well as study skills, burnout, engagement as well as responsibility in academic terms and academic performances of university students, underlined that one can talk about a significant impact of effective study habits and skills on the academic success of students. When it comes to study skills, which may be worth of mentioning within this context, a definition was provided by Harvey (1995) as "competence in acquiring, recording, organizing, synthesizing, remembering, and using information and ideas, and are among the skills that can be modified for learners of all ages" (as cited in Proctor, Prevatt, Adams, Hurst, & Petscher, 2006, p. 1). When the relationship between academic performance and burnout related feelings is considered, study habits together with proper study skills may be the one of the most important factors to be taken into consideration.

Proper guidance and organizing counseling programs with necessary tips to how to improve their study hours and study habits qualitatively and quantitatively will enormously help the students in increasing their grasping capacity. Such programs are helpful for students in general and more particularly of higher secondary level as they are bound to step into the

world of completion ahead after schooling and also help them in increasing their inherent social-emotional values with potential growth.

2.7.1.3.2. Academic Achievement

Academic achievement is the result of combined efforts put by a student in studying and grasping the knowledge of subjects taught under the guidance of the teachers with an aim to achieve the preset goals. The academic performance is measured by assessments and examinations, whereas the yard stick to measure academic achievement or failure is to know whether the preset goals are achieved or failed to achieve (Greenglass, Burke & Ondrack, 1990, p. 5-27).

As mentioned in the previous sections of this research work, professional efficacy indicating the feelings related to inefficacy is one of the most important dimensions of burnout concept, which was underlined by Maslach and Jackson (1981) and Schaufeli et al. (2002). In this regard, one can find a number of studies related to the relationship between academic achievement and burnout (Caballero, Cecilia, Abello, & Palacio, 2007; Jacobs & Dodd, 2003; Schaufeli, Martínez et al., 2002; Yang, 2004). Most of them indicated a negative correlation between students' academic achievement and burnout. Concerning the aforementioned correlation, Zhang et al. (2007) also found that the sense of incompetence within the students upon perceiving their own performance may result in low academic achievement, which was found to be some of the strong predictors of student burnout.

The literature also indicates the focus on inefficacy in the development of burnout within some models or theories of burnout. To set an example, Cherniss (1980) accepted it as an important factor which might lead to burnout. Likewise, Leiter (1992) accepted it as a type of crisis called 'efficacy crisis'. Therefore, from the initial research work, burnout was found to be in relation with self-efficacy in future academic achievement, leading to a vicious circle within the individuals experiencing it.

2.7.1.4. Demographic Variables Factors

Some demographic variables have been considered as important in determining burnout (Serinken, 2002, p. 358-365; Wu, Zhu, Wang, Wang & Lan, 2007, p. 233-239). There are various demographic factors such as the gender, age, locality, number of children, educational qualification, income, marital status, etc. (Aslan, Aslan & Kesepara, 1997, p.

24-29; Çam, 1992, p. 25; Kirkham & Stapleton, 2000). Within the current study, only one demographic factor, gender, was taken into consideration as one of the most researched topics in the literature.

2.7.1.4.1. Gender

Out of many demographic variables, gender is one which has got an increased attention within many studies (Breso et al., 2007; Çapulcuoğlu & Gündüz, 2012; Esteve, 2008; Kutsal, 2009; Ören & Türkoğlu, 2006;). When the related literature was examined, it could be said that gender is not a constant predictive factor for the existence of burnout because of the fact that the studies yielded inconsistent results concerning the relationship between burnout and gender.

According to the findings presented by some of the studies (Adekola, 2010; Weckwerth & Flynn, 2006), it was found that females experience higher levels of burnout compared to males. The study by Salmela-Aro et al. (2009) also indicated burnout as a more frequent experience within females rather than males. In contrast, some other studies (Purvanova and Muros, 2010; Maccacaro, Di Tommaso, Ferrai, Bonatt, Bombana, & Merseburge, 2011) reported that males experience higher levels of burnout compared to the female participants. In relation to this finding, Aypay and Sever (2011) also found that male high school students may be at the risk of experiencing burnout more than female students. What's more, one can find other studies which indicated no difference in the participants' level of burnout with regard to their gender (Adekola, 2012; Güdük, Erol, Yağlıbulut, Uğur, Özvarış, & Aslan, 2005).

Furthermore, some previous research shows that it might also differ according to the dimensions of burnout. In this regard, Maslach and Jackson (1985, p. 837) examining the difference of burnout levels in men and women engaged in various human services observed that these levels might vary differently according to gender factor and substantiated that women scored high in emotional exhaustion while they scored low in personal accomplishment compared to their males counterparts. Generally males are engaged in defense services while mostly women are engaged in health, counseling services and teaching. Therefore, sex differences were observed to reflect their occupations. Taking their occupations into consideration, men scored high in depersonalization (Greenglass et al., 1990, p. 5-27; Ogus, Greenglass & Burke, 1990: 387-398), which is due to the mismatch in

their occupations, like entrusting the duties of teaching, health care and social service and counseling which are not consistent with their gender (Greenglass, 1991, p. 562-572). In similar to the above findings, there was a relationship between the components of burnout and gender. (Tamura, Guy, Brady, & Grace, 1994, p.1-17). Findings of some studies on psychotherapists indicated that:

- on emotional exhaustion, males scored lower than females (Hoeksma et al., 1993, p. 51-57; Van der Ploeg, Van Leeuwen & Kwee, 1990, p. 107-112),
- on depersonalization, males scored higher than females (Lecroy & Rank, 1987, p. 23-39),
- on personal accomplishment, males scored higher than females (Hoeksma, Guy, Brown & Brady, 1993, p. 51-57).

To put it in a nutshell, gender as a factor in burnout research seems to yield different results depending on the group of participants and their characteristics.

2.8. Research on Student Burnout

It is known that Turkish adaptation studies of some internationally developed tools have been performed in order to measure burnout levels within different professions. One of these tools, the Burnout Measure Inventory was developed by Pines in 2005 and adapted by Tümkaya and Çavuşoğlu (2009) into Turkish in a study with student teachers. In addition to this scale, 'Copenhagen Burnout Inventory' was developed by Kristensen, Borritz, Villadsen and Christensen in 2005 and translation studies were conducted by Bakoğlu Deliorman, Taştan Boz, Yiğit and Yıldız (2009, p. 465-497) and used to measure burnout levels of academic staff.

When it comes to the current study, the abovementioned Maslach Burnout Inventory, which was developed by Maslach and Jackson in 1981 and accepted as one of the most frequently used data collection tools in the international literature, was developed. Ergin (1992) adapted it into Turkish for the first time by examining burnout among six different occupational groups. In this study, women’s burnout level was more than the men’s in terms of emotional exhaustion and reduced personal efficacy. What’s more, the marital status of doctors and nurses was found to have effects on their burnout levels. While both single doctors and nurses showed more cynicism compared to married ones, single doctors also showed more emotional exhaustion.

In their study, Schaufeli et al., (2002) examined the relationship between school commitment and academic performance and burnout levels of university students. The study groups consisted of 623 students studying in Spain, 727 students studying in Portugal and 311 students studying in the Netherlands. According to the findings of the study, there was a negative correlation between decreased self-efficacy and burnout subscales and school commitment subscales, and academic performance was negatively correlated with burnout and positively with school commitment (Schaufeli et al., 2002, p. 464-481).

Yang and Cheng (2005) conducted a study with management information system students in a technical-vocational college in order to determine the factors affecting student burnout. In this regard, self-efficacy, social support, and gender (females) were found to have an impact on student burnout while social support and gender (males) were related to self-efficacy.

Furthermore, Addis (2006) carried out a study with athletic training students at a university in the United States with the purpose of determining their burnout level based on the year they spent in the program they're enrolled in, gender, and assignment status related to sport. According to the findings, the burnout levels of 1st grade athletic training students were higher than those of 2nd and 3rd grade students, so the year spent in the program was found to have a significant impact on the level of burnout while gender and assignment status did not show the same results.

As a result of the analysis of the study conducted by Malach-Pines & Keinan (2006), 8.6% of pre-service teachers experienced severe burnout, 20.6% experienced burnout, 42.5% were at risk of burnout, and 28.3% burnout levels were found to be very low. While the burnout levels of teacher trainees differed at socioeconomic level, they did not differ according to their accommodation places, gender, general grade point average and the type of high school they graduated from. As a result of the analysis of numerical data, prospective teachers who had low burnout compared to those who had high burnout stated that their expectations from the department they met were hopeful for the future (Malach-Pines & Keinan, 2006, p. 519).

When it comes to the study conducted by Ören and Türkoğlu (2006), the attitudes of the 4th-grade students at the Faculty of Education Turkish and Preschool Education and Electronic-Computer Education and Technical Education Faculty – Furniture and Decoration Department were examined by examining the variables affecting burnout levels via Maslach Burnout Inventory. The results showed that men's burnout levels were higher in

depersonalization and personal achievement compared to gender. In the emotional exhaustion dimension, burnout of women was found to be high. In terms of departments, the burnout level of the Computer and Electronics Department was found to be high while the Preschool Teaching Department had a low burnout level. According to the age variable, the burnout level of students 23 years and over is higher than the other groups. Finally, there was no significant difference in terms of socioeconomic level (Ören & Türkoğlu, 2006, p. 123).

In 2007, Breso et al. conducted a study on 428 university students, 235 from Spain and 193 from the Netherlands (Bresó, Schaufeli & Salanova, 2011, p. 460-478). According to the findings of the study, a negative correlation was found between self-efficacy, which is the sub-dimension of burnout, and depletion and loss of belief, which are other dimensions. In addition, the self-efficacy diminished by inverse scoring of the self-efficacy dimension and a positive correlation was found between the burnout and loss of belief subscales. In addition, it was found that burnout levels did not differ significantly between countries according to gender.

Zhang, Gan and Chan (2007) investigated the relationship between perfectionism, academic burnout and school commitment on 482 Chinese university students. The results showed that burnout and engagement were related at moderate level. In relation to perfectionism, it was related to burnout when adaptive while maladaptive perfectionism was in connection with engagement. In other words, there was a negative correlation between burnout and school engagement and a positive correlation between neurotic appearance of perfectionism and burnout (Zhang et al., 2007, p. 1529-1540).

Esteve (2008) examined the relationship between burnout and self-efficacy. The study group consisted of a total of 1584 university students from 863 in Spain and 721 in Portugal. According to the research findings used in the experimental research method, self-efficacy and academic achievement predicted burnout and school commitment. As a result of the study, no significant difference was found in the students' self-efficacy levels according to gender. In addition, it was determined that the level of perseverance and dedication of female students was lower than male students (Esteve, 2008, p. 206).

Yılmaz (2009), in his study, aimed to determine the factors related to burnout level in medical specialty students and to shed light on the measures to be taken to overcome burnout in health workers based on the data obtained. As a result of the study, depersonalization,

emotional exhaustion and general burnout decreased with age. It was also found that 'Emotional Exhaustion', 'Personal Success' and 'General Burnout' subscale scores were higher in women than men (Yılmaz, 2009, p. 87).

In his study conducted in Tümkaya, Çam, and Çavuşoğlu (2009), the focus was on whether there was a meaningful difference between the burnout levels of the last year teacher candidates in the Faculty of Education in terms of economic status, gender, the order of preference of the department they're placed in, the type of high school they graduated from, the average grade and the place they live during their education. The study was conducted with 233 final year students, 96 boys and 137 girls. As a result of the study, 28.3% of the pre-service teachers had very low burnout level, 42.5% had burnout hazard, 20.6% had burnout and 8.6% had severe burnout (Tümkaya & Çavuşoğlu, 2010, p. 468-481).

In the study conducted by Kutsal in 2009, it was aimed to reveal the relationship between burnout levels and perceived social support levels of students according to their qualifications. The study was conducted on 657 students in high schools in the central district of Çorum in the 2009-2010 academic year. Results showed that students' burnout levels were predicted by their perceived social support levels, and influenced by sex to a moderate degree. Also, burnout levels increased together with the grade; burnout levels of students from different areas of study did not differ meaningfully; students who perceived themselves as moderately successful experienced higher burnout than those who perceived themselves as highly successful (Kutsal, 2009, p. 245).

Another study conducted in Turkey in recent years is Çapri, Gündüz and Gökçakan (2011)'s. In this study, the aim was to provide a Turkish adaptation of Maslach Burnout Inventory-Student Form developed by Schaufeli et al. (2002) by ensuring its validity and reliability. The study group consisted of 782 university students from different faculties of Mersin University. As a result of the factor analysis conducted for the construct validity of the scale, a three-structure survey with 13 items was obtained with the necessary validity and reliability scores.

In order to determine the level of burnout, Bilge, Tuzgöl Dost, and Çetin (2014) applied 'Maslach Burnout Inventory-Student Survey' (MBI-SS), which was translated and adapted into Turkish for university students. In this study, Perceived Social Support Scale developed by Yıldırım (2015) was used to determine the social support level of high school students. It was determined that the burnout levels of the students who increased from age and from any

field did not show any difference, and the students who had moderate academic success had more burnout than the students who had high success (Kutsal, 2009, p. 245).

Akıl and Yazar (2014) conducted a study within the prep students enrolled in the School of Foreign Languages at a university in Turkey. The aim was to determine the level of burnout according to some factors such as gender, monthly allowance and accommodation, which did not show a significant difference, the faculty they would be studying after the preparatory program in addition to the fact that they would attend their prospective studies voluntarily or not, which were found to have an impact on the burnout level. As a research instrument, Maslach Burnout Inventory – Student Form was used in this study.

In a study conducted by Duru, Duru, and Balkıs (2014) on a total of 487 students between the ages of 18 and 24 at Pamukkale University Faculty of Education, the aim was to determine the relationship between burnout, academic achievement, and self-regulation. Regarding to the results, it was found that there was a negative relationship between academic achievement and the dimensions of burnout while it was positive when it comes to self-regulation which was found to have a mediating role within burnout and academic achievement.

CHAPTER 3

METHODOLOGY

3.1. Research Design

The aim of this study was to investigate the burnout level of the students, who have been studying in the preparatory program of a foundation university for two years, in terms of three dimensions, namely exhaustion or emotional exhaustion, cynicism or depersonalization, and professional efficacy. In order to investigate this aim, a case study with a descriptive research design was employed.

The case study is defined by Creswell (1998, p.61; as cited in Duff, 2008) as "an exploration of a bounded system' or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context". According to Yin (2003b; as cited in Duff, 2008), case studies can be divided into three types, namely exploratory, descriptive, or explanatory. A descriptive case study is defined as "a complete description of a phenomenon within its context" (p.5). As stated by Dörnyei (2007), a number of data collection methods can be used within case studies from interviews and observations to quantitative instruments.

In this study, triangulation was assured to enhance the validity and credibility of the findings. To that end, the first part of the data was collected via a scale with the 5-point Likert type. This data was supported by observations of the students in the preparatory program. Moreover, qualitative data source was provided by focus group interviews conducted with two groups of students as well as semi-structured interviews conducted with lecturers.

Setting

In this context, a course system is used in the department of Basic English. In this regard, there are four levels; D level for Starters, C level for Elementary, B level for Pre-intermediate and A level for Intermediate. Students are expected to show enough success at each of those levels. In specific, C, B, and A levels require a minimum score of 60 out of 100 while a minimum score of 65 out of 100 is required for passing D level. The academic year consists of three terms continuing for 8-10 weeks. There is a total of twenty-seven or thirty hours of English every week during these weeks. Evaluation of achievement tests (65%), quizzes (15%), writing (10%), and homework (10%) determine the level success grade for each student. The students who are able complete the aforementioned four courses successfully are qualified to take the Proficiency Exam. For this exam, students prove successful with a minimum score of 60 out of 100. Proficiency Exam is supposed to be at B1 to B1 + levels in accordance with the Common European Framework of Reference.

Those who fail in this exam are enrolled in a support program. This group of students is required to take the midterm exams, do assignments as well as projects, and 80% attendance is also valid for them. As for the evaluation, the students are entitled to take a minimum grade of 60 in the Proficiency Exam again, but this time the evaluation is slightly different as 30% of the overall average of the support program and 70% of the grade from the Proficiency Exam to be taken after this program are calculated. When the students cannot pass the related exam, they study for an academic year until the next Proficiency Exam, and they are dismissed upon not being able to prove successful for two years.

Moreover, there are self-access centers for students to work out of class hours which give opportunity for practicing language together with internet-connected computers, additional materials in English by the help of some teaching staff. There is also a center of development and psychological consultation for supporting students psychologically and socially in their school life.

3.2. Population and Sampling

The population in this study consists of fifty-eight students (thirty-six male and twenty-two female students) and ten lecturers (six female and four male) in an English preparatory program of a foundation university in Ankara during the spring term of 2018-2019 academic year. The students were at intermediate level and enrolled in the support program of the

aforementioned preparatory program. That is, they were able to pass the four levels (D, C, B, A) successfully and qualified to take the Proficiency Exam but failed it. In other words, they were the students who have been studying in the English preparatory program for two years. The lecturers were four males and six females who have been teaching to those students for a while.

When it comes to sampling methods or strategies, a purposive sampling, which is a non-probability sampling method, was used in this study. It is defined by Yin (2011) as; "The selection of participants or sources of data to be used in a study, based on their anticipated richness and relevance of information in relation to the study's research questions" (p. 311). For a case study research, purposive type of sampling method is suggested (Cohen, 2007). The rationale behind such a sampling is that the subject group of students is known to have trouble in proving successful in Proficiency Exam, which is a must to be able to go on with their studies in the department. Therefore, they're enrolled in the support program for Proficiency; however, most of the students are still having the same problems and seems to have potential to get burned out. To this end, the focus of this study is not only to find the level of burnout experienced by students but also to determine the underlying reasons and suggestions provided by the participants themselves in order to be able to shed light on the problems that result from burnout. Therefore, this subject group was chosen for the study. Moreover, this study has a descriptive nature as it aims to describe the burnout-related feelings of a particular group of participants, who are enrolled in the aforementioned program, together with the group-specific problems as well as their solutions. For this reason, demographic variables such as age and gender were ignored.

For focus group interviews with students, random sampling as a probability sampling method was used as the participants in both of the focus groups were randomly chosen by the help of two lecturers. However, semi-structured interviews with lecturers included convenience sampling as five lecturers were available and voluntary to take part in the interviews. Referring to the literature, in convenience sampling, participants are expected to "meet certain practical criteria, such as geographical proximity, availability at a certain time, easy accessibility, or the willingness to volunteer" (Dörnyei, 2007, p.99). Within observations, lecturer participants were asked to choose students to observe providing that they would not be observing the same students.

3.3. Data Collection Tools

3.3.1. Maslach Burnout Inventory-Student Survey (MBI-SS)

In the current study, student burnout was measured by the Turkish version of Maslach Burnout Inventory-Student Survey (Schaufeli et al., 2002) (See Appendix 1 for Turkish version and Appendix 2 for English version). It was translated into Turkish and found valid as well as reliable in a study by Çapri et al. (2011) which was conducted with 782 university students in a Turkish context and then adapted into a 3-factor structure (as in the English version) inventory with thirteen items. Concerning the sub-factors, the items were as follows; five items for exhaustion, four for cynicism, and four for professional efficacy. In contrast to the original version, which included sixteen items in addition to being rated on a 7-point frequency format, it was adapted as a 5-point Likert scale (Never, Rarely, Sometimes, Very Often, Always) because of the fact that the 7-point rating format was not found appropriate for Turkish culture by Ergin (1992) who adapted the first version of Maslach Burnout Inventory into Turkish. For this reason, in the present study, the Turkish version of the inventory was used in 5-point frequency format.

Furthermore, in their study, Çapri et al. (2011) demonstrated that the Turkish version of MBI-SS, which consists of thirteen items within three sub-factors, could be used within Turkish university students as reliable and valid instrument. As the present study was conducted with university students, the Turkish version of MBI-SS was used. Also, the reason behind why Maslach Burnout model was used in this study is that Maslach Burnout Inventory-Student Survey (MBI-SS) is a widely-used instrument for burnout measurement which was found reliable with construct-related validity (Maroco & Bonini Campos, 2012) and confirmed with its three sub-factors in many research contexts around the world (Schaufeli et al., 2002).

The aforementioned student survey used in this study consists of two sections. The first section included some information about the study followed by a short part for gathering some demographic information such as gender, proficiency level, and the year they attended the preparatory program. Although the sample was a purposive one and none of the information in this part would be used for research purposes, it was gathered with the aim of giving a better overview of the sample used in the study for future studies. The second section included the student inventory with a 5-point Likert format. For the face validity of

the student survey, suggestions of two lecturers who earned their Master's degree from the department of English Language Teaching in different universities were taken before putting the survey into practice. Also, for the research-related information part on the first section of the student survey, expert view was taken regarding the wording of the items from an instructor of Turkish.

3.3.1.1. Reliability of the Turkish version of the MBI-SS

In the adaptation study of MBI-SS (Çapri et al., 2011), Cronbach's Alpha was .76 for exhaustion, .82 for cynicism and .61 for professional efficacy. Nevertheless, the reliability of the student inventory in the context of this study was provided again by using Cronbach Alpha reliability check for the internal consistency. The reliability analysis of the Turkish version of MBI-SS for the three subscales of burnout revealed that Cronbach's Alpha was .825 for exhaustion, .778 for cynicism, and .467 for professional efficacy. For the total burnout score, Cronbach's Alpha was .811. Referring to the literature, if the reliability coefficient calculated for the research instruments is greater than .70, it means the instrument is reliable (Büyüköztürk, 2016). Therefore, it can be said that the Turkish version of MBI-SS is reliable when the total score of the inventory is considered. Concerning the three subscales, exhaustion and cynicism subscales showed a good internal consistency while it is relatively low for the third subscale, professional efficacy.

3.3.2. Observation Checklist

In an attempt to find the level of student burnout from the perspectives of lecturers, ten within a population of fifty-eight students were observed by nine lecturers by the help of an observation checklist (See Appendix 3 for Turkish version and Appendix 4 for English version), which was prepared by the researcher based on Çapri et al.'s (2011) Turkish adaptation of Maslach Burnout Inventory-Student Survey (MBI-SS) by the placement of thirteen items under the dimensions they're related to; namely five items under exhaustion, four items under cynicism, and four under professional efficacy. The checklist consists of a *yes-partially-no* column for the lecturers to put a tick for the statements in the student inventory as a result of his/her observation of the student during a week. Therefore, it can be said that a kind of structured and systematic observation was used in this study together with the predetermined points to be observed. Dyer (1995; as cited in Cohen, Manion, & Marison, 2007) divides structured observation into five categories, one of which is rating scales. On

that type of structured observation, the responses of the observers as a result of the observed behavior are entered on a rating scale. In this study, yes-partially-no columns may indicate a rating scale type as the lecturers entered their observations into those columns considering the items given. Additionally, the reason behind the fact that lecturers were completing the observation checklist in accordance with one-week observational data was to obtain more reliable observational data as Cohen (2007) expresses: "One way of gathering more reliable data is by tracking them through the course of a day or a week…and a full picture of students' behavior might require the observer to see the students in different contexts".

On the checklist, there is also a part for additional comments in order to gather any new observational data. In order to ensure that lecturers could provide subscale-specific observational data, the items were placed under the dimensions they refer to. Also, in this way, it was aimed to pave the way for gathering further observational data as the items may sometimes not indicate the observed behavior completely. When it comes to the items on the observation checklist, they were same as the items on the Turkish version of MBI-SS, so there were also thirteen items on the checklist. However, the wording of the items was different to some extent because of the fact that they were revised in accordance with the observation format; in other words, the researcher paid attention to the fact that items reflect observable behavior as much as possible depending on the original wording. To illustrate, the subjects of the items were changed from 'I' referring to one's own judgment of his/her feelings into 'student' indicating an observable behavior. After finalizing the revision of the items on observation checklist, expert view was taken concerning the wording of the items from an instructor of Turkish.

3.3.3. Interviews

Interviews are mentioned as the most frequently used data collection instrument in qualitative studies (Dörnyei, 2007). In the present study, two types of interviews were used for different groups of participants; one-on-one semi-structured interviews with lecturer participants and two focus group interviews with student participants. Also, all the participants were interviewed in Turkish because it was thought that they could feel more comfortable with their native language and express their ideas better.

3.3.3.1. Focus Group Interviews

In this study, two focus group interviews were conducted with thirteen (six in Focus Group 1 and seven in Focus Group 2) student participants who were chosen randomly providing that they would be studying in the program this study was conducted, namely support program for Proficiency. Concerning the number of participants in a focus group, Krueger & Casey (2000) underlined that six to eight (or ten at maximum) participants are acceptable. Some of those students were enrolled in the same class while there were also other students from different classes within the same program. As Krueger (1994) suggests, the only way to keep the engagement in focus group discussions on track is to have participants who have similar qualities, so the acquaintances among students were assumed as a positive factor for this study.

Regarding the interview questions (See Appendix 5 for the Turkish version and Appendix 6 for the English version), nine questions were prepared based on Maslach Burnout Inventory – Student Survey (MBI-SS). In the preparation process, all the items were checked and revised for the open-ended format considering the repetitions or restatements within the items. Then it was concluded that there would be eight questions, four questions related to exhaustion dimension, two questions for cynicism and similarly two for efficacy dimension. In the ninth and the final question, it was aimed to take the suggestions of the participants depending on the points they mentioned, which was also one of the research questions in this study. After it was finalized, expert opinions were taken from an instructor of Turkish again for the understandability of the questions. Also, the interview questions were piloted by the help of a student who successfully completed the preparatory program in the research context not a long time ago. As a result, some alterations were made in the wording of the questions, so it can be said that it was helpful for the following interview sessions.

The interview sessions started with an opening by building some rapport, informing the participants about the aim of interviews within the related research, confidentiality of their answers and audio-recording procedures. They ended with a closing question about whether the participants have further comments before finishing. The role of researcher in focus groups was like a moderator who tries to prevent dominating participants and their views while encouraging quiet participants to share their opinions (Dörnyei, 2007). As suggested by Kitzinger (1994, 1995; as cited in Rabiee, 2004), the researcher was also a note taker who

takes notes especially for speaker identification as the interviews were in the form of audio-recordings.

The reason behind using this type of interviews was due to the socially interactive nature of focus group interviews, which may provide the researcher with richer and deeper data when compared to a one-on-one type interview (Thomas, MacMillan, McColl, Hale, & Bond, 1995). Also, because a good deal of data was gathered via two focus groups, a third group was not put into practice.

3.3.3.2. Semi-Structured Interviews

As mentioned previously, one of the instruments to collect data in this study was one-on-one semi-structured interviews conducted with five lecturers (See Appendix 7 for the Turkish version and Appendix 8 for the English version). According to Rubin and Rubin (2005: 88), the semi-structured interview "allows depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the interviewee's responses", which provides not only the researcher but also the participants with a more flexible type of interviewing together with its open-ended format. For these reasons, semi-structured type of interview was preferred in this study. Also, those sessions were conducted one to one due to the convenience of the participants in terms of time and place.

The questions directed to the lecturers during semi-structured interviews were also prepared in accordance with the items on Maslach Burnout Inventory – Student Survey (MBI-SS). They showed parallelism with the questions in focus group interviews with students in order to be able to make comparison between the perceptions of participants from two different points of view. Therefore, the number of questions in the interview were similar; that is, nine. Similarly, expert view was taken from an instructor of Turkish again for the understandability of the questions. In terms of the format, the same technique was followed as in focus group interviews together with opening and closing sessions. During the interviews, some techniques, which were suggested by Dörnyei (2007) in order to make the interview flow, were used such as carry-on feedback showing you're listening, encouragement of elaboration in need of any clarification, and attention focusing devices like making transitions with some introductory statements.

3.4. Data Collection Procedure

As previously explained, the study was conducted at a prep school within the School of Foreign Languages at a foundation university in Turkey. It was conducted in the second term of 2018-2019 academic year and lasted for one and a half months, from the beginning of February 2019 to March 15. The procedures followed during data collection are as follows:

Before the implementation of the study, the director of School of Foreign Languages was contacted via e-mail through which the director was informed about the researcher, the reason why she was writing, and the purpose of the study, and then was asked for an appointment for a face-to-face explanation and approval to conduct the study. Shortly after the e-mail, the director informed the researcher over the phone about the fact that the study was appropriate to be conducted in the prep school; in other words, verbal approval was received from the director of School of Foreign Languages first. Then in a few days, a face-to-face meeting was held for summarizing the steps for the study and a written approval was obtained. By the help of Vice Chairperson of the prep school, the details about the subject group of the study was gathered and lecturer participants were contacted via e-mail and phone number first in order to obtain verbal consent. After that, they were informed about the purpose as well as the scope of the study, and procedures that would be followed during data collection process. Before starting the main data collection process, observation forms with a piece of paper which summarizes the observation procedures were handed out via third parties, another lecturer working in the same institution as the researcher was not working there. In this way, they could familiarize with the observation checklist and the things they would do. During this process, the researcher also got in contact with the lecturers via phone, and by the help of the level head, who was responsible for all the things related to the level (program) in this research study. Then within the same week, the students who would be observed were selected on providing that they would not be the same students. Before starting the observations in real terms, face-to-face meetings with lecturers were held for their questions about the observation checklist and other procedures, and some final revisions were made on the observation checklist.

The main part for data collection started on February 18 together with the observation process and lasted until March 15. During the observation process, the prep school was visited and face-to-face personal meetings were held with the lecturers available in order to get information about the process. Also, the researcher was in contact with the participants

both via phone and third party lecturers in order to get information about the process and answer any questions. Shortly after the beginning of observations, a specific date was decided to conduct the student inventory by the help of the level head. On February 21, student inventory was conducted during an available class hour via the lecturers who were responsible for the class on that hour. The aforementioned inventory was filled in seven classes which included fifty-eight students in total at that time.

Towards the end of the study, on March 12, lecturer participants were informed about the final meeting to discuss the research process in detail that would be held on the following day on which they were informed about the interviews, and it was highlighted that volunteering was important. Also, not only the student participants who would take part in focus groups but also time and place of the focus group interviews were decided by the help of two lecturers working in the prep school. Turning now to the lecturers again, five of them gave their consent to be interviewed, one of whom was interviewed during the same day depending on his/her availability. Other lecturers were interviewed two days later, on March 15. The lecturer interviews were held in their own offices if available, but if it was not, comfortable places including nothing that would interfere with the interviews sessions were used. Focus groups with both groups of the students were also held in a quiet place, an empty classroom. Together with the permission obtained from the participants, aforementioned interviews were recorded by the researcher's mobile phone. The duration of the interviews were provided below in Table 1:

Table 1

The Duration of Interviews

Participants	Duration
Lecturer 1	29:38 minutes
Lecturer 2	19:50 minutes
Lecturer 3	15:33 minutes
Lecturer 4	21:09 minutes
Lecturer 5	50:38 minutes
Focus Group 1	50:13 minutes
Focus Group 2	45:51 minutes

3.5. Data Analysis

In the present study, data collected via different instruments was analyzed in accordance with the aim and research questions of the study.

For the first research question of the study, '*What is the level of burnout experienced by the students in the preparatory program in terms of emotional exhaustion, cynicism and*

professional efficacy?', the Turkish version of Maslach Burnout Inventory- Student Survey (MBI-SS) was used via the use of a 5-point Likert Scale (1-Never, 2-Rarely, 3-Sometimes, 4-Very Often, 5-Always) as previously mentioned. In the first step, scores were accounted according to the responses given by the participants concerning each item on the student survey. For the third dimension, professional efficacy, reverse scoring was employed as in the original measure of Maslach burnout inventories. After that, the related data was typed into an excel file on the computer. For the analysis of student survey, descriptive statistics such as means, standard deviation, coefficient of variation, mode, median, minimum and maximum values was employed via "SPSS 25.0" version of SPSS software (Social Sciences Statistical Package). Mean scores were examined for each three subscale of burnout inventory-student survey (exhaustion, cynicism, and professional efficacy) as well as overall burnout score. Also, the frequency distribution of student responses to each item on the survey was examined and the related percentages were provided. In relation to the burnout level, comments were made based on the mean scores and the values on the 5-point Likert Scale.

With regard to the second research question, '*What is the level of burnout observed by the lecturers in the preparatory program in terms of emotional exhaustion, cynicism, and professional efficacy?*', an observation checklist with *yes-partially-no* columns, which was prepared based on the items on the Turkish version of Maslach Burnout Inventory- Student Survey (MBI-SS), was used. To that end, frequency distribution of lecturer responses to each item considering the columns mentioned previously was examined. According to Cohen (2007), if the observation is in the structured form, it is inevitable for the researcher to obtain numerical data from observational findings, which was expressed by him as "Numerical data, in turn, facilitate the making of comparisons between settings and situations, and frequencies, patterns and trends to be noted or calculated". Also, in order to be able to make comparison between the findings of student survey and observation checklist, frequency distribution was used as a descriptive measure. For the further comments part on observation checklist, a document analysis was made by checking the notes taken by the lecturers one by one, transferring them on Word documents and translating them into English.

In order to analyze qualitative data obtained from the lecturers' semi-structured interviews and students' focus group interviews, three steps in Miles and Huberman model (1994) were followed. The first step in this model is *data reduction* which refers to the organization of qualitative data by coding relevant data while pulling out the irrelevant one. The second step is *data display* which is related to the more systematic organization of data by the use of

charts, tables, or graphs, and the final step is *conclusion drawing/verification* which indicates the fact that the researcher comes to a conclusion as to final codes and meanings obtained from the data as a form of the confirmation of the findings. It was underlined that this model of qualitative data analysis is a cyclical and continuous process until coming to the conclusion. When it comes to the researcher, she transcribed the interview data verbatim and collected it in Word documents together with the English translations as well as WAV sound files on her personal computer. In relation to correct identification of speakers during the transcription of focus group interviews, the researcher used the notes she took during the interviews as audio-recording may cause an ambiguity. The interview materials were not analyzed until all the interviews and data collection process was completed. Together with the end of data collection, the researcher listened and read the interview data in a repeated way and took some initial notes. In accordance with the model mentioned above, she started the analysis process by reducing the interview data obtained from lecturers' and students' responses by pulling out the redundant units of meaning and focusing on the frequency of the meaning that was mentioned during the interviews. Coding of the relevant units of meaning was done in accordance with predetermined categories based on the subscales of burnout inventory. After the reduction phase, the data was organized in tables together with the wording of more comprehensive units of meaning according to the frequency of the codes listed during the analysis process. In relation to conclusion drawing/verification, the researcher revised the codes and meanings in accordance with interview questions again and used direct quotes obtained from the participants' responses in order to validate their assertions. Also, the codes and wordings were verified by an EFL instructor and researcher who is experienced in qualitative data analysis, and together with the re-examination, a final agreement was decided.

CHAPTER 4

RESULTS

4.1. Level of Student Burnout Experienced by the Students in the Preparatory Program (RQ1)

The aim of the first research question within the present study is to find out the level of burnout experienced by the students in the preparatory program in terms of exhaustion, cynicism and professional efficacy via the perceptions of students on their experience of burnout. To this end, the results of Maslach Burnout Inventory-Student Survey will be presented.

4.1.1. Results of Maslach Burnout Inventory-Student Survey

This section presents descriptive statistics such as mean, standard deviation, frequency and percentage of the Maslach Burnout Inventory-Student Survey.

The frequency and percentages of student responses to the related survey are presented below:

Table 2
Frequencies and Percentages of Student Responses to the Items Related to Exhaustion

	Items	Never		Rarely		Sometimes		Very often		Always	
		f	%	f	%	f	%	f	%	f	%
Exhaustion	1. I feel emotionally drained by my studies.	1	1.72	12	20.69	4	6.90	15	25.86	26	44.83
	4. I feel used up at the end of a day at university.	2	3.45	9	15.52	8	13.79	14	24.14	25	43.10
	6. I feel tired when I get up in the morning and I have to face another day at the university.	1	1.72	10	17.24	10	17.24	10	17.24	27	46.55
	9. Studying or attending a class is really a strain for me.	10	17.2	15	25.86	15	25.86	14	24.14	4	6.90
	11. I feel burned out from my studies.	3	5.17	10	17.24	7	12.07	17	29.31	21	36.21

As shown Table 2, relating to item 1 (I feel emotionally drained by my studies.), 26 students (44.83%) stated that they always feel emotionally drained by their studies in addition to 15 students (25.86%) who gave “Very often”. While 12 students (20.69%) scored “Rarely”, 4 students (6.90%) reported that they sometimes feel emotionally drained by their studies. With 1 student (1.72%), “Never” was scored as the lowest frequency value not only in item 1 but also under the dimension of exhaustion.

In response to item 4 (I feel used up at the end of a day at university.), 25 out of 58 (43.10%) students gave “Always” while 14 students (24.14%) reported that they feel used up at the end of a day at university very often. “Sometimes” was scored by 8 students (13.79%) as a response and “Rarely” was by 9 students (15.52%). 2 students (3.45%) stated that they never feel used up at the end of a day at university.

In relation to item 6 (I feel tired when I get up in the morning and I have to face another day at the university.), 27 out of 58 students (46.55%) preferred “Always”, which shows the highest frequency value of all items. What is striking about this item is the same number of students (f=10, 17.24%) who scored the responses “Very often”, “Sometimes” and “Rarely”. 1 student (1.72%) gave “Never” as a response, which also shows the lowest frequency value under the dimension of exhaustion.

What stands out in the table above is that the lowest frequency value (f=4, 6.90%) regarding “Always” as a response was observed in item 9 (Studying or attending a class is really a strain for me.). In contrast to other items, much more students (f=10, 17.2%) gave “Never” for this item. In addition, 14 students (24.14%) stated that studying or attending a class is often a strain for them while the same number of participants (f=15, 25.86%) scored “Sometimes” and “Rarely” as responses.

Regarding item 11 (I feel burned out from my studies.), of 58 students surveyed, 21 students (36.21%) reported “Always” as a response while 17 students (29.31%) indicated “Very often”. While 7 students (12.07%) sometimes felt burned out from their studies, 10 students (17.24%) stated that they rarely feel burned out from their studies. According to 3 students (5.17%), it was scored as “Never”.

The frequencies and percentages of the participants’ responses to the items under the dimension of cynicism are set out below:

Table 3
Frequencies and Percentages of Student Responses to the Items Related to Cynicism

	Items	Never		Rarely		Sometimes		Very often		Always	
		f	%	f	%	f	%	f	%	f	%
Cynicism	2. I have become less interested in my studies since my enrollment at the university.	1	1.72	17	29.31	8	13.79	10	17.24	22	37.93
	5. I have become less enthusiastic about my studies.	1	1.72	12	20.69	10	17.24	14	24.14	21	36.21
	7. I have become more cynical about the potential usefulness of my studies.	3	5.17	12	20.69	18	31.03	9	15.52	16	27.59
	10. I doubt the significance of my studies.	13	22.41	12	20.69	15	25.86	10	17.24	8	13.79

Table 3 illustrates the responses of students in accordance with the items under the dimension of cynicism. In response to item 2 (I have become less interested in my studies since my enrollment at the university.), most of the participants (f=22, 37.93%) gave “Always” as a response. Surprisingly, 17 students (29.31%) scored “Rarely” while 10 students (17.24%) went for “Very often” in relation to their interests in studies. In addition, 8 students (13.79%) sometimes think that they have become less interested in their studies in addition to 1 student (1.72%) who have never lost his/her interest in studies, which shows the lowest frequency value under the dimension of cynicism.

In reaction to item 5 (I have become less enthusiastic about my studies.), 21 out of 58 students (36.21%) gave “Always” as a response. Interestingly, 14 students (24.14%) went for “Very often” while 12 participants (20.69%) reported that they rarely feel less enthusiastic about their studies. Of 11 students left, 10 students (17.24%) gave “Sometimes” as a response and 1 student (1.72%) was observed to score “Never” that also shows the lowest frequency value under the dimension of cynicism.

With regards to item 7 (I have become more cynical about the potential usefulness of my studies.), the responses that students gave vary. There are more students (f=18, 31.03%) who gave “Sometimes” as a response than the ones (f=16, 27.59%) who scored “Always”. In addition, while 12 students (20.69%) rarely think that they have become more cynical about the usefulness of their studies, 9 students (15.52%) responded to item 7 by giving “Often”. 3 students (5.17%) stated that they never feel cynical about the potential usefulness of their studies.

In return for the item 10 (I doubt the significance of my studies.), the responses given by students range from “Sometimes” to “Never” in terms of their frequency values. 15 students (25.86%) reported that they sometimes doubt the significance of their studies while it was rarely (f=12, 20.69%) or never felt by 13 students (22.41%). Furthermore, item 10 shows the lowest frequency value within “Always” response (f=8, 13.79%) under the dimension of cynicism.

Table 4 is quite revealing in that unlike other tables the responses of students are evaluated on the basis of reverse coding of the items under the dimension of professional efficacy as they are positively worded. The frequency distribution of the responses given by the participants in relation to the items is as follows:

Table 4

Frequencies and Percentages of Student Responses to the Items Related to Professional Efficacy

	Items	Never		Rarely		Sometimes		Very often		Always	
		f	%	f	%	f	%	f	%	f	%
Professional Efficacy	3. I can effectively solve the problems that arise in my studies.	4	6.90	17	29.31	25	43.10	9	15.52	3	5.17
	8. In my opinion, I am a good student.	0	0.00	15	25.86	13	22.41	12	20.69	18	31.03
	12. I have learned many interesting things during the course of my studies.	1	1.72	10	17.24	23	39.66	11	18.97	13	22.41
	13. During class, I am confident that I am effective in getting things done.	4	6.90	7	12.07	22	37.93	9	15.52	16	27.59

What stands out in the table above is that very few students (f=3, 5.17%) scored “Always” for item 3 (I can effectively solve the problems that arise in my studies.) and 9 students (15.52%) gave “Very often” as a response. 25 out of 58 students (43.10%) believe sometimes they can effectively solve the problems that arise in their studies, which shows the highest frequency value concerning item 3. What’s more; 29.31% of the students (f=17) reported

“Rarely” in their responses while very few students (f=4, 6.90%) feel that they can never solve the problems that arise in their studies.

In responding to item 8 (In my opinion, I am a good student.), none of the students (f=0, 0.00%) reacted as “Never”, which shows the lowest frequency and percentage value within the whole survey. 31.03% of the students (f=18) believe that they are always good students while 15 students reported “Rarely” concerning the self-evaluation of their academic performances. According to 13 students (22.41%), they are sometimes good students. In addition, 20.69% of the students (f=12) gave “Very often” as a response to item 8.

With reference to item 12 (I have learned many interesting things during the course of my studies.), “Sometimes” was scored by much more students (f=23, 39.66%) compared to the frequencies within other items under the dimension of professional efficacy. While 22.41% of the students (f=13) reported that they always find the things they learned during the course of their studies interesting, which was followed by 11 students (18.97%) who scored “Very often” in their responses to item 12. In addition, 10 students (17.24%) rarely think that they have learned interesting things while only 1 student (1.72%) preferred “Never” in their responses.

In relation to item 13 (During class, I am confident that I am effective in getting things done.), 37.93% of the students (f=22) reported “Sometimes” in their responses while “Always” was scored by 16 students (27.59%). Also, 9 students (15.52%) were observed to go for “Very often” in their responses to item 13. 7 students (12.07%) stated that they rarely feel confident that they are effective during class and there are 4 students (6.90%) who reported that they never feel confident about their effectiveness during class.

In an attempt to see the overall status of students’ burnout levels, mean scores of the three MBI subscales were employed for all the participants. The findings are presented in Table 5 below:

Table 5

Descriptive Statistics of MBI-Student Survey (Turkish version)

	$\overline{X}$	SD	CV	Mode	Median	Minimum	Maximum
Exhaustion	3.64	0.94	25.92	4.60	3.80	1.40	5.00
Cynicism	3.38	0.99	29.31	4,00	3.63	1.50	5.00
Professional Efficacy	2.68	0.69	25.78	3.00	2.75	1.50	4.00
Overall Burnout	3.27	0.67	20.53	3.85	3.38	1.62	4.69

As shown in the table above, the mean score for the overall burnout level was 3.27 (SD=0.67). When it comes to the subscales of burnout, the mean score was 3.64 (SD=0.94) for the exhaustion subscale while it was 3.38 (SD=0.99) for the cynicism subscale. With regard to the last subscale, professional efficacy, the mean score was 2.68 (SD=0.69). On the basis of the values on a 5-point Likert Scale (1-Never, 2-Rarely, 3-Sometimes, 4-Very Often, 5-Always), the mean scores of three subscales indicated that there is a tendency towards "Very often" response regarding the exhaustion subscale while it is towards "Sometimes" response for the cynicism and professional efficacy subscales. For overall burnout level, there is a tendency towards "Sometimes" response as in the two subscales.

4.2. Reasons of Student Burnout Experienced by the Students in the Preparatory Program (RQ2)

The second research question within the present study aimed to determine the reasons of burnout experienced by the students in the preparatory program in terms of exhaustion, cynicism and professional efficacy based on the perceptions of students. For this purpose, the results of focus group interviews with students will be presented.

4.2.1. Results of Focus Group Interviews with Students

The interview questions in focus groups were prepared in accordance with the Turkish version of Maslach Burnout Inventory – Student Survey (Schaufeli et al., 2002) which was translated into Turkish by Çapri, et al. (2011) as one of the purposes of the interview is to support the quantitative data collected via the aforementioned student inventory for understanding the feelings of students in detail together with the underlying reasons. In this regard, nine questions were asked during the interviews with two focus groups.

4.2.1.1. Students' Feelings of Exhaustion and Their Reasons

Three questions were asked for determining students' feelings with respect to exhaustion, the first component of burnout, as well as their reasons. The feelings they described with respect to the exhaustion are presented below in accordance with the three questions one by one.

The first question (interview question 1) is about how students feel when they think about their studies in the preparatory program, especially the support program for Proficiency

Exam and their reasons. The feelings and their reasons reported by students are presented below:

Table 6
Students' Feelings about Their Studies & Reasons

		Number
Exhausted	Repeating the program for another year	10
Anxious	Before and during exams	4

The responses of students indicated two types of feelings: *exhaustion and anxiety*. Nearly all the students (ten), six students from Focus Group 1 and four from Focus Group 2, pointed out that they feel exhausted because of the fact that they are repeating the same program for another year. One of the students (FG2-S2) commented; "I got bored with everything and feel tired because I have been here for about two years" and other one (FG1-S1) said; "I feel really tired and have no strength left even to participate".
Moreover, four students, one student from Focus Group 1 and three from Focus Group 2, expressed how they feel anxious before and during exams and how it affects their scores. The students all expressed their states of feelings in such a similar way that one comment (FG2-S3) is as follows; "I feel so stressed especially when I think about the exams".

The second question (interview question 4) is about the factors that affect students' feelings most in both positive and negative ways when they get up in the morning and think that they will face another day at school and their reasons.

Table 7
Students' Feelings in the Morning & Reasons

		Number
Happy	Reduction in the number of lessons in a day	10
Reluctant to go to school	Lack of progress on exam scores	8

As a result of the interview data analysis of two focus groups, two codes emerged considering the feelings of students in the morning: *happy and reluctant to go to school*. Nearly all of the students (ten) expressed the positive effect of the reduction in the number of the lessons in support program for Proficiency on their feelings in the morning. In this regard, students in Focus Group 1 emphasized the impact of the effectiveness of time they

spend at school concerning the number of lessons. One comment (FG1-S1) is as follows; "Now we have just three hours in the morning and we are really happy. In fact, most of us can't focus on classes in the afternoon; so they do not work at all". In addition, the participants underlined that effectiveness of the time they spend at school considering their scores in exams makes them feel willing or unwilling to come to school even in the morning. A great number of students (eight) agreed upon the following comment by a student (FG2-S5):

> "Not only on weekdays but also on weekends, I come here to study. I really like the school, I'm glad to come, but when I realize I make no progress at all after the exams, I think there is no point in coming."

The third and final question related to exhaustion (interview question 7) is about how students feel at the end of a day at school when their classes are over. Interviewees were also asked to comment on their feelings about the responsibilities to be fulfilled. The results of data analysis are summarized in Table 8 below:

Table 8

Students' Feelings after Their Classes and Responsibilities & Reasons

		Number
Tired	Length of time spent for attending classes	7
Overwhelmed	The number of responsibilities and lack of time to fulfill	8

With respect to this question of the feelings at the end of a day at school together with the responsibilities, two codes emerged: *tired and overwhelmed*. The first thing students (seven) expressed in both Focus Group 1 and 2 is that they feel tired due to the length of time –from 9.30 to the late afternoon, 16.20- they have to spend at school in order to attend the classes in other levels (D, C, B, A) in the preparatory program. One of the students (FG1-S4) commented; "We have three hours now and I can set aside time for myself. Before that, with six hours of classes, I felt really tired after the lessons and even had some sleep problems".

Turning now to the responsibilities to be fulfilled by students after their classes, in both groups, a great number of students (eight) stated that they feel really overwhelmed when they think about their responsibilities especially in other levels again. What's more, the students in Focus Group 2 highlighted the lack of time not only to fulfill all the responsibilities as they spend most of their time at school but also to spare some for family

or friends when they try to complete all the responsibilities after school. They underlined that although the number of responsibilities is acceptable in the support program for Proficiency Exam, they feel exhausted now to fulfill all of them. One comment (FG2-S7) about the length of time spent for attending classes is as:

> "We are dealing with different kinds of homework like general ones and online homework. We always have something to do, so we don't even have any time for studying on our own. For example, I have a book to study English but I have been able to complete just a small part of it."

One of the students (FG2-S5), who emphasized the lack of time for family or friends, said:

> "Some of us live in places far from school and we also need some time for eating, having rest, etc. When you want to complete all of them, it means you cannot spare any time for other things like family or friends."

4.2.1.2. Students' Cynical Feelings about Their Studies and Their Reasons

Two questions were asked for determining students' cynical attitudes towards their studies and their reasons within the scope of the second component of burnout, cynicism. The responses to the aforementioned questions were coded one by one under the category of cynicism and are presented below together with the reasons.

The first question (interview question 2) is about the change in students' enthusiasm or interest in their studies considering the time since the beginning of the term. The responses reported by students are as follows:

Table 9

Students' Cynical Feelings about Their Studies & Reasons

		Number
Drop in enthusiasm	Getting low scores on exams	10

In response to the question above, a single code emerged from the analysis of responses in both focus groups. In this regard, majority of the students (ten) stated that they were more interested at the beginning and believing they could, but after the exams, their enthusiasm to learn dropped drastically. They think the scores they get in the exams have a significant impact on their enthusiasm. One comment (FG1-S1) is given below:

> "We were motivated and more interested in the lessons at the beginning of the school, but after the first midterm results were announced, we lost all our enthusiasm because all the grades were below 45. Just imagine that 45 was the highest grade within the class. This is really frustrating."

In addition, some of them indicated that for them, the term had already started with a drop of motivation and enthusiasm as they failed in the Proficiency Exam and together with the exams during the term, it did not change. As one interviewee (FG1-S4) put it;

> "When I learned I failed in Proficiency Exam, I felt really bad and had no enthusiasm to go on with the same program, but with the support of my family I put an effort to feel so, but it just lasted until the first exam of the term".

The second question (interview question 3) to determine students' cynical attitudes is about their feelings about the usefulness of their studies in the preparatory program and their reasons. The points reported by students are provided below:

Table 10
Students' Feelings about the Usefulness of Studies & Reasons

		Number
Cynical	Incongruence between the lesson content and Proficiency exam	6
	Too much guidance on textbooks	4
	Comments and levels of their peers in the department	3

As becomes evident from the above table, a variety of reasons emerged from the responses of the interviewees under a single type of feeling, *cynical*. Nearly half of the respondents (six) indicated their cynical feelings about the usefulness of their studies as they believe there is some incongruence between the lesson content and Proficiency exam. While some of the students emphasized the incongruence related to the content, others indicated a level difference between them. For example, one participant (FG2-S4) commented; "We feel like we are learning within the class. However, it feels like learning something different from the Proficiency exam, or something not directly related to the exam, so we start to think about whether they work or not". The comments of other students reveal that the point is with the incompatibility between levels of Proficiency exam and lesson content. Talking about this issue an interviewee (FG2-S1) said: "The lessons are useful but the problem is with the exam itself because it's beyond the level of these lessons". The following comment (FG2-S5) also supports this finding:

> "We follow some textbooks and don't have much trouble in understanding especially the vocabulary items in a reading text but in exams especially Proficiency; even the length of the text is different. Also, Listening is far from the one in the lessons".

Furthermore, four students gave similar answers to the question above regarding the reasons of their cynical feelings about the studies. They agreed that there is too much guidance on textbooks during the lessons and it does not make a positive effect not only on their prior knowledge of English but also their scores on exams. To exemplify, one participant (FG1-S2) said: "I don't think the lessons we're dealing with now are useful because we follow some textbooks and it's like memorizing –rather than learning- the information in these books and I think they make no difference in our scores". Other one (FG1-S1) remarked: "It has been two months and I don't think I learned something new. My scores are not bad but it's due to the things I learned in other levels".

Another reason indicated by three respondents is about the cynical feelings regarding their peers, who successfully completed the preparatory program and have been following the departmental courses for a while. The analysis of their responses reveals that students are negatively affected by their peers in the department in two ways. The following comment (FG1-S1) illustrates the first way: "My friends in the department said that the things we have been learning related to English to get ready for the department are nothing to do with the things in the department". When it comes to the second way, those students are not only cynical about the usefulness of their studies in the departmental courses but also about whether their grades reflect their actual performance or not. Commenting on this issue, one of the respondents (FG2-S5) said:

> "I think there is no such thing that students in the department are all at intermediate level of language proficiency after their enrollment with the preparatory program. I know some of them and I don't think their grades are a true reflection of their actual level".

4.2.1.3. Students' Self-efficacy Beliefs and Their Reasons

In focus group interviews, there are three questions asked for determining the level of third component of burnout, professional or academic efficacy and underlying reasons. As a result

of the interview data analysis, it was found that students who were interviewed have not only negative but also positive self-efficacy beliefs concerning their studies.

In response to the first question (interview questions 5), which is about students' in-class performance and self-evaluation of their own performance, some codes of positive and negative evaluations considering their self-efficacy beliefs recurred throughout the dataset. The table below illustrates the interviewees' perspectives:

Table 11
Students' Evaluation of Their Own Performance & Reasons

		Number
Good	Reaching to a certain level in English	4
Bad	No contribution to the classes	5
	Not fulfilling the responsibilities	4

As shown in Table 11, four of those interviewed (two from Focus Group 1 and two from Focus Group 2) believe that they have reached to a certain level in English and do not understand why they still get low scores on exams. One participant (FG1-S1) reported; "Our exam scores are bad but it does not mean our level is that bad". Another one (FG2-S5) stated; "When you have failed in the exam and have to repeat the program for another year, it feels like you are incompetent but I believe that we have reached to a certain level and most of us deserve to go on with the department". The dataset also reveals that those students have difficulty in understanding the reasons of their failure. Concerning this issue, one comment (FG1-S2) is provided below:

> "I always hated English especially at high school. For me, it was something I would refuse to learn unless I was not obliged to, but now I know English is important in many contexts and we learn many things here, but I don't understand why we have still been dealing with this program and why we fail again and again in Proficiency".

The following comment indicates an interviewee (FG2-S3) who has positive attitudes towards English, but feels confused about the underlying reasons of his failure.

> "In fact, I love English especially Speaking and Writing, but why can I not succeed in passing this exam? What is success? Is it something you try to reach 60 out of 100 and can we accept anyone who gets 60 successful? These are the questions I have been asking to myself for a while".

What's more, five students (three students from Focus group 1, and two from Focus Group 2) evaluated themselves as bad regarding their in-class performance while four students focused on the responsibilities they are required to fulfill as a reason. For example, one student (FG2-S1) commented; "I'm bad because I don't participate in the lessons, sometimes never". Another (FG1-S6) said: "I think I'm a lazy student because I don't do my homework or any other thing I have to do in general". When the respondents were asked to suggest other reasons for the lack of participation and fulfillment of responsibilities, they emphasized two things. First one shows some feelings of exhaustion, which is illustrated by the following comment (FG1-S6): "Although I try to participate in the lessons, I don't in general because I'm really fed up with anything. I don't even want to see this building". Second one is related to the use of same books as the students repeat the program for another year. Talking about this issue, one of the students (FG1-S1) said; "I feel really bored and do not want to participate in the lessons because I feel like I know everything as we're dealing with the same books".

In both focus groups, the respondents were also asked (interview questions 6) to mention the problems they encounter related to or during the lessons and how they solve those problems. The analysis of the responses indicates a lack of solution by the students themselves to deal with the problems mentioned as illustrated by the table below:

Table 12

Reported Studies-Related Problems & Reasons for the Lack of Solution

		Number
Lack of self-awareness about weaknesses	Inaccessibility of marked exam papers	6
Self-study problem	Lack of knowledge about how to study	5
Negative classroom atmosphere	Poor academic performance	4

Concerning the studies-related problems, three codes recurred during the analysis of the interview data: *Lack of self-awareness about weaknesses, self-study problem and negative classroom atmosphere*. Not a small number of students (six) reported that they cannot get a detailed feedback on their exam results as they are not allowed to see the marked Proficiency Exam papers. Therefore, they believe that they cannot self-assess their own progress and have no idea about their mistakes and so their actual levels; in other words, why they fail or what they need to improve. To exemplify; one of the students (FG2-S4) stated; "We do not

have any idea about our levels or in which parts we are good or bad" and the other one (FG2-S5) highlighted; "We do not know what to focus on while studying. Maybe we focus on something we think we are bad, not the thing we need to improve".

When the analysis of interview data is considered, students indicated that they have difficulty in studying on their own especially for receptive skills such as reading and listening and do not have enough knowledge about how to study. One of the students (FG1-S1) commented**;**

> "I think they should teach some strategies about how to study Reading or Listening skills or how to do well in these skills because during the exams we have problems in these parts most. They suggest Reader at Work for reading for example, I check it often but I have no idea about the way I choose to study. I just check my true and wrong answers and that's all".

In relation to the issue above, students expressed their expectation from not only academic but also administrative staff for an explanation for the inaccessibility. One of the interviewees (FG1-S5) told; "We try to find a reason why we cannot see our exam papers but cannot find any that makes sense."

In addition, five of the respondents stated that the negative states of feelings and attitudes of classmates lead to a negative classroom atmosphere, which affects not only students but also teachers. Furthermore, low exam scores are a strong reason for students' not being able to turn the negative atmosphere into a positive one. The following comment (FG2-S2) is given as an example:

> "Almost all of us have low grades and so our performance is poor. There is no participation in the lessons. There is a saying like: 'Rotten apple spoils the barrel' and this situation spoils anyone in class, even the teachers because they also start to have no strength left to speak".

Towards the end of the interviews (interview question 8), students were asked about what they think they learned and not learned from the preparatory program and how they feel about those things. The analysis of their answers is given in two tables below:

Table 13

Things Students Think They Learned & Reasons

		Number
Writing and speaking	Production as the evidence of learning	6

As can be seen from the table above, six students (two from Focus Group 1 and four from Focus Group 2) think that they have learned especially productive skills such as speaking and writing at least to some extent. One respondent (FG1-S6) said; "When I started the preparatory program, my level was very low but now I can express myself in English at least to some extent". Another comment (FG1-S5) is as follows; "I think we learned a great deal of things about writing like organization and so on and we are not bad at it". Expressions of students reveal that they feel like they learned when they see the evidence for their learning such as their oral and written productions in language. What's more; the students in both groups showed their gratitude to the things they have learned as the following student (FG2-S5) expressed; "When we realize that we learned something, we feel really happy because it means you can do it". The respondents also stated that they have gone through a positive change about their attitudes towards English. One of the students (FG1-S6) reported:

> "When I started the preparatory program, I realized that we just learned grammar before the university. I didn't have enough information about the skills such as speaking, listening, reading, etc. until I started here and what I learned before this was not real English or useful."

Table 14
Things Students Think They Need to Learn & Reasons

		Number
Listening	Listening anxiety	6

When it comes to the things which are not learned according to the students' point of view, it is apparent from the analysis of the dataset that not a small number of students (six) regard listening skills as something difficult to learn and evaluate themselves as bad at listening skills considering their exam scores during the term and the difficulty they experience during the Proficiency Exam. The following comment (FG1-S1) supports this finding: "In an exam including grammar and listening skills, my score for listening was 20 points while it's 50 for grammar". They also expressed the anxiety they experience with reference to listening skills as could be seen in the following excerpt by one of the respondents (FG1-S5):

> "Listening is the skill we have most difficulty in and in a recent exam including two skills, it's like 48 points for listening part and 52 points for reading part. It is nearly worth 50%, which means we failed before taking the exam".

4.3. Level of Student Burnout Observed by the Lecturers in the Preparatory Program (RQ3)

The third research question of the present study aimed to find out the perceptions of lecturers on students' burnout level in line with the three dimensions of burnout again; namely exhaustion, cynicism, and professional efficacy. To that end, the results of observations made by lecturers will be given in the following section.

4.3.1. Results of Observations by Lecturers

As previously stated, 10 students were observed by 9 lecturers via an observation checklist that was prepared in accordance with the items on student survey by giving YES/PARTIALLY/NO prompts. In addition to the prompts, a part for further comments was placed under each dimension. In relation to the results, the total scores of frequency based on lecturer responses were counted for each student considering four weeks. The analysis of the data collected by means of observation checklist is presented in tables below that refer to each subscale respectively; namely exhaustion, cynicism, and professional efficacy. Also, in the last part of the analysis, lecturer comments related to their observations are provided.

Table 15

Frequencies and Percentages of Lecturer Responses to the Items under Exhaustion

Exhaustion	1. The student feels emotionally drained by his/her studies.						2. The student feels used up at the end of a day at university.						3. The student feels tired in the morning during the first hours.						4. The student feels burned out from his/her studies.						5. Studying or attending a class is a strain for the student.					
	Yes		Partially		No		Yes		Partially		No		Yes		Partially		No		Yes		Partially		No		Yes		Partially		No	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
S1	3	75.0	1	25.0	0	0.0	0	0.0	4	100.0	0	0.0	4	100.0	0	0.0	0	0.0	3	75.0	1	25.0	0	0.0	2	50.0	2	50.0	0	0.0
S2	4	100.0	0	0.0	0	0.0	2	50.0	2	50.0	0	0.0	0	0.0	4	100.0	0	0.0	2	50.0	2	50.0	0	0.0	3	75.0	1	25.0	0	0.0
S3	2	50.0	2	50.0	0	0.0	0	0.0	4	100.0	0	0.0	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	2	50.0	2	50.0	0	0.0
S4	2	50.0	2	50.0	0	0.0	3	75.0	1	25.0	0	0.0	1	25.0	3	75.0	0	0.0	0	0.0	4	100.0	0	0.0	2	50.0	2	50.0	0	0.0
S5	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0
S6	0	0.0	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0	2	50.0	2	50.0	0	0.0	2	50.0	2	50.0	0	0.0	1	25.0	3	75.0	0	0.0
S7	2	50.0	2	50.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	3	75.0	1	25.0	0	0.0	0	0.0	4	100.0
S8	0	0.0	4	100.0	0	0.0	1	25.0	3	75.0	0	0.0	2	50.0	2	50.0	0	0.0	2	50.0	2	50.0	0	0.0	1	25.0	3	75.0	0	0.0
S9	2	50.0	2	50.0	0	0.0	4	100.0	0	0.0	0	0.0	1	25.0	3	75.0	0	0.0	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0
S10	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	3	75.0	1	25.0	0	0.0	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0
Total	23	57.5	17	42.5	0	0.0	18	45.0	22	55.0	0	0.0	21	52.5	19	47.5	0	0.0	25	62.5	14	35.0	1	2.5	23	57.5	13	32.5	4	10.0

Table 15 demonstrates the total score of lecturer responses for each student to exhaustion-related items on observation checklist considering four weeks of observation process.

Relating to item 1 (The student feels emotionally drained by my studies.), the participants gave 'Yes' (f=23, 57.5%) more than they gave 'Partially' (f=17, 42.5%) concerning the total score of their responses for each student during four weeks. In specific, 3 students (S2, S5, and S10) were reported as emotionally drained by their studies for four weeks, and one of the students (S1) were observed so for three weeks. 2 students (S6, S8) were reported as partially drained emotionally for four weeks. Also, there is no one (f=0, 0.0%) who scored 'No' in their responses considering their observations.

When it comes to item 2 (The student feels used up at the end of a day at university.), the lecturers scored 'Partially' (f=22, 55%) more than 'Yes' (f=18, 45%) in their responses. Four students (S1, S3, S6, and S7) were observed as partially used up at the end of a day for four weeks and it was repeated for three weeks for one of the students (S8). Three students (S5, S9, and S10) were reported as used up at the end of a day for four weeks and one student (S8) was so for three weeks. In addition, "No" as a prompt showed no frequency again (f=0, 0.0%).

With reference to item 3 (The student feels tired in the morning during the first hours.), the number of responses given as 'Yes' (f=21, 52.5%) is slightly more than the number of responses given as 'Partially' (f=19, 47.5%). Three students (S1, S3, and S5) were observed as tired in the morning for four weeks, and there was one student (S10) who was reported as tired for three weeks. Also, while the responses indicated two students (S1, S6) who was observed partially tired in the morning during four weeks of observation process, other two students (S4, S9) was the same for three weeks. As in the first two items, "No" was not scored by any of the participants (f=0, 0.0%).

The responses given to item 4 (The student feels burned out from his/her studies.) differed in terms of the total scores for each prompt. The participants scored "Yes" (f=25, 62.5%) far more than 'Partially' (f=14, 35%). To illustrate, four students (S3, S5, S9, and S10) were observed as burned out during four weeks while one of the students (S1) indicated feelings of burnout for three times. While there is only one student (S4) who was reported as partially burnout for four weeks, another student (S7) was observed the same for three times. Concerning 'No' as a response, one of the participants reported 'No' (f=1, 2.5%) once for one student (S7) during four weeks of observation process.

As shown in the table above, in relation to item 5 (Studying or attending a class is a strain for the student.), 57.5% of the responses (f=23) indicated ‘Yes’ while 32.5% of them (f=13) indicated ‘Partially’. The observations show that for three students (S5, S9, and S10), studying or attending a class is a strain during four weeks and it was the same for another student (S2) for three weeks of observation. Considering ‘Partially’, there were two students (S6, S8) who were reported three times on item 5. In addition, ‘No’ was scored four times (10%) for one of the students (S7) during four weeks of observation process.

Table 16

Frequencies and Percentages of Lecturer Responses to the Items under Cynicism

Cynicism	6. The student has become less interested in his/her studies.						7. The student has become less enthusiastic about his/her studies.						8. The student has become more cynical about his/her studies.						9. The student doubts the significance of his/her studies.					
	Yes		Partially		No		Yes		Partially		No		Yes		Partially		No		Yes		Partially		No	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
S1	3	75.0	1	25.0	0	0.0	4	100.0	0	0.0	0	0.0	2	50.0	2	50.0	0	0.0	0	0.0	4	100.0	0	0.0
S2	0	0.0	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0	2	50.0	2	50.0	0	0.0	2	50.0	2	50.0	0	0.0
S3	4	100.0	0	0.0	0	0.0	3	75.0	1	25.0	0	0.0	1	25.0	3	75.0	0	0.0	0	0.0	3	75.0	1	25.0
S4	2	50.0	1	25.0	1	25.0	1	25.0	3	75.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0
S5	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0
S6	0	0.0	3	75.0	1	25.0	0	0.0	3	75.0	1	25.0	2	50.0	0	0.0	2	50.0	2	50.0	2	50.0	0	0.0
S7	0	0.0	2	50.0	2	50.0	0	0.0	3	75.0	1	25.0	0	0.0	2	50.0	2	50.0	0	0.0	0	0.0	4	100.0
S8	2	50.0	2	50.0	0	0.0	2	50.0	2	50.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	2	50.0	2	50.0
S9	2	50.0	2	50.0	0	0.0	2	50.0	2	50.0	0	0.0	0	0.0	1	25.0	3	75.0	0	0.0	4	100.0	0	0.0
S10	3	75.0	0	0.0	1	25.0	4	100.0	0	0.0	0	0.0	3	75.0	1	25.0	0	0.0	3	75.0	1	25.0	0	0.0
Total	20	50.0	15	37.5	5	12.5	20	50.0	18	45.0	2	5.0	14	35.0	19	47.5	7	17.5	11	27.5	22	55.0	7	17.5

Table 16 illustrates the total score of lecturer responses for each student to the items related to cynicism on observation checklist during four weeks of observation process.

As can be seen from the table above, the participants reported 'Yes' with a frequency of 20 (50%) for item 6 (The students has become less interested in his/her studies.) while there are some responses that indicated 'Partially' with a frequency of 15 (37.5%). To specify, two students (S3, S5) were observed as losing interest in their studies during four weeks, and other two students (S1, S10) showed a three-week loss of interest according to the responses of lecturers. There were two students reported as losing interest partially. While one of them (S2) showed it during four weeks, it was observed for three weeks for the other one (S6). Also, 'No' was scored for five times (12.5%) for four students (S4, S6, S7, and S9) during four weeks of observation session.

With reference to item 7 (The student has become less enthusiastic about his/her studies.), 'Yes' (f=20, 50%) was scored slightly more than 'Partially' (f=18, 45%). Three students (S1, S5, and S10) were observed as losing enthusiasm for four weeks, and one student (S3) indicated loss of enthusiasm for three weeks. For 'Partially', there was one student (S2) who was reported as partially less enthusiastic about his/her studies during four weeks while three students (S4, S6, and S7) was reported as the same during three weeks of observation. Additionally, 'No' was scored by 5% (f=2) for two students (S6, S7).

Concerning item 8 (The student has become more cynical about his/her studies.), the responses show that tendency was towards 'Partially' rather than other prompts. 47.5% of the responses (f=19) indicated students' cynicism towards their studies partially while it is 35% (f=14) for 'Yes'. Two students (S4, S8) were observed as partially cynical about their studies for four weeks and one student (S3) for three weeks. Also, one student (S5) was reported as totally cynical for four weeks and another (S10) for three weeks. Interestingly, 'No' was scored far more than other items (f=7, 17.5%) concerning the item related to the cynical attitudes of students.

When it comes to item 9 (The students doubts the significance of his/her studies.), the total score for 'Partially' (f=22, 55%) is relatively more than 'Yes' (f=11, 27.5%) again. In this regard, three students (S1, S4, and S9) were observed as partially doubtful about the significance of their studies during four weeks and another (S3) for three weeks. While for one student (S5), it is something that lasted for four weeks repeatedly, it lasted three weeks for another one (S10). In addition, it indicated 17.5% (f=7) for 'No' as a response.

Table 17

Frequencies and Percentages of Lecturer Responses to the Items under Professional Efficacy

Professional Efficacy	10. The student can effectively solve the problems that arise in his/her studies.						11. S/he is a good student.						12. The student finds the things s/he learned interesting during the course of his/her studies.						13. During class, the student is effective in getting things done.					
	Yes		Partially		No		Yes		Partially		No		Yes		Partially		No		Yes		Partially		No	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%
S1	0	0.0	2	50.0	2	50.0	0	0.0	2	50.0	2	50.0	0	0.0	4	100.0	0	0.0	0	0.0	3	75.0	1	25.0
S2	2	50.0	2	50.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0
S3	0	0.0	4	100.0	0	0.0	0	0.0	2	50.0	2	50.0	3	75.0	1	25.0	0	0.0	1	25.0	3	75.0	0	0.0
S4	0	0.0	3	75.0	1	25.0	0	0.0	2	50.0	2	50.0	0	0.0	4	100.0	0	0.0	0	0.0	2	50.0	2	50.0
S5	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	4	100.0
S6	0	0.0	4	100.0	0	0.0	0	0.0	1	25.0	3	75.0	0	0.0	3	75.0	1	25.0	0	0.0	4	100.0	0	0.0
S7	0	0.0	2	50.0	2	50.0	0	0.0	3	75.0	1	25.0	4	100.0	0	0.0	0	0.0	3	75.0	1	25.0	0	0.0
S8	0	0.0	4	100.0	0	0.0	0	0.0	2	50.0	2	50.0	0	0.0	4	100.0	0	0.0	0	0.0	3	75.0	1	25.0
S9	2	50.0	2	50.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	2	50.0	2	50.0	0	0.0	3	75.0	1	25.0
S10	0	0.0	2	50.0	2	50.0	4	100.0	0	0.0	0	0.0	0	0.0	4	100.0	0	0.0	0	0.0	1	25.0	3	75.0
Total	4	10.0	25	62.5	11	27.5	4	10.0	20	50.0	16	40.0	7	17.5	26	65.0	7	17.5	4	10.0	24	60.0	12	30

Table 17 shows the total score of lecturer responses for each student to the items related to professional efficacy on observation checklist during four weeks of observation process. As the items in this subscale are positively worded, the responses differed in nature. The tendency was towards 'Partially' and 'No' as the prompts on observation checklist.

Regarding item 10 (The student can effectively solve the problems that arise in his/her studies.), the responses showed a relatively high frequency (f=25, 62.5%) for 'Partially'. Three students (S3, S6, and S8) were observed as partially effective in solving their problems during four weeks and one student (S4) for three weeks. Considering 'No' as a prompt, the frequency was 11 (27.5%) while there was only one student (S5) who was reported as completely ineffective in solving studies-related problems for four weeks repeatedly. In addition, the participants gave 'Yes' twice (f=4, 10%) for two students (S2, S9).

In response to item 11 (S/he is a good student.), the lecturers gave 'Partially' (f=20, 50%) slightly more than 'No' (f=16, 40%). Two students (S2, S9) were observed as partially good during the whole observation session and for one student (S7) it was for three weeks. Also, there was one student (S5) who was reported as not good for four weeks and another one (S6) for three weeks. Considering 'Yes' as a response, there was only one student (S10) who was reported as a good student for the whole observation process.

When it comes to item 12 (The student finds the things s/he learned interesting during the course of his/her studies.), surprisingly, the total scores for frequencies of 'Yes' and 'No' prompts were the same (f=7, 17.5%) while it is much higher in 'Partially' (f=26, 65%). In this respect, the lecturers think that five students (S1, S2, S4, S8, and S10) find the things they learned partially interesting during the whole observation process, four weeks, and one of them scored 'Partially' for one student (S6) not for the whole process but for three weeks. While three students (S5=4, S9=2, S6=1) were reported as 'No' concerning item 12, there were two students (S7=4, S3=3) who were scored with a 'Yes' prompt.

In relation to item 13 (During class, the student is effective in getting things done.), the total score for 'Partially' (f=24, 60%) is a lot higher than other prompts, 'No' (f=12, 30%) and 'Yes' (f=4, 10%). In this regard, two students (S2, S6) were observed as partially effective in getting things done during four weeks of observation and four students (S1, S3, S8, and S9) was observed the same for three weeks. While there were two students (S5, S10) reported as totally ineffective, for four weeks and three weeks respectively, one student (S7) was reported as effective during three weeks.

When it comes to the *further comments* written by lecturers on observation checklist, four lecturers did not make any comments while five of them made notes of exhaustion and professional efficacy mostly. In this regard, the comments are provided below in accordance with the sub-dimensions again.

The comments related to *exhaustion* show that most of the students experience exhaustion due to repeating, the number of responsibilities and the length of time they spend at school and finally low exam grades. The related comments are provided below:

> "The student always states he feels exhausted due to repeating."(L2, S2, Week 1)
>
> "The student complains about the number of responsibilities." (L2, S2, Week 2)
>
> "The student is not happy with the lack of time after school. He always says that the time they spend at school is too long." (L5, S3, Week 1)
>
> "The student feels exhausted due to low midterm exam grade." (L4, S6, Week 2)

In relation to cynicism, there is just one comment made by one of the lecturers concerning English itself:

> "The student has cynical attitudes due to English because she always expresses she is not interested in English." (L2, S1, Week 1)

Finally, with regard to professional efficacy, the lecturers mostly commented on students' being uninterested in the lessons and the effect of high exam grades on their in-class performance. The related comments are as follows:

> "She has become more active when she got relatively high grades on midterm exam." (L2, S1, Week 3)
>
> "The student is completely uninterested in the lessons." (L1, S4, Week 2)

4.4. Reasons of Student Burnout Observed by the Lecturers in the Preparatory Program (RQ4)

The aim of the fourth research question of the present study is to determine the perceptions of lecturers on the reasons of student burnout based on the three dimensions of burnout; namely exhaustion, cynicism, and professional efficacy. To this end, the following section will include the results of semi-structured interviews held with lecturers.

4.4.1. Results of Semi-Structured Interviews with Lecturers

For semi-structured interviews with lecturers, the questions in focus group interviews were revised in order to evaluate similar points concerning student burnout from the perspective of lecturers in detail together with the underlying reasons. In this regard, nine questions were asked during each interview with lecturers.

4.4.1.1. Lecturers' Perceptions of Students' Feelings of Exhaustion and Reasons

Three questions were asked for learning the perceptions of lecturers about students' exhaustion-related feelings, the first dimension of burnout. The responses to each question reported by lecturers are presented one by one in tables below together with the reasons.
The first question related to exhaustion (interview question 1) is about what lecturers think students feel about their studies in the preparatory program and their reasons, which is given in Table 19 below:

Table 18
Students' Feelings about Their Studies & Reasons

		Number
Unmotivated	Expectations of university	2
	Feeling exhausted due to repeating	2

In response to the first question, a single code emerged from the interview data. Four of the lecturers (L1, L2, L4, and L5) stated that most of the students are unmotivated due to two specific reasons according to different phases of the preparatory program; in the first and last levels before Proficiency Exam. To illustrate, two of the lecturers (L1, L5) emphasized the beginning of the preparatory program in which students are unwilling to continue the preparatory program and lack motivation due to their expectations of a university:

> "Students wait for the day they will start university and on that day they already have many things in their minds, but preparatory program is not included here. It's much more an extra year at high school or somewhere between high school and university, so they get disappointed when they realize it after a while and become unmotivated." (L5)

Other lecturers (L2, L4) mentioned about the students who failed in the Proficiency Exam more than one time and attended in the support program and stated that those students feel unmotivated and reluctant to focus on their studies as they feel exhausted:

> "Those students lack some motivation. In fact, I accept it as normal because they feel like they have been going round in circles while repeating the same program for another year and this makes them feel exhausted." (L4)

In the next question (interview question 8) considering exhaustion, the interviewees were asked for commenting on the things that affect students' feelings most concerning their desire to come to school in the morning or continue the program in general. The analysis of interview data is as follows:

Table 19

The Factors That Affect Students' Desire to come to School Most & Reasons

		Number
Exam and Exam Scores	Exam anxiety before and during exams	4

The majority (L1, L2, L3 and L4) said that exams, both the ones during the terms and the Proficiency, and the scores students get on exams are the most important things that affect students' desire to come to school in general. They think that students may be experiencing some kind of exam anxiety as they feel anxious before and during exams, which results in students' failure in the related exam. As an example of the aforementioned situation, a comment made by one of the lecturers (L1) is given as: "They are most affected by exams and the scores of these exams for sure because they always feel like they will fail and go into some kind of panic even before the exams". Another lecturer (L4) mentioned a critical point about this subject:

> "For example, they got bad scores in a listening exam and then I observed the same group of students in a listening exercise, which is at the same level as the one in the exam, and realized that they were better in class. I think they experience some kind of anxiety during exams."

Turning now to the final question within exhaustion (interview question 7), the lecturers were asked for giving opinions on how students feel about their responsibilities including the fulfillment and number of them. The analysis of responses is provided below:

Table 20

Students' Feelings about Responsibilities & Reasons

		Number
Overwhelmed	Number of responsibilities and time they spend at school	2
Reluctant to fulfill	Low sense of responsibility	2
	The curriculum of the first two levels	2

The opinions of lecturers on the student feelings of responsibilities differed both in the feeling itself and the underlying reasons. Two of the lecturers (L1, L2) think that there are so many responsibilities to fulfill during a preparatory program that towards the end of the program, students may feel overwhelmed even with the idea of those responsibilities and refuse to fulfill some or even none of them also considering the length of time they spend at school. One of the lecturers (L1) commented on this subject as follows:

> "There are a number of things to do as a student with many details. In addition, they spend a great deal of time at school, from 9.30 a.m. to 4.30 p.m., Therefore, if a student wants to complete all these responsibilities, he or she needs to spend a great deal of time again at home to complete them. If I were a student, I would also feel really overwhelmed with all these things".

Other participants (L3, L4) underlined that students have low sense of responsibility in general and it makes them feel reluctant about fulfilling anything they're responsible for. In addition, some lecturers (L4, L5) stated that it may also be due to curriculum of the first two levels (D and C) which include some introductory topics considering English:

> "Some students do not fulfill their responsibilities especially at the first two modules with the level of the things they have been dealing with, and when it comes to the next module (B) most of them have difficulty in keeping up with the content" (L4).

4.4.1.2. Lecturers' Perceptions of Students' Cynical Feelings about Studies and Reasons

The same two questions in the students' focus group interviews were asked to identify students' cynical attitudes towards their studies according to the lecturers' point of view. The first question (interview question 3) is about if there is any change in students' enthusiasm or interest in their studies since the beginning of the term. Two discrete reasons emerged in response to each of the questions, which is summarized in the tables below:

Table 21

Students' Cynical Feelings about Their Studies & Reasons

		Number
Drop in enthusiasm	Getting low scores on exams	2
	Negative effects of peers	2

As shown in Table 21, a great number of lecturers (L1, L2, L3, and L5) think that students experience a drop in their enthusiasm considering the beginning of the program they're enrolled in. While it depends on the low scores students get on exams according to two of the lecturers (L1, L2), another two (L3 and L5) believes it is mostly due to their peers, in other words, classmates who are repeating the same program and so feel down. Lecturer 1 explains the effects of scores as follows; "Except one or two students, their enthusiasm has dropped together with the low scores on the exams, and I don't know why but there is no improvement in their scores". To exemplify the peer effect on this subject, a comment by another lecturer (L5) is given:

> "In the beginning, you can find a few students who are not bad in terms of enthusiasm and participation in the lessons, but as most of them feels really down as a result of their failure in the Proficiency, those a few students also start to feel down and believe that they will fail again."

The second question (interview question 5) concerning students' cynicism towards studies is about what lecturers think students feel about the usefulness of their studies and what they think the reasons are. Table 23 shows the results of the interview data analysis:

Table 22

Students' Feelings about the Usefulness of Studies & Reasons

		Number
Cynical	Not motivated enough to learn English	2
	Negative beliefs about the usefulness of curriculum content: Too much guidance on textbooks	2

As can be seen from the table above, four of the lecturers (L1, L2, L3, and L5) responded to the question in a similar way. They agree upon the fact that some students feel cynical about the potential usefulness of studies. However, their answers to the reasons of this cynicism differed in many ways. Two of the lecturers (L1, L3) think that they just focus on the scores they will get from anything that they do rather than feeling motivated to learn English in real

terms; in other words, not only for the lessons but also for making use of it in real world, so they cannot get enough benefit from the studies and feel cynical about the usefulness. It's reported by Lecturer 3 as; "The only concern of most students is the scores they will get. When there is a language-related activity which aims to teach English by making students enjoy rather than assessing them with some scores, they refuse to do it". Another lecturer (L1) emphasized how useful the lessons are for the ones who really want to learn English: "There are not many but some students who enjoy learning English and regard the preparatory program as a good place to learn English, and so do they."

When it comes to other lecturers (L2 and L5), they stated that students doubt the necessity and the usefulness of the curriculum of the program they have been studying now. To illustrate, one of the lecturers (L2) expressed; "There are some students who always complain about the things we need to do during lessons by following some textbooks. They claim that they already know these things and want to deal with some exercises related to the exam". When asked what they think about the curriculum concerning the students' complaints, they indicated an agreement with the students on an exam-focused curriculum rather than too much guidance on textbooks. For example; one of them (L5) commented; "The focus should be on how to pass the Proficiency maybe via the revision of all the activities or exams during the terms in accordance with the Proficiency so that it could be a real support program". The other one (L2) underlined the need for understanding students' point of view and said; "Students see the textbooks as something different from the Proficiency. For them, it's like an extra effort, so maybe the number of exam-related activities could be increased". Other participants (L1, L3 and L4) were also asked about whether the support program helps students prepare for the Proficiency exam and they indicated positive comments on this issue. One of them (L1) underlined; "Students are prepared for the exams during the support program via the materials for revision and samples for Proficiency".

4.4.1.3. Lecturers' Perceptions of Students' Self-efficacy Beliefs and Reasons

Regarding the third component of burnout, professional efficacy, three questions were asked to the participants in semi-structured interviews as in students' interviews. In this respect, the first question (interview question 2) is about the perceptions of lecturers about how

students perform during classes in general and their comments on the reasons. The responses they reported are presented below:

Table 23

Lecturers' Evaluation of Students' Academic Performance & Reasons

		Number
Not good enough	Not at the expected language proficiency level	4
	Lack of critical thinking skills	3
Uninterested	Feeling cynical about necessity of preparatory program	3
	Negative-self-efficacy beliefs	2
	Using the same textbooks	2

When the interviewees were asked to evaluate students' academic performance overall, almost all of them (L1, L3, L4, and L5) agreed upon the fact those students are not at the expected language proficiency level (intermediate) and so they have difficulty in keeping up with the things they have been learning. When the respondents were asked to suggest other reasons for this level issue, two of the lecturers (L4 and L5) have come up with similar explanations related to the evaluation concerning levels during a year and one of them (L5) highlighted:

> "Students at this repeat program should be at intermediate level because it's the last step before Proficiency, but they are not at intermediate level in fact maybe because the assessment in previous levels was not hard enough for them, especially the first two levels (D and C), and so some of them could pass even if they are not at the expected level".

Furthermore, three of those lecturers (L1, L4, and L5) highlighted that most of the students lack the necessary critical thinking skills; therefore, they have difficulty in keeping up with the content in (pre) intermediate levels. As an example, one of the respondents (L4) stated; "Most of the students have problems in generating ideas, but B level requires having at least some creative thinking skills. Maybe students should be subjected to more free writings to gain the habit of creative thinking". A common view was from another respondent (L5): "In the preparatory program, the most challenging level is B level (pre-intermediate) for students to pass as some students could pass the previous levels (beginner and elementary) by chance, but in B level they are blocked by their incompetence".

When it comes to their comments on students' in-class performances, the majority (L1, L2, L3, L5) remarked that students are usually not interested in the lessons, which may be at such a level that lecturers feel frustrated. One of them (L5) explained it like; "It's like

giving lectures to the walls; no sign of speaking as some kind of response". Similarly, another lecturer (L2) pointed; "They're such uninterested in the things that I perceived it as disrespectful at first and started to doubt myself as a teacher". The reasons given by those lecturers differed in three ways: students' feeling cynical about the necessity of the preparatory program, their having negative self-efficacy beliefs, and the use of the same textbooks in the repeat program. Three of the lecturers (L2, L3, L5) think that students feel like they spend a whole year of their lives being a student in the preparatory program and it is not necessary at all as stated by one of the lecturers (L3) like; "They think they waste their whole year here in the preparatory program although some of them are aware of the fact that they improved in English". However, two of the lecturers (L1, L5) emphasized the effect of attitudes of families towards the preparatory program on students as follows:

> "There are some students who do not inform their parents about their failure and one of them once expressed his fear of parents about their negative attitudes towards the student's failure in the preparatory program. This shows that parents do not attach enough importance to the preparatory program and a failure in the department is acceptable while a failure in the preparatory program is not." (L5)

Another reason given by the participants (L1, L3, and L5) is about how students make themselves believe in the fact that they will fail and how it leads to feelings of despair among students considering their self-efficacy beliefs. To exemplify, one of the lecturers (L3) reported; "Some of them are completely uninterested as they already think that they will fail". The following comment also supports students' feelings of incompetence:

> "Students feel like they are unsuccessful and they lack the enough competence to achieve as most of them could not succeed in Proficiency exam even more than once and had to repeat the same program many times." (L1)

In addition, according to some lecturers (L4 and L5), using the same textbooks in the support program may have an impact on the students' interest in the lessons although one of the lecturers (L4) described students' states of feelings as 'boredom' which might occur during some phases of a lesson unlike the other lecturers who agreed upon the lack of interest and participation of the students almost all phases of the lessons: "We use the same textbooks in the repeat program, so they feel bored most of the time, but anyway I do not feel like I'm talking to the walls in general especially when I take some new materials to the class".

The next question (interview question 4) is about the problems that students encounter related to or during classes and whether they can solve those problems or not from the lecturers' perspectives. Table 25 provides an overview of the responses reported by lecturers:

Table 24

Studies Related Problems Reported by Lecturers & Reasons

		Number
Lack of solution to problems out of class	Lack of autonomy	4

It can be seen from the data in Table 24 that almost all of the lecturers (L1, L2, L4, and L5) agreed upon the most common problem within the students of the support program. The point underlined by the lecturers was that students do not put any effort to solve their learning problems especially out of classes although some kind of extracurricular activities are available for them such as self-access centers and office hour practices in which they can have the opportunity to work on what they need with one of their lecturers. Moreover, those interviewed lecturers attribute this problem to students' lack of autonomy. To illustrate, they think that students are not good at taking charge of their own learning when it comes to the things they need to do out of classes as learners. For example, one of the lecturers (L4) told; "I think they are having problems in self-study; they don't make an effort to solve their learning problems or take it serious when they leave the school". Another lecturer (L2) described it as;

> "We have self-access centers and also now a practice called Office Hour in which each lecturer spares an hour once a week for helping students about what they need, especially writing and grammar, but no student has showed up until now. Some of them ask for help but they do not do anything for solving it".

The next question (interview question 6) required the respondents to indicate what they think students learned or not learned from the preparatory program together with the underlying reasons. The lecturer answers to this question differed in their focus. While some of the lecturers (L1, L2) focused on the things students learned at the preparatory program, the others (L3, L4, L5) emphasized that there are many things they need to learn better. The responses analyzed for this question are set out in two different tables below:

Table 25
Things Lecturers Think students Learned & Reasons

		Number
Writing skills	Concepts of organization and register	2

According to some lecturers (L1 and L2), students learned much related to writing skill, at least the concepts of organization and register, when compared to other skills. One interviewee (L1) indicated; "I think that they learned how to organize their writing with some register. We teach them some strategies in reading such as skimming and scanning, or sub skills of listening, but I'm not sure if they really learned these things".

Table 26
Things Lecturers Think Students Need to Learn & Reasons

		Number
Grammar and Vocabulary	Limited vocabulary range and structure knowledge	3
Listening and Reading	Lack of exposure to English	3

When it comes to the other lecturers interviewed (L3, L4, and L5), they think students need to improve their sub-skills such as grammar and vocabulary as their vocabulary and grammar knowledge is not enough for learners at an intermediate level of language proficiency. One informant (L3) said; "Those students in the support program for Proficiency Exam need to develop their grammar and vocabulary skills as they have a limited vocabulary range and the necessary structure to use them". One other informant (L5) stated; "We attach enough importance to grammar teaching in other levels, but most of those students are still having difficulty in subject-verb agreement. I don't know why but they cannot reach an intermediate level in English".

Furthermore, a common view among three lecturers (L2, L4 and L5) was about receptive skills such as listening and reading concerning the things students need to learn or improve. They all reported that most of the students not only in the support program but also in other levels have problems especially with listening comprehension. Opinions were also similar as to why they have such a problem that those three lecturers (L1, L2 and L5) attributed it to students' lack of exposure to English. To exemplify, one of them (L2) said; "I don't think they get exposed to English out of class. For example, they most probably prefer listening to music in Turkish to English, or watching Turkish series and so on. That's why they cannot improve their comprehension". Other one (L5) commented;

"In order to learn Reading skills in a foreign language, students need to have those skills in their native language first, but most of the students lack this skill even in Turkish. Some students have never read a book in Turkish in their lifetimes, for example".

4.5. Similarities and Differences between Student and Lecturer Perceptions of Burnout (RQ5)

The fifth research question of the present study aimed to obtain similarities and differences between students' and lecturers' perceptions of student burnout level as well as underlying reasons of their feelings. To that end, the results of student burnout inventory and lecturer observations were compared in the first part in an attempt to compare the perceptions of students' burnout level, and in the second part the results of focus group interviews with students and semi-structured interviews with lecturers were compared in an attempt to see similarities and differences between students' and lecturers' perceptions of underlying reasons of student burnout. This section presents the aforementioned points in two parts respectively.

4.5.1. Student Survey and Lecturer Observation

4. 5.1.1. Comparison of Items Related to Exhaustion

Table 27

Comparison of Item 1 on Student Survey and Item 1 on Lecturer Observation Checklist

	Never		Rarely		Sometimes		Very often		Always	
Item 1	f	%	f	%	f	%	f	%	f	%
I feel emotionally drained by my studies.	1	1.72	12	20.69	4	6.90	15	25.86	26	44.83

	No		Partially		Yes	
Item 1	f	%	f	%	f	%
The student feels emotionally drained by his/her studies.	0	0.0%	17	42.5%	23	57.5%

As shown in the top half of the table above, the total scores of student feelings related to item 1 considering 'Always' and 'Very often' responses show that 70.69% (44.83%+25.86%) of the students indicated a 'Yes' while for 27.59% of them (20.69% + 6.90%) it is a feeling partially experienced. Similarly, according to the observational data, the tendency was towards the prompts 'Yes' (57.5%) and 'Partially' (42.5%). In terms of

both the students' and lecturers' perceptions, 'No' was an uncommon response when asked if students feel emotionally drained by their studies.

Table 28

Comparison of Item 4 on Student Survey and Item 2 on Lecturer Observation Checklist

	Never		Rarely		Sometimes		Very often		Always	
Item 4	f	%	f	%	f	%	f	%	f	%
I feel used up at the end of a day at university.	2	3.45	9	15.52	8	13.79	14	24.14	25	43.10

	No		Partially		Yes	
Item 2	f	%	f	%	f	%
The student feels used up at the end of a day at university.	0	0.0%	22	55%	18	45%

Table 28 illustrates that the total scores of student responses for 'Always' and 'Very often' is 67.24% (43.10% + 24.14%) accepted as a 'Yes' while it is 29.31% considering 'Sometimes' (13.79%) and 'Rarely' (15.52%) accepted as 'Partially'. When compared with lecturer observations, the tendency was towards 'Partially' (55%) rather than 'Yes' (45%) according the lecturers, but their perceptions showed similarity in whether students feel used up at the end of a day at university or not. Both groups indicated positive responses considering the frequency of the responses under 'Never' and 'No'.

Table 29

Comparison of Item 6 on Student Survey and Item 3 on Lecturer Observation Checklist

	Never		Rarely		Sometimes		Very often		Always	
Item 6	f	%	f	%	f	%	f	%	f	%
I feel tired when I get up in the morning and I have to face another day at the university.	1	1.72	10	17.24	10	17.24	10	17.24	27	46.55

	No		Partially		Yes	
Item 3	f	%	f	%	f	%
The student feels tired in the morning during the first hours.	0	0.0%	19	47.5%	21	52.5%

As could be seen from the table above, the perceptions of students and lecturers share some key points. 63.79% (46.55% + 17.24%) of the students accepted their feelings of tiredness in the morning by giving 'Always' and 'Very often' to item 6 on student survey. Likewise, lecturers observed students feeling tired in the morning by giving a 'Yes' by 52.5%. Also, 34.48% (17.24% + 17.24%) of the responses given by students show they partially feel so and lecturers responses showed a relatively lower percentage (47.5%) for 'Partially' when compared with the total score for 'Yes'. In addition, the analysis of students' and lecturers'

responses shows that 'No' was an uncommon response with both groups when asked if students feel tired in the morning.

Table 30

Comparison of Item 9 on Student Survey and Item 5 on Lecturer Observation Checklist

	Never		Rarely		Sometimes		Very often		Always	
Item 9	f	%	f	%	f	%	f	%	f	%
Studying or attending a class is really a strain for me.	10	17.2	15	25.86	15	25.86	14	24.14	4	6.90

	No		Partially		Yes	
Item 5	f	%	f	%	f	%
Studying or attending a class is a strain for the student.	4	10%	13	32.25%	23	57.5%

Table 30 demonstrates the comparative results of item 9 on student survey and item 5 on observation checklist. In this regard, the tendency in students' responses was towards 'Partially' when their total scores (51.72%) for 'Sometimes' (25.86%) and 'Rarely' (25.86%) are considered. 31.04% of the responses show that students frequently feel like studying or attending a class is a strain for them concerning their responses for 'Always' (6.90%) and 'Very often' (24.14%). However, lecturers' tendency was towards 'Yes' (57.5%) rather than 'Partially' (32.25%) when asked if studying or attending a class is a strain for the students. Also, the number of responses given as 'No' differed from previous items mentioned above. To specify, there were ten students (17.2%) who do not see their studies as a strain. Likewise, lecturers indicated 'No' to item 5 more than other items.

Table 31

Comparison of Item 11 on Student Survey and Item 4 on Lecturer Observation Checklist

	Never		Rarely		Sometimes		Very often		Always	
Item 11	f	%	f	%	f	%	f	%	f	%
I feel burned out from my studies.	3	5.17	10	17.24	7	12.07	17	29.31	21	36.21

	No		Partially		Yes	
Item 4	f	%	f	%	f	%
The student feels burned out from his/her studies.	1	2.5%	14	35%	25	62.5%

As illustrated in Table 31 above, students indicate a 'Yes' for item 11, if they feel burned out from their studies, when the total scores for 'Always' and 'Very often' (65.52%) are considered. Similarly, lecturers scored 62.5% for 'Yes'. Students' responses to item 11 indicated a partial feeling of burnout by 29.31% as a result of the total score of their responses as 'Sometimes' (12.07%) and 'Rarely' (17.24%). When it comes to lecturers' observations, 35% of their responses show that students partially feel burned out from their

studies. Also, No' was a more uncommon response again with both groups concerning the items in the above table.

4.5.1.2. Comparison of Items Related to Cynicism

Table 32

Comparison of Item 2 on Student Survey and Item 6 on Lecturer Observation Checklist

	Never		Rarely		Sometimes		Very often		Always	
Item 2	f	%	f	%	f	%	f	%	f	%
I have become less interested in my studies since my enrollment at the university.	1	1.72	17	29.31	8	13.79	10	17.24	22	37.93

	No		Partially		Yes	
Item 6	f	%	f	%	f	%
The student has become less interested in his/her studies.	5	12.5%	15	37.5%	20	50%

Table 32 shows that the gap between the prompts 'Yes' and 'Partially' is not big both in item 2 on student survey and item 6 on observation checklist. While the total score of student responses as 'Always' and Very often' indicate 'Yes' by 55.17%, it is 43.1% for 'Partially' when the responses as 'Sometimes' and 'Rarely' are considered. Likewise, lecturers reported 'Yes' by 50% and 'Partially' by 37.5% as a result of their observation for the change in students' interest in their studies. However, some students were observed by the lecturers as not losing their interests (12.5%) while only 1 out of 58 students (1.72%) reported 'Never' for the same item.

Table 33

Comparison of Item 5 on Student Survey and Item 7 on Lecturer Observation Checklist

	Never		Rarely		Sometimes		Very often		Always	
Item 5	f	%	f	%	f	%	f	%	f	%
I have become less enthusiastic about my studies.	1	1.72	12	20.69	10	17.24	14	24.14	21	36.21

	No		Partially		Yes	
Item 7	f	%	f	%	f	%
The student has become less enthusiastic about his/her studies.	2	5%	18	45%	20	50%

As shown in Table 33 above, there are some similarities between the perceptions of students and lecturers. First, total scores of student responses for 'Always' and 'Very often' show that 60.35% of the students scored a 'Yes' for item 5 while the tendency was towards 'Partially' by 37.93% with the total scores of student responses as 'Sometimes' and 'Rarely'. The gap between the prompts 'Yes' and 'Partially' was smaller as lecturers scored 'Yes' by

50% and ‘Partially’ by 45% when asked to observe the change in students’ enthusiasm. In addition, student and lecturer responses are in accordance with each other concerning ‘No’ as a response.

Table 34

Comparison of Item 7 on Student Survey and Item 8 on Lecturer Observation Checklist

	Never		Rarely		Sometimes		Very often		Always	
Item 7	f	%	f	%	f	%	f	%	f	%
I have become more cynical about the potential usefulness of my studies.	3	5.17	12	20.69	18	31.03	9	15.52	16	27.59

	No		Partially		Yes	
Item 8	f	%	f	%	f	%
The student has become more cynical about his/her studies.	7	17.5%	19	47.5%	14	35%

Table 34 compares item 7 on student survey and item 8 on observation checklist. The perceptions showed some similarities. The tendency was towards ‘Partially’ when the total scores of student responses as ‘Sometimes’ and ‘Rarely’ (51.72%) are considered. Similarly, ‘Partially’ was scored by 47.5% on lecturer observation checklist, which indicate a partial cynicism among students about their studies. Also, 43.11% of the students scored ‘Yes’ for item 7 together with the total scores of ‘Always’ (27.59%) and ‘Very often’ (15.52%). 35% of lecturer responses on observation checklist indicate a ‘Yes’. In addition, in both groups there are some students who do not feel cynical about their studies.

Table 35

Comparison of Item 10 on Student Survey and Item 9 on Lecturer Observation Checklist

	Never		Rarely		Sometimes		Very often		Always	
Item 10	f	%	f	%	f	%	f	%	f	%
I doubt the significance of my studies.	13	22.41	12	20.69	15	25.86	10	17.24	8	13.79

	No		Partially		Yes	
Item 9	f	%	f	%	f	%
The student doubts the significance of his/her studies.	7	17.5%	22	55%	11	27.5%

As could be seen from the table above, there are some similarities between the perceptions of students and lecturers concerning the students’ attitude towards the significance of their studies. The tendency was towards ‘Partially’ in the responses of both groups. 46.55% of the students partially accepted that they doubt the significance of their studies by 20.69% within ‘Rarely’ and 25.86% for ‘Sometimes’. Likewise, for lecturers students are partially doubtful by 55%. In terms of ‘Yes’ as a prompt, lecturers scored ‘Yes’ by 27.5% and students accepted their doubt about the significance of their studies by 31.03% when their responses

as ‘Always’ and ‘Very often’ are considered as a ‘Yes’. Also, the number of students who were scored as ‘No’ concerning items 10 and 9 showed a significant percentage in both groups; 22.41% on student survey and 17.55% on observation checklist, which indicates a ‘No’ for students’ doubt about the significance of their studies.

4.5.1.3. Comparison of Items Related to Professional Efficacy

Table 36

Comparison of Item 3 on Student Survey and Item 10 on Lecturer Observation Checklist

	Never		Rarely		Sometimes		Very often		Always	
Item 3	f	%	f	%	f	%	f	%	f	%
I can effectively solve the problems that arise in my studies.	4	6.90	17	29.31	25	43.10	9	15.52	3	5.17

	No		Partially		Yes	
Item 10	f	%	f	%	f	%
The student can effectively solve the problems that arise in his/her studies.	11	27.5%	25	62.5%	4	10%

The table above illustrates the comparison of item 3 on students’ survey and item 10 on lecturer observation checklist. To this end, students and lecturers agree upon whether students can effectively solve the problems that arise in their studies or not. The tendency was towards ‘Partially’ in the responses of both groups. 72.41% (43.10% + 29.31%) of the students think that they are partially effective in solving their problems that arise in their studies. Likewise, for lecturers students are partially effective by 62.5%. However, the responses of both groups differed to some extent in terms of the two prompts, ‘Yes’ and ‘No’. Lecturers scored ‘Yes’ by 10% but 20.69% of students regard themselves as effective in solving their problems considering their responses to ‘Always’ (5.17%) and ‘Very often’ (15.52%). In addition, 6.90% of students’ responses refer to ‘No’ concerning the students’ efficiency in solving problems while for lecturers it is ‘No’ by 27.5%.

Table 37

Comparison of Item 8 on Student Survey and Item 11 on Lecturer Observation Checklist

	Never		Rarely		Sometimes		Very often		Always	
Item 8	f	%	f	%	f	%	f	%	f	%
In my opinion, I am a good student.	0	0.00	15	25.86	13	22.41	12	20.69	18	31.03

	No		Partially		Yes	
Item 11	f	%	f	%	f	%
S/he is a good student.	16	40%	20	50%	4	10%

As indicated in the table above, most of the students think that they are good students in terms of academic performance and responsibilities. To illustrate, 51.72% of the students’

responses indicated a ‘Yes’ when the scores for ‘Very Often’ and ‘Always’ are considered. However, lecturers scored ‘Yes’ by 10%. The tendency was towards ‘Partially’ (50%) and ‘No’ (40%) concerning their observations related to students’ performance. In terms of ‘Partially’, the results are compatible with student survey as the students scored ‘Partially’ by 48.27% (25.86%+22.41%), but it was not same for ‘No’ as none of the students (0.00%) think they are bad as students.

Table 38

Comparison of Item 12 on Student Survey and Item 12 on Lecturer Observation Checklist

	Never		Rarely		Sometimes		Very often		Always	
Item 12	f	%	f	%	f	%	f	%	f	%
I have learned many interesting things during the course of my studies.	1	1.72	10	17.24	23	39.66	11	18.97	13	22.41

	No		Partially		Yes	
Item 12	f	%	f	%	f	%
The student finds the things s/he learned interesting during the course of his/her studies.	7	17.5%	26	65%	7	17.5%

Table 38 above shows the comparison between students’ and lecturers’ responses to item 12 on both of the research instruments. In this regard, their responses share some similarities as both groups indicated ‘Partially’, 65% by lecturers and 56.90% by students, for students’ interest in the things throughout their studies. While students scored a ‘Yes’ by 41.38% considering their responses for ‘Always’ and ‘Very Often’, the responses of lecturers show the same percentage (17.5%) within ‘Yes’ and ‘No’ while according to the students ‘Never’ was scored by 1.72%.

Table 39

Comparison of Item 13 on Student Survey and Item 13 on Lecturer Observation Checklist

	Never		Rarely		Sometimes		Very often		Always	
Item 13	f	%	f	%	f	%	f	%	f	%
During class, I am confident that I am effective in getting things done.	4	6.90	7	12.07	22	37.93	9	15.52	16	27.59

	No		Partially		Yes	
Item 13	f	%	f	%	f	%
During class, the student is effective in getting things done.	12	30%	24	60%	4	10%

As shown in the table above, both students’ and lecturers’ responses show that the tendency was towards ‘Partially’ concerning item 13 on student survey and lecturer observation

checklist. According to lecturers, students are partially effective in getting things done by 60% and according to students themselves, it is 51% when their responses as 'Rarely' and 'Sometimes' are considered. However, 43.11% of students' responses show that they indicate a 'Yes' for the related item above while lecturers scored a 'Yes' by 10%. Also, the percentage of the responses given as 'No' (30%) was more than 'Yes' on lecturer observation checklist. When it comes to the students, they scored 'Never' by 6.90%.

4.5.2. Student Focus Group interviews and Semi-structured interviews with Lecturers

As previously mentioned, interview questions in student focus groups and lecturer semi-structured interviews were compatible with each other; therefore, the comparison will be presented question by question in accordance with the three dimensions of burnout; exhaustion, cynicism and professional efficacy.

4.5.2.1. Comparison of Perceptions on Students' Feelings of Exhaustion and Reasons

Under the dimension of exhaustion, three questions were asked in both interviews as mentioned previously. The relationship between the questions in student and lecturer interviews is as follows:

Table 40

Interview Questions under the Dimension of Exhaustion

Focus Group Interviews (With Students)	Semi-Structured Interviews (with Lecturers)
Q1: How do you feel when you think about your studies in the preparatory program? Why?	Q1: What do you think about how students feel about their studies in the preparatory program? Why?
Q4: How do you feel when you get up in the morning and think about you have to face another day at school? Why?	Q8: What do you think about the things that affect students' desire to come to school in the morning or in general most? Why?
Q7: How do you feel at the end of a day at school when your classes are over? Do you have any responsibilities to fulfill at home? If yes, how do you feel about them? Why?	Q7: What do you think about how students feel about their responsibilities? Are students interested in fulfilling their responsibilities? Why?

In response to the questions above, both similar and contrasting answers were identified during both focus groups with students and semi-structured interviews with lecturers. The

answers to each question are presented one by one in the following tables. The comparison of responses to the first question in both of the interviews is as follows:

Table 41

Comparison of Perceptions on Students' Feelings about Their Studies & Reasons

Students	Lecturers
○ Exhausted - Repeating the program for another year ○ Anxious - Before and during exams	○ Unmotivated - Feeling exhausted due to repeating

As shown in the table above, the feelings of students about their studies and the reasons of those feelings observed by lecturers share some similarities. The participants in both groups reported that students feel exhausted as they're enrolled in the repeat program and according to lecturers; it leads to the lack of motivation among students. Students also mentioned their anxiety when they think about their studies, which will be compared in the following part in accordance with a similar response by the lecturers.

Turning now to the next question within exhaustion, the results of the comparison between the answers to question 4 in focus group interviews with students and question 8 in interviews with lecturers are provided below:

Table 42

Comparison of Perceptions on Factors that Affect Students' Desire to Come to School & Reasons

Students	Lecturers
○ Reluctant to go to school - Lack of progress on exam scores	○ Exams - Exam anxiety before and during exams

It is apparent from the table above that exam scores have a serious impact on students' desire to go to school and attend classes from both the students' and the lecturers' perspectives. While students reported their low exam scores as the reason of their negative feelings in the morning, lecturers also commented on the reasons of why exams have such a serious impact on students' feelings. According to them, students experience some kind of exam anxiety, so they may not make any progress on their exam scores. It is similar to students' answers for the first question, in which they reported that they feel anxious before and during exams.

When it comes to the responses of both students and lecturers to question 7 in the interviews, the following table shows the comparison between their perceptions:

Table 43

Comparison of Perceptions on Students' Feelings after School and about Responsibilities & Reasons

Students	Lecturers
○ Tired - Length of time spent for attending classes ○ Overwhelmed - Number of responsibilities and lack of time to fulfill	○ Overwhelmed - Number of responsibilities and the length of time students spend at school ○ Reluctant to fulfill - Low sense of responsibility

The table above illustrates a number of similarities between students' and lecturers' responses considering students' feelings about their responsibilities after school. They both think that students may feel overwhelmed with the number of responsibilities during the preparatory program and because of the length of time they spend for attending classes; they may feel tired to fulfill their responsibilities. It is clear from the dataset that students and lecturers almost totally agree upon the feelings of students related to the responsibilities. However, some lecturers believe that most of the students have low sense of responsibility, so they are unwilling to fulfill their responsibilities.

4.5.2.2. Comparison of Perceptions on Students' Cynical Feelings about Studies and Reasons

Two questions were asked under the dimension of cynicism in both focus groups and semi-structured interviews. The aforementioned questions are presented in the table below:

Table 44

Interview Questions under the Dimension of Cynicism

Focus Group Interviews (With Students)	Semi-Structured Interviews (with Lecturers)
Q2: Has there been a change in your interest or enthusiasm in/about your studies since the beginning of the term? Why? Q3: Do you think your studies at preparatory program are useful? If yes, what aspects do you find useful? Why?	Q3: Do you think the students' interest or enthusiasm in/about their studies has changed since the beginning of the term? Why? Q5: Do you think students find their studies at preparatory program useful or they get benefit from their studies? Why?

The responses of the interviewees to the second and third questions were compared and some similarities emerged as a result of this comparison as shown in the table below:

Table 45

Comparison of Perceptions on Students' Cynical Feelings about Their Studies & Reasons

Students	Lecturers
○ Drop in Enthusiasm - Getting low scores on exams	○ Drop in Enthusiasm - Getting low scores on exams

From the table, it can be seen that not only students but also lecturers hold the same opinions about the change in students' enthusiasm and its reasons. They both believe that exam scores have a significant effect on students' enthusiasm about their studies.

When it comes to questions 3 and 5, they were both about the usefulness of studies in the preparatory program. The responses given by the interviewees are provided below:

Table 46

Comparison of Perceptions on Students' Feelings about the Usefulness of Their Studies & Reasons

Students	Lecturers
○ Cynical - Too much guidance on textbooks - Incongruence between the lesson content and Proficiency exam	○ Cynical - Not motivated enough to learn English - Negative beliefs about the usefulness of curriculum content: Too much guidance on textbooks

When the data obtained from students' interviews and the data from lecturers' interviews are compared, it could be seen that both groups indicated cynical feelings among students about the usefulness of studies. The reasons given by the students showed a similarity with the comments of two lecturers about the focus of curriculum. To illustrate, they also indicated a need for revising the curriculum in accordance with the Proficiency exam instead of too much dependence on textbooks. In contrast to this point of view, three of the lecturers believe there is no problem with the curriculum.

4.5.2.3. Comparison of Perceptions on Students' Self-Efficacy Beliefs and Reasons

In the scope of professional efficacy, the third dimension of burnout, the interviewees were asked three questions as illustrated by the following table:

Table 47

Interview Questions under the Dimension of Professional Efficacy

Focus Group Interviews (With Students)	Semi-Structured Interviews (with Lecturers)
Q5: How do you perform during your classes? Do you think you are effective enough? Why? When you think about all your responsibilities and performance, do you think you are a good student?	Q2: What do you think about students' in-class performance? Do you think they are effective enough? Why?
Q6: What are the problems that you encounter related to or during your classes? Why? How do you solve these problems?	Q4: What are the problems that students encounter related to or during their classes? Can they solve these problems on their own? Why?
Q8: What do you think you learned from the preparatory program? What do you feel about the things you learned and not learned?	Q6: What do you think students learned or not learned from the preparatory program? Why?

In relation to the fifth and second questions considering students' performance both in general and in class, a variety of perspectives were expressed by students and lecturers. The comparison of those perspectives is as follows:

Table 48

Comparison of Perceptions on Students' Academic Performance & Reasons

Students	Lecturers
○ Good - Reaching to a certain level in English ○ Bad - No contribution to the classes due to exhaustion - Not fulfilling the responsibilities due to exhaustion	○ Not good enough - Not at the expected language proficiency level ○ Uninterested in the lessons - Negative-self-efficacy beliefs - Using the same textbooks -Feeling cynical about necessity of preparatory program

The comparison of students' and lecturers' perceptions reveals that a variety of opinions emerged in relation to students' academic performance. Students believe that they are good as they have reached to a certain level in English; whereas lecturers think they are not good enough when their language proficiency level is considered. However, they share the same point of view about students' in-class performance. Both students and lecturers confirm that students do not contribute to the lessons as they are totally uninterested. When it comes to the reasons of this lack of contribution, opinions of lecturers differ from the opinions of students in some ways. While students indicated their feelings of exhaustion, lecturers reported a variety of factors that makes students uninterested in the lessons like feelings of cynicism towards the preparatory program, feelings of incompetence and the use of same books. Students also mentioned about their responsibilities and fulfillment of them while

evaluating themselves as bad; however, it was mentioned before under the dimension of exhaustion together with the feelings of students about their responsibilities.

In response to the questions in the second part, the participants were asked about the problems students encounter related to their studies. In this regard, question 6 in focus group interviews with students and question 4 in semi-structured interviews with lecturers were compatible with each other. The table below illustrates the comparative results of the participants' responses:

Table 49

Comparison of Perceptions on Studies-Related Problems & Reasons

Students	Lecturers
○ Lack of solution - Expectations from the staff ○ Self-study problem - Lack of knowledge about how to study ○ Lack of self-awareness about weaknesses - inaccessibility of marked exam papers	○ Lack of solution to problems out of class - Lack of autonomy

From the table above, it is clear that students cannot solve their problems related to their studies as reported by not only lecturers but also students themselves. The responses given by students share some similarities with the reason expressed by lecturers concerning students' not solving their own problems. Lecturers think that it's due to the lack of learner autonomy. Likewise, students expressed some problems about self-study and self-awareness about their weaknesses. Inaccessibility for marked exam papers concerning Proficiency is not something stated by lecturers during the semi-structured interviews, though.

In the final part of interview questions related to efficacy, respondents were asked about the things students learned or not learned from the preparatory program via question 8 in focus groups and 6 in semi-structured interviews. The data obtained from the comparison of perspectives is given in two parts as follows:

Table 50

Comparison of Perceptions on the Things Students Learned & Reasons

Students	Lecturers
○ Writing and speaking skills - Production as the evidence of learning	○ Writing skills - At least organization and register

As presented in the table above, students and lecturers are of one mind to some extent regarding writing skills. They both think that students learned at least writing-related issues such as organization and register. Students believe they also improved their speaking skills to such extent that they could express themselves with a few sentences. In contrast to students, some lecturers do not think so, as can be seen from the following comment (L1): "I hope they can express themselves with one or two sentence(s) but I don't think they can speak in English".

Table 51

Comparison of Perceptions on the Things Students Need to Learn & Reasons

Students	Lecturers
○ Listening skills - Listening anxiety	○ Grammar and Vocabulary - Limited vocabulary range and structure ○ Listening and reading skills - Lack of exposure to English

In relation to the things students could not learn in real terms or need to learn better, a variety of perceptions were identified during the interviews and some similarities were found. In this respect, not only students but also lecturers agree upon the need for improving listening skills among students. While lecturers think that students cannot learn these skills due to the lack of enough exposure to English, students think they might be experiencing some kind of listening anxiety. In addition to listening, lecturers also thinks that students need to improve their reading skills for the same reason. Although it was not stated by students in response to this question, some of them expressed their problems with reading skills during the previous question related to studies-related problems. Hence, it could be said that students agree with lecturers on the need to learn receptive skills better. In addition, lecturers expressed one more point that differs from students; grammar and vocabulary as sub-skills. While they think that students have a limited vocabulary range and structure knowledge, it was not mentioned by the students themselves during the interviews with both focus groups.

4.6. Student and Lecturer Suggestions to Minimize Student Burnout in the Preparatory Program (RQ6)

The sixth and the final research question of the present study aimed to obtain some suggestions of students and lecturers in order to minimize student burnout in the preparatory program. For that purpose, at the end of both focus group interviews with students and semi-

structured interviews with lecturers, a final question was asked. The results of interview data analysis will be presented one by one below.

4.6.1. Results of Student Suggestions in Focus Group Interviews

At the end of the interviews with both focus groups, students were asked about their suggestions for the points they have mentioned throughout the interview sessions. Their answers were analyzed and coded in accordance with the aforementioned model and four themes emerged: *suggestions for syllabus, suggestions for the number of lesson hours and responsibilities, suggestions to reduce exam anxiety, and finally suggestions for relationships with teaching & non-teaching staff.*

In relation to suggestions for syllabus, a great number of students in not only Focus Group 1 but also Focus Group 2 underlined the need for a change in the focus of especially the program they are in now. As they are repeat students, they think they need to learn some exam skills and strategies especially for receptive skills such as Listening and Reading, so they suggested that the focus should be on teaching these kinds of strategies rather than following some books, or this kind of focus can be integrated into the curriculum, either by the syllabus itself or by self-access centers focusing on these points. The following excerpts are given as examples:

> "Support program for Proficiency should include a number of exercises for the Proficiency exam and students should be prepared to that exam, but not with such an extra effort to achieve an average score within this program. I think the content here does not directly focus on the exam, so for example, we can do some work related to exam at least for two days, and then we can go on with the textbooks for other days." (FG1-S6)

Another student (FG1-S1) expressed the need for a change in the syllabus like below:

> "If we have to follow textbooks in the lessons, we can use self-access centers to work on some exam strategies like the ways to do well in Reading, etc. The repeat program we are in now affects us in a bad way as it feels like we have been dealing with textbooks at one hand for 30 percent and the Proficiency exam for 70 percent on the other hand but they are like two different things that you have to put extra effort."

And one of the respondents (FG2-S4) added:

> "Instead of textbooks, we can work on skills, especially on Reading and Listening in a more exam-like way. We can also improve our vocabulary knowledge in this way."

They also think that the content of the lessons should directly focus on the Proficiency exam, so that they could be in accordance with each other. According to the students, the level of the exam is harder than the level of the lesson content and they claim that their own levels are closer to the level of the lesson content. For example, one student (FG2-S5) said;

> "If the exam requires a specific level of English, then the lesson content should be at the same level. I think the level of lesson content is much closer to our level as students, but if that's the right way, we should be more familiar with the exam strategies."

However, students were happy with the level of revisions they have been subjected to before exams for a while. As an example, one of the interviewees (FG2-S3) reported;

> "We have been subjected to some revisions before the exams during the term, and they were really good in terms of their levels compared to the real ones like the last quiz for example. We asked for a sample for Proficiency, too and did not have serious problems in terms of its level, even in Reading. However, in the real one I couldn't reach the level I think I am at."

Some of the suggestions focused on the reduction in the number of lesson hours and responsibilities, but this was much more about the previous levels they were enrolled in the preparatory program. For instance; one participant (FG2-S3) said;

> "I think English is not something you learn at school; we can learn it via music or movies, too. However, when we spend the whole day here at school, you cannot find enough time for them, especially if you have many responsibilities to do after school. We do not even want to participate in extracurricular activities."

Another student (FG2-S1) highlighted the need for a reduction in the lesson hours:

> "Is it really useful to come to school for five days for completing many things in the lessons? I don't think it is. As we see, we cannot benefit from the lessons in this way. Maybe the lessons could take 3-4 days in a week so that we don't feel overwhelmed this much."

As students mentioned about how they feel anxious when it comes to exams, some of them suggested some ways to reduce their anxiety. They were about increasing the number of

samples before the Proficiency Exam and the practice of them in a real exam context so that all the students would take it seriously first and be more familiar with the format to relax psychologically. The following excerpt (FG1-S1) is a good example for the above-mentioned situation:

> "We have been subjected to one sample exam before Proficiency but no one has taken it serious, so it was not like the real exam even in terms of the environment. As I couldn't take it serious, too, I decided to complete it at home."

Another one (FG1-S5) expressed the need for an increase in the number of samples; "On June 7, we have Proficiency Exam, so we can be subjected to more than one sample starting from the beginning of June for example. Maybe it will make us relax a bit". The following participant (FG2-S3) highlighted a similar point:

> "During the term, we have been dealing with many different exams. I don't know they should be this much or not. Instead, we can try more Proficiency-like exams together with some strategies because in this way we cannot make much progress in Listening, etc."

The last but not least suggestion was about the relationships between not only teaching but also non-teaching staff and students. They expressed their needs for positive motivation or encouragement by teaching staff via focusing on different aspects and have come up with some suggestions for the meetings which are held to talk about problems and their solutions with especially the non-teaching staff. Students underlined their needs for different perspectives although they appreciate the effort of the school to organize related meetings. For example, one interviewee (FG2-S6) said:

> "In fact, they are trying to organize some events to motivate us but I do not feel motivated enough in most of them because they generally indicate that we –as students- did not work hard and so we are here, or if we do not put any effort, we will get the same result. Actually I already know that but it should be like what news ways we should follow to study or what we really feel or want."

The other one (FG2-S3) highlighted the importance of a new perspective:

> "In any meeting or attempt to speak about these things, if there is a problem, it's all due to students themselves; like we did not study enough or we did not focus on crucial parts. That's OK, they are right. However, there is nothing like "Let's look at it from students' point of view and consider it true this once."

Another suggestion offered by one of the participants (FG1-S6) was about the need for a real solution:

> "Some people from the administration staff can come to our classes rather than just one person going there to talk about our problems and listen to our problems to find some reasonable solutions. Now they come up with some explanations but those ones do not make any sense to us."

Last but not least, almost all the students underlined one point that they think has an impact on student-staff trust relationships; permission for their access to marked exam papers within Proficiency or the announcement of the results in detail. For instance, one participant (FG1-S5) reported; "The thing that the exact scores are not shared with us makes us suspicious about the results and we cannot find a logical reason for that situation". There were also some students (FG1-S1) who put emphasis on the results of writing scores in detail as follows: "In Proficiency, writing is one of the most important parts that affect our scores and we are curious about especially that part because how well we did in this part may change according to the people who assess this part".

4.6.2. Results of Lecturer Suggestions in Semi-Structured Interviews

At the end of semi-structured interviews, each lecturer was also asked about his/her suggestions for the points he/she has mentioned throughout the interview sessions. Their answers were analyzed and coded in the same way and this time five themes emerged: *suggestions for the syllabus, suggestions for the assessment, suggestions for the number of responsibilities and lesson hours, suggestions for the materials, and suggestions for the students.*

Four lecturers (L1, L2, L4, and L5) offered four different suggestions in total related to the syllabus. Two of the suggestions were highlighted more than one time. Two of the lecturers (L4 and L5) emphasized the need for revising the syllabus by integrating some grammar in addition to reading focused exercises as students need some support about these points. Lecturer 4 said; "Those students are not at the expected level, so a supplementary grammar support may be a good idea as the textbooks are not grammar-focused". Lecturer 5 underlined; "They are also having big problems in reading because they do not read anything even in Turkish, so we should support them by integrating some more reading practices". The other suggestion was also about the revision of the syllabus but it's much more about the content itself. It was one of the suggestions underlined more than one time (L2 and L5)

and one of the lecturers (L2) explained it as; “The syllabus should have a more exam-like focus with more practices on the Proficiency exam rather than dealing with the practices on the textbooks, so the students could feel like they are getting ready for the exam in real terms” Another suggestion was about revising the course schedule on the syllabus by one lecturer (L1): “Why don’t we make the syllabus more flexible? I mean rather than depending on the textbook and trying to finish it considering the course schedule, why don’t we just complete the half of that book throughout the term and try to make more and more practice?”. Final comment was by another lecturer (L5) who emphasized the students’ need for improving their main skills: “Here the syllabus is skill-based but in other modules it’s integrated. We can use this skill-based syllabus also in the last module so that they could focus on each skill not just in this program but also before it”.

In relation to assessment, three lecturers (L2, L3, and L5) offered two types of suggestions. Two of them (L3 and L5) agreed upon a point; revising the scores of level evaluation throughout the levels in the course system. One of the comments (L3) is provided as an example; “We can make some changes in the scores of level evaluation for each level so that students could be included at the right level considering their language proficiency level”. The other interviewee (L2) put emphasis on the revision of the point value ascribed to some exams during the term: “The point value of midterm exam is really high. When students get a low midterm grade, they think they have already failed, so they just give up. We can revise the percentages ascribed to midterm or weekly quizzes I think”.

When it comes to the number of responsibilities and lesson hours, three lecturers (L1, L2, and L5) have come up with some suggestions. They all think that the number of responsibilities or things to do during all the levels might make students feel overwhelmed together with the length they spend at school and too focused on the scores they will be getting from those things; therefore, some of the practices could be optional. For example; one lecturer (L2) told; “There are many things to do considering all the levels like story homework evaluated via story quizzes, or different kinds of homework on various online platforms. I would also feel exhausted even if I think they are beneficial”. Another lecturer (L5) remarked; “We make them fulfill a number of things but they’re not voluntary at all. What makes difference is to do something voluntarily. In this way, they’re just interested in the scores they will get, nothing else”. When it comes to the number of lesson hours, Lecturer 1 commented; “The number of lesson hours should be reduced because keeping them at school until the late afternoon does not work in fact. I think four hours of lesson are enough

considering their concentration". One of the interviewees (L2) made a similar comment but was not sure of the reduction of lesson hours; "We need to follow a course schedule I know but most of the lessons in the afternoon are lost in fact".

The analysis of the responses in the interviews showed that three lecturers (L2, L4, and L5) mentioned similar points considering suggestions for materials. The first point was about the compatibility of the textbooks with the students' level. They all expressed the fact that some of the textbooks are beyond the level of students, which make them get lost in the lesson, and one of the lecturers (L5) emphasized the importance of taking students' needs into consideration in the choice of materials: "Those students are not at intermediate level, so they have difficulty in keeping up with the level of the textbooks. I think we should make a need analysis and provide students with the materials we complied for them in compliance with their level". Moreover, they all think that using hard copy materials will be better for students' concentration and interest. One of the interviewees (L4) said:

> "I think those students feel more motivated when they use hard copy materials. It' not exactly true for other students because using tablets may make them motivated, but for this group of repeat students it's of importance. When I take some hard copy materials to the class, they are much more interested in the lesson".

As a result of interview data analysis, it was seen that two of the lecturers (L2 and L5) agreed upon a subject, what students should do to do better in English, and suggested that students should expose themselves to English as much as they can, not by taking learning it as a burden but using it in real life. Their comments are provided below:

> "I suggest them to do anything they do in English to be exposed to the language such as listening to music or the news on radio (BBC), watching TV series or even cartoons in English without subtitles, reading in English so that they could acquire rather than learn it" (L5)

> "They cannot improve especially their listening and reading skills at once because they are not active users of English. For example, most of them prefer listening to music in Turkish to English and there are many examples like that. Learning a language requires using it in every aspect; it's not something you learn to pass a test and then forget" (L2)

CHAPTER 5

DISCUSSION

The current study aimed to describe the burnout level of students in the preparatory program via Maslach Burnout Inventory-Student Form (MBI-SS) and Lecturer Observation Checklist prepared in accordance with this inventory. Also, it attempted to reveal the underlying reasons of student burnout together with the suggestions to minimize it via focus group and semi-structured interviews prepared in accordance with the related inventory again. The interviews also supported the data obtained from student survey and observation checklist. In the previous chapter, the comparative results gathered via those research instruments were presented in tables. In this chapter, the summary of these results are presented and discussed by making reference to both supporting and contradicting previous findings in the literature.

5.1. Students' and Lecturers' Perceptions on the Level of Student Burnout in the Preparatory Program

The first research question of the present study sought to determine the burnout level of students gathered via Maslach Burnout Inventory-Student Form (MBI-SS) in the first part. The findings revealed that students in the subject group *sometimes* experience burnout. To put it simply in accordance with the three dimensions of burnout, students experience "exhaustion" *very often*. However, they *sometimes* experience "cynicism" towards their studies and *sometimes* suffer from lower sense of "efficacy". The descriptive statistics of the three subscales showed that students experience burnout mostly as exhaustion.

In the second research question, it was aimed to determine the burnout level of students from the lecturers' perspectives gathered via Lecturer Observation Checklist. According to the findings of observations, students suffer from exhaustion most when the scores for the items under exhaustion are considered. When it comes to cynicism, they think that students

partially suffer from cynicism. Likewise, they are *partially* competent when the scores of items under professional efficacy are taken into consideration. It can be argued that the findings of student survey and lecturer observation checklist are consistent with each other; in other words, students in the support program for Proficiency Exam experience burnout mostly as exhaustion.

Referring to the perspectives on burnout, there was a tendency towards a single dimension of exhaustion while defining burnout rather than three as exhaustion was accepted as a key dimension of burnout. Maslach et al. (2008) expressed that the most widely mentioned dimension of burnout syndrome has been exhaustion since the early phases of burnout research. In another study (2001), they also reported that there is a strong relationship between exhaustion and cynicism; in other words, cynicism may come into existence as a reaction to exhaustion while these two components may have an impact on the sense of efficacy. Moreover, the findings are consistent with the study of Erakman (2015) in that the students in the preparatory program experience more exhaustion than cynicism, and more cynical feelings than efficacy. Likewise, Özdemir (2009) studied teachers and found that they experience exhaustion very often, so overall burnout mostly as exhaustion. Duru, et al. (2014) yielded a bit different results. To illustrate, the relationships among burnout, academic achievement, and self-regulation were examined with two structural models in their study. They found that students experiencing a high degree of exhaustion also experience a high cynicism which may be a predictor of academic inefficacy.

5.2. Students' and Lecturers' Perceptions on the Reasons of Student Burnout in the Preparatory Program

The sub-question of the first research question attempted to find out the underlying reasons of student burnout by getting students' perceptions via focus group interviews, and the sub-question of the second research question aimed at getting the perceptions of lecturers about the reasons of student burnout via semi-structured interviews. As mentioned earlier, the questions in both types of interviews were prepared in accordance with Maslach Burnout Inventory-Student Survey (MBI-SS).

When the three dimensions of burnout are considered, self-accounts of the interviewees indicated that students feel exhausted due to repeating the program for another year. Also, the number of responsibilities or study load and the number of lesson hours in a day were found to be strong predictors of exhaustion among students. It may be argued that students

may be feeling exhausted not due to the above-mentioned points within the support program (as they have three hours in the morning) but due to heavy study load and number of lesson hours within the previous levels during the preparatory program. Also, the analysis of observational data showed that repeating the program for another year, having many responsibilities and spending most of the time at school cause students to feel exhausted. Referring to the related literature, although there are some studies (Male & May, 1997, 1998; as cited in Jacobs & Dodd, 2003) that found a positive correlation between heavy course load and exhaustion rather than all the other dimensions of burnout, it was found to be related to all three components of burnout by Greenglass et al. (2001). Therefore, it may be said that heavy course load might be a predictor of not only exhaustion but also burnout in general. What's more, these findings are in line with the findings in the study of Jacobs and Dodd (2003). In this respect, it is worth noting that course load was categorized by them as two types; subjective and objective. The former was defined as a "feeling that one's academic and extracurricular load is too heavy" while the latter was described as "actual load of academics, extracurricular activities, and employment". And their study indicated that it is subjective course load that leads to burnout rather than the objective one, and study hours are much more related to exhaustion. When the perceptions of students and lecturers are considered, it could be argued that objective workload might create feelings related to subjective workload among students, which makes them feel emotionally exhausted. Also, the present study yielded similar results with two more studies; Yang (2004) and Küçüksüleymanoğlu and Onuray-Eğilmez (2013).

In relation to the second component of burnout syndrome, cynicism, for both subject groups, exam scores that are not at the expected level are the most important reason of students' cynical attitudes towards the preparatory program, resulting in a drop in enthusiasm. The analysis of observational data also showed that exam scores have a great impact on students. As reported by the lecturers, another reason could be negative peer influence as the subject group of students is enrolled in a repeat program. These findings may be explained by one of the two expectations described by Jackson et al. (1986) as achievement expectations and organizational expectations. The fact that students are most affected by their exam scores as well as peers might be related to achievement expectations which indicate expectations of a student as an individual with regard to his/her peers or the level s/he must be at. To illustrate, their achievement expectations may not be met enough.

Another important finding related to cynicism was that students have negative beliefs about the usefulness of curriculum content. As a reason, both students and lecturers indicated that the course syllabus is too much dependent on textbooks, and together with the focus group interviews, the current study showed that it may lead to some feelings of doubt among students about the congruence between the lesson content and the exams, especially Proficiency Exam. According to the students, the level of Proficiency Exam is harder than the level of textbooks used in class. The reason behind this issue was reported by the students as the lack of activities that directly focus on Proficiency Exam. This may cause students to feel academically inadequate, which may result in their cynical attitudes towards the curriculum. This finding is similar to the findings of Duru et al. (2014) at least to some extent who found that the sense of inefficacy is due to cynicism and lower levels of academic success. These findings might also be supported by the theoretical perspectives given by McMillan and Workman (1998, as cited in Alkharusi, 2009). To illustrate, the characteristics of the assessments such as difficulty level, usefulness and importance have an impact on academic self-efficacy and self-efficacy beliefs of the students. Furthermore, it may be due to the fact that students have difficulty in understanding what is taught for why, so they may be having difficulty in realizing the connection between the curriculum content together with the choice of the related textbooks and the exam content. This finding may have something to do with the lack of learner autonomy according to the autonomous language learner profile described by Dickinson (1993:41; as cited in Balçıkanlı, 2008) as such a learner should have an enough understanding of the reasons behind the choices concerning language learning processes.

With regard to cynicism, it was also found that students feel cynical about the necessity of the preparatory program in general and their expectations of a university are not met when they are enrolled in the preparatory program before departmental studies. In other words, students may have an imaginary university in their minds with a feeling of freedom in terms of courses, responsibilities, exams and so on and their expectations may not be met during the preparatory program, especially with intensive focus on English. This finding was also confirmed in the analysis of observational data indicating cynicism due to having no interest in English. This might be explained by the fact that a mismatch between expectations and reality may yield a feeling of stress (Cherniss, 1980, Steven & O'Neil, 1983; as cited in Tümkaya, 1996). All in all, the present study showed that negative self-efficacy beliefs due to low academic achievement cause students to be detached from the studies in the

preparatory program. Therefore, it may be argued that feelings related to cynicism and feelings of inefficacy are strongly related. The study conducted by Bilge, Tuzgöl-Dost and Çetin (2014) supported this finding as they reported that students who have low study habits as well as low self-efficacy beliefs are at the risk of experiencing a high level of cynicism. Also, this finding corroborate the findings in the study of Salmela-Aro, Kiuru, Leskinen, and Nurmi (2009) who also found a relationship between low academic achievement and cynicism.

Turning now to the third component, professional efficacy, the present study found that students are not at the expected language proficiency level (intermediate) as reported by the lecturers, which may be a crucial reason of their failure in the Proficiency Exam more than once. The underlying reason of this issue was stated by the lecturers as something related to exam practices; in other words, the difficulty level of assessments held during the whole year as a form of level evaluation in the preparatory program. According to them, it is quite easy for most of the students to pass the first two levels (starter and elementary) as they include introductory topics in English while the other levels (pre-intermediate and intermediate) are much harder for students in terms of their levels.

Also, the study indicated that repeating the preparatory program due to such failure may lead to a fear of failure among students, which results in some kind of exam anxiety. In accordance with the present result, some previous studies demonstrated the factors that lead to an increase in students' levels of burnout. For example, Çapulcuoğlu and Gündüz (2013) demonstrated those factors as a heavy study load, exam anxiety, and the issue of fear of failure in their study. Therefore, it may be said that those findings are consistent with the findings of the present study. In specific, students may be suffering from listening anxiety. The results showed that they regard listening as a skill which needs to be improved most while lecturers stated not only listening but also reading as the skills which students need to improve most. What's more, the lecturers reported that students suffer from the lack of enough sub skills such as structure and vocabulary knowledge and this may have a negative impact on the main skills. As asserted in the literature, the comprehension of listening may lead to a high level of anxiety if the comprehension issue does not occur literally (Graham, 2006). There are many factors that affect such anxiety. Considering the relevant literature, for a second language learner, developing receptive skills such as reading and listening may be harder than productive ones as they are difficult to observe and lasts for a short time (Vandergrift, 2008). This may be a possible explanation of the findings in the interview data

indicating that students can evaluate their own learning within productive skills but it is not true for receptive skills, especially listening skills. Also, Graham (2006) mentioned different factors that cause second language learners to have trouble in listening comprehension such as limited vocabulary range, the lack of enough grammar knowledge. Therefore, students may be experiencing listening anxiety due to their levels of language proficiency especially in vocabulary and grammar.

What's more, the findings showed that students lack problem-solving skills. When they have a problem related to studies, they expect the teaching staff to solve their problems rather than solving it on their own. Also, it was concluded that students have some problems with self-study, or they do not have enough idea about how to study. In other words; they cannot make a selection and use of language learning strategies that are appropriate for them. In addition, students suffer from the lack of self-awareness about the weaknesses they have, which may refer to the lack of self-evaluation. Referring to the literature, these findings could also be explained in two ways; the lack of learner autonomy and metacognitive knowledge. In addition to the one stated above, Dickinson (1993:41; as cited in Balçıkanlı, 2008) regards an autonomous language learner as someone who can take the responsibility of their learning by making a selection and use of suitable learning strategies, self-assessing their own learning process. Therefore, it may be said that subject group of students lack learner autonomy. Furthermore, students may lack the necessary language learning strategies, especially metacognitive strategies described by some researchers (Oxford, 1990; O'Malley, Chamot, Stewner-Manzanares, Russo, Kupper, 1985) as some kind of self-awareness as a learner in terms of the ability to plan and evaluate his/her own learning with some knowledge of his/her strengths and weaknesses, tasks s/he is dealing with and the necessary learning strategies to deal with them. They may also lack the affective strategies which focus on the ability of lowering the learner's own anxiety and encouraging himself or herself.

All in all, it could be argued that the low level of students' academic achievement may lead to the lack of some language related skills as mentioned above, which may result in the experience of burnout within students. These results accord with the study of Balkıs, Duru, Buluş, and Duru (2011) while it is inconsistent with Yeni Palabıyık (2014) who found no relationship between high school students' overall burnout and language proficiency in English.

5.3. Students and Lecturers' Suggestions to Minimize the Student Burnout in the Preparatory Program

The current study also set out with the aim of presenting the suggestions given by both students and lecturers in order to minimize the student burnout in the preparatory program. As previously explained, a question was asked at the end of the focus group and semi-structured interviews to understand their perceptions on this issue.

The answers of the participants to the interview questions showed parallelism in many ways. In both students' and lecturers' interviews, similar themes emerged such as suggestions for syllabus as well as the number of lesson hours and responsibilities. Both students and lecturers highlighted the importance of an exam focused syllabus rather than a textbook focused one. In the interviews, the use of textbooks was observed (especially within students) to be perceived as something apart from the exam in terms of the content. According to the both groups of participants, students need to learn some learning strategies or exam skills concerning their language skills, especially receptive ones so that they could feel like they're getting prepared for the exam in real terms. A possible explanation for this might be that textbooks used in the support program for Proficiency are not effective enough in improving the language proficiency weaknesses of the students directly. Therefore, it was suggested by the lecturers that more exam-focused practices could be integrated into the curriculum in such a way that students would attend them in real exam environments, which was also recommended by students for reducing their exam anxiety. For this, lecturers came up with such a suggestion that course schedule should be more flexible in that textbooks could be followed but with more practices included in it rather than an effort to finish the related textbooks in a specific time limit. These results match the ideas of McMillan and Workman (1998) who underlined that increasing the number of assessments and informing students about how they will be evaluated may pave the way for positive motivation within them. In addition to those above, lecturers suggested that the present syllabus of the repeat program should be supported with grammar at least as the textbooks do not have such a focus but students need to improve their grammar. With regard to the number of lesson hours and responsibilities, they were found by the participants to be too many to deal with, so lecturers suggested that some of the practices or responsibilities in the preparatory program could be optional and the number of lesson hours could be reduced at least to some extent. This finding seems to be consistent with the findings of Balkıs et al. (2011) which showed the

effect of course load on burnout and Kömürcü (2018) which demonstrated that the weekly course load leads to a significant difference in exhaustion as well as cynicism.

When it comes to the suggestions that differed in both groups of interviewees, students made some suggestions for improving the relationships with teaching and non-teaching staff. The results showed that students need for some support, positive encouragement and motivation together with solution-oriented new perspectives. In terms of trust relationships, they also highlighted the need for access to marked Proficiency exam papers in order to see their weaknesses related to English language proficiency and get feedback on them and underlined that inaccessibility of the exam papers cause a distrust among them. Hence, sharing the results of the related exam in detail could make students feel that their ideas are valued and most importantly make them aware of themselves as learners. In accordance with these findings, Jacobs and Dodd (2014) found that social support is effective in minimizing the level of burnout, especially by paving the way for a low level of cynicism and an increase in the sense of efficacy. Maslach (2017) explained such support as taking various forms like positive encouragement, descriptive feedback, and emotional support together with some assistance and demonstrated that social support is one of the things suggested for preventing burnout. Also, these findings corroborate the ideas of Maslach (1998) who underlined person-centered approaches in prevention of burnout by stating that an increase in self-awareness could provide individuals with an understanding of their needs, strengths and weaknesses, which also helps them realize their unrealistic expectations and decrease the risk of experiencing burnout (Maslach, 1998).

Furthermore, lecturers made some suggestions for the materials used, assessment practices, and students in general. In relation to materials, they suggested that a need analysis should be conducted in order to provide students with materials that are more compatible with their levels because the present textbooks are hard to follow for them. This is likely related to the fact that students are not at the expected language proficiency level. When it comes to the assessment, they recommended that the scores of level evaluation should be revised so that students could reflect their own levels within the modules they're enrolled in. This result matches the theoretical perspectives of Stiggins and Chappuis (2005) who mentioned some factors related to the assessment in the classroom that facilitate positive encouragement and motivation within students; giving a true reflection of achievement with clear aims, providing descriptive feedback, and integrating students into the assessment process. Also, revising the point value and percentages ascribed to the exam during the term such as mid-

term exam was another suggestion because it was thought to have a negative impact on students' exam anxiety. Lecturers also made such recommendations for the students that they should get exposed to English as much as they can by using English in their lives to watch, read, or listen at least. These findings reflect those of Alkharusi (2009) who also found that classroom environments with appropriate exam practices which are challenging but meaningful at the same time, have a positive effect on the academic performance, and pave the way for feedback are effective in increasing student encouragement and motivation together with a sense of high level of self-efficacy and mastery goal orientation.

CHAPTER 6

CONCLUSION AND SUGGESTIONS

This final part presents an overview of the current study together with the summary of the findings and discussion as well as the research questions. Later, some pedagogical implications are put forward, which is followed some suggestions for further research depending on the limitations of the study.

6.1. Summary of the Study

Based on Maslach burnout model with three dimensions, namely exhaustion, cynicism or depersonalization, and professional efficacy, the present study aimed to investigate the burnout experienced by the students in English preparatory program in detail together with underlying reasons and suggestions. To this end, the following research questions were addressed:

1. What is the level of burnout experienced by the students in the preparatory program in terms of exhaustion, cynicism and professional efficacy?
2. What are the reasons of burnout experienced by the students in the preparatory program in terms of exhaustion, cynicism and professional efficacy?
3. What is the level of student burnout observed by the lecturers in the preparatory program in terms of exhaustion, cynicism, and professional efficacy?
4. What are the reasons of student burnout observed by the lecturers in the preparatory program in terms of exhaustion, cynicism and professional efficacy?
5. What are the similarities and differences between student and lecturer perceptions of student burnout in the preparatory program?

6. What are the suggestions of students and lecturers to minimize the student burnout in the preparatory program?

The study was conducted with fifty-eight intermediate-level student participants enrolled in an English Preparatory Program at a foundation university in Turkey and ten lecturer participants teaching to the aforementioned students. Research data was collected through a student survey administered to all the student participants, observation checklist used by all the lecturer participants, and two focus group interviews with thirteen students as well as semi-structured interviews with five lecturers. For the analysis of the survey and observational data, descriptive statistics was used while a content analysis was employed for the interview data.

According to the results of student survey and observation checklist, it was found that students experience burnout mostly as emotional exhaustion as the findings indicated that they experience emotional exhaustion very often while the feelings of cynicism and the sense of efficacy are seen partially. As emphasized in the related literature above in the discussion part, cynicism may result from emotional exhaustion and they may have an overall effect on students' feelings of efficacy.

When it comes to the findings of the interview data focusing on the underlying reasons of the burnout experienced by the students and observed by the lecturers in addition to the suggestions made by them, it was found that the number of lesson hours and responsibilities, or heavy course load during the whole preparatory program may lead to an increase in students' feelings of emotional exhaustion, Concerning the suggestions of student and lecturer participants, it was demonstrated that the course load can be reduced together with the reduction in the number of lesson hours and responsibilities.

In relation to another dimension of burnout, namely cynicism, the findings indicated that low exam scores may lead to cynicism towards the curriculum together with the syllabus and the materials used. In this respect, the suggestions by both students and lecturers showed that revising the syllabus and materials used in the support program by making it have more exam-focused practices is necessary. The lecturers also suggested that a need analysis should be made so that the revisions could be right. Also, it was found that students may have some cynical feelings towards the idea of preparatory program in general due to the fact that their expectations from a university are not met in an English preparatory program.

In terms of the third dimension of burnout, inefficacy, the findings indicated that students are not at the expected level (intermediate), so they lack the necessary grammar and

vocabulary knowledge as stated by the lecturers. It may be said that exams do not reflect their actual levels. In relation to this problem, the suggestions by lecturers indicated that revising the exams for level evaluation in order to enable a true reflection of students' level could be a solution. Also, they suggested that the present syllabus should be supported in terms of grammar so that the students could find the opportunity to improve their grammar skills. What's more, it was concluded that students may be suffering from exam anxiety as they failed more than one time. According to the suggestions by students, having the opportunity to attend many sample exams can reduce their exam anxiety as they would be familiar with the format while according to the lecturers; revising the point value and percentages ascribed to the specific exams during the terms could also a way to reduce their anxiety. What was found interesting at that point was that students suffer from exam anxiety most in listening skills and then reading skills, namely receptive skills. In this regard, the findings of suggestions by lecturers indicated that students should use English in their lives and get exposed to it as much as possible. Furthermore, it was found that students may lack learner autonomy and metacognitive skills such as self-awareness and self-evaluation.

Finally, students highlighted the importance of improving their relationships with not only teaching but also non-teaching staff by suggesting that they should support them for positive encouragement and motivation with some solutions that make sense for them. It was concluded that inaccessibility of the marked Proficiency Exam papers might be causing distrust towards the staff because of the fact that the students lack some self-awareness and self-evaluation skills.

6.2. Conclusion

It is an acceptable fact that English preparatory programs are prerequisite now in most of the universities before departmental studies. Therefore, it requires attaching more importance to English generally in all four skills, which may lead to a kind of disappointment within some students, especially with low level of English. This study focuses on the phenomenon of student burnout from multiple perspectives within an English preparatory program in search for finding the level, underlying reasons, and suggestions. It can be concluded from the findings which were obtained from the analysis of the perspectives that students may experience burnout due to various reasons whether it is at low or high levels, so they may be at the risk of experiencing it more severely. Therefore, it may be of importance to have a

detailed understanding of what students in the preparatory programs feel and take the necessary precautions accordingly.

All in all, the present study used different research instruments to be able to gain deeper insight into student burnout in relation to English preparatory program, which has been of importance so far as explained before. In this way, it is expected to offer a valuable insight into student burnout research especially in prep schools not only with the new research instruments used to collect data but also the pedagogical implications provided in the following section especially for educators included in the preparatory program of universities.

6.3. Pedagogical Implications

The findings of the current study showed that there may be many reasons of burnout and burnout related feelings experienced by the students in the preparatory program, and it was concluded that not only those reasons but also the suggestions for minimizing its effects showed similarity between students and lecturers according to the data gathered from them. It may be said that both groups of the participants are mostly aware of the reasons and have an idea about the solutions. Apart from their suggestions, there are some points that will be put forward in this part of the study in terms of practice.

To start with, it was found that students have cynical attitudes towards the preparatory program in general; in other words, they do not think that it is necessary at all, which may indicate how the students see English in fact. Hence, an orientation program which highlights why the preparatory program is necessary, how they can make use of it in the departments and how it can be effective in learning English could be conducted at the beginning of academic year.

Secondly, it was concluded that students need a strong relationship not only teaching but also non-teaching staff and get some support and positive encouragement from them. Therefore, new ways to improve the relationships with students could be tried by taking the students' perceptions into consideration in order to make them feel that their ideas are valued.

Next, the findings indicated that students lack learner autonomy and need to improve their learning strategies as the lack of those may cause them to fail in their studies. According to Wenden (1985; as cited in Brown, 1994), "learner strategies are the key to learner autonomy". For this reason, students could be trained about how to learn by the help of a practical guide provided by some researchers in the literature such as Oxford (1990) who

divided the learning strategies into two; direct (memory, cognitive, compensation) and indirect (metacognitive, affective, and social) strategies. The realization of those strategies is of importance not only by students but also by the teaching staff who can make this realization true. Additionally, self-access centers could be used for this purpose.

Last but not least, it was found that there was a need for revision in the curriculum of the support program for Proficiency in this research context and as stated by the lecturer participants in this study, a need analysis should be conducted in order to be able to have an understanding of students' needs. McKillip (1987; reported; "Needs are value judgments: that a target group has problems that can be solved" (p. 7). What's more, conducting a need analysis is of importance for curriculum development. (Lepetit & Cichocki, 2002).

6.4. Suggestions for Further Research

The current study has several limitations, and depending on these limitations, some suggestions for further research are available in this part of the study. First of all, this study was conducted with students with low academic achievement. Therefore, the focus was mostly on the burnout resulting from low efficacy within students. Conducting the same study with students who have higher levels of language proficiency may yield different results in terms of burnout level and its reasons. Another limitation of this study was that only 10 students were observed due to the limited number of lecturer participants, which may be inadequate for giving a true reflection of student burnout experienced by all the student participants. Additionally, participant observation could be integrated into the process of observation as it may minimize the effects of the reliance on participant opinion. Also, five lecturers were interviewed in a semi-structured form due to the availability of the participants. In further studies, a focus group interview could be held also for lecturers. Last but not least, in this study, demographic variables such as age and gender were not taken into consideration as the subject group is a purposive one. Therefore, it could be included in future studies.

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APPENDICES

APPENDIX 1. MASLACH BURNOUT INVENTORY- STUDENT SURVEY (TURKISH VERSION)

Sevgili Öğrenci,

Bu çalışma, İngiliz Dili Eğitimi bölümü Yüksek Lisans eğitimi kapsamında, öğrencilerdeki tükenmişlik seviyesini araştırmayı amaçlamaktadır. Bu bağlamda, veri toplamak amacıyla bir anket hazırlanmış olup bahsi geçen anket iki ana bölümden oluşmaktadır. İlk bölüm, araştırma için gerekli olan kişisel bilgileri toplamayı; ikinci bölüm ise programa ve derslere ilişkin duygularınızı tespit etmeyi amaçlamaktadır.

Elde edilen bilgiler tamamen gizli tutulacak olup yalnızca araştırma amacıyla kullanılacaktır. Vereceğiniz cevapların doğruluğu ve samimiyeti araştırma sonuçları için son derece önemlidir. Herhangi bir sorunuz olması halinde, bütün memnuniyetimle cevaplayacağımı belirtir, aşağıda bulunan e-posta adresim aracılığıyla bana ulaşabileceğinizi bilmenizi isterim.

Katkılarınız için çok teşekkür ederim.

Öğr. Gör. Sevim KÜÇÜKASLAN

kucukaslansevim@gmail.com

Bölüm 1. Demografik Bilgiler

Bu bölüm araştırma için gerekli kişisel bilgileri toplamak içindir. Lütfen size uyan seçeneği "X" koyarak işaretleyiniz ve gerekli bilgileri doldurunuz.

1. Cinsiyetiniz: ( ) Erkek ( ) Kadın
2. Yaşınız: _____
3. Dahil olduğunuz kur: D ( ) C ( ) B ( ) A ( ) PRO ( )
4. Hazırlık Programına Başlama Yılınız: _____

Bölüm 2. Maslach Tükenmişlik Envanteri - Öğrenci Formu

Lütfen aşağıdaki ifadelerin her birinde tanımlanan durumu ne sıklıkla hissettiğinizi, 1'den 5'e kadar olan numaralardan sadece birini yuvarlak içerisine alarak belirtiniz.	**Hiçbir zaman**	**Bazen**	**Genellikle**	**Çoğu zaman**	**Her zaman**
(1=Hiçbir zaman, 5=Her zaman)	**1**	**2**	**3**	**4**	**5**
1. Derslerimden duygusal olarak yıldığımı hissediyorum.	1	2	3	4	5
2. Okula başladığımdan beri derslere olan ilgim azaldı.	1	2	3	4	5
3. Derslerimde karşılaştığım problemleri etkili bir şekilde çözebilirim.	1	2	3	4	5
4. Okuldaki bir günün sonunda kendimi bitkin hissediyorum.	1	2	3	4	5
5. Derslerime ilişkin isteğim azaldı.		2	3	4	5
6. Sabah kalkıp yeni bir okul gününe başlamak zorunda olduğumu düşündüğümde kendimi yorgun hissediyorum.	1	2	3	4	5
7. Derslerimin potansiyel yararlılığı konusunda kuşku duyuyorum.	1	2	3	4	5
8. Bana göre iyi bir öğrenciyim.	1	2	3	4	5
9. Ders çalışmak veya bir derse girmek benim için gerçekten bir yüktür.	1	2	3	4	5
10. Derslerimin öneminden kuşkuluyum.	1	2	3	4	5
11. Derslerden tükendiğimi hissediyorum.	1	2	3	4	5
12. Ders aldığım süre boyunca birçok ilginç şey öğrendim.	1	2	3	4	5
13. Ders esnasında, yapılan şeylerde etkin olduğumdan eminim.	1	2	3	4	5

APPENDIX 2. MASLACH BURNOUT INVENTORY-STUDENT SURVEY (ENGLISH VERSION)

Dear Student,

This study aims to investigate the level of burnout among students within the scope of the Master's program in English Language Teaching. In this regard, a questionnaire was prepared in order to collect data, which consists of two main sections. The first section includes the collection of some personal information required for the research, and the second section includes thirteen items related to your states of feelings about some points related to your educational activities in the preparatory program.

The information obtained from the research will be kept completely confidential and will only be used for research purposes. The accuracy and sincerity of your answers are extremely important. If you have any questions, do not hesitate to reach me via my e-mail address provided below.

Thanks you very much for your contributions.

Lec. Sevim Küçükaslan

kucukaslansevim@gmail.com

Section 1. Demographic Information

This section is for gathering personal information required for the research. Please mark the option that suits you by putting an "X" in parentheses and fill in the required information.

1. Gender: ( ) Male ( ) Female

2. Age: _____

3. Level: D ( ) C ( ) B ( ) A ( ) PRO ( )

4. Year You Started at the Preparatory Program: _____

Section 2. Maslach Burnout Inventory-Student Survey

Please circle the most appropriate response for you by considering the frequency of your feelings based on the statements given below.	**Never**	**Rarely**	**Sometimes**	**Very Often**	**Always**
(1=Never, 5=Always)	**1**	**2**	**3**	**4**	**5**
1. I feel emotionally drained by my studies.	1	2	3	4	5
2. I have become less interested in my studies since my enrollment at the university.	1	2	3	4	5
3. I can effectively solve the problems that arise in my studies.	1	2	3	4	5
4. I feel used up at the end of a day at university.	1	2	3	4	5
5. I have become less enthusiastic about my studies.	1	2	3	4	5
6. I feel tired when I get up in the morning and I have to face another day at the university.	1	2	3	4	5
7. I have become more cynical about the potential usefulness of my studies.	1	2	3	4	5
8. In my opinion, I am a good student.	1	2	3	4	5
9. Studying or attending a class is really a strain for me.	1	2	3	4	5
10. I doubt the significance of my studies.	1	2	3	4	5
11. I feel burned out from my studies.	1	2	3	4	5
12. I have learned many interesting things during the course of my studies.	1	2	3	4	5
13. During class, I am confident that I am effective in getting things done.	1	2	3	4	5

APPENDIX 3. OBSERVATION CHECKLIST (TURKISH VERSION)

Sınıf:	**Hafta:**		
Öğrenci:	**Öğretim Görevlisi:**		
Duygusal Tükenme (Exhaustion)	**EVET**	**KISMEN**	**HAYIR**
1. Öğrenci, derslerinden duygusal olarak yılmış hissediyor.			
2. Öğrenci, derslerin sonunda kendini bitkin hissediyor.			
3. Öğrenci, sabah ilk saatlerde kendini yorgun hissediyor.			
4. Öğrenci, derslerinden tükenmiş hissediyor.			
5. Bir derse çalışmak ya da girmek öğrenci için gerçekten bir yüktür.			
Ek Açıklamalar:			
Duyarsızlaşma (Cynicism)	**EVET**	**KISMEN**	**HAYIR**
6. Öğrencinin derslere olan ilgisi azaldı.			
7. Öğrencinin dersler ilişkin isteği azaldı.			
8. Öğrenci, derslerin potansiyel yararlılığından kuşku duyuyor.			
9. Öğrenci, derslerin öneminden kuşku duyuyor.			
Ek Açıklamalar:			
Kişisel Başarı (Professional Efficacy)	**EVET**	**KISMEN**	**HAYIR**
10. Öğrenci, derslerde karşılaştığı problemleri etkili bir şekilde çözebiliyor.			
11. Öğrenci, akademik açıdan iyidir.			
12. Öğrenci, derslerini aldığı süre içerisinde birçok ilgi çekici şey öğreniyor.			
13. Öğrenci, ders esnasında yapılan şeylerde etkindir.			
Ek Açıklamalar			

APPENDIX 4. OBSERVATION CHECKLIST (ENGLISH VERSION)

CLASS:	**WEEK:**
STUDENT:	**INSTRUCTOR:**

Exhaustion	**YES**	**PARTIALLY**	**NO**
1. The student feels emotionally drained by his/her studies.			
2. The student feels used up at the end of a course.			
3. The student feels tired in the morning in the first hours.			
4. The student feels burned out from his/her studies.			
5. Studying or attending a class is really a strain for the student.			

Further Comments:	

Cynicism	**YES**	**PARTIALLY**	**NO**
6. The student has become less interested in his/her studies.			
7. The student has become less enthusiastic about his/her studies.			
8. The student has become more cynical about the potential usefulness of his/her studies.			
9. The student doubts the significance of his/her studies.			

Further Comments:	

Professional Efficacy	**YES**	**PARTIALLY**	**NO**
10. The student can effectively solve the problems that arise in his/her studies.			
11. S/he is a good student.			
12. The student has learned many interesting things during the course of his/her studies.			
13. During class, the student is effective in getting things done.			

Further Comments:	

APPENDIX 5. FOCUS GROUP INTERVIEW WITH STUDENTS IN TURKISH

Giriş

1. Hazırlık programındaki derslerinizi düşündüğünüzde nasıl hissediyorsunuz? Neden?
2. Okula başladığınızdan beri derslerinize olan ilginizde veya isteğinizde bir değişim oldu mu? Neden?
3. Hazırlıktaki derslerinizin yararlı olduğunu düşünüyor musunuz? Ne açılardan yararlı buluyorsunuz? Neden?
4. Sabah kalkıp yeni bir okul gününe başlayacağınızı düşündüğünüzde nasıl hissediyorsunuz? Neden?
5. Dersleriniz esnasında nasıl bir performans sergiliyorsunuz? Sizce derslerde yeterince etkili misiniz veya iyi bir öğrenci olduğunuzu düşünüyor musunuz? Neden?
6. Dersleriniz esnasında/veya dersle ilgili karşılaştığınız problemler nelerdir? Bu problemleri nasıl çözüyorsunuz?
7. Okuldaki bir günün sonunda, dersleriniz bittiğinde kendinizi nasıl hissediyorsunuz? Dersleriniz bittiğinde yapmakla sorumlu olduğunuz şeyler oluyor mu? Varsa bu konuda neler hissediyorsunuz? Neden?
8. Sizce hazırlık programından neler öğrendiniz? Öğrendiğiniz veya öğrenmediğinizi düşündüğünüz şeyler hakkında neler düşünüyorsunuz/hissediyorsunuz? Neden?
9. Bahsettiğiniz durumlara çözüm önerileriniz nelerdir?

- Sizce neler değişse hazırlık programına ve derslere bakış açınızda veya duygularınızda pozitif anlamda bir değişiklik olurdu?
- Bu şekilde başarılı olacağınızı düşünür müsünüz?

Kapanış: Eklemek istediğiniz herhangi bir şey var mı?

APPENDIX 6. FOCUS GROUP INTERVIEW WITH STUDENTS IN ENGLISH

Opening

1. How do you feel when you think about your studies in the preparatory program? Why?
2. Has there been a change in your interest or enthusiasm in/about your studies since the beginning of the term? Why?
3. Do you think your studies at preparatory program are useful? If yes, what aspects do you find useful? Why?
4. What affects your desire to come to school most when you get up and think that you have to face another day at school? Why?
5. How do you perform during your classes? Do you think you are effective enough? When you think about all your responsibilities and performance, do you think you are a good student? Why?
6. What are the problems that you encounter related to or during your classes? Why? How do you solve these problems?
7. How do you feel at the end of a day at school when your classes are over? Do you have any responsibilities to fulfill at home? If yes, how do you feel about them? Why?
8. What do you think you learned from the preparatory program? What do you feel about the things you learned and not learned?
9. What suggestions would you offer for the things you mentioned? What do you think would have changed the way you look at the preparatory program positively?

Closing: Is there anything you would like to add?

APPENDIX 7. SEMI-STRUCTURED INTERVIEW WITH LECTURERS IN TURKISH

Giriş

1. Sizce öğrencileriniz hazırlık programına devam etme konusunda neler/nasıl hissediyor? Neden?
2. Öğrenciler dersler esnasında nasıl bir performans veya tutum sergiliyorlar? Yeteri kadar etkin olduklarını düşünüyor musunuz? Neden?
3. Okula başladıklarından beri, öğrencilerin derslere karşı olan isteklerinde veya ilgilerinde bir değişiklik olduğunu düşünüyor musunuz? Neden?
4. Öğrenciler ders esnasında veya ders dışı dersle ilgili ne problemler yaşıyorlar? Ders esnasında veya derslerle ilgili karşılaştıkları problemleri kendileri çözebiliyorlar mı?
5. Sizce öğrenciler derslerin yararlı olduğunu düşünüyorlar mı veya derslerden yarar sağlayabiliyorlar mı? Neden?
6. Sizce öğrenciler hazırlık programından neler öğreniyorlar/ öğrendiler?
7. Sizce öğrenciler sorumlulukları hakkında neler hissediyor? Sorumluluklarını ilgiyle yerine getiriyorlar mı? Öğrencilerin sorumluluklarının sayısı hakkında ne düşünüyorsunuz?
8. Sizce öğrencilerin sabah okula gelme veya genel olarak programa devam etme isteğini en çok ne(ler) etkiliyor? Neden?
9. Bahsettiğiniz etmenlerden herhangi birinde veya program dâhilindeki herhangi bir şeyde bir değişiklik yapılması gerektiğini düşünüyor musunuz? Neden? Neler değişse öğrencilerin hazırlık programına ve derslere bakış açılarında veya duygularında pozitif anlamda bir değişiklik olur? Veya derslere olan ilgi ve istekleri nasıl artış gösterir?

Kapanış: Eklemek istediğiniz bir şey var mı?

APPENDIX 8. SEMI-STRUCTURED INTERVIEW WITH LECTURERS IN ENGLISH

Opening

1. What do you think about how students feel about their studies in the preparatory program? Why?
2. What do you think about students' in-class performance? Do you think they are effective enough? Why?
3. Do you think the students' interest or enthusiasm in/about their studies has changed since the beginning of the term? Why?
4. What are the problems that students encounter related to or during their classes? Can they solve these problems on their own? Why?
5. Do you think students find their studies at preparatory program useful or they get benefit from their studies? Why?
6. What do you think students learned or not learned from the preparatory program? Why?
7. What do you think about how students feel about their responsibilities? Are students interested in fulfilling their responsibilities? What do you think about the number of responsibilities? Why?
8. What do you think about the things that affect students' desire to come to school in the morning or in general most? Why?
9. What suggestions would you offer for the points you mentioned related to the program in general or students? What do you think would have changed the way students look at the preparatory program and lessons positively?

Closing: Is there anything you would like to add?

GAZİLİ OLMAK AYRICALIKTIR...