HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

INVESTIGATING THE RELATIONSHIP BETWEEN BURNOUT LEVELS AND SELF-EFFICACY BELIEFS OF ELT TEACHERS

Büşra UYSALBAŞ DAVARCIOĞLU

Master's Thesis

Ankara, 2024

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İNGİLİZCE ÖĞRETMENLERİNİN TÜKENMİŞLİK DÜZEYLERİ VE ÖZ-YETERLİLİK İNANÇLARI ARASINDAKİ İLİŞKİNİN İNCELENMESİ

Büşra UYSALBAŞ DAVARCIOĞLU

Master's Thesis

Ankara, 2024

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis, prepared by **BÜŞRA UYSALBAŞ DAVARCIOĞLU** and entitled "INVESTIGATING THE RELATIONSHIP BETWEEN BURNOUT LEVELS AND SELF-EFFICACY BELIEFS OF ELT TEACHERS" has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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This is to certify that this thesis has been approved by the aforementioned examining committee members on 19/04/2024 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master's Thesis** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences from ...../...../.....

Prof. Dr. İsmail Hakkı MİRİCİ

Director of Graduate School of Educational Sciences

Abstract

Professions involving extensive interaction often cause burnout, with teaching being particularly susceptible to this syndrome. The severe consequences of teacher burnout extend beyond personal well-being, affecting both colleagues and students. The challenges are intensified for ELT teachers in private schools, which are renowned for their quality language education, due to the demanding working conditions. However, higher self-efficacy beliefs act as a protective factor against burnout, assisting teachers in handling stressors effectively. Previous studies have examined the relationship between burnout and teachers' sense of efficacy at a tertiary level. However, few studies have focused on burnout levels and self-efficacy beliefs of ELT teachers working at private schools. This study addresses this gap by investigating the burnout level and self-efficacy beliefs of ELT teachers in private schools depending on certain variables. Moreover, the study scrutinizes the relation of teachers' sense of efficacy in classroom management, instructional strategies and student engagement on the emotional exhaustion, depersonalization and reduced personal accomplishment dimensions of burnout. Using a sequential mixed-method design, data were collected from 359 ELT teachers through questionnaires and from 6 ELT teachers through semi-structured interviews. The findings reveal significant correlations between aspects of teacher self-efficacy and burnout dimensions. Furthermore, various factors are associated with teacher efficacy and burnout levels, as supported by both quantitative and qualitative data. Thus, the study provides valuable insights for enhancing teacher well-being, informing teacher training practices, and guiding private school administrators in creating healthy working environments.

Keywords: teacher burnout, teacher self-efficacy, English language teachers, private schools

Öz

İnsanlarla daha fazla etkileşim gerektiren mesleklerde tükenmişlik sendromuna rastlanmaktadır. Bu nedenle öğretmenlik tükenmişliğe sebebiyet veren mesleklerin başında gelmektedir. Öğretmen tükenmişliğinin neden olduğu ciddi sonuçlar öğretmen esenliğini etkilemenin ötesine geçerek hem meslektaşları hem de öğrencileri etkilemektedir. Kaliteli yabancı dil eğitimleri nedeniyle tercih edilen özel okullardaki zorlu çalışma koşulları nedeniyle İngilizce öğretmenlerinin tükenmişlik riski artmaktadır. Yüksek öz-yeterlik inancı ise tükenmişliğe karşı koruyucu etken görevi görerek öğretmenlerin stres etkenleriyle başa çıkmalarına yardımcı olmaktadır. Önceki çalışmalar öğretmen öz-yeterliği ve tükenmişliği arasındaki ilişkiyi çoğunlukla yüksek öğretim düzeyinde ele almıştır. Ancak özel okullarda çalışan İngilizce öğretmenlerinin tükenmişlik düzeylerine ve öz-yeterlik inançlarına odaklanan çalışma sayısı kısıtlıdır. Bu bağlamdaki boşluğa paralel olarak bu çalışma, özel okullarda çalışan İngilizce öğretmenlerinin tükenmişlik düzeyleri ve öz-yeterlik inançlarını belirli değişkenlerle olan ilişkisiyle araştırmayı amaçlamaktadır. Aynı zamanda çalışmada öğretmenlerin sınıf yönetimi, öğretim stratejileri ve öğrenci katılımının tükenmişliğin alt boyutlarıyla ilişkisi irdelenmektedir. Özel okullarda çalışan İngilizce öğretmenlerinden oluşan bir örneklemle karma yöntem çeşitlerinden sıralı açıklayıcı tasarım benimsenmiştir. Nicel veri 359 özel okulda çalışan İngilizce öğretmeniyle toplanmıştır. Nitel veri ise çalışmanın nicel kısmına katılan 6 gönüllü öğretmenle gerçekleşmiştir. Bu çalışma, öz-yeterlilik boyutlarının tükenmişlik düzeyleriyle ilişkili olduğunu göstermiştir. Ayrıca öğretmenlerle gerçekleştirilen görüşmelerden elde edilen bulguların nicel verilerle uyumlu olduğu görülmüştür. Bu nedenle çalışma, öğretmen esenliğini iyileştirme, öğretmen eğitim programlarına ışık tutma ve özel okul yöneticilerine sağlıklı çalışma ortamları oluşturma konusunda rehberlik etmede değerli bilgiler sunmaktadır.

Anahtar sözcükler: öğretmen tükenmişliği, öğretmen özyeterlik inancı, İngilizce öğretmenleri, özel okullar

In the memory of my loving father

Rest in peace

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Symbols and Abbreviations

BL: Burnout Level

CM: Classroom Management

DP: Depersonalization

EE: Emotional Exhaustion

EFL: English as a Foreign Language

ELT: English Language Teaching

IS: Instructional Strategies

MBI-ES: Maslach Burnout Inventory-Educators Survey

PA: Personal Accomplishment

RPA: Reduced Personal Accomplishment

SE: Student Engagement

SEM: Structural Equation Modeling

TSE: Teachers' Sense of Efficacy

TSES: Teachers' Sense of Efficacy Scale

Chapter 1

Introduction

This chapter outlines the research problem, emphasizes the importance of the topic, and presents the aim of the study respectively. Subsequently, the chapter introduces the research questions. Finally, the study addresses its assumptions and limitations, together with the definitions for key terms used in the study.

Statement of the Problem

With the advent of technology, people of the modern world have been striving to keep pace with the hectic demands of the 21st century. This demanding environment that necessitates a constant juggle between work and home life brings numerous stressors into people's lives. These accumulated stressors lead to some negative consequences affecting people's well-being. Developing gradually, burnout is one of the consequences induced by especially work-related stressors, leading people into severe depression.

Burnout syndrome is basically emotional, physical, and mental fatigue caused by stressors on the job. Maslach et al. (2001) stress three key phases of burnout which are 'overwhelming exhaustion', 'feelings of cynicism and detachment from the job', and 'a sense of ineffectiveness and lack of accomplishment'. Even though burnout is experienced in any occupation in today's modern world, it is generally related to the ones that require more interaction with other people in the workplace. For this reason, teaching is one of the five prominent professions that cause burnout (Maslach et al., 2001) since teachers interact not only with their students but also with parents and school administrators.

Teachers play a crucial role in constructing effective, motivated, and collaborative learning in a healthy educational environment. Hence, the well-being of a teacher is essential in educational settings. Yet, previous research indicates the unsatisfactory conditions of the teaching position and the negative consequences at an alarming rate. Recently, the United Nations Educational, Scientific and Cultural Organization (UNESCO)

has made a warning about the worldwide phenomenon which is high teacher attrition rates. Bad working conditions, high stress levels, and inadequate salaries, according to the study, are the top three causes for this, each driven by insufficient resources, excessive administrative tasks, and inadequate leadership (Global Education Monitoring Report Team,2017; Previl, 2023). Educators experiencing significant stress are twice as prone to consider leaving the profession, especially within their initial five years, as highlighted in the study. This observation extends to a global context. According to the study of UNESCO in 2023, the worldwide teacher deficit is predicted to be 44 million (The Educator, 2023). In Türkiye, the circumstances are not dissimilar. According to an administrative report published in 2020 by the Ministry of Education (MoNE), 1632 teachers resigned. On the other hand, this number increased to 2030 teachers in 2021 which is a significant rise for a year (Ministry of National Education, 2020; 2021). Along with the attrition problem, teachers who have stayed in the profession are unsatisfied with their jobs. The study conducted by TEDMEM revealed that half of the teachers working in Turkish schools expressed an unwillingness to choose the teaching profession if given another chance (TEDMEM, 2014). Behind this worldwide phenomenon, there are a multitude of underlying reasons accelerating this process. As mentioned above, one of the top causes is high stress levels which lead to teacher burnout syndrome in the end.

Teachers subjected to extended stress report a loss of energy, indifference toward their students, and a perception of reduced accomplishment in their professional positions. After going through these phases, educators often opt to change their work environment or pursue alternative careers (Maslach, 2003). The consequences of teacher burnout are so severe that it does not only affect teachers' well-being but also their colleagues and students. As it is contagious, it directly affects the classroom atmosphere and school climate (Bakker & Schaufeli, 2000). All of these occurrences result in diminished effectiveness and quality in educational settings.

Factors found to be influencing teacher burnout have been explored in several studies. Studying the factors contributing to teacher burnout has been essential in order to mitigate the effects of burnout and protect teachers' well-being. These factors can be grouped into three domains; individual, organizational, and personality. Among personality factors, teacher self-efficacy has become the focal point of investigation to cope with burnout. Self-efficacy refers to one's capability to plan and carry out actions required in order to attain a specific desired outcome (Bandura, 1997). High self-efficacy is a mitigating factor as it helps individuals cope with stressors. On the other hand, lower self-efficacy may lead to more stress in the teaching profession and act as a contributing factor to burnout. It is known that both the level of teacher burnout and teacher self-efficacy play a significant role in teachers' behaviors in class affecting student academic success (Caprara et al.,2006; Jacobson, 2016) and motivation (Shen et al., 2015; Burić & Macuka, 2018) Thus, investigating the relationship between teacher burnout and self-efficacy is necessary to delve into the solution to teacher burnout and enhance the conditions.

Aim and Significance of the Study

English has served as a widely used universal language worldwide for many years. It has been a predominant language of communication in political, cultural, educational, scientific, and many more arenas. In such a globalized world, this reality has provided an urge for all countries to teach the lingua franca. Therefore, it was inevitable for governments to implement English language teaching in educational policies. Like all other countries, Türkiye prioritized English language education due to its desire for economic and technological progress. As Türkiye expands its cultural, economic, and technological ties with other nations, it is required to maintain these relationships in English. As a result of this requirement, English language instruction in Türkiye has gained speed (Sezer,1986).

Especially, after the 1980s the number of private schools providing higher hours for English language teaching compared to state schools increased in Türkiye (Kulaksızoğlu et

al., 1999). One of the sources of the rise in the number of private schools has been the demands of parents. Studies have revealed that parents' perception of enhanced facilities, classroom environment, educational services, and the qualifications of teachers has raised the demand for private schools (Uygun, 2003). In addition to these, one of the most important motives that direct parents to private schools in Türkiye is qualified foreign language teaching (Hesapçıoğlu & Nohutçu, 1999; Kaya & Nartgün, 2016).

However, the conditions of teachers in private schools of Türkiye are still problematic. When the conditions are compared with their counterparts in state schools, the teaching hours in private schools are more loaded (Garipağaoğlu, 2015). Secondly, the pressure emanated from school owners, principals, and parents on teachers is significantly higher (Koç, 2019) due to the competitive atmosphere and the financial fears of school owners. Moreover, a substantial concern arises in the form of relatively meager salaries, posing an additional challenge for these educators (Kandemir, 2015). When considering these situations and a competitive atmosphere created through private schools in Türkiye (Cinoğlu, 2006), an extra burden has been loaded on teachers' shoulders by creating more stressors in the teaching profession and jeopardizing teacher well-being. This situation has become more problematic for English language teachers as private schools are mostly preferred due to the quality of language education in our country.

Previous studies indicate that EFL teachers in Turkey suffer from a high level of burnout (Cesur,2021; Kimsesiz,2019). This problem is vital as it directly affects the classroom atmosphere and learning process. Since teachers become more impatient and depressed because of experiencing burnout, the students are also affected not only emotionally but also academically by their teachers' attitudes (Jacobson, 2016). Since burnout emerges due to job-related stressors, perceived self-efficacy has a role in alleviating burnout. Higher self-efficacy beliefs control stress management which lowers the tendency of burnout (Leiter,1992). The majority of studies concerning burnout in Türkiye have investigated the level of burnout and the reasons causing burnout, especially at the

tertiary level so far. Progress has been made toward an understanding of the prevention of burnout. What remains unclear is, however, the burnout levels of EFL teachers working at private schools as well as their self-efficacy beliefs. In line with this, an investigation into English language teachers' burnout levels and the relationship with self-efficacy beliefs depending on some variables is required.

The present study aims to examine to what extent English language teachers working at private schools suffer from burnout including three dimensions and to investigate their self-efficacy beliefs. Moreover, whether burnout levels and self-efficacy beliefs differ based on various factors such as age, gender, years of experience is in the scope of the study. Lastly, whether the subscales of self-efficacy beliefs predict burnout or not is also investigated.

The study is important as it aims to investigate the situation of EFL teachers working in private schools. Given that the burnout levels and self-efficacy beliefs of teachers directly impact the collective well-being of teachers, students, and institutions, the results will highlight if actions should be taken to improve the circumstances. Additionally, it is essential to shed light on the issue, as burnout levels and self-efficacy beliefs influence effective teaching, thereby potentially hindering the language learning process for students. This study serves as a valuable guide for English teachers in private schools, school administrators, and the field of teacher psychology. It provides important insights into English language teacher psychology and may contribute valuable information to burnout prevention programs.

Research Questions

This study aimed to address the following research questions:

1- To what extent do English language teachers working at private schools in Türkiye suffer from burnout based on three dimensions?

a. Depersonalization

b. Emotional exhaustion

c. Reduced personal accomplishment

2- How do ELT teachers working in private schools perceive their efficacy in classroom management, student engagement and instructional strategies?

3- Do ELT teachers' sense of efficacy and burnout differ based on

a. Age

b. Gender

c. Years of teaching experience

d. Weekly teaching hours

e. Additional responsibilities

f. Program teachers majored in

g. Teachers' educational background

h. Educational Stage Teachers Instruct

4- What is the relationship between EFL teachers' sense of efficacy and burnout?

Assumptions

In this study, it is assumed that the items in the surveys and interview questions are clear and straightforward for the participants. Besides, the results reflect the perspectives of the participating teachers, assuming that they comprehended the scales and interview questions, responded accurately and attentively, and provided honest responses. Lastly, the study is expected to reveal the relationship between burnout and self-efficacy beliefs of English language teachers working at private schools quantitatively and give deeper insight into the scope of the study qualitatively.

Limitations

Every research has some limitations. First of all, in this study, there are a limited number of teacher participants especially in the qualitative phase. Thus, the study is unable to encompass the entire EFL teacher population in Türkiye. Also, the data was collected through convenience sampling, an obstacle to the generalizability of the research. Therefore, the findings are constrained by the size of the sample, and cannot be generalized to the whole context. Lastly, the participants for semi-structured interviews were selected from those who had participated in the quantitative part of the study. As they were reached after the quantitative phase, the number of voluntary participants was very limited for the qualitative part. Due to time constraints, the interviews were conducted with the most available teachers who shared the common availability with the researcher.

Definitions

Burnout: “a psychological experience involving feelings, attitudes, motives, and expectations; and it is a negative experience for the individual, in that it concerns problems, distress, discomfort, dysfunction, and/or negative consequences” (Maslach & Leiter, 2017, p.37).

Teacher Burnout: “a condition in which an educator has exhausted the personal and professional resources necessary to do the job” (Walker,2021, n.p.).

Self-Efficacy: “Beliefs in one’s capabilities to organize and execute the courses of action required to produce given attainments” (Bandura,1997, p.3).

Teacher’s Self Efficacy: “teachers’ individual beliefs about their own abilities to successfully perform specific teaching and learning related tasks within the context of their own classrooms” (Dellinger et al., 2008, p.751).

Chapter 2

Literature Review

Burnout

Burnout, for the first time, was mentioned as a psychological problem in caring professions by Bradley (1969). Yet, a psychiatrist, Freudenberger, is widely regarded as the inventor of the term. He mentioned burnout syndrome in his article as a 'formidable enemy' and 'a real killer' to indicate how hazardous phenomenon it is. He himself suffered from burnout syndrome twice and stated that anyone has the potential to experience it (Freudenberger, 1975, p. 81). Another pioneer of the phenomenon is a psychologist, Christina Maslach who stressed the importance of the syndrome thanks to thorough scientific studies in this field as well as developing a scale measuring burnout (Maslach & Jackson, 1981).

Burnout was defined as 'a syndrome of emotional exhaustion and cynicism' (Maslach & Jackson, 1981, p. 99) that emerges among people who are exposed to continuous work-related stress. It occurs as a reaction to emotional pressure while interacting with other people at workplaces excessively, especially in challenging situations. These individuals are unable to notice that the cause of burnout is continuous job stress. (Maslach, 2003). Due to these continuous stressors, burnout proceeds gradually in three dimensions; emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional exhaustion refers to feeling drained emotionally. Although exhaustion is the core of the burnout syndrome, it is not sufficient to identify it (Maslach et al., 2001). Individuals suffering from burnout feel worn out and cannot find any force to face a new day at the workplace. Besides, it is tough to interact with other people anymore due to emotional exhaustion. Therefore, they minimize their interaction with their colleagues and restrain themselves from developing an emotional relationship. This isolation is so detrimental that individuals become indifferent to other people's needs. This is the second dimension of burnout called depersonalization. The third dimension of burnout is the feeling

of reduced personal accomplishment. Individuals start judging themselves as inadequate or unsuccessful which brings along unproductivity at work. Unfortunately, at this stage, they leave their professions or change their jobs. (Maslach, 2003).

Until the 1980s, researchers believed that burnout syndrome emerged among healthcare and counseling service workers but afterwards, they admitted that it is likely to occur in any profession that demands a busy work schedule, problem-solving skills, or creativity (Schaufeli et al., 2009).

Some researchers considered job burnout simply popular psychology at first. It rapidly gained acceptance in the scholarly world as theoretical models were developed (Leiter et al., 2015). There are many diverse theoretical interpretations on how burnout develops. The initial models adopted a sequential approach with the presumption that the development of burnout followed a series of stages. Models developed afterward were based on beliefs regarding occupational stress and the idea that strain is caused by imbalances. There are two foremost earlier models which adopt a sequential approach. One of them belongs to Maslach which has three dimensions and is widely accepted today. The continuity of one dimension paves the way for the development of successive dimensions (Maslach & Leiter, 2017). Another sequential model is a transactional model by Cherniss which also has three phases. The first phase occurs when there is no balance between individual resources and work demands. The second phase is an individual strain which shows itself as an emotional response of tiredness and anxiety. The last phase is the observed change in individuals' demeanours (Cherniss,1980, as cited in Maslach & Leiter, 2017, p. 42).

Apart from the sequential models, there are models that spotlight the external factors on individuals' responses to stress and the consequences. One of them is the Conservation of Resources Model (COR) by Hobfoll and Freedy. According to this model, individuals are in need of resources to cope with challenges. Resources in this approach refer to what individuals value in their lives such as their belongings, energy, conditions (health, marriage, social relations), and personal traits (problem-solving or coping skills). Stress emerges

when these resources are in danger due to the conditions at work. Losing or threatening to lose these resources may result in burnout. This theory emphasizes that people are sensitive to problems in the workplace that may cause them to lose resources. For instance, miscommunication between teachers and their parents or students, or negative feedback from school administration is more essential than the rewards they may gain (Freedy & Hobfoll, 1993).

Another imbalance model is the Job- Demands Resources Model (JD-R). According to this model, every profession may have unique risk factors for job stress, and these factors may be divided into two broad categories: job demands and job resources. Job demands are defined as social, organizational, psychological, or physical requirements of the job which demand consistent emotional and cognitive skills. Therefore, they are associated with strain and burnout. On the other hand, job resources are defined as social, organizational, psychological, or physical characteristics of the job that are essential in reaching professional objectives, diminishing job drawbacks, and encouraging personal development and progress. If both of them are high, strain and motivation emerge. Additionally, if both of them are low, there is a lack of strain and motivation. Besides, if there is high demand but low resources at the workplace, it may result in high strain and low motivation. Similarly, when there is a low demands-high resources situation, it may cause low strain and high motivation (Bakker & Demerouti, 2007).

Maslach and Leiter (2004), on the other hand, proposed a different version of an imbalance model of burnout called the Areas of Worklife model of burnout (AW). Similar to the transactional model, this model conceptualizes the job stressors as person-job imbalances, yet, determines six major areas where these imbalances occur. The more there is a gap between the job and the person in these six major areas, the more it is likely to feel burned out. Conversely, when there is harmony between the person and the job in these areas, there is a great chance of engagement with the work. These six areas leading to burnout are categorized as work overload, lack of control, insufficient reward, breakdown of community, absence of fairness, and conflicting values (Leiter & Maslach, 2004).

As for the methods, early studies were conducted through qualitative and descriptive research methods (Leiter et al., 2015). Yet, with the development of the Maslach Burnout Inventory (MBI) by Maslach and Jackson (1981) quantitative studies were also initiated.

Burnout Symptoms and Coping Strategies

There is a plethora of burnout symptoms mentioned in studies so far. Schaufeli and Enzmann (1998) have compiled all the symptoms into five clusters; physical, affective, cognitive, motivational, and behavioral. Physically, burned-out individuals suffer from various disorders such as severe headaches, dizziness, sleep deprivation, neck, back, and muscle pains, lethargy, and weight losses or gains. Apart from these, they may complain of long-lasting colds or flu, infections, weakened immune systems, and gastric-intestinal disorders. Physiologically, they can experience cholesterol and hypertension due to high stressors. In affective symptoms, burned-out individuals suffer from negative feelings such as depression, nervousness, anxiety, and pessimism. They may also become oversensitive, lose their emotional control and experience bursts of rage. Cognitively, their concentration spans decrease together with this, the frequency of making mistakes increases. They may lose their multi-tasking abilities and become more careless. Making decisions may become harder for these individuals. Moreover, they may adopt hostile attitudes and suspicious thoughts which drag them to isolation. Since they lose their intrinsic motivation and enthusiasm, they start considering resignation or withdrawal. As for behavioral symptoms, they tend to procrastinate the deeds they are supposed to do. They may become addicted to stimulants such as caffeine, tobacco, alcohol, or even sedatives. Besides, they may show impulsive or risk-taking behaviors. Extended sick leaves, late arrivals, absenteeism, and turnovers can be observed which cause a loss of effectiveness and productivity at the organizational level.

When it comes to coping strategies, work-related stress is the principal factor that accelerates burnout progress as mentioned. Therefore, learning how to cope with stress is one of the valuable techniques to prevent burnout. To begin with, self-monitoring plays a

vital role in becoming aware of the situation. Observing oneself for burnout symptoms and identifying when, where, and how often the symptoms emerge help individuals understand whether there is a problem or not (Schaufeli & Enzmann,1998). Keeping a stress diary or having a conversation with a reliable colleague is helpful at this stage (Meier & Beresford, 2006).

When one notices the signals of burnout, it is urgent to slow down the pace in order to balance work life and private life (Lyall, 1989). Finding time for socializing and relaxing is essential for daily exposure to factors contributing to burnout. Day-to-day activities after work such as meditation, yoga, walking in nature, or muscle-relaxing exercises have a diminishing effect on burnout symptoms (Demerouti et al., 2009). Schaufeli and Enzmann (1998) also highlight the importance of a healthy lifestyle including physical exercise, a well-balanced diet, getting a sufficient amount of sleep, recharging, and relaxation times to alleviate the psychological and physiological symptoms of burnout.

Another important step is to develop coping skills such as time management, problem-solving skills, sharing or regulating emotions (Maslach & Goldberg, 1998), and constructive thinking (Evers et al., 2005), especially for mitigating emotional exhaustion (Maslach et al., 2001). Adopting proactive strategies which are self-regulation and co-regulation is also beneficial for diminishing burnout levels. Self-regulation refers to the "regulation of one's own behavior, cognition, and emotions such as slowing work pace" (Pyhältö et al.,2020, p.223) whereas proactive co-regulation strategies are asking and attaining help from colleagues in order to handle future stressors. The researchers indicated that the capability to use these two strategies helped teachers diminish burnout levels (Pyhältö et al.,2020).

Building an engaging workplace which actually refers to a workplace supporting development; energy, involvement, and effectiveness provides the necessary elements for the prevention of burnout (Maslach & Goldberg, 1998). It ensures the productivity and well-being of employees (Maslach et al., 2001). In addition to this, social support which

encompasses administrative or supervisor support (Greenglass et al., 1996), colleague support (Bakker &Schaufeli, 2000), and family and friend support assist in combating burnout (Greenglass et al., 1996; Russell et al., 1987).

As for organization-based coping strategies, the first action to be taken is to determine what causes burnout and urge necessary reforms to change the circumstances causing burnout. Organizations should allow their employees to participate in the decision-making process and to give autonomy over their work. A performance-based reward system can be implemented for employee motivation. Programs such as feedback or participative management can be added for the employees. On the other hand, for novice employees, anticipatory socialization programs (Jackson & Schuler, 1983) or mentoring programs (Meier & Beresford, 2006) can be provided. Besides, maintaining fairness is also essential for employee well-being (Van Dierendonck et al., 1998). In summary, the consequences of burnout are so severe that organizations should be prudent to take necessary precautions both for their employees' well-being and institutions' sake.

Teacher Burnout

Teacher attrition, quitting or intending to quit a teaching career voluntarily before retirement, has been one of the most alarming problems in the field of education all around the world (Buchanan, 2010; Geiger & Pivovarova, 2018; Ingersoll, 2001; Weale, 2016). There may be plenty of reasons aggravating this issue, one of which is teacher burnout (Hong, 2010; Madigan & Kim, 2021).

Teaching is such an exacting (Hakanen et al., 2006) and stressful profession (Kyriacou & Sutcliffe, 1979) that the likelihood of teachers experiencing burnout is higher than those working in other professions (Heus & Diekstra, 1999; Maslach & Leiter, 1999). Applied to the teaching profession, teachers go through the same three dimensions of burnout due to certain stressors at schools. Once teachers believe they are no longer able to devote as much of themselves to their students as they used to do, they seem to display

emotional exhaustion. Next, the depersonalization dimension emerges when they adopt callous behaviors toward students, their parents, and even colleagues. Later, feelings of diminished personal accomplishment are perceived when they feel they are ineffective in assisting students with their learning and carrying out school tasks (Farber & Miller, 1981, as cited in Byrne, 1989). As a consequence of these steps that teachers go through, there will be visible signals such as deterioration in social behavior and teachers' performances, high rate of absenteeism, early retirement, physical and mental problems; ongoing negative feelings, depression, sleeping disorders, fatigue, abuse of alcohol or drugs (Rudow, 1999). Although the degree of these indicators may differ from person to person, continuous patterns of signals show that a teacher is suffering from burnout (Harris, 1984).

The reason why this situation is so vital is that burnout is contagious. Burnt-out teachers by sharing job-related problems with their colleagues can transfer the symptoms to others at schools (Bakker & Schaufeli, 2000). Besides, the syndrome directly affects the classroom atmosphere and learning process. Since teachers become more impatient and depressed because of experiencing burnout, the students are also affected not only emotionally but also academically by their teachers' attitudes (Jacobson, 2016; Jennings & Greenberg, 2009). Furthermore, students' intrinsic motivations are also affected badly by teacher burnout (Shen et al., 2015) Evers, Tomic, and Brouwers (2004) indicated that students even sense and identify the symptoms of their teacher's burnout in a classroom environment. Consequently, to sustain the effective classroom environment and quality education, teacher well-being should be seriously taken into consideration.

Factors Affecting Teacher Burnout

Factors affecting teacher burnout are subsumed under three main categories; individual factors, personality factors and organizational factors.

Individual Factors. Gender is one of the individual factors which have been investigated in relation to burnout. Maslach and Jackson (1985) found a minor association between the level of burnout and gender. Therefore, gender is not an important contributing

factor to the burnout phenomenon. Nonetheless, it can be a determinant factor for the depersonalization dimension of burnout. According to them, males tend to feel depersonalized more than females whereas the density of emotional exhaustion can be higher for females. There may be two reasons behind this result. One of them is job category which can directly play an important role in burnout syndrome. Another reason is gender-role socialization. The social roles attributed to females in societies are generally motherly roles such as caring and nurturing. For this reason, females may treat people in a less callous way compared to males. Thus, the density of emotional exhaustion can be higher for females (p.848).

Yet, previous studies related to teacher burnout depending on gender still have not provided consistent results. Some of the studies reported that gender has no statistically meaningful impact on the level of teacher burnout (Parrello et al., 2019; Schwab & Schuler, 1986). On the other hand, some other studies have asserted that gender has an effect on burnout (Anderson & Iwanicki, 1984; Antoniou et al., 2006; Burke & Greenglass, 1989; Saloviita & Pakarinen, 2021) although the results of these studies differ.

A number of researchers have found that male teachers are more prone to burnout rather than their female colleagues (Anderson & Iwanicki, 1984). Besides, Saloviita and Pakarinen (2021) added in their studies carried out with Finnish primary school teachers that this distinction occurred only in two dimensions of burnout; depersonalization and reduced personal accomplishment. However, some studies claimed that the burnout levels of male educators are distinctively higher than female educators in only depersonalization dimension of burnout (Burke & Greenglass, 1989; Byrne, 1991). Similar to Maslach and Jackson's explanation, Burke and Greenglass emphasized that females show lower depersonalized feelings toward their students due to gender roles (1989). Inconsistent with these studies, another study carried out in Greece with 493 teacher participants documented that female teachers experienced burnout more than their male counterparts, especially reporting a higher level of emotional exhaustion (Antoniou et al., 2006).

Another variable which is included in individual factors is age. Maslach, Schaufeli, and Leiter (2001) declared that studies related to the relationship between age and burnout have given consistent results compared to those related to other demographic variables. According to them, younger employees are at a higher risk to burn out compared with those above 30 or 40 years old. Although some studies have corroborated this thesis, some of them have disproven. For instance, a study carried out with 281 elementary school teachers has provided evidence for no important relation between age and any of the dimensions of burnout (Ferreira & Martinez, 2012).

Other studies which claimed the relation between age and burnout had some different results in terms of age groups and the dimensions of burnout. Anderson and Iwanicki (1984) reported that compared to older educators, younger educators experience emotional exhaustion more frequently. Apart from this study, another study carried out among university professors has demonstrated that younger academicians are more susceptible to experiencing emotional exhaustion (Lackritz, 2004). Similar to these results, Saloviita and Pakarinen (2021) found out that older primary school teachers suffer from less burnout, particularly exhaustion. They grounded the result in the experience of the older teachers. Since older teachers are more experienced, they may have adapted to coping with stressors in their work life.

Another study with 1797 Hong Kong teacher participants reported that out of three age groups (teachers at the age of 30 and younger; teachers between 31 and 40; teachers above 41), the youngest group (teachers at the age of 30 and younger) suffered from higher emotional exhaustion, higher level of depersonalization and lower level of personal accomplishment. All results in the three dimensions of burnout proved that they were the most burned-out group (Lau et al., 2005). Surprisingly, a study with 386 teachers aged between 20 and 60 displayed that teachers who are aged between 30 and 39 had high emotional exhaustion compared to other age groups including the younger ones. According to the researchers, this may imply that the ambition for climbing up career paths of this age group can put more stress on their shoulders (Whitehead et al., 2000).

Contrary to these studies, the study with English language teachers in Malaysia points out that emotional exhaustion increases as teachers get older (Pedditzi et al., 2021). In line with this study, the research of Mousavy and Nimehchisalem (2014) indicates that older teachers are more burned out than their younger colleagues in Malaysia considering all dimensions of burnout.

Years of experience, on the other hand, seems to play an essential role in teacher burnout. The results of earlier studies indicate contrasting results. Some studies have explored that experienced teachers are more burnt out whereas other studies have indicated that less experienced teachers are susceptible to burnout (Sezer,2012). Borg and Falzon (1989) documented that Maltese teachers with over 20 years of experience found the profession severely stressful. Besides, the study of Friedman (1991) unveiled that teachers who have been teaching for more than 15 years had higher levels of burnout compared to their less experienced counterparts. Another study also consolidated these results by finding out that experienced teachers are willing to accept more responsibilities and tasks. However, this situation causes more emotional exhaustion since they are physically and mentally less capable due to their ages. Although they are emotionally exhausted, they also reported a higher perceived sense of accomplishment (Zhang et al., 2019).

As opposed to these results, some studies have found a negative correlation between the years of experience and burnout (Brewer & Shapard, 2004). In line with this, a study conducted with 35 classroom teachers reported that less experienced teachers are more likely to burnout (Oberle et al., 2020); especially in the depersonalization dimension causing them to quit their professions during the first five years of teaching experience (El Helou et al., 2016). As for the emotional exhaustion dimension of burnout, Whitehead et al. (2000) revealed that teachers whose experience is 14 years or less scored higher levels of emotional exhaustion. Steinhardt et al. (2011) gained similar results in their study and commented that more experienced teachers are able to cope with stress effectively after all those years.

Grade level was another factor that was taken into consideration in terms of teacher burnout. Most of the previous studies have uncovered that educators teaching upper grades experience a higher degree of burnout (Russell et al., 1987; Van Horn et al., 1999), especially in relation to depersonalization dimension (Saloviita & Pakarinen, 2021). Anderson and Iwanicki (1984) found that junior and senior high school teachers reported substantially higher levels of depersonalization and reduced personal accomplishment compared to elementary school teachers. It has been argued that secondary school teaching is more exhausting than teaching at elementary schools since secondary school students may be more tiresome and complex than elementary school students. In the same way, the similar results were found out by Scwab (1983). According to the study, high school and middle school teachers had higher depersonalization compared to elementary school teachers. For this reason, they were showing more negative behaviours toward the students. As might be expected, elementary school teachers felt personal accomplishment more often than the others in the study.

There are some other studies which showed contrasting results. A study with 280 participants showed that the burnout levels of elementary school teachers were the highest. It has been argued by researchers that the burdens of elementary school teachers are higher. Besides, they get involved with their students emotionally more (Tatar & Horenczyk, 2003). Another study conducted with 40 English language teachers in Iran reported that teachers who were lecturing secondary school students were more burned out than those who were lecturing advanced learners (Sadeghi & Khezrlou, 2016). The study by Kimsesiz (2019) also revealed that the burnout levels of teachers decrease as the education levels increase. According to the findings, the burnout levels of teachers are from the highest to the lowest, respectively, primary school teachers, secondary school teachers, and high school teachers considering three dimensions of burnout. Apart from these, it has been also investigated that when teachers are responsible for preparing and teaching four or more different levels, they are very likely to suffer from higher depersonalization of burnout (El Helou et al., 2016).

Education may be another factor for burnout. It is probable that individuals with higher degrees of education have larger expectations for their future professional success. If the job does not meet their expectations, these people may feel dissatisfied with their jobs (Maslach & Jackson, 1985). On the other hand, Friedman (1991) asserts that as the education level rises, the level of burnout also increases. Despite this fact, there are few studies investigated this factor as a predictor of burnout. Even though Weng (2004) found no significant effect of teachers' academic background on their burnout levels, Luk et al. (2010) suggested that teachers with higher level of education were more emotionally exhausted and depersonalized than their counterparts. There are some studies in Turkish context that investigated this relationship. A study with 310 educators by Sabancı (2009) concluded that educators with graduate and master degrees show higher levels of emotional exhaustion than those with pre-license degrees. Moreover, when compared educators with master degrees with those with graduate degrees, educators with master degrees showed higher levels of burnout. As for personal accomplishment dimension, educators with pre-license degrees showed lack of personal accomplishment more than those with master degrees. In line with this study, Sezer (2012) and Yorulmaz and Altınkurt (2018) found similar results.

Personality Factors. To date, several studies have linked certain personality traits with burnout (Alarcon et al., 2009; Maslach et al., 2001; Zellars et al., 2004). Though there are different frameworks of personality, Five Factor model is one of the most known and dominant one which categorizes personality traits under five main domains. These domains are neuroticism versus emotional stability, extraversion versus introversion, conscientiousness versus undirectedness, openness to experience versus intellect, and agreeableness versus antagonism (McCrae & Costa, 1987). Neuroticism refers to experiencing negative feelings such as tension, melancholy and nervousness whereas extraversion refers to individuals' sociability and activity level. Conscientiousness, on the other hand, refers to individuals who are goal-oriented, self-disciplined and well-organized.

Openness to experience is about individuals' tendency to attempt new things, innovativeness and creativity. Agreeableness characterizes traits such as considerateness and trust (Goldberg, 1993). In the light of these personality differences, researchers have declared that individuals who are more neurotic, less extraverted, conscientious, and agreeable have a tendency to feel burnout easily (Bakker & Sanz-Vergel, 2020; Swider & Zimmerman, 2010)

Depending on these domains, a number of studies have presented a strong relationship between personality traits and teacher burnout, as well. For example, Kokkinos (2007) investigated the relationship with primary school teachers and found out that neuroticism was a predictor in three dimensions of burnout, especially in emotional exhaustion and depersonalization. Concerning depersonalization and personal accomplishment dimensions, this study showed that conscientiousness seems to be the primary trait. More conscientious teachers scored high levels of personal accomplishment whereas less conscientious teachers presented higher depersonalization levels. On the other hand, low scores in openness led teachers to feel more depersonalized from their jobs and students. Therefore, extraversion was found a mitigating personality trait for burnout in this study. Furthermore, another study showed that the highest neuroticism and the least introversion traits predicted the highest burnout levels among Spanish teachers (Cano-García et al., 2005). Roloff et al. (2022) emphasized that teacher burnout may stem from some unique reasons because of the nature of the teaching profession such as student misbehaviour, or miscommunication with parents. This environment might demand some personality traits such as low neuroticism, high extraversion or high agreeableness.

In addition to these five personality traits model, emotional intelligence (EI) plays a vital role in burnout. Individuals with high emotional intelligence deal with stressful circumstances effectively (Mikolajczak & Luminet, 2008). Thus, it diminishes the effect of burnout (Karakuş, 2013; Mérida-López & Extremera, 2017). Studies in relation to teacher burnout have shown that there is a negative correlation between emotional intelligence and

teacher burnout (Chan, 2006; Ju et al., 2015). Teachers with low emotional intelligence presented higher scores in emotional exhaustion, depersonalization and reduced personal accomplishment (Martínez-Monteagudo et al., 2019).

Another trait that is found to be vulnerable to burnout is Type A personality. Individuals with type A personality are impatient. They also like competitive atmospheres and strive for success. These type A personality individuals are susceptible to emotional exhaustion more than the others (Mazur & Lynch, 1989). Moreover, hardiness or resilience, used interchangeably in the literature, is another trait in relation to burnout. Kobasa (1979) defines hardiness as a trait which prevents individuals from getting ill due to the stress-related reasons. Because hardy people take challenges as opportunities to improve themselves in their lives. Besides, they believe that they have the control over their lives enabling them to cope with stress better (Moradi et al., 2013). Erkutlu (2012) in his study with 1344 teacher participants have presented a strong negative correlation between the trait 'hardiness' and teacher burnout. The study by Valosek et al. (2021) have indicated that hardy teachers develop better coping strategies and, in this way, the level of emotional exhaustion decreases.

Individuals with internal locus of control believe that they are in control of their own future whereas those with external locus of control think that outer forces such as luck or fate determine what occurs in their lives. Those with internal locus are capable of handling stress better (McINTYRE, 1984). The same research showed that teachers with higher external locus of control scored higher emotional exhaustion and depersonalization. In line with this, the sense of personal accomplishment was higher for internal controlled teachers in another study (Akça & Yaman, 2010). Overall, teachers with internal locus of control scored lower levels of burnout while those with external locus of control scored higher levels of burnout together with poor coping skills (Sünbül, 2003).

Self-esteem is also proven to be a mitigating trait for teacher burnout (Ho, 2016). Studies have found out that teachers with high level of burnout presented lower self-esteem

(Beer & Beer, 1992; Méndez et al., 2020). Lastly, self-efficacy is a determinant factor in coping with stress (Bandura, 1977) and has a negative correlation with teacher burnout (Brissie et al., 1988). The detailed explanation on the relationship between self-efficacy and teacher burnout is given in the self-efficacy section.

Organizational Factors. Extensive research has shown that not only demographic or personality factors but also organizations play an important role in developing burnout syndrome. There has been a great deal of literature focused on organizational factors contributing to burnout and found an association between organizational factors and burnout (Byrne, 1991; Jackson & Schuler, 1983).

Teaching is one of the professions that require multitasking which turns the job into a more complex one (Maslach & Leiter, 1997). For this reason, work overload has always been the major organizational factor that causes teacher stress leading to burnout (Avanzi et al., 2018; Parrello et al., 2019). Workload can be divided into two categories as teaching-related (preparation for the classes, grading/marking process, teaching hours etc.) and non-teaching-related workload (organizations, communicating with parents, colleagues and management, meetings, student clubs, etc.) (Lawrence et al., 2019). Even though the most depleting workload seems teaching hours, non-teaching related workload in general has a huge impact on teacher burnout. (Van Droogenbroeck et al., 2014). Both types of workload were proven to have a direct relation with the emotional exhaustion dimension of burnout (Lackritz, 2004; Lawrence et al., 2019; Van Droogenbroeck et al., 2014), however, non-teaching related workload had an impact on other dimensions of burnout, as well (Lawrence et al., 2019).

The burden of non-teaching related workload varies depending on administrators of institutions. A study revealed that teachers are supposed to learn new technological systems, cope with paperwork, and assessment, prepare lesson plans that should be aligned with the objectives, and take individual action plans regarding students' exam results. Without eliminating a task, new administrative tasks are demanded by organizations

which boosts the workload. Besides, some teachers declared that there was no substitute teacher in case of an emergency which is another unpredictable stressor (Arvidsson et al., 2019). These job demands expected highly by organizations advance the likelihood of feeling emotional exhaustion by teachers (Aronsson et al., 2017). In the end, too much demand forces teachers to work extra time out of working hours (Drago et al., 1999) limiting their social life with colleagues as well as their family time (Van Droogenbroeck et al., 2014).

As part of the teaching-related workload, an excessive number of teaching hours which reduces teacher performance paves the way for burnout (Anderson & Iwanicki, 1984; Jomuad et al., 2021). For instance, one study found that full-time teachers had a higher level of burnout results than part-time teachers, especially in the depersonalization dimension of burnout (Van Horn et al., 1997). Another study by Gicheva (2022) reported that novice teachers are pushed to leave the profession due to long teaching hours causing teacher burnout.

Considering all this burden on teachers' shoulders, there is also an imbalance between investing and receiving. When there is a lack of reciprocity at schools, high degree of emotional exhaustion can be observed. Teachers who believe that they invest more than they receive are likely to feel emotionally exhausted. In addition to this, lack of appreciation is another reason for them to feel worn out (Van Horn et al., 1999).

Another organizational factor is lack of control, that is, having inadequate autonomy over the job or no right in decision making process (Maslach et al., 2001). Teachers who are part of decision-making process and have more autonomy over the work are prone to fewer burnout symptoms (Rudow, 1999; Skaalvik & Skaalvik, 2009). When teachers are given responsibilities such as job control or innovativeness, they become more devoted. Because this improves the degree of work engagement (Hakanen et al., 2006). At this point, supervisors play a key role in autonomy of teachers. As they give control to teachers in decision making process, teachers' risk of feeling depersonalization decreases. This also affects teachers' level of emotional exhaustion indirectly. Moreover, teachers having

autonomy in their professions are able to deal with both teaching related and non-teaching related workload better (Van Droogenbroeck et al., 2014).

The next factor is lack of social support which is another predictor of burnout. (Maslach et al., 2001). Studies have shown that less social support demonstrated higher levels of burnout indicators for teachers (Burke & Greenglass, 1989; Meehan, 2011). Therefore, social support acquired from colleagues (Avanzi et al., 2018; Van Droogenbroeck et al., 2014) or from supervisors reduces the risk of burnout (Skaalvik & Skaalvik, 2009) as well as preventing them from leaving the professions (Leung & Lee, 2006). In addition to colleague and supervisor support, parent support is also essential. When teachers do not receive adequate support from parents during their students' development process, they feel more emotionally exhausted (Grayson & Alvarez, 2008).

Role conflict and ambiguity have also been recognized as burnout determinants. Role conflict refers to inconsistent and concurrent demands from teachers. For instance, "a quantity of work to be done and quality of work realistically possible within time constraints" while role ambiguity represents unclear rules, duties or official positions such as "unclear and inconsistent policies regarding student behaviour" (Byrne, 1999, p.22). The study conducted by Schwab and Iwanicki (1982) found out that emotional exhaustion and depersonalization dimension of burnout result from role conflict whereas reduced personal accomplishment stems from role ambiguity.

Classroom climate is another important organizational factor for teacher burnout. Student misbehaviors and discipline problems are contributing factors for emotional exhaustion and depersonalization dimensions of burnout (Kokkinos, 2007). The healthy relationship maintained between teacher and students keep teachers motivated and enthusiastic. For this reason, diligent and attentive students have a positive impact on teachers (Grayson & Alvarez, 2008).

EFL Teacher Burnout and Recent Studies in Relation to Turkish EFL Teacher Burnout

Burnout is a higher risk factor for foreign language teachers compared to teachers of other subjects because of their extensive contact with pupils since the classroom is where language learning takes place most effectively. Teaching a new language is also another stressor when instructed in the target language (Meidani et al., 2019) and it requires various teaching skills and different demands from teachers such as supporting students in acquiring communicative competence (Piechurska-Kuciel, 2011). Furthermore, maintaining student-centered classrooms through a communicative approach and encountering student resistance against using the target language are some of the additional emotional stressors (Kim, 2016). In addition to these, the workload of English language teachers is also higher as they have intensive writing process evaluations (Gicheva, 2022).

When the related literature is considered in the Turkish context, studies have provided important information on Turkish EFL teacher burnout. These studies have explored EFL teacher burnout in relation to different variables. In this section, some of the recent EFL teacher burnout studies carried out in Türkiye are presented.

Hişmanoğlu and Erşan (2016) carried out a study with 230 EFL teachers to determine teachers' burnout rates in relation to demographic factors. Turkish EFL teachers were identified to experience high levels of burnout in the personal accomplishment dimension whereas moderate levels of burnout in emotional exhaustion and depersonalization dimensions. In terms of demographic factors, gender, age, course load, and teachers' educational background were not significant predictors of teacher burnout. Yet, factors such as institution, teaching experience, administrative tasks, salaries, department, and cities they are settled in had an impact on their burnout levels. In terms of teaching experience factor, more experienced EFL teachers showed more burnout indicators than their novice counterparts. When departments where teachers work were compared, it was shown that teachers working at Basic English Department had lower burnout level than those working at Modern Languages Department. As for administrative

duty factor, teachers without administrative duties had lower personal accomplishment feelings. Further, salaries were in correlation with emotional exhaustion dimension of burnout. Also, emotional exhaustion dimension differed depending on where they live. Those who were living in big cities had emotional exhaustion at higher levels.

Özdemir and Demir (2017) examined the correlation between EFL teacher instructors' burnout levels and romantic relationship satisfaction. 314 usable data were acquired from 16 different universities in Ankara. The findings showed that more emotionally exhausted EFL teachers were the less content people with their romantic relationships. Secondly, age was an important predictor of the depersonalization dimension in the study. Thirdly, the course workload was in relation to the emotional exhaustion of teachers. Finally, teachers with children were found to feel more accomplished personally compared to those without any children.

Kulavuz-Onal and Tatar (2017) conducted a study with 224 Turkish EFL instructors working at either state or private universities located in İstanbul. This study is mainly concerned with the relationship between teacher burnout levels and their participation in professional development activities depending on the type of university they work at. The data from this study suggests that the work environment is vital for teacher burnout. When burnout levels and participation in professional development activities of private university instructors and state university instructors were compared, the results indicated that feelings of emotional exhaustion, depersonalization, and reduced personal accomplishment were higher for state university instructors. Moreover, participation in professional development activities by state university instructors was less. Lastly, participating in professional development activities increases instructors' feelings of personal accomplishment reducing the burnout threat. Thus, researchers highlighted the importance of support for these activities by institutions to diminish the hazardous effects of teacher burnout.

Güneş and Uysal (2019) investigated EFL teachers' burnout and socialization levels, their relationship, and the impacts of different variables causing burnout and socialization

problems. The study was conducted through a mixed-method approach with 507 Turkish EFL teachers in public schools. The results found a protective effect of organizational socialization on burnout levels of EFL teachers in Turkey. Teachers who scored higher burnout levels were having difficulties in the socialization process. Further, the most frequently reported factors by teachers were geographical environment, relationships among colleagues and administration, high workload, and school quality.

Altıntuğlu (2021) within the scope of her master's thesis investigated the effects of organizational factors on EFL teacher burnout. Adopting a qualitative research method, she had interviews with 20 EFL instructors working at a private university. The research showed that 85 percent of the participants had experienced or were still experiencing burnout. Lack of control and reward, lack of fairness, conflicting values, workload, role conflict, breakdown of community were organizational key factors leading to burnout.

In brief, the above-mentioned studies indicate that Turkish EFL teachers' burnout levels vary depending on different variables. Most of these studies mainly focused on burnout levels of EFL teachers working at tertiary level.

Self-Efficacy

Self-efficacy as a key concept emerged with the social learning theory developed by Albert Bandura. Afterward, the theory became known as social cognitive theory (Bandura, 1977). According to this theory, three main factors which are personal, behavioral, and environmental factors shape human behaviors. People's psychological and social functioning is explained depending on this triadic reciprocal causation model, in which these main factors bidirectionally interact and affect one another (Bandura, 1986).

A key idea in social cognitive theory is perceived self-efficacy. Bandura defines perceived self-efficacy as "beliefs in one's capability to organize and execute courses of action required to produce given attainments" (Bandura, 1997, p. 3). These efficacy beliefs have an impact on determining the way people think, behave, and even feel. They influence

individuals' perspectives, either causing them to become pessimistic or optimistic about their capabilities, or prompting action to either improve themselves or limit their lives. Individuals who believe in themselves to succeed in their goals are prone to take action. On the other hand, it affects individuals' motivation since it plays a pivotal role in goal setting, perseverance in achieving those goals, and endurance against failures. Furthermore, a person's level of self-efficacy affects how they view failure. While people with low self-efficacy generally perceive failures as unmotivating and give up when faced with obstacles, those with high self-efficacy are prone to perceive setbacks as challenges and motivators. Also, people with high self-efficacy beliefs have strong coping skills that strengthen their resilience. As a result, it lowers the possibility of feeling stressed and depressed when encountering challenges (Bandura, 2001).

Efficacy expectations refer to people's judgment that they accomplish the desired goal to create particular outcomes. These expectations differ on three dimensions; magnitude, generality, and strength. In terms of magnitude, tasks can be arranged in order of increasing difficulty. This leads different people to restrict their efficacy expectations to simpler tasks, slightly challenging ones, or even the most demanding ones. As for generality, people through experience can have specific beliefs about their aptitudes for a given task but they may also build some general sense of efficacy beyond that specific experience. Lastly, based on strength individuals with strong expectations persevere with great effort in tough times whereas the ones with weak expectations yield in the face of challenging situations (Bandura, 1977).

According to Bandura, there are four sources that form self-efficacy beliefs. First of all, enactive mastery experience originates from one's personal experiences and has the most significant impact on individuals' self-efficacy beliefs. When an individual acquires a specific accomplishment, their belief in achieving similar successes develops. Conversely, repeated failures weaken the high expectations for themselves. Yet, occasional failures do not affect individuals if they have already developed high self-efficacy beliefs from repeated

achievements. In reality, individuals who continuously seek to overcome these occasional failures perseveringly can increase their self-motivation by seeing that even tough challenges can be solved with endeavor. In brief, the impact of failures on self-efficacy hinges on the time and the frequency of failures occurring (Bandura,1977).

Besides, depending on how challenging the task is, failures and successes have different values for assessing self-efficacy. Gaining success at a simple task does not lead individuals to reassess their efficacy. On the other hand, mastering a challenging task gives individuals new efficacy information to form a belief in their abilities. It also bolsters one's self-efficacy beliefs. As individuals do tasks, they might also discover new things about themselves. Nevertheless, these discoveries can have counterintuitive consequences. For instance, while working on a difficult task, they may realize there are tough parts to it or restrictions in their coping strategies. Despite the acquired success, this may decrease their perceived efficacy. In these kinds of cases, success can drag people to uncertainty instead of confidence (Bandura, 1982). At this point, individuals who question their coping efficacy while handling challenging situations are also more inclined to question their successes than to take on more challenging situations that they fear they cannot manage (Bandura,1997).

The second source of self-efficacy beliefs is vicarious experiences. Individuals assess their self-efficacy not only depending on their personal experiences but also by comparing their capabilities to other people's accomplishments. Through observing other people's success, comparing themselves with other people in similar circumstances, and modeling these people, individuals convince themselves to achieve similar goals which contributes to their level of self-efficacy. Nevertheless, they doubt their own capabilities when they observe other people they believe to be just as capable as them fail despite their efforts. If people see other people to be different from themselves, the failures do not impact their self-efficacy beliefs. Yet, compared with personal experiences, vicarious experiences remain weaker in developing self-efficacy beliefs (Bandura, 1997).

The third source of self-efficacy is verbal persuasion which refers to encouragement and feedback that is received from other individuals. Self-efficacy beliefs can be boosted when someone receives positive feedback or support from others in difficult conditions. In these situations, they can put more effort and faith in themselves to overcome difficulties and succeed in what they aim for. Therefore, evaluative feedback indicating capabilities has an impact on boosting individuals' self-efficacy beliefs (Bandura, 1997; Schunk, 1982). Receiving realistic and reliable feedback from credible individuals plays a key role in shaping individuals' self-efficacy beliefs (Bandura,1997).

The last source of self-efficacy is psychological and affective states. Stressful situations can affect people emotionally. Based on the situation, these negative emotions may have an impact on how people perceive their capacity to deal with tough circumstances. In other words, high arousals of anxiety and stress hinder individuals' performances. The more they feel and think negatively about their capabilities, the more anxiety they experience. Thus, their perceived self-efficacy may diminish due to these negative emotional arousals, causing trouble in handling difficult situations (Bandura,1977). On the other hand, people's mood has also an influence on their self-efficacy beliefs since it triggers old memories. While past failure experiences are triggered by negative mood, previous success memories are triggered by positive mood (Bandura,1997).

Teacher Self-Efficacy

Teacher self-efficacy, after being conceptualized from cognitive social theory and introduced as a term thanks to the work of researchers at RAND organization in the 1970s (Tschannen-Moran et al., 1998), has become a surge of interest in the last 50 years (Zee & Koomen, 2016). Several researchers have defined teacher self-efficacy in different ways. Tschannen-Moran and her colleagues (1998) defined self-efficacy as "the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (p.233). Friedman and Kass

(2002) defined it as teachers' belief that "she or he can influence students' behavior and their academic achievement, especially of pupils with difficulties or those with particularly low learning motivation" (p.675).

Effects of Teacher Self-efficacy on Teaching and Learning Process

Teacher self-efficacy has a considerable effect on the outcomes of both teachers and their students. To start with, studies have explored the relationship between teacher self-efficacy and students' academic success. Several investigations of this association identified that teacher self-efficacy contributes to student achievement positively (Klassen & Tze, 2014; Moore & Esselman, 1992; Ross, 1992). Moreover, Caprara et al. (2006) conducted a study with 2184 teachers and revealed that there is a mutual influence between teacher self-efficacy and student academic achievement. Apart from teachers' self-efficacy affecting students' academic achievements, prior success of students can also influence teachers' self-efficacy beliefs to some extent. Li and Liu (2022), more recently, have confirmed the same correlation in the Chinese context by carrying out research with 1365 teachers and 5000 students.

Teacher efficacy does not only have an impact on student academic achievement but also on student attitudes and motivation. Highly efficacious teachers exhibit a sense of pride and demonstrate genuine care for their students (Burić & Macuka, 2018). They are also more zealous (Allinder, 1994) and innovative about their instructional strategies (Guskey, 1988). They give importance to using different methods. They are more industrious in the lesson planning process and put more effort into the teaching process considering students' individual differences (Tschannen-Moran et al., 1998). Thus, using effective instructional strategies and maintaining a supportive classroom atmosphere contribute significantly to student motivation (Dembo & Gibson, 1985) leading students to display enthusiasm not only for their school but also for the lessons they are taught (Woolfolk et al., 1990). A study carried out with both teacher and student participants showed the relationship between teacher efficacy and student motivation. According to the

results, high efficacious teachers who adopt differentiated instruction and build a bridge between the subject and the students' world are able to motivate their students intrinsically (Thoonen et al., 2011) and contribute to their students' own efficacy beliefs. (Ross et al., 2001).

In the literature, another effect of teacher self-efficacy on student outcomes is related to student engagement. It consists of three forms which are emotional, behavioral, and cognitive engagement. Emotional engagement refers to having positive or negative thoughts about teachers or classmates; that is, an intrinsic motivation that helps build bonds with the school. Behavioral engagement refers to fulfilling responsibilities, participation in academic and social activities which are essential for academic success. Lastly, cognitive engagement refers to a commitment to comprehend complicated learning skills and ideas (Fredricks et al., 2004). Several investigations examining this relationship have been revealed that teacher efficacy contributes to student engagement (Martin et al., 2012; Van Uden et al., 2013).

Another area of research pertained to the relationship between classroom management and teacher efficacy. Classroom management refers to building and maintaining order in the classroom and coping with student misbehavior by adopting proactive approach (Tschannen-Moran & Hoy, 2001) This is vital for the quality of teaching including student achievement and a healthy classroom climate. When teachers are capable of managing classes well, their sense of efficacy may increase. Together with this, they can enhance student learning (Woolfolk et al., 1990) by applying more communicative practices thanks to their high classroom management efficacy beliefs (Choi & Lee, 2018). A series of research discovered that teachers with a strong sense of self-efficacy were less likely to consider their challenging learners as having ongoing behavioral issues. They were more enthusiastic about improving student behavior, less likely to feel irritated or guilty about student misbehavior, and more efficacious in their capacity to handle misbehavior. Further investigation revealed that teachers with low efficacy, who were experiencing stress

and annoyance, were less likely to implement severe penalties towards their students. Overall, teacher self-efficacy is an important predictor of a teacher's ability to manage their classroom (Gordon, 2001).

Another important consequence of teacher efficacy is that it is the significant indicator of teachers' commitment to profession (Chan et al., 2008; Coladarci, 1992) and teacher retention rates. The higher the teachers' self-efficacy beliefs are, the more likely for them are to stay in the teaching profession (Perrachione et al., 2008). In Klassen and Chiu's study (2011), it was found that especially self-efficacy in instructional strategies such as the capability to apply effective and appropriate learning strategies into teaching and to ask proper questions has an impact on occupational commitment to the teaching profession. Therefore, in order to maintain stability and sustain the effectiveness in teaching profession, it is vital to comprehend how teacher self-efficacy beliefs emerge and progress.

Sources of Teacher Efficacy

Bandura suggested four main sources to develop self-efficacy in an individual which were mentioned earlier. Individuals resort to these sources for self-efficacy judgments. According to him, mastery experiences are the most influential source in the teaching profession (Bandura, 1997). When teachers accept their prior teaching performances as accomplishments, these previous experiences influence their future teaching performances contributing to their level of self-efficacy (Tschannen-Moran & Hoy, 2007). Although in the literature, mastery experiences have typically been emphasized for experienced teachers with more actual teaching experiences (Tschannen-Moran et al., 1998), even pre-service teachers' self-efficacy beliefs still changed during their practicum, despite their limited experience (Pfitzner-Eden, 2016).

The second source through which teachers can develop their self-efficacy is vicarious experiences. In the teaching field, this encompasses teachers comparing themselves with their colleagues' success and observing their teaching during lessons. In this case, it is essential that the role model chosen by the observing teacher be similar to

the observer teacher in order to impact on the observer teacher's self-efficacy beliefs (Tschannen-Moran & Hoy, 2007). This source is influential in improving self-efficacy beliefs, especially for teachers who do not have much experience (Bandura, 1997) or for pre-service teachers (Clark & Newberry, 2018).

The third source is verbal persuasion which refers to verbal contacts that a teacher has with significant individuals in the teaching setting, such as administrators, supervisors, parents, and colleagues regarding their performance and chances for success (Tschannen-Moran & Hoy, 2007). In addition to these, students are the resourceful source for feedback about the capabilities and methods for a specific teaching task. These feedbacks are important for teachers to measure the adequacy of their teaching performances and the outcomes of the lessons. Yet, if the feedback is not constructive but rather harsh, they can find excuses for that specific teaching task by adopting an oversensitive approach (Tschannen-Moran et al., 1998). In these situations, persuasion can be attained through the credible and reliable experts of the position (Bandura, 1986).

Lastly, a judgment of competence or insufficiency is substantially influenced by psychological and emotional arousal. A teacher's self-efficacy can be raised by the pleasant feelings and pleasure that come from instructing a successful lesson. On the other hand, increased stress and anxiety, which are frequently associated with the fear of losing control, might result in lower self-efficacy perceptions (Tschannen-Moran & Hoy, 2007).

Factors Affecting Teacher Efficacy

The sources of teacher self-efficacy beliefs differ depending on being a novice or an experienced teacher. For this reason, some studies have focused on the effects of teaching experience on teacher self-efficacy as the current study also aims. Hoy and Spero (2005) highlight the importance of the first years of teaching experience in the self-efficacy development process. Based on their findings, teachers' self-efficacy beliefs increased during the period of teacher preparation and student teaching but declined once teachers gained real-world teaching experience and found out teaching is not a straightforward

process. At this point, providing support in the first years of teaching experience is essential in improving teacher efficacy (Hoy & Spero, 2005; Tschannen-Moran & Woolfolk Hoy, 2002) and preventing teachers from quitting their positions (Hughes, 2012).

Some studies that have compared the self-efficacy beliefs of novice and experienced teachers have indicated that as years of experience increase, so do teachers' self-efficacy beliefs (Hoy & Woolfolk-Hoy, 1993; Putman, 2012; West & Frey-Clark, 2019; Yeo et al., 2008). On the other hand, some studies focusing on the subscales of teachers' sense of self-efficacy indicated that experienced teachers scored a higher sense of efficacy than their novice counterparts in classroom management and instructional strategies subscales. Yet, in the student engagement subscale no difference occurred (Gale et al., 2021; Tschannen-Moran & Woolfolk Hoy, 2002; Wolters & Daugherty, 2007). Besides, Hoy and Woolfolk (1993) reported in their study that as teachers gained more experience, they were more self-efficacious in motivating even challenging students. Interestingly, another study revealed that teacher self-efficacy beliefs tend to rise in the early and mid-career phases, then remain reasonably stable in the mid-career stage, and then fall through the end of career stages (Poulou et al., 2019). Likewise, Klassen and Chiu (2010) also emphasized with their study that three subscales of teacher self-efficacy decline after about 23 years later which is after mid-career stage. Contrary to all these results, Guskey (1987) did not find any correlation between years of teaching experience and teachers' sense of efficacy beliefs.

Grade level taught is another influential contributor in teachers' sense of efficacy. Elementary school teachers reported the highest sense of teacher efficacy in classroom management, instructional strategies and student engagement (Tschannen-Moran & Woolfolk Hoy, 2002). Although middle and high school teachers implement performance-based tasks into instructional strategies, their self-efficacy beliefs for student engagement scored lower than primary school teachers (Wolters & Daugherty, 2007). Klassen and Chiu (2010, 2011) also stressed that teachers who teach higher grade levels experienced more

stress together with lower self-efficacy beliefs. Besides, in student engagement subscale teachers working with kindergarten students scored higher compared to those working with higher grades (Klassen & Chiu, 2011). However, Guskey (1987) and Chacon (2005) had found no important relation between the grade level taught and teachers' sense of efficacy.

There are a few studies which have investigated teachers' sense of efficacy based on gender. Most of these studies revealed that gender is not a significant predictor for teacher efficacy beliefs (Taşer 2015; Zhu et al.,2018). Yet, there are some studies that revealed male teachers perceive their self-efficacy higher than female teachers (Riggs,1991) especially in classroom management (Klassen & Chiu, 2010). Aksoy (2018); however, found that female teachers perceive their sense of efficacy greater than male teachers. Based on another study, Nejati et al. (2014) found that male teachers tend to perceive higher self-efficacy in student engagement, while female teachers tend to perceive higher self-efficacy in instructional strategies.

Age, on the other hand, is a variable that Bandura (1995) and Tschannen-Moran and Hoy (2007) assert to have an impact on self-efficacy. According to Bandura (1995), even though self-efficacy beliefs fluctuate based on everyone's experiences in their life time, gaining mastery experiences affects self-efficacy beliefs in a positive way. On the other hand, Tschannen Moran and Hoy (2007) also claim that the efficacy beliefs tend to increase with age; however, these beliefs may become stable over time. Few studies have still investigated age factor in teacher efficacy to understand whether it is an influential effect or not. In line with this, Sarıçam and Sakız (2014) found no relation between teachers' self-efficacy perceptions and their ages.

Another variable considered as a potential influence on teachers' self-efficacy beliefs is the academic program from which teachers graduated. However, existing literature on this variable remains limited. Aksoy (2018), in a study involving primary and secondary school teachers, found that those who graduated from a Faculty of Education tend to perceive their self-efficacy higher. Nevertheless, the studies conducted by Solar Şekerci

(2011) and Taşer (2015) among English Language Teaching (ELT) teachers graduated from ELT departments and other language departments may offer valuable insights for the scope of this research. Their studies revealed no correlation between teachers' self-efficacy beliefs and the program teachers majored in.

Very little was found in the literature on the question of teachers' educational background affecting their self-efficacy beliefs. While Aksoy (2018) did not discover any correlation between teachers' self-efficacy beliefs and their educational backgrounds, Yenen (2018) presented contrasting findings. According to Yenen, teachers holding graduate degrees perceive their self-efficacy to be higher than those with only bachelor's degrees. Despite Aksoy's (2018) quantitative findings not establishing a link between these variables, the qualitative phase of the study revealed that teachers with graduate degrees indeed perceive their efficacy levels as higher.

EFL Teacher Self-Efficacy and Related Studies in the Foreign Setting

Various fields have scrutinized self-efficacy beliefs, including educational context. In educational context, researchers focused on teacher self-efficacy beliefs mostly in the branch of science education. Studies related to EFL teacher self-efficacy or foreign language teacher self-efficacy were limited. Academic interest in this particular field has seen an increased pace of growth during the 2000s (Wyatt, 2018). In the foreign setting, EFL teacher self-efficacy beliefs have been examined in relation to different contexts.

One of the earliest studies related to EFL teacher self-efficacy was Chacon's study (2005). It examined the self-efficacy beliefs of Venezuelan EFL teachers, their reported English proficiency levels, their pedagogical strategies and the correlations depending on certain demographic variables. The teachers' efficacy beliefs in instructional strategies scored higher than student engagement and classroom management efficacy. Besides, their self-reported proficiency was in positive correlation with their efficacy beliefs in student engagement and instructional strategy efficacy. As for classroom management efficacy, it was in positive correlation with teachers' writing proficiency. The results highlighted that

teachers' self-efficacy beliefs in language skills directly affects their classroom practices and their students' motivation.

Phan and Locke (2015) conducted research among Vietnamese EFL teachers in order to investigate the development of teachers' self-efficacy beliefs and identify which source is the most influential one in the development process. Social persuasion, that is feedback and support, was the most influential source of self-efficacy beliefs. The reason behind this result was due to cultural factors. Vietnamese people as a part of their culture give importance to values and respect for superior authority. Therefore, acquiring positive feedback and support is important in their culture. In brief, cultural factors may have an impact on the development of efficacy beliefs.

Another context is the relation between self-efficacy beliefs and teacher professional development. Zonoubi, Rasekh and Tavakoli (2017) in their study investigated how professional learning communities contribute to both novice and experienced EFL teachers' sense of efficacy. The study unveiled that professional learning community practices helped EFL teachers improve their language proficiency efficacy beliefs together with teaching skills efficacy beliefs. Experienced teachers through collective feedback and considering their own teaching styles attained increased self-efficacy beliefs for adapting their teaching styles together with applying new innovative instructional strategies. As for novice teachers, their autonomy skills were developed. This study also found out that participating professional learning communities enabled them to develop collective self-efficacy which is influential for teachers' own self-efficacy beliefs and student academic success.

Another context is the relationship between emotional intelligence and self-efficacy beliefs. The study conducted by Rastegar and Memarpour (2009) among Iranian EFL teachers demonstrated the positive correlation between emotional intelligence and self-efficacy. The research uncovered that through the development of teacher emotional intelligence, their self-efficacy levels may also be increased.

EFL Teacher Self-Efficacy and Related Studies in the Turkish Context

Studies examining teacher self-efficacy in the Turkish context have primarily focused on pre-service EFL teachers and those teaching at the tertiary level.

Taşer (2015) carried out a thorough investigation of the sources of EFL instructors' self-efficacy beliefs together with influencing factors such as years of teaching experience, teachers' degree of graduation, gender, university type and school culture by adopting a mixed research design. 434 Turkish EFL instructors working at either state or private universities participated in the study. The quantitative results indicated that the instructors had high sense of efficacy. In terms of sub-dimensions of self-efficacy beliefs, instructors' efficacy beliefs for classroom management were higher than instructional strategies efficacy and student engagement efficacy respectively. In addition to this, teachers with more years of teaching experience had higher efficacy beliefs in classroom management. There was no significant correlation between instructional strategies efficacy and variables such as gender, university type, teachers' degree of graduation, years of teaching experience, department, and teacher trainings. On the other hand, qualitative results also highlighted the importance of teaching experience in the developmental process of self-efficacy beliefs. Besides, a positive working atmosphere and in-service training play a role in this process, as well.

Yüksel (2014) examined 40 pre-service EFL teachers' sense of efficacy changes longitudinally. The results showed that pre-service EFL teachers' sense of efficacy decreased before school observation at practicum. From school observation to the end of student teaching time, it increased again as pre-service teachers gained real-time opportunity to observe and teach in classrooms. At the end of student teaching time, their sense of efficacy even got higher than their efficacy levels at the beginning.

Solar Şekerci (2011) conducted research with English language instructors working in different universities in Ankara. With 257 participants, the researcher focused on prep-school EFL instructors' efficacy beliefs in instructional strategies, classroom management,

and student engagement, the relation of these with their use of methods together with the effects of some demographic variables on their self-efficacy beliefs. First of all, the results showed that participants scored high self-efficacy beliefs which also have an influence on student engagement, classroom management, and instructional strategies in a positive way. Among these three subcategories of the self-efficacy scale, they felt efficacious in classroom management the most. On the other hand, they felt least efficacious in engaging students. Secondly, the researcher found out that the years of teaching experience and English competency levels of instructors were in relation with their self-efficacy beliefs. Thirdly, the instructors' graduate department did not predict student engagement, instructional strategies, and classroom management self-efficacy beliefs. Lastly, the study revealed that the higher teachers' self-efficacy beliefs are, the more likely they are to use communicative teaching methods in their classes.

Yılmaz (2011) conducted a study with primary and high school EFL teachers. The study examined teachers' sense of efficacy beliefs for classroom management, instructional strategies and student engagement and their levels of English competence in four skills. The results demonstrated that EFL teachers' sense of efficacy in instructional strategies was higher than in classroom management and student engagement. Also, the teachers perceived their proficiency in reading and speaking better than in listening and writing skills. As for teachers' pedagogical strategies, they applied more communicative instructional strategies in their classroom such as problem-solving activities and group discussions rather than grammar-based practices. Finally, there was a positive correlation between teachers' perceived efficacy and their listening and writing proficiency levels. Teachers who believed their level of proficiency in listening and writing felt more efficacious in classroom management and instructional strategies.

Atay (2007) examined the factors and effects of the year-long practicum of pre-service English teachers on their self-efficacy beliefs. The study revealed the effect of mastery experiences on teaching competence. Pre-service teachers' self-efficacy beliefs in

instructional strategies decreased while classroom management and student engagement efficacy beliefs increased during the practicum. Another important result of the study was that pre-service teachers who were content with their teaching practices in real classrooms had got effective feedback and observed classroom teachers. They also scored higher efficacy beliefs. Moreover, highly efficacious pre-service teachers made more effort and showed perseverance which also led them to greater efficacy. However, the ones with lower self-efficacy gave up easily ending up with weak performance and results.

The Relationship between Teacher Burnout and Teacher Self-Efficacy

The relationship between teacher self-efficacy and burnout which is also one of the investigation areas of this study has been examined in different countries within different contexts. There are a number of studies (Bing et al., 2022; Skaalvik & Skaalvik, 2007, 2014) indicating teacher efficacy is a predictor of burnout. In fact, Friedman (2000) and Brudnik (2009) state that self-efficacy protects teachers from burnout syndrome. Therefore, a number of studies that also focused on their relationship have demonstrated the negative correlation between teacher self-efficacy and burnout (Khani & Mirzaee, 2015; Song, 2022). Besides, Skaalvik and Skaalvik (2007) proved the reciprocal relationship between teacher self-efficacy and burnout. Not only does self-efficacy influence teacher burnout but also teachers' emotional exhaustion can diminish personal accomplishment, which also may have an impact on their self-efficacy beliefs.

Each study has presented important results about the relationship of teacher self-efficacy and burnout in sub-dimensions. For instance, Brouwers and Tomic (2000) revealed that the perceived efficacy has an impact on personal accomplishment. When teachers feel incompetent in managing the classroom, they quit struggling with their students' misbehaving and disruptive behaviors. Therefore, they also feel ineffective which leads to a decline in their sense of efficacy. Also, the study conducted by Evers et al (2002) indicated that depersonalization and emotional exhaustion dimensions of burnout were significantly

negatively related to teacher self-efficacy beliefs, while personal accomplishment was in positively related to teacher self-efficacy beliefs. Khani and Mirzaee (2015), on the other hand, found the strongest correlation among sub-dimensions between depersonalization and three subscales of teacher efficacy which are instructional strategies, classroom management and student engagement.

Another study conducted with EFL teachers has shown that efficacy beliefs in instructional strategies, classroom management and student engagement play an important role in the burnout levels. According to the study, English teachers who believe they are capable of applying good teaching practices, managing their classes, and engaging students effectively may be less likely to encounter exhaustion and depersonalization. Teachers that are more self-efficacious are better at organizing, supervising, and monitoring their classes as well as their students. That kind of teachers are more satisfied with their profession as they have less burnout (Bing et al., 2022). Also, some studies have emphasized the importance of self-efficacy in classroom management. Teachers' efforts in maintaining a healthy classroom atmosphere with the ability of classroom management are important for achieving instructional goals. Otherwise, class hours will be inefficient in an uncontrolled class for all students. Recognizing this, teachers may experience intense stress in a classroom which can be tough to deal with. Teachers with a high perception of good classroom management competence show lower levels of burnout (Friedman & Farber, 1992). In line with this, Song's study (2022) has contributed that emotional exhaustion and personality erosion in educators occur as a result of persistent pressure caused by their inability to effectively manage the classroom. Thus, educators with high self-efficacy will potentially overcome the demanding situations of teaching profession. As a result of this, they may have a lower risk of succumbing to burnout.

Wang et al. (2015) have found that teachers with higher self-efficacy beliefs in student engagement and classroom management are more content with their jobs. Moreover, they suffer from lower burnout levels specifically in emotional exhaustion and

personal accomplishment dimensions. They also report fewer instances of illness. Teachers with high self-efficacy in student engagement additionally are better able to cope with depersonalization feelings and are less likely to resign. These results have emphasized the significance of self-efficacy for teacher well-being.

Studies Investigating the Relationship between Teacher Self-Efficacy and Burnout in the Turkish Context

In the Turkish context, studies investigating the relationship between teacher burnout and self-efficacy have encompassed teachers from different disciplines and educational levels. Some of the leading and recent studies corroborating the relationship in Turkish context are given below.

Bümen (2010), for the first time, examined the relation between self-efficacy and burnout based on demographic variables with 801 teacher participants in İzmir. The study, first of all, examined various demographic variables in association with three dimensions of burnout. One of them was type of school. The study found out that public school teachers demonstrated higher scores in all three dimensions of burnout when compared with private school teachers. Grade level taught showed variations in burnout dimensions, as well. Teachers working with grades 1-5 scored higher levels of emotional exhaustion and personal accomplishment rather than those working with grades 6-11. In terms of years of teaching experience, novice teachers were more burnt out than experienced teachers. Besides, teachers with BA degrees resulted in higher emotional exhaustion levels. As for gender and course load, the study did not show any important differences. Another significant finding was that there was a negative correlation between self-efficacy and burnout. Student engagement and classroom management were predictors of emotional exhaustion and personal accomplishment. Notably, the belief in one's efficacy for promoting student engagement was the only factor that made a statistically significant contribution to the prediction of emotional exhaustion. Additionally, all three types of efficacy beliefs were

found to be predictors of personal accomplishment. Lastly, student engagement efficacy emerged as the primary contributor to burnout.

Cansoy et al. (2017) showed the meaningful relation between teacher self-efficacy and burnout with a study conducted with primary, middle and high school teachers in İstanbul. It was observed that teachers experienced a moderate level of emotional burnout and a low level of depersonalization, while their perceptions related to personal achievements were at a high level. As for teacher self-efficacy, the dimension of self-efficacy perceived as the highest among teachers was self-efficacy in instructional strategies, while the dimension perceived at the lowest level was self-efficacy in student engagement. It also revealed that there was a significant and negative correlation between all the subscales of teacher self-efficacy and emotional exhaustion and depersonalization of burnout, as well as a positive correlation with personal achievement.

Sökmen (2018) in his doctoral thesis, tested a model investigating the relationships among variables including self-efficacy, autonomy, job satisfaction, teacher participation, and burnout. According to the results, the classroom teachers who participated in the research were found to have high levels of self-efficacy (classroom management, teaching strategies, student engagement), autonomy, teacher participation (emotional participation, cognitive participation, social participation both with students and with colleagues), and job satisfaction. It was revealed that teachers experience low levels of burnout in the emotional exhaustion sub-dimension, moderate levels in the depersonalization sub-dimension, and low levels in the personal accomplishment sub-dimension. Teacher self-efficacy positively and significantly predicted teacher participation, job satisfaction, and autonomy, while it negatively and significantly predicted burnout.

Studies in Relation to EFL Teacher Efficacy and Burnout in the Turkish Context

Sungur (2021) examined the relationship with teachers working at private schools in Adana, Kayseri, Gaziantep, and Kahramanmaraş during the COVID-19 pandemic. Teachers during this process showed moderate levels of burnout and self-efficacy. High

level of burnout was observed with the teachers with 0-5 years of teaching experience in all dimensions of burnout. In terms of teaching grades, all teacher participants from primary, middle, and high schools were suffering from emotional exhaustion and depersonalized feelings. Besides, teaching efficacy was the significant predictor of all burnout dimensions.

Another study aiming to examine the relationship among EFL teachers was conducted by Mızrak (2019). The study was carried out with 59 EFL instructors working in a state university by adopting a mixed-method research design. According to the results, instructors experienced medium-level burnout in emotional exhaustion dimension, and in the personal accomplishment dimension whereas they experienced high levels in depersonalization dimension. The qualitative data revealed that they would give up the profession if they caught better chances. Among the variables in relation to burnout in the study, there was no influence of age and years of teaching experience. Yet, the workload of teachers had an influence on their emotional exhaustion. In terms of self-efficacy beliefs, they scored high levels. Lastly, the correlation between teachers' self-efficacy beliefs and their burnout levels was negatively correlated at a moderate level. While self-efficacy beliefs did not exhibit an important difference in relation to emotional exhaustion and depersonalization dimensions of burnout, they displayed a significant difference in terms of personal accomplishment.

Kimav (2010), on the other hand, investigated teacher burnout in relation to self-efficacy with EFL instructors in a Turkish state university by adopting a mixed-method research design. The analysis found that personal accomplishment was the most common feeling. Moreover, emotional exhaustion was more common than depersonalization. It was also observed that perceived self-efficacy among teachers was associated with higher personal accomplishment. Yet, there was a negative correlation between perceived self-efficacy and depersonalization.

Chapter 3

Methodology

This chapter provides detailed information on the methodology employed in the study. It begins with an overview research design, followed by a description of the participants and setting. After the description of the participants and setting, the data collection process and the tools used, together with the prior reliability and validity results, are presented. Finally, the chapter outlines the data analysis methods and the reliability and validity procedures specific to this study.

Research Design

A research design refers to a systematic approach implemented by the researcher to address questions in a manner that ensures validity, objectivity, accuracy, and efficiency (Kumar, 2011). This study adopted an explanatory sequential mixed method design (QUAN→qual). In this method, the researcher gives the priority to the quantitative data in the first phase of the data collection process which means quantitative data carries greater weight compared to qualitative data. In the second phase, the researcher collects further data qualitatively (Creswell,2012). Creswell stresses that researchers must have a reason to undertake a mixed method research design. One of the motives for undertaking an explanatory sequential mixed methods investigation could stem from the intention to delve deeper into the preliminary quantitative statistical findings by employing qualitative research methods for a more comprehensive explanation (Creswell, 2012). The process may include analysis of survey data, followed by qualitative interviews aimed at clarifying “confusing, contradictory, or unusual survey responses” (Creswell, 2018, p. 304). In this study, upon analyzing the quantitative data, it was discovered that, apart from one dimension of burnout, the level of burnout among EFL teachers was low in two dimensions and at a medium level in the total score, contrary to the researchers’ expectations. Additionally, a significant portion of participants exhibited high levels of self-efficacy. To further investigate the

unexpected quantitative results, the researcher conducted semi-structured interviews to clarify the findings. Therefore, quantitative data was initially collected through a questionnaire, which was then supplemented by a qualitative investigation conducted through semi-structured follow-up interviews. Interviews assist the researcher in understanding participants' responses to the questionnaire and offer insights into the study (Merriam & Grenier, 2019) with the help of words enhancing the significance of numerical data. In addition to this, it strengthens the possibility of the generalizability of the study as well as the validity through triangulation (Dörnyei, 2007).

Participants

In the educational field, a researcher has the option to employ nonprobability sampling, where individuals are chosen based on their availability, convenience, and representation of specific characteristics relevant to the study if the researcher does not have the aim to generalize findings to the whole context (Creswell, 2012). The focus of this study is on EFL teachers employed in private schools, aiming to explore the relationship between their self-efficacy beliefs and levels of burnout. Hence, data collection from the target study group depended solely on the availability and willingness of the EFL teachers in private schools, along with the accessibility of the researcher.

The participants, EFL teachers working in private schools, were reached through convenience and purposive sampling methods in three major cities of Türkiye: İzmir, Ankara, and Bursa. The participants scattered heterogeneously to three cities, with 20.6% (N=74) of responses coming from Ankara, 31.5% (N=113) from İzmir, and 47.9% (N=172) from Bursa. As for background information, age, gender, years of experience in teaching, current work-related duties, number of weekly hours taught, the program teachers majored in, current educational status, and the educational stage they instructed were asked to the participants, and obtained information about the participants is provided in Table 1 below.

Table 1

Participants

Variable	Groups	n	%
Age	20-25	33	9,2
	26-30	101	28,1
	31-35	89	24,8
	36-40	70	19,5
	41+	66	18,4
Gender	Female	318	88,6
	Male	41	11,4
Program teachers majored in	ELT	167	46,5
	Other Language Departments	161	44,8
	Other	31	8,6
Educational Status	Bachelor	287	79,9
	MA/PhD Degree	48	13,4
	Currently Enrolled in Graduate Studies	24	6,7
Educational Stage Teachers Instruct	Primary School	137	38,2
	Middle School	101	28,1
	High School	69	19,2
	Mixed Grades	52	14,5
Work Related Responsibilities	Administrative Duties	36	10,0
	Academic Duties	48	13,4
	Student Counselling duties	74	20,6
	Teaching	357	99,4
	Others	6	1,7

As can be seen in Table 1, this study was conducted with 359 EFL teachers in total. According to age, the participants were classified into five age categories, and the percentages are elaborated as follows; 9,2% (N=33) for 20-25 age group, 28,1% (N=101)

for 26-30 age group, 24,8% (N=89) for 31-35 age group, 19,5% (N=70) for 36-40 age group and 18,4% (N=66) for 41+ age group. Out of 359 participants, 318 (88.6%) of the teachers are female, and 41 (11.4%) are male. The participant teachers had different educational backgrounds. While 167 (46.5%) of the teachers graduated from the English Language Teaching program, 161 of them (44.8%) graduated from programs in other language fields such as English Language and Literature, Linguistics, or Translation. Besides, 31 teachers (8,6%) stated that they graduated from others irrelevant to language-related departments. It was also determined that 287 (79.9%) of teachers have undergraduate degrees, while 48 (13.4%) of them have postgraduate education (master's and/or doctorate). Also, 24 of the teachers (6.7%) are currently pursuing postgraduate education (master's and/or doctorate). When examining the educational stage where teacher participants are teaching, it is found that they predominantly work in primary schools, accounting for 38.2% (N=137). The percentage of teachers working in middle schools is determined to be 28.1% (N=101), while the rate of teachers serving in high schools is 19.2% (N=69). The percentage of teachers working in schools with more than one level (primary & middle or middle & high or primary & middle & high) is determined to be 14.5% (N=52). It is identified that 10% of teachers (N=36) hold administrative positions (principal, vice principal, or department of head/coordinator) in institutions, while 13.4% (N=48) have academic roles such as membership in assessment or material development committees. The rate of teachers with student counselling duties is 20.6% (N=74), and 99.4% of teachers (N=357) are involved in teaching. In addition to these, 1,7% of the teachers (N=6) had other duties such as extracurricular activities. Moreover, the average professional experience of participant teachers is calculated to be 10.3±7.1 years, and the average teaching hours are determined to be 27.3±5.8.

In the qualitative phase of the study, the participants were selected through criterion sampling. It is a sampling method in qualitative research design which enables the researcher to choose the participants according to predetermined criteria. In this part of the

study, the researcher aimed to engage EFL teachers employed in private schools who had willingly completed the questionnaires. The researcher sent e-mails to some of the participants considering the cities from which quantitative data was also collected. A total of six teachers, two from each city, were selected for the interview sessions.

Data Collection

To begin the data collection process, the first necessary step was to obtain approval from the Hacettepe University Ethics Committee. Before seeking approval from the Ethics Committee, it was crucial, for ethical reasons, to acquire formal permission from the survey owners via email for the use of the surveys. Once permissions for survey usage (refer to Appendix-A) and approval from the Hacettepe University Ethics Committee (refer to Appendix-G) were secured, the quantitative data collection process commenced in May and concluded in June, at the end of the spring semester for the 2022-2023 academic year. The qualitative data collection process occurred in the 2023-2024 academic year depending on the results of the quantitative data.

There are different ways of administration of surveys. One of them is administration in a public place which was adopted in this study. Even though it is a time-consuming method, it ensures more response rate and facilitates the collective on-site administration process compared to the mailed questionnaire administration (Kumar,2011, p.148). Therefore, the data collection was collected on-site, in private schools, by a hardcopy survey instrument. As the study employed a convenience sampling method, the researcher personally reached out to school administrators, department heads, or occasionally teachers through her network. Prior to distributing the surveys, the informed consent forms (refer to Appendix-B) were first shared with the participants to outline the research scope and obtain their voluntary permission to participate, confirmed by their signature. Once they volunteered via consent forms, they responded to the questionnaires anonymously. They were assured of their confidentiality and of withdrawal whenever they wanted. They were

also informed that the questionnaire consisted of three sections; Personal Information Form, Maslach Burnout Inventory (MBI), and The Teachers' Sense of Efficacy Scale (TSES), and would take approximately 15 minutes to complete. Besides, the contact information was provided and the researcher was available for questions from the participants at any time. The participant teachers were requested to respond to the questionnaire at their convenience within about a week. The questionnaires were collected from schools collectively.

As for the qualitative data, the semi-structured interviews were conducted with 6 voluntary English teachers who had already participated in the questionnaire earlier. They were contacted through e-mails to ask for voluntary participation in the interview phase of the research in the 2023-2024 academic year. All voluntary participants were given a brief introduction and presented the scope of the study and then asked for their oral consent before the interviews started. Furthermore, they were notified that the responses that they would give would be used for scientific purposes and their names and institutions would be kept confidential. The questions were asked in Turkish to the participants in order to make them feel comfortable in their native language, minimize potential misunderstandings and elicit comprehensive insights regarding the research inquiries. And, the interviews were held online via a video call program after school times or at the weekend depending on their availability. The interviews were recorded to be transcribed accurately. In the first section, teachers were asked a few personal questions such as teaching experience, educational background and the grade level they teach. Following this, twelve open-ended questions were directed to the participants. They lasted between 40 to 65 minutes based on the willingness of the participants to give detailed responses.

Instruments

Quantitative Data Collection Instruments

An instrument is a means to measure, observe, or record quantitative data. A questionnaire is one of these quantitative data instruments (Creswell,2012, p.151). In this study, the quantitative data was collected by means of questionnaires which are feasible for social sciences to collect more information in a short amount of time (Dörnyei,2007, p.101). The questionnaires used in this study included the Personal Information Questionnaire, the Turkish-adapted version of the Maslach Burnout Inventory-Educators Survey (MBI-ES), and the Turkish-adapted version of The Teachers' Sense of Efficacy Scale (TSES). The brief information about these scales is presented in the following section.

Personal Information Questionnaire. This first section includes the factual questions about the participant teachers which are age, gender, years of experience in teaching, current work-related duties, number of weekly hours taught, the program teachers majored in, current educational status, and the educational stage teachers instructed (refer to Appendix-C). This background information section was formulated by the researcher. The information included in this section was also analyzed as possible variables affecting EFL teacher burnout levels and self-efficacy beliefs.

Maslach Burnout Inventory-Educators Survey (MBI-ES). This Maslach Burnout Inventory- Educators Survey (MBI-ES) was designed to measure educators' burnout levels in three dimensions which are emotional exhaustion, depersonalization, and reduced personal accomplishment by Maslach, Jackson, and Schwab (1986). The scale was subsequently adapted to Turkish by İnce and Şahin (2015) (refer to Appendix-D). In this study, the Turkish version of the scale adapted by Ince and Sahin was used to collect the data. The survey asks participants to indicate the frequency with which they encounter the described situations in the items on the scale using a 7-point scale from 'never' to 'every day'. The scale corresponds to the following frequency levels: 'never' (1), 'a couple of times

a year' (2), 'once a month' (3), 'a couple of times a month' (4), 'once a week' (5), 'a couple of times a week' (6), and 'every day' (7). It comprises 22 items; 9 of which assess emotional exhaustion (EE), 5 of which assess depersonalization (DP), and 8 of which assess personal accomplishment (PA). Items 1,2,3,6,8,13,14,16,20 address emotional exhaustion (EE), items 5,10,11,15,22 address depersonalization (DP), and items 4,7,9,12,17,18,19,21 address personal accomplishment (PA) dimensions. A high score in emotional exhaustion and depersonalization shows a high level of burnout, while a high score in the personal accomplishment dimension indicates a low level of burnout.

As for the reliability scores of the scale conducted by İnce and Şahin (2015), the reliability coefficients obtained in the study have shown a high level of reliability. The Cronbach Alpha value was 0.88 for the emotional exhaustion dimension, 0.78 for the depersonalization dimension, and 0.74 for the personal accomplishment dimension. Also, for the validity of the scale, the results of the confirmatory factor analysis applied to the data have met acceptable fit criteria with the obtained fit index values.

Teachers' Sense of Efficacy Scale (TSES). Teachers' Sense of Efficacy Scale was developed by Tschannen-Moran and Woolfolk Hoy (2001) in order to investigate teachers' self-efficacy beliefs. Later, the scale was adapted to the Turkish version by Çapa Aydın, Çakıroğlu, and Sarıkaya (2005) (refer to Appendix-E). In this research, the Turkish version of the scale was utilized. The questionnaire adopts a 9-point scale, ranging from 'nothing' to 'a great deal,' comprising a total of 24 items. It has three sub-scales: efficacy for classroom management, efficacy for student engagement, and efficacy for instructional strategies, each consisting of 8 items. Items 3, 5, 8, 13, 15, 16, 19, 21 address Efficacy for classroom management (CM), Items 1, 2, 4, 6, 9, 12, 14, 22 address Efficacy for student engagement (SE) and Items 7, 10, 11, 17, 18, 20, 23, 24 address Efficacy for instructional strategies (IS). The sub-scale 'classroom management' is concerned with the level of control belief of teachers over undesired student behaviours in the classroom. The second sub-scale 'student engagement' pertains to teachers' beliefs regarding how much they can

motivate their students to perform better in activities at school. The third sub-scale ‘instructional strategies’ is linked to teachers’ beliefs regarding the extent to which teachers can implement different teaching and assessment strategies.

The reliability coefficient alpha values for the Turkish version of the scale were 0.84 for CM, 0.82 for SE, and 0.86 for IS. Overall, the reliability of the value of the scale was 0.93 which indicates excellent reliability. Furthermore, depending on the results of confirmatory factor analysis, the RMSEA of .065 indicates a moderate fit, and all parameters were found to be significant, highlighting the substantial contribution of each item to its subscale.

Qualitative Data Collection Instrument

Three main data collection procedures exist for qualitative studies which are interviews, documents and observations. In this study, semi-structured interviews were adopted as follow-up data after the quantitative data process. Semi-structured interviews incorporate a mixture of both structured and unstructured elements. The researcher interacts with participants based on a predetermined list of questions which can be shaped based on the responses of the participants and the flow of the conversation (Merriam and Grenier, 2019).

The interviews in the sequential mixed method design offer the researcher supplementary insights into the phenomenon under investigation (Merriam and Grenier, 2019). Thus, the questions in this study were prepared by the researcher depending on the findings of the quantitative data and recommendations related to the questions were provided by the supervisor. The interview comprised twelve pre-determined questions. The first three questions aimed to find out how participants perceive their self-efficacy in classroom management, student engagement and instructional strategies and what strategies they use in these areas while teaching English. The following questions investigated if they felt burnout in their teaching careers and their conditions in three dimensions of burnout. The last question was related to how their self-efficacy beliefs affect their negative feelings or burnout levels at the workplace. (refer to Appendix-F).

Data Analysis

In the explanatory sequential mixed method, the analysis of quantitative and qualitative data is conducted separately. When analyzing the findings from both databases, quantitative outcomes are initially reported, followed by the presentation of qualitative findings. During the third phase of the study, it is recommended not to merge the two databases; rather, the focus should be on elaborating how the qualitative results complement the quantitative outcomes. Comparing the results from the two databases is not suggested (Creswell, 2018, p.305).

Quantitative Data Analysis

To examine the EFL teachers' level of burnout in three dimensions and self-efficacy perceptions, descriptive statistics were utilized. Besides, Anderson Darling as a normality test was carried out in order to find out if the data showed normal distribution or not. Since it did not distribute symmetrically around the mean, non-parametric tests (the Kruskal Wallis H and Mann Whitney U tests) were used to examine the self-efficacy perceptions and burnout levels based on the following factors; age, gender, teaching experience, additional responsibilities, teaching hours, the program teachers majored in, educational background and the grade levels at which English teachers instruct.

The relationships between latent variables were investigated using structural equation modelling in the research. In the structural equation model, the effects of teachers' self-efficacy perceptions on burnout were investigated, so self-efficacy latent variables were taken as exogenous (independent) variables. The endogenous (dependent) latent variable being explained was determined as the burnout latent variable. Both scales consist of three factors. The dimensions of teachers' self-efficacy perceptions were modeled for each dimension of burnout, and the model was tested using the SmartPLS 3.9 software whose logic of analysis is based on PLS-SEM. As the estimation method, PLS-SEM adopts the least square method like regression. It focuses on predicting relationship coefficients to

optimize the R^2 value of the dependent variable. That is to say, it seeks to maximize the explained variance of the dependent variable while simultaneously minimizing the variance of error terms (Hair et al., 2017, pp. 174-177). This approach gives the explanation of exogenous (independent) variables on the endogenous (dependent) variable through R^2 value (Grima et al., 2021, pp. 1-26). Besides, the approach does not demand larger sample sizes when the model gets more complex and the number of estimated parameters increases. It does not rely on distributional assumptions but employs a bootstrap technique to generate samples directly from the data which is advantageous for complex models or smaller sample sizes (Civelek, 2018 pp.109-115).

Criteria of Reliability and Validity in SEM. Three main criteria need to be met in order to ensure the convergent validity of PLS-SEM. First of all, the standard factor loadings of each observed variable on latent variables have to be greater than 0.70 but less than 0.90 (Chin, 1998, pp. 295-336). The second of all, it is crucial to ensure convergent validity and discriminant validity ensuring that both Composite Reliability (CR), Henseler's rho_A, and Cronbach Alpha (CA) for each construct are above the threshold of 0.70 (Hair et al., 2017, pp. 111-122). At last, the Average Variance Extracted (AVE) for every structure should be higher than 0.50 (Fornell and Larcker, 1981). In addition to these, CR must be higher than AVE (Gürbüz, 2019).

SmartPLS examines the SRMR (Standardized Root Mean Square Residual) value which is used to assess the fit of the tested model. The SRMR value is the standardized difference between the observed covariance and the predicted covariance after comparing the observed covariance with the predicted one. A value close to zero shows an excellent fit. Values calculated below 0.05 also indicate a good fit (Bayram, 2016, p.72). Additionally, an SRMR value below 0.08 or smaller than 0.10 indicates that the model has an acceptable fit. The results of validity and reliability, assessed according to SEM criteria for this study, are presented in the Findings section.

Qualitative Data Analysis

The qualitative data was analyzed based on Braun and Clarke's thematic analysis steps (Braun& Clarke, 2006). In the first step, the collected data through interviews were listened again and transcribed verbatim. Afterwards, the transcribed version of the interviews was read again to ensure there was no inaccurately transcribed data. Later, the transcribed version was translated into English. Following this process, the researcher winnowed the data, as Creswell (2018) highlighted the importance of pruning redundant parts. In the second step, the coding process began. In the third step, codes generated in the second step were organized under overarching themes. In the fourth step, the themes were reviewed for two main objectives. First of all, the aim was to confirm whether the themes aligned with the dataset. The second objective was to identify the themes that may have been missed during the initial coding stage. In the fifth step, the themes including sub-themes were finalized and named. In the final step, impactful extract examples were selected, and the findings that addressed the research questions were reported. During this process, the qualitative computer software, MAXQDA was utilized to efficiently code, categorize and organize the findings. During the process of generating codes and identifying themes, both inductive and deductive approaches were employed. The themes were derived from both pre-determined interview questions and the emergent data.

Reliability and Validity of Qualitative Data. Using multiple approaches evaluates the accuracy of the findings from researchers' and readers' perspectives (Creswell, 2018, p.274). Triangulation is one of the strategies that contributes to the validity of the study. A study can be structured to intersect approaches and attain triangulation by integrating both qualitative and quantitative methodologies (Patton, 2015, p.317). In this study, an attempt was made to achieve data triangulation by incorporating qualitative data processes alongside the quantitative results.

In terms of the study's reliability, one of the procedures employed, as suggested by Creswell (2018, p.276), was intercoder agreement, which involved another coder cross-

checking the codes generated by the researcher. For this study, a postgraduate student from the ELT field also checked the codes. The intercoder agreement was achieved through the identification of similar codes and themes when compared. Lastly, the results were reviewed and constructive feedback and suggestions were offered by the supervisor regularly as a contribution to the validity and reliability of the study.

Chapter 4

Findings

This chapter of the study presents the results of the collected data. Firstly, the validity and reliability of the instruments are presented and then, each research question is addressed individually, consistent with the analytical method presented in the methodology section. Secondly, the qualitative findings collected via semi-structured interviews are presented.

Validity and Reliability of the Instruments

To examine the validity of the instruments, first of all, factor loadings, VIF values and AVE values were taken into consideration for convergent validity. To ensure convergent validity, standard factor loadings should be greater than 0.70 (Polat, 2021, pp. 139-174). Additionally, the Variance Inflation Factor (VIF) values, which are the indicators of multicollinearity, should not exceed the value of 5. In the study, no VIF value greater than 5 was obtained. The observed variables which weigh less than 0.60 were excluded from the analysis. For the Fornell-Larcker criterion and the AVE value to be greater than 0.50, the variables CM2, IS1, SE8, DP5, PA1, PA2, PA4, PA8, and EE7 were discarded from the analysis. As a result of excluding these variables from the analysis, it was found that the value of EE2 was 0.691 and EE8 was 0.692. Nevertheless, since the fit criteria were met and their exclusion did not significantly increase the AVE value when removed, they were not excluded from the analysis. In the model, the highest VIF value calculated was 3.478, and no linear multicollinearity was found. Similarly, for all the constructs in the study, the calculated AVE value for convergent validity exceeded the threshold value of 0.50. In this way, convergent validity was achieved in all constructs.

As for the assessment of discriminant validity, the cross-loadings of indicators, the Fornell-Larcker criterion and the Heterotrait-monotrait (HTMT) ratio of correlation were utilized. It was determined that the Fornell-Larcker Criterion value is greater than 0.70 and

also greater than the correlations between other dimensions. For the other discriminant validity measure, HTMT statistic, a criterion value of 0.850 was adopted. In the study, the highest interdimensional correlation for HTMT was calculated as 0.812. Moreover, cross-loadings were examined in the obtained model, and a criterion of 0.100 was considered. It was determined that the observed variable loadings were not weighted in multiple dimensions. As a result, considering three results acquired, discriminant validity of the structures was accepted for the measurement model.

In the study, the internal consistency reliabilities of the structures included in the model were examined. Cronbach's Alpha, Henseler's rho_A, and Composite Reliability coefficients were used for this. Given that the internal consistency reliabilities of all structures exceeded the threshold value of 0.70, it can be concluded that the internal consistency reliabilities of the structures were ensured. Thus, the measurement tools in the study are appropriate for a community-based study.

The study also involved an examination of the Theta RMS value derived from the residuals (errors) of the external model. These residuals were determined by comparing the predicted indicator values with the observed indicator values. The resulting Theta RMS value was found to be 0.109. As it was below 0.12, indicating a well-fitting model, it was determined that the fit of the structural model in the study was appropriate. In addition, the research also examined the SRMR (Standardized Root Mean Square Residual) value for the obtained model, which was found to be 0.063. Consequently, based on the SRMR statistics, it was determined that the model showed a satisfactory fit. The outcomes are presented in Table 2.

Table 2

Critical Values - Table of the Research Model

		DP	EE	PA	SE	IS	CM
Fornell-Larcker Criterion	DP	**0,806**					
	EE	0,634	**0,785**				
	PA	-0,439	-0,375	**0,754**			
	SE	-0,422	-0,352	0,553	**0,749**		
	IS	-0,353	-0,218	0,394	0,721	**0,775**	
	CM	-0,304	-0,332	0,416	0,658	0,653	**0,812**
	AVE	0,650	0,616	0,569	0,562	0,600	0,659
	Cronbach's Alpha	0,820	0,910	0,748	0,820	0,889	0,913
	rho_A	0,832	0,916	0,750	0,873	0,893	0,914
	Composite Reliability	0,881	0,927	0,841	0,900	0,913	0,931
HTMT	DP						
	EE	0,729					
	PA	0,564	0,453				
	SE	0,493	0,388	0,676			
	IS	0,402	0,234	0,473	0,812		
	CM	0,343	0,360	0,492	0,736	0,722	
	Max. VIF	3,478					
	SRMR	0,063					
	Theta rms	0,109					

Normality Test

Since the scales used in the study were of the Likert scale type, each scale was aggregated separately and divided by the total number of items. Thus, the average score (point) for each teacher's response to the measurement tool was calculated. Items contributing to the average were based on the items included in the structural equation

model. Items excluded from analysis in the structural equation model were not included in the calculation of the average.

Determining whether the scores in the sample follow a normal or non-normal distribution is essential since it affects the choice of statistical test for analyzing the differences in relationship questions (Creswell,2012). In this study, first of all, the responses given by teachers on measurement tools were investigated to understand if the scores demonstrated normal distribution or not. Anderson-Darling normality test was employed, and it was determined that self-efficacy and burnout variables did not exhibit a normal distribution. While self-efficacy and its sub-dimensions were found to be left-skewed according to the normal distribution curve, burnout and its sub-dimensions were determined to be right-skewed. Burnout itself and, two dimensions, emotional exhaustion and personal accomplishment, were found to be flatter compared to the normal distribution, while other variables were found to be sharper. The results obtained are provided in Table 3. Since the variables did not show normal distribution, analyses of differences were examined using non-parametric statistical methods.

Table 3

Normality Test Results of Research Variables

	N	Mean	Std. Deviation	Skewness	Kurtosis	Anderson-Darling*	
						Statistic	Sig.<
Emotional Exhaustion	359	4,0655	1,50252	,070	-,930	2,240	0,005
Depersonalization	359	2,4603	1,47132	1,057	,315	14,574	0,005
Reduced Personal Accomplishment	359	2,5279	1,19426	,607	-,154	4,731	0,005
Burnout	359	3,2798	1,18719	,230	-,716	1,504	0,005
Classroom Management	359	6,9865	1,17742	-,722	,965	1,875	0,005
Student Engagement	359	6,8532	1,08528	-,639	,562	1,901	0,005
Instructional Strategies	359	7,3004	1,07689	-,783	1,124	2,532	0,005
Self-efficacy	359	7,0467	,98372	-,624	,723	1,221	0,005

Findings Related to Research Questions

The study examined the self-efficacy and burnout levels of the participants by employing descriptive statistics to address the first and second research questions.

Quantitative Findings

EFL Teachers' Burnout Levels

The participants' burnout levels were investigated by using descriptive statistics and categorized into three groups as low (1-3), medium (3,001-5) and high (5,001-7) since the scale was 7-point scale. The statistics indicate that participants' levels of burnout are distributed as follows: 41.2% (n=148) report low levels, 42.3% (n=152) report medium levels, and 16.4% (n=59) report high levels. This shows that a large majority of people suffer medium degrees of burnout, with a smaller minority experiencing high levels. The results are presented in Table 4.

Table 4

Burnout Levels

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 low	148	41,2	41,2	41,2
	3,001-5 medium	152	42,3	42,3	83,6
	5,001-7 high	59	16,4	16,4	100,0
	Total	359	100,0	100,0	

Burnout Levels of EFL Teachers Examined Across Sub-dimensions

EFL Teachers' Emotional Exhaustion Levels. The findings indicate that participants' levels of emotional exhaustion are distributed as: 29.5% (n=106) report low emotional exhaustion, 41.5% (n=149) report medium emotional exhaustion, and 29.0% (n=104) report high emotional exhaustion. These results highlight that a significant majority

of participants experience medium levels of emotional exhaustion. The results are given in Table 5.

Table 5

Emotional Exhaustion Levels

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 low	106	29,5	29,5	29,5
	3,001-5 medium	149	41,5	41,5	71,0
	5,001-7 high	104	29,0	29,0	100,0
	Total	359	100,0	100,0	

EFL Teachers' Depersonalization Levels. The results show that 73.0% of the teachers (n= 262) report low levels whereas 20.1% of them (n=72) report medium levels and 7.0% of them (n=25) report high levels. This indicates that a majority of participants experience low levels of depersonalization. On the other hand, a smaller minority experiences medium level of depersonalization. The results are presented in Table 6.

Table 6

Depersonalization Levels

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 low	262	73,0	73,0	73,0
	3,001-5 medium	72	20,1	20,1	93,0
	5,001-7 high	25	7,0	7,0	100,0
	Total	359	100,0	100,0	

EFL Teachers' Personal Accomplishment Levels. The results indicate that 3.9% of the participants (n=14) reported a low level of perceived personal accomplishment, 31.8% of them (n=114) reported a medium level of perceived personal accomplishment, and the majority of them (n=231, 64.3%) claimed high personal accomplishment. This suggests that

a significant proportion of the participants perceive themselves as having a high level of personal accomplishment. The results are given in Table 7.

Table 7

Personal Accomplishment Levels

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 low	14	3,9	3,9	3,9
	3,001-5 medium	114	31,8	31,8	35,7
	5,001-7 high	231	64,3	64,3	100,0
	Total	359	100,0	100,0	

EFL Teachers' Self-Efficacy Perceptions

The participants' self-efficacy perceptions were assessed and categorized into three groups as low (1-3,666), medium (3,667-6,333), and high (6,334-9) since the scale was 9-point Likert scale. A majority of the participants (n=277, 77.2%) scored high levels of self-efficacy perception whereas 22.3% (n=80) indicated a medium level of self-efficacy perception, and a very small percentage (n=2, 0.6%) reported low self-efficacy perception. This result shows that the vast majority of participants believe they have a high level of self-efficacy. The results are presented in Table 8.

Table 8

Sense of Efficacy Levels

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3 low	2	,6	,6	,6
	3,001-5 medium	80	22,3	22,3	22,6
	5,001-7 high	277	77,2	77,2	100,0
	Total	359	100,0	,3	

EFL Teachers' Self-Efficacy Perceptions Examined Across Sub-dimensions

EFL Teachers' Self-Efficacy Perceptions in Classroom Management. The results of the frequency analysis reveal that the majority of the participants (n=257, 71,6%) reported their self-efficacy perceptions in classroom management as high. Additionally, 27.6% of respondents (n=99) reported their self-efficacy in classroom management as a medium level, while only a small percentage (n=3, 0.8%) reported experiencing a low level of self-efficacy in classroom management. These findings indicate that a significant number of the participants perceive their classroom management efficacy to be high, indicating effective management practices. The results are presented in Table 9.

Table 9

Sense of Efficacy in Classroom Management

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3,666 low	3	,8	,8	,8
	3,667-6,333 medium	99	27,6	27,6	28,4
	6,334-9 high	257	71,6	71,6	100,0
	Total	359	100,0	100,0	

EFL Teachers' Self-Efficacy Perceptions in Student Engagement. Based on the analysis of teachers' self-efficacy in student engagement, the majority of the participants (n= 251, 69.9%) reported a high level of efficacy in student engagement while some of the participants (n=106, 29.5%) scored a moderate level of efficacy. Only a small percentage (n=2, 0.6%) reported their efficacy in this dimension as a low level. This result suggests that a great deal of the participants perceive student engagement to be high which implies active participation and involvement in the learning process. The results are presented in Table 10.

Table 10

Sense of Efficacy in Student Engagement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3,666 low	2	,6	,6	,6
	3,667-6,333 medium	106	29,5	29,5	30,1
	6,334-9 high	251	69,9	69,9	100,0
	Total	359	100,0	100,0	

EFL Teachers' Self-Efficacy Perceptions in Instructional Strategies. The results reveal that the vast majority of participants, representing 82.5% (n=296) expressed a high level of efficacy in this dimension. Besides, 17.3% of participants (n=62) indicated a moderate level of efficacy in instructional strategies. This implies that most of the participants feel excel at utilizing instructional strategies in their language teaching approaches and practices in the classroom. The results are presented in Table 11.

Table 11

Sense of Efficacy in Instructional Strategies

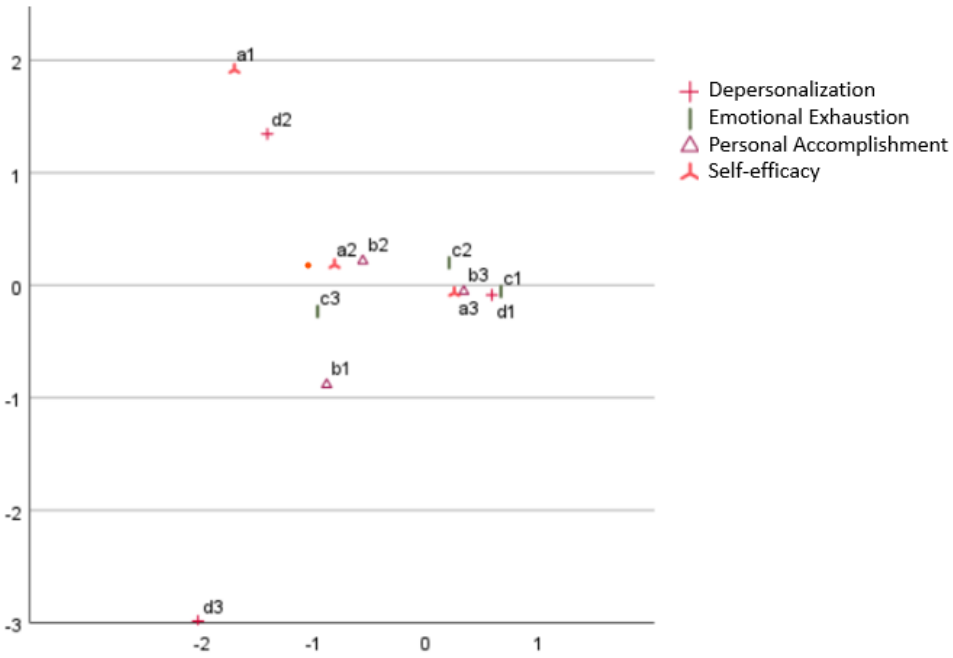
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3,666 low	1	,3	,3	,3
	3,667-6,333 medium	62	17,3	17,3	17,5
	6,334-9 high	296	82,5	82,5	100,0
	Total	359	100,0	100,0	

In line with the findings above, the relationships and conflicts between depersonalization, emotional exhaustion and personal accomplishment levels according to teachers' self-efficacy were examined by using Multiple Correspondence Analysis. In multiple correspondence analysis, a1, c1, and d1 indicate low levels, while a2, c2, and d2 indicate moderate levels. Finally, a3, c3, and d3 indicate high levels. In terms of b levels

indicating reduced personal accomplishment, b3 indicates low, b2 indicates moderate and b1 indicates high levels of reduced personal accomplishment. According to multiple correspondence analysis; two teachers with low level of self-efficacy were found to experience depersonalization at a medium level. Teachers with a medium level of self-efficacy were found to experience emotional exhaustion at a high level and perceive personal accomplishment at a medium level. If the homogeneity of this group is reduced, teachers with low personal accomplishment also join the group. Besides, it was found that teachers with a high level of self-efficacy were found to suffer from both depersonalization and emotional exhaustion at either a low or medium level. Besides, their personal accomplishment is high. Lastly, teachers with high levels of depersonalization formed a class on their own without a relationship with other classes. The results obtained are provided in Figure 1.

Figure 1

Results of Multiple Correspondence Analysis



EFL Teachers' Burnout and Self-Efficacy Perceptions Regarding Different Variables

To address the third research question, the study examined the self-efficacy and burnout levels of the participants in relation to different variables by employing non-parametric tests as they did not demonstrate normal distribution according to the test of normality. The results are presented individually below.

EFL Teachers' Burnout Levels and Self-Efficacy Perceptions in relation to Gender. To investigate whether there is a statistically significant difference in self-efficacy perceptions and burnout levels among EFL teachers based on their gender, the Mann-Whitney U test was used. Table 12 indicates the findings below.

Table 12

Overall TSE and BL including their sub-dimensions concerning gender

	Gender	N	Mean	Std. Deviation	Z	p
Emotional Exhaustion	Female	318	4,0432	1,52571	0,913	0,361
	Male	41	4,2378	1,31274		
Depersonalization	Female	318	2,4261	1,47617	1,759	0,079
	Male	41	2,7256	1,42281		
Reduced Personal Accomplishment	Female	318	2,4615	1,16750	2,744	0,006
	Male	41	3,0427	1,28684		
Burnout	Female	318	3,2435	1,19608	1,773	0,076
	Male	41	3,5610	1,08869		
Classroom Management	Female	318	7,0252	1,13251	0,940	0,347
	Male	41	6,6864	1,46253		
Student Engagement	Female	318	6,9155	1,02887	2,443	0,015
	Male	41	6,3693	1,37172		
Instructional Strategies	Female	318	7,3293	1,07617	1,441	0,150
	Male	41	7,0767	1,06909		
Self-efficacy	Female	318	7,0900	,96175	1,928	0,054
	Male	41	6,7108	1,09552		

As it is shown in Table 12, there was no statistically significant difference among EFL teachers' burnout levels based on their gender (Z=1.773, p=0.076). Moreover, there was no statistically significant difference among EFL teachers' emotional exhaustion (Z=0.913, p=0.361) and depersonalization levels (Z=1.759, p=0.079) based on their gender. On the other hand, it was found out that there was a statistically significant difference between female and male EFL teachers based on the feeling of reduced personal accomplishment. It was revealed that the reduced personal accomplishment levels of male EFL teachers were higher than their female counterparts (Z=2.744, p= 0.006).

As for the self-efficacy beliefs of EFL teachers concerning gender, there was no statistically significant difference between male and female teachers' self-efficacy beliefs (Z=1.928, p=0.054). Also, there was no significant difference between male and female EFL teachers based on their self-efficacy perceptions in classroom management (Z=0.940, p=0.347) and instructional strategies (Z=1.441, p=0.150). However, there was a statistically significant difference in the self-efficacy perceptions of female EFL teachers in the student engagement dimension. It was found out that female EFL teachers' self-efficacy beliefs in this dimension were higher than those of male EFL teachers (Z=2.443, p=0.015).

EFL Teachers' Burnout Levels and Self-Efficacy Perceptions in relation to Age. In the study, the participants were classified into five age groups (20-25, 26-30,31-35,36-40, and 41+) to explore the differences in burnout levels and efficacy beliefs concerning age. The Kruskal-Wallis H test was utilized due to the presence of more than two groups. According to the result, TSE and BL based on age distribution showed a statistically significant difference. In order to examine which age group showed differences, a post hoc test was needed.

The Bonferroni test was employed to determine between which age groups the differences exist. Table 13 indicates the findings below.

Table 13

Overall TSE and BL including their sub-dimensions concerning age

	Age	N	Mean	Std. Deviation	χ^2	p
Emotional Exhaustion	20-25	33	3,7121	1,37801	33,272	,000
	26-30	101	4,5495	1,40124		
	31-35	89	4,3427	1,56040		
	36-40	70	3,8875	1,33873		
	41+	66	3,3163	1,46386		
Depersonalization	20-25	33	2,4545	1,60255	21,940	,000
	26-30	101	2,7550	1,36243		
	31-35	89	2,6545	1,64174		
	36-40	70	2,3357	1,47496		
	41+	66	1,8826	1,14120		
Reduced Personal Accomplishment	20-25	33	2,3030	,93072	12,980	,011
	26-30	101	2,6535	1,23236		
	31-35	89	2,6770	1,19076		
	36-40	70	2,6214	1,17318		
	41+	66	2,1477	1,21448		
Burnout	20-25	33	3,0455	1,07498	31,538	,000
	26-30	101	3,6269	1,10544		
	31-35	89	3,5042	1,25304		
	36-40	70	3,1830	1,09306		
	41+	66	2,6657	1,11483		
Classroom Management	20-25	33	6,3896	1,00145	30,736	,000
	26-30	101	6,7539	1,23637		
	31-35	89	7,0305	1,00888		

	36-40	70	7,1265	,99912		
	41+	66	7,4329	1,36426		
	20-25	33	6,6970	1,03248	20,737	,000
	26-30	101	6,5813	1,05449		
Student	31-35	89	7,0096	,96694		
Engagement	36-40	70	6,7878	,98066		
	41+	66	7,2056	1,29366		
	20-25	33	7,2468	,87063	15,388	,004
	26-30	101	7,1188	1,10566		
Instructional	31-35	89	7,3499	1,03555		
Strategies	36-40	70	7,1918	1,01887		
	41+	66	7,6537	1,17645		
	20-25	33	6,7778	,86624	24,517	0,000
	26-30	101	6,8180	,97260		
Self-Efficacy	31-35	89	7,1300	,87286		
	36-40	70	7,0354	,88983		
	41+	66	7,4307	1,16437		

First of all, based on overall burnout levels, the levels of burnout among EFL teachers aged between 31 to 35 were higher than the levels of burnout among the ones aged 41 and above (Std. Test Statistic=4.153, p=0.000). Moreover, the levels of burnout among teachers aged between 26 to 30 were higher than those aged 41 and above (Std. Test Statistic=5.252, p=0.000).

Based on the emotional exhaustion dimension of burnout, the emotional exhaustion levels of EFL teachers aged between 26 to 30 were higher than those of both the teachers aged between 20 to 25 (Std. Test Statistic=2.877, p=0.040) and those aged between 36 to 40 (Std. Test Statistic=3.004, p=0.027), and those aged 41 and above (Std. Test Statistic=5.270, p=0.000). Besides, the emotional exhaustion levels of the teachers within

the 31-35 age group were higher than those of the teachers aged 41 and above (Std. Test Statistic=4.073, p=0.000).

In the depersonalization dimension of burnout, a statistically significant difference was observed between the age groups 31-35 and 41 and above. It was found out that the perception of depersonalization among teachers aged between 31 to 35 was higher than the perception of depersonalization among teachers aged 41 and above (Std. Test Statistic=3.348, p=0.008). Furthermore, the perception of depersonalization among teachers aged between 26 to 30 was also higher than that among teachers aged 41 and above (Std. Test Statistic=4.490, p=0.000).

In terms of the last dimension of burnout, it was determined that the perception of reduced personal accomplishment (RPA) was higher among teachers aged between 26-30 compared to those aged 41 and above (Std. Test Statistic=2.983, p=0.029). Similarly, the perception of RPA among teachers aged between 31 to 35 was higher than that among those aged 41 and above (Std. Test Statistic=3.069, p=0.022).

Regarding overall self-efficacy perceptions of EFL teachers, there was a statistically significant difference between the teachers aged 41+ and some other age groups. It was found that teachers aged 41 and above had higher self-efficacy perceptions compared to those aged between 20 to 25 (Std. Test Statistic=3.746, p=0.002), those aged 26-30 (Std. Test Statistic=4.496, p=0,000), and those aged 36-40 (Std. Test Statistic=3.020, p=0.025).

As for the self-efficacy perceptions of teachers in classroom management (CM), there were statistically significant differences among age groups. It was found that the perception of classroom management efficacy among teachers aged between 31-35 was higher than the teachers aged between 20-25 (Std. Test Statistic=2.904, p=0.037). The perception of self-efficacy in CM among teachers aged between 36-40 was higher than the teachers aged between 20-25 (Std. Test Statistic=3.177, p=0.015). The perception of self-efficacy in CM among teachers aged 41 and above was higher than those aged between 20-25 (Std. Test Statistic=5.014, p=0.000), those aged between 26-30 (Std. Test

Statistic=4.228, p=0.000) and those aged between 31-35 (Std. Test Statistic=2.938, p=0.033). In this dimension of self-efficacy, as teachers get older, their self-efficacy perceptions in classroom management increase steadily.

Based on the perception of self-efficacy in student engagement, a statistically significant difference was observed among age groups. The perception of self-efficacy in student engagement (SE) among teachers whose age was 41 and above was higher than those aged between 26 to 30 (Std. Test Statistic=4.284, p=0.000) and those aged between 36 to 40 (Std. Test Statistic=2.867, p=0.041).

Considering the self-efficacy perceptions of EFL teachers in instructional strategies (IS), there was a statistical difference. The self-efficacy perceptions in this dimension among teachers aged 41 and above were higher than those aged between 26-30 (Std. Test Statistic=3.601, p=0.003) and those aged between 36-40 (Std. Test Statistic=3.142, p=0.017).

EFL Teachers' Burnout Levels and Self-Efficacy Perceptions in relation to Years of Teaching Experience. In the study, the participants were classified into five groups in terms of their years of teaching experience (0-1, 2-5, 6-10, 11-15, 16+). To understand whether there was a statistically significant difference among EFL teachers' efficacy beliefs and burnout levels depending on their experiences, the Kruskal Wallis H test was utilized. According to the Kruskal Wallis H test, it was found that there was a statistically significant difference. Then, the Bonferroni test was employed to identify the differences among groups. Table 14 indicates the findings below.

Table 14

Overall TSE and BL including their sub-dimensions concerning years of experience

	Years of Experience	N	Mean	Std. Deviation	χ^2	p
Emotional Exhaustion	0-1	16	3,1172	1,44876	36,199	,000
	2-5	85	4,3191	1,35160		
	6-10	120	4,4667	1,47695		
	11-15	59	4,1144	1,46167		
	16+	79	3,3386	1,42651		
Depersonalization	0-1	16	2,3750	1,47479	23,733	,000
	2-5	85	2,7765	1,54786		
	6-10	120	2,6042	1,41443		
	11-15	59	2,5890	1,71188		
	16+	79	1,8228	1,06755		
Reduced Personal Accomplishment	0-1	16	2,2500	,93541	16,512	,002
	2-5	85	2,6853	1,16251		
	6-10	120	2,6271	1,21484		
	11-15	59	2,6695	1,04370		
	16+	79	2,1582	1,28426		
Burnout	0-1	16	2,7148	1,12291	34,958	,000
	2-5	85	3,5250	1,11082		
	6-10	120	3,5411	1,15240		
	11-15	59	3,3718	1,20005		
	16+	79	2,6646	1,08388		
Classroom Management	0-1	16	6,6339	1,29043	45,130	,000
	2-5	85	6,4437	1,19929		
	6-10	120	6,9821	1,12250		

	11-15	59	7,0823	,91941		
	16+	79	7,5769	1,11186		
	0-1	16	6,9196	1,06518	33,608	,000
	2-5	85	6,4185	1,02253		
Student Engagement	6-10	120	6,8524	1,09581		
	11-15	59	6,8644	,87076		
	16+	79	7,3002	1,12104		
	0-1	16	7,1607	1,03395	21,007	,000
	2-5	85	7,0420	1,04928		
Instructional Strategies	6-10	120	7,2226	1,19649		
	11-15	59	7,3075	,86727		
	16+	79	7,7197	,96116		
	0-1	16	6,9048	1,03630	39,991	0,000
	2-5	85	6,6347	,94405		
Self-Efficacy	6-10	120	7,0190	1,00141		
	11-15	59	7,0847	,73026		
	16+	79	7,5322	,95846		

According to the Bonferroni results, there were statistically significant differences among teachers in terms of teaching experience based on their overall burnout levels. The level of burnout among teachers with 11 to 15 years was found to be higher than among those with more than 16 years of experience (Std. Test Statistic=3,410 p=0,007). Likewise, the level of burnout among teachers with 2 to 5 years of experience was found to be higher than among those with more than 16 years of experience (Std. Test Statistic=4,634 p=0,000). Similarly, the level of burnout among teachers whose experience was between 6 to 10 years was found to be higher than those whose experience was more than 16 years (Std. Test Statistic=5,184 p=0,000). Considering these, it can be said that EFL teachers' overall burnout levels increase over the years; however, they begin to decline after gaining 10 years of experience.

Based on the emotional exhaustion (EE) dimension of burnout, teachers with 2 to 5 years of experience were found to feel EE more than teachers with up to 1 year of experience (Std. Test Statistic = 2.883, p = 0.039). Similarly, teachers with 6 to 10 years of experience were found to feel EE more than teachers with up to 1 year of experience (Std. Test Statistic = 3.328, p = 0.009). Moreover, teachers with 11 to 15 years of experience were found to feel EE more than teachers with more than 16 years of experience (Std. Test Statistic = 2.911, p = 0.036). Likewise, teachers with 2 to 5 years of experience scored higher EE than teachers with more than 16 years of experience (Std. Test Statistic = 4.220, p = 0.000). Lastly, teachers with 6 to 10 years of experience were found to feel EE higher than teachers with more than 16 years of experience (Std. Test Statistic=5.241, p=0.000). Taking the results into consideration, it can also be said that EFL teachers' level of emotional exhaustion has increased over the years. Yet, they begin to decline after 10 years of experience, similar to the results of their overall burnout levels.

In the depersonalization (DP) dimension of burnout, teachers with 2 to 5 years of teaching experience scored higher DP levels compared to their counterparts whose experience was more than 16 years (Std. Test Statistic=4.373, p=0.000). Furthermore, teachers with 6 to 10 years of experience scored higher DP levels than those with more than 16 years of experience (Std. Test Statistic=4.219, p=0.000). Also, teachers with 11 to 15 years of experience scored higher DP levels than those with more than 16 years of experience (Std. Test Statistic=2.826, p=0.047).

In the reduced personal accomplishment dimension of burnout (RPA), teachers with 2 to 5 years of experience were found to feel personal accomplishment less than those with more than 16 years of experience (Std. Test Statistic=3,374 p=0,007). Besides, teachers with 11 to 15 years of experience were found to feel personal accomplishment less than those with more than 16 years of experience (Std. Test Statistic=3,239 p=0,012).

The results of the Kruskal Wallis H test also showed statistically significant differences in EFL teachers' self-efficacy beliefs depending on their teaching experiences.

Then, the Bonferroni test was employed to identify the differences among groups. Teachers with an experience range of 6-10 years showed a higher level of self-efficacy beliefs compared to those with 2-5 years of experience (Std. Test Statistic=2.947, p=0.032). Furthermore, teachers with 16 or more years of experience showed a higher level of self-efficacy beliefs compared to those with 2-5 years of experience (Std. Test Statistic=6.277, p=0.000). Similarly, teachers with 16 or more years of experience showed a higher level of self-efficacy beliefs compared to those with 6-10 years of experience (Std. Test Statistic=3.887, p=0.001) and compared to those with 11-15 years of experience (Std. Test Statistic=3.208, p=0.013). In light of these findings, it can be concluded that the self-efficacy beliefs of EFL teachers increase as they gain teaching experience. However, the table reveals that the self-efficacy beliefs of novice teachers were slightly higher than those of teachers with 2 to 5 years of experience.

In terms of teachers' self-efficacy beliefs in classroom management (CM), it was uncovered that teachers with 6 to 10 years of experience perceived their efficacy in CM as higher than teachers with 2 to 5 years of experience (Std. Test Statistic=3.322, p=0.009). Besides, teachers with 11 to 15 years of experience perceived their self-efficacy in CM higher than those with 2 to 5 years of experience (Std. Test Statistic=3.068, p=0.022). It was also determined that teachers with 16 or more years of experience perceived their self-efficacy in CM higher than those with 2 to 5 years of experience (Std. Test Statistic=6.600, p=0.000), than those with 6 to 10 years of experience (Std. Test Statistic=3.869, p=0.001), and also than those with up to 1 year of experience (Std. Test Statistic=3.099, p=0.019). It also noted that the self-efficacy beliefs of novice teachers in this dimension showed slightly higher results than those of teachers with 2 to 5 years of experience.

Based on the self-efficacy beliefs of teachers in student engagement (SE), it was determined that teachers with 16 or more years of experience showed higher self-efficacy beliefs in SE than teachers with 2 to 5 years of experience (Std. Test Statistic=5.786, p=0.000), those with 6 to 10 years of experience (Std. Test Statistic=3.201, p=0.014), and

those with 11 to 15 years of experience (Std. Test Statistic=2.873, p=0.041). Moreover, teachers whose experience was between 6 to 10 years showed higher self-efficacy beliefs in SE than their counterparts with 2 to 5 years of experience (Std. Test Statistic=3.107, p=0.019). Also, as in overall self-efficacy and classroom management self-efficacy results, novice teachers' self-efficacy beliefs in SE were observed slightly higher than those with 2 to 5 years of experience.

According to the results of self-efficacy beliefs in instructional strategies (IS), a statistically significant difference was found between teachers with 16 or more years of teaching experience and those with 6 to 10 years as well as those with 2 to 5 years of experience. It was revealed that teachers with 16 or more years of teaching experience showed higher self-efficacy beliefs in IS than their colleagues whose experiences were between 6 to 10 years (Std. Test Statistic=3.308, p=0.009) and those whose experiences were between 2 to 5 years (Std. Test Statistic=4.385, p=0.000). The same result was observed between novice teachers and teachers with 2 to 5 years of experience in this dimension, as well. As can be seen in Table 14, novice teachers' perceptions of self-efficacy in this dimension were also slightly higher than those with 2 to 5 years of experience.

EFL Teachers' Burnout Levels and Self-Efficacy Perceptions in relation to Weekly Teaching Load. The study examined whether there were statistically significant differences in teachers' burnout levels and self-efficacy perceptions based on their weekly teaching hours, utilizing the Kruskal Wallis H test. According to the findings, no statistically significant difference was identified in self-efficacy perceptions among teachers based on their weekly teaching hours. On the other hand, there were statistically significant differences in teachers' overall burnout levels and the two dimensions based on weekly teaching hours. In order to find out which groups showed differences, the Bonferroni test was used. Table 15 shows the findings below.

Table 15

Overall TSE and BL including their sub-dimensions concerning weekly teaching load

	Weekly teaching hours	N	Mean	Std. Deviation	χ^2	p
Emotional Exhaustion	20 and below	31	3,9315	1,48949	12,931	,012
	21-25	113	4,1704	1,46509		
	26-30	129	4,2490	1,56058		
	31-35	50	3,3975	1,31094		
	36+	36	4,1215	1,48067		
Depersonalization	20 and below	31	2,0726	1,19581	4,341	,362
	21-25	113	2,5000	1,56838		
	26-30	129	2,5930	1,51879		
	31-35	50	2,2700	1,34851		
	36+	36	2,4583	1,34496		
Reduced Personal Accomplishment	20 and below	31	2,7661	1,52334	13,398	,009
	21-25	113	2,7124	1,22758		
	26-30	129	2,5640	1,08850		
	31-35	50	2,0750	1,02923		
	36+	36	2,2431	1,19147		
Burnout	20 and below	31	3,1754	1,18260	12,244	,016
	21-25	113	3,3883	1,20940		
	26-30	129	3,4138	1,21316		
	31-35	50	2,7850	1,05547		

	36+	36	3,2361	1,06288		
	20 and below	31	6,7834	1,34107	4,476	,345
Classroom	21-25	113	6,8723	1,16424		
Management	26-30	129	6,9956	1,13529		
	31-35	50	7,2343	1,24331		
	36+	36	7,1429	1,10972		
	20 and below	31	6,7696	1,18303	5,745	,219
Student	21-25	113	6,7206	1,17763		
Engagement	26-30	129	6,8483	,98421		
	31-35	50	7,0743	1,04231		
	36+	36	7,0516	1,08322		
	20 and below	31	7,1244	1,03460	5,710	,222
Instructional	21-25	113	7,2099	,99764		
Strategies	26-30	129	7,3212	1,09557		
	31-35	50	7,4229	1,27969		
	36+	36	7,4921	,98113		
	20 and below	31	6,8925	1,06756	7,343	,119
	21-25	113	6,9343	,96770		
Self-Efficacy	26-30	129	7,0550	,93703		
	31-35	50	7,2438	1,08497		
	36+	36	7,2288	,95604		

According to the Bonferroni results, depending on the overall burnout levels, there was a surprising outcome. Teachers with weekly teaching hours between 21 to 25 showed higher burnout levels compared to those with weekly teaching hours between 31 to 35 (Std.

Test Statistic=3.049, p=0.023). It was also found out that teachers with weekly teaching hours between 26 to 30 showed higher burnout levels than those with teaching hours between 31 to 35 hours (Std. Test Statistic=3,295 p=0,010).

In the emotional exhaustion (EE) dimension of burnout, unexpected results emerged. Teachers with weekly teaching hours between 21 to 25 indicated higher EE than those with teaching hours between 31-35 (Std. Test Statistic=3.033, p=0.024). Furthermore, teachers with weekly teaching hours between 26-30 scored higher EE than those with weekly teaching hours between 31-35 (Std. Test Statistic=3.418, p=0.006).

In terms of the reduced personal accomplishment dimension (RPA), it was discovered that teachers with weekly teaching hours between 21 to 25 perceived RPA higher than teachers with weekly teaching hours between 31 to 35 (Std. Test Statistic=3.140; p=0.017).

On the other hand, there was no statistically significant difference in the level of depersonalization among teachers based on their weekly teaching hours (Std. Test Statistic=4.341; p=0,362).

Additionally, the results showed that there was no statistically significant difference among EFL teachers' self-efficacy beliefs according to weekly teaching load (Std. Test Statistic=7.343; p=0.119). As can be seen in Table 15, depending on the self-efficacy dimensions, teachers' self-efficacy beliefs in classroom management, student engagement and instructional strategies did not differ in relation to their weekly teaching hours.

EFL Teachers' Burnout Levels and Self-Efficacy Perceptions in relation to Additional Responsibilities. The Mann-Whitney U test was employed to investigate whether there is a statistical difference in the burnout levels and efficacy beliefs of EFL teachers based on the presence of additional duties or responsibilities undertaken, apart from teaching roles. First of all, the responses of teachers to research variables were

investigated for differences based on whether they had administrative duties or not. Table 16 presents the findings below.

Table 16

Overall TSE and BL including their sub-dimensions concerning administrative duties

	Administrative duties	N	Mean	Std. Deviation	Z	p
Emotional Exhaustion	+	36	4,0521	1,67688	0,190	0,850
	-	323	4,0670	1,48469		
Depersonalization	+	36	2,3889	1,69394	0,880	0,379
	-	323	2,4683	1,44717		
Reduced Personal Accomplishment	+	36	2,4653	1,47012	0,807	0,420
	-	323	2,5348	1,16202		
Burnout	+	36	3,2396	1,38652	0,399	0,690
	-	323	3,2842	1,16527		
Classroom Management	+	36	7,2183	1,24047	1,531	0,126
	-	323	6,9606	1,16935		
Student Engagement	+	36	6,9048	1,29047	0,844	0,399
	-	323	6,8474	1,06216		
Instructional Strategies	+	36	7,1667	1,36106	0,437	0,662
	-	323	7,3153	1,04200		
Self-Efficacy	+	36	7,0966	1,14362	0,603	0,547
	-	323	7,0411	,96615		

As presented in the table above, teachers' burnout levels did not differ based on the presence or absence of administrative duties among teachers (Z=0.399, p=0.690). No statistical difference was found in emotional exhaustion, depersonalization or personal accomplishment levels of teachers depending on the additional administrative duties. Furthermore, there was no statistically important difference in teachers' self-efficacy beliefs

concerning the presence or absence of administrative duties (Z=0.603, p=0.547). Additionally, in the sub-dimension of self-efficacy, there was no statistical difference in their self-efficacy beliefs in classroom management (CM), self-efficacy (SE), or instructional strategies (IS) based on the presence or absence of administrative duties.

In addition, the burnout levels and self-efficacy beliefs of teachers were investigated for statistically significant differences based on whether they had academic duties or not. Table 17 indicates the results below.

Table 17

Overall TSE and BL including their sub-dimensions concerning academic duties

	Academic duties	N	Mean	Std. Deviation	Z	p
Emotional Exhaustion	+	48	4,3099	1,41539	1,126	,260
	-	311	4,0277	1,51418		
Depersonalization	+	48	2,4635	1,45407	,237	,812
	-	311	2,4598	1,47629		
Reduced Personal Accomplishment	+	48	2,4740	1,12897	,223	,824
	-	311	2,5362	1,20554		
Burnout	+	48	3,3893	1,10527	,798	,425
	-	311	3,2629	1,20013		
Classroom Management	+	48	6,8869	1,15606	1,092	,275
	-	311	7,0018	1,18177		
Student Engagement	+	48	6,7143	1,31427	,492	,623
	-	311	6,8746	1,04637		
Instructional Strategies	+	48	7,3750	1,17494	,661	,509
	-	311	7,2889	1,06252		
Self-Efficacy	+	48	6,9921	1,04024	,492	,622
	-	311	7,0551	,97620		

According to the results, there was no statistical difference identified in burnout levels of teachers regarding the presence or absence of academic duties (Z=1.126, p=0.260). Likewise, no statistically significant difference was found in all three dimensions of burnout among teachers with academic duties.

Moreover, the perception of self-efficacy among teachers did not show a statistically significant difference based on whether they had academic duties or not (Z=0.492, p=0.622). As it was also seen in the table above, teachers' self-efficacy beliefs in classroom management (CM), self-efficacy (SE), or instructional strategies (IS) did not differ based on presence or absence of academic duties.

Lastly, the burnout levels and self-efficacy beliefs of EFL teachers were examined for statistical difference based on whether they had student counselling duties or not. Table 18 shows the results below.

Table 18

Overall TSE and BL including their sub-dimensions concerning student counselling duties

	Student Counselling Duty	N	Mean	Std. Deviation	Z	p
Emotional Exhaustion	+	74	3,9240	1,63306	,959	,338
	-	285	4,1022	1,46757		
Depersonalization	+	74	2,2399	1,28708	1,283	,200
	-	285	2,5175	1,51232		
Reduced Personal Accomplishment	+	74	2,2973	1,20691	2,034	,04
	-	285	2,5877	1,18575		
Burnout	+	74	3,0963	1,21471	1,320	,187
	-	285	3,3274	1,17744		
Classroom Management	+	74	7,2432	1,09838	2,072	,038
	-	285	6,9198	1,18987		

Student Engagement	+	74	6,9961	1,15065	1,323	,186
	-	285	6,8160	1,06664		
Instructional Strategies	+	74	7,5792	,90471	2,244	,025
	-	285	7,2281	1,10724		
Self-Efficacy	+	74	7,2728	,92848	1,997	,046
	-	285	6,9880	,99070		

As indicated by the results, no statistically significant difference was observed in teachers' perceptions of burnout depending on whether they were assigned student counselling duties or not (Z=1.320, p=0.187). Similarly, teachers' perceptions of emotional exhaustion did not exhibit any statistically significant difference based on whether they were assigned student counselling duties or not (Z=0.959, p=0.338). Also, teachers' perceptions of depersonalization showed no statistically significant difference depending on whether they were assigned student counselling duties or not (Z=1.283, p=0.200). However, the level of reduced personal accomplishment among teachers without student counselling was found to be higher than among teachers with student counselling duties (Z=2.034, p=0.04).

As for the self-efficacy perceptions of teachers, a statistically significant difference was observed in the self-efficacy beliefs between teachers with and without student counselling duties, with those involved in student counselling exhibiting higher self-efficacy beliefs (Z=1.997, p=0.046). As for the sub-dimensions of self-efficacy beliefs, teachers with student counselling duties demonstrated higher self-efficacy in classroom management compared to those without counselling duties (Z=2.072, p=0.038). Also, teachers with student counselling duties showed higher efficacy in instructional strategies than those without counselling duties (Z=2.244, p=0.025). Yet, there was no statistically significant difference identified in teachers' perceptions of student engagement based on whether they had student counselling duties or not (Z=1.323, p=0.186).

EFL Teachers' Burnout Levels and Self-Efficacy Perceptions in relation to the Program Teachers Majored in. Mann-Whitney U test was utilized in order to investigate

whether there was a statistically significant difference between teachers' burnout levels and their self-efficacy perceptions based on the program teachers majored in. The results can be seen in Table 19.

Table 19

Overall TSE and BL including their sub-dimensions concerning the program teachers majored in

	The Program Teachers Majored	N	Mean	Std. Deviation	Z	p
Emotional Exhaustion	English Language Teaching	167	4,0778	1,54839	,193	,847
	Other Language Departments	161	4,0714	1,50920		
Depersonalization	English Language Teaching	167	2,5105	1,57263	,160	,873
	Other Language Departments	161	2,4425	1,41373		
Reduced Personal Accomplishment	English Language Teaching	167	2,6362	1,26459	1,452	,147
	Other Language Departments	161	2,4224	1,14128		
Burnout	English Language Teaching	167	3,3256	1,26197	,511	,609
	Other Language Departments	161	3,2519	1,15620		
Classroom Management	English Language Teaching	167	6,8366	1,22502	2,132	,033
	Other Language Departments	161	7,1189	1,13313		
Student Engagement	English Language Teaching	167	6,7964	1,11005	,742	,458
	Other Language Departments	161	6,8980	1,03367		
Instructional Strategies	English Language Teaching	167	7,2524	1,08977	,930	,352
	Other Language Departments	161	7,3336	1,06987		

Self-Efficacy	English Language Teaching	167	6,9618	1,00897	1,542	,123
	Other Language Departments	161	7,1168	,95376		

The findings of the test revealed that there was no significant difference in the burnout levels of EFL teachers based on the academic program they majored in (Z=0.511, p=0.609). In terms of sub-dimensions of burnout, no significant difference was found in the dimension of emotional exhaustion (Z=0.193, p=0.847), depersonalization (Z=0.160, p=0.873), and reduced personal accomplishment (Z=1.452, p=0.147).

Additionally, there was no notable difference in the self-efficacy beliefs of EFL teachers depending on their program (Z=1.542, p=0.123). According to the results indicating the sub-dimension of self-efficacy, teachers' self-efficacy beliefs in classroom management showed differences based on their program. Teachers who graduated from other language departments demonstrated higher efficacy in classroom management than their colleagues who graduated from ELT (Z=2.132, p=0.033). Nevertheless, teachers' self-efficacy beliefs in SE did not differ in terms of the program (Z=0.742, p=0.458). In the same vein, there was no difference in teachers' self-efficacy beliefs in IS based on the program (Z=0.930, p=0.352).

EFL Teachers' Burnout Levels and Self-Efficacy Perceptions in relation to Educational Background. Kruskal Wallis H test was employed to explore if there existed a statistically significant difference in burnout levels and self-efficacy perceptions among EFL teachers by educational background factor. Table 20 indicates the findings below.

Table 20

Overall TSE and BL including their sub-dimensions concerning educational background

	Educational Background	N	Mean	Std. Deviation	χ^2	p
Emotional Exhaustion	Bachelor's degree	287	4,0052	1,49437	5,612	,060
	Graduate degree (MA or PhD.)	48	4,0859	1,59936		

	Currently in Graduate Studies (MA or PhD.)	24	4,7448	1,27128		
	Bachelor's degree	287	2,3537	1,45966		
Depersonalization	Graduate degree (MA or PhD.)	48	2,7760	1,36760	11,884	,003
	Currently in Graduate Studies (MA or PhD.)	24	3,1042	1,61164		
	Bachelor's degree	287	5,5427	1,18766		
Reduced Personal Accomplishment	Graduate degree (MA or PhD.)	48	5,2865	1,30566	7,912	0,019
	Currently in Graduate Studies (MA or PhD.)	24	5,0000	,89988		
	Bachelor's degree	287	3,4547	1,35776		
Burnout	Graduate degree (MA or PhD.)	48	3,6493	1,41421	7,291	,026
	Currently in Graduate Studies (MA or PhD.)	24	4,1979	1,26401		
	Bachelor's degree	287	7,0841	1,10144		
Classroom Management	Graduate degree (MA or PhD.)	48	6,6726	1,36959	8,488	,014
	Currently in Graduate Studies (MA or PhD.)	24	6,4464	1,42503		
	Bachelor's degree	287	6,9472	1,00834		
Student Engagement	Graduate degree (MA or PhD.)	48	6,5506	1,35269	9,682	,008
	Currently in Graduate Studies (MA or PhD.)	24	6,3333	1,16946		
	Bachelor's degree	287	7,3723	1,01931		
Instructional Strategies	Graduate degree (MA or PhD.)	48	7,0149	1,32946	4,735	,094
	Currently in Graduate Studies (MA or PhD.)	24	7,0119	1,09441		
	Bachelor's degree	287	7,1346	,91489		
Self-Efficacy	Graduate degree (MA or PhD.)	48	6,7460	1,19383	10,024	,007
	Currently in Graduate Studies (MA or PhD.)	24	6,5972	1,11632		

According to the Kruskal Wallis H test results, there was a statistically significant difference in the burnout levels of EFL teachers, including the depersonalization dimension and reduced personal accomplishment dimensions, based on their educational background factor. Yet, there was no difference in the levels of emotional exhaustion among teachers based on their educational background (Std. Test Statistic=5.612, p=0.060). Following the Kruskal Wallis H test, the Bonferroni test was used to identify the groups where the differences occurred in burnout, depersonalization and reduced personal accomplishment levels. According to the Bonferroni test results, it was unveiled that the level of burnout among teachers currently pursuing postgraduate education was higher than that of teachers with a bachelor's degree (Std. Test Statistic=2.611, p=0.027). Besides, the levels of depersonalization among teachers pursuing postgraduate education were higher than that of teachers with a bachelor's degree (Std. Test Statistic=2.757, p=0.017). In the reduced personal accomplishment dimension of burnout, teachers holding a bachelor's degree perceived reduced personal accomplishment greater than those currently continuing their postgraduate education (Std. Test Statistic=2.581, p=0.030).

As for the self-efficacy perceptions depending on teachers' educational background, the Kruskal Wallis H test revealed that there was no statistically significant difference in teachers' efficacy beliefs in instructional strategies by the educational background factor (Std. Test Statistic=4.735, p=.094). For other dimensions and overall self-efficacy beliefs, the Bonferroni post-hoc test was employed to understand which groups differed based on teachers' educational backgrounds. Surprisingly, the results showed that teachers holding bachelor's degrees demonstrated higher self-efficacy beliefs compared to their colleagues continuing their postgraduate education (Std. Test Statistic=2.526, p=0.035). In a like manner, when compared with teachers continuing postgraduate education, teachers with a bachelor's degree showed higher self-efficacy both in CM (Std. Test Statistic=2.441, p=0.044) and SE (Std. Test Statistic=2.639, p=0.025).

EFL Teachers' Burnout Levels and Self-Efficacy Perceptions in relation to the Educational Stage. To examine whether there were differences among EFL teachers' burnout levels and self-efficacy beliefs based on the educational stage they instruct, the Kruskal Wallis H test was utilized. Table 21 presents the findings below.

Table 21

Overall TSE and BL including their sub-dimensions concerning the educational stage

	Educational Stage	N	Mean	Std. Deviation	χ^2	p
Emotional Exhaustion	Primary	137	4,2089	1,43895	8,682	,034
	Middle	101	4,1770	1,44008		
	High	69	3,5906	1,53616		
	Mixed	52	4,1010	1,65128		
Depersonalization	Primary	137	2,4033	1,43494	,472	,925
	Middle	101	2,5718	1,54489		
	High	69	2,3043	1,25870		
	Mixed	52	2,6010	1,68125		
Reduced Personal Accomplishment	Primary	137	2,5091	1,14139	3,090	,378
	Middle	101	2,6807	1,25156		
	High	69	2,4565	1,14881		
	Mixed	52	2,3750	1,27620		
Burnout	Primary	137	3,3326	1,11464	5,974	,113
	Middle	101	3,4016	1,18955		
	High	69	2,9855	1,17354		
	Mixed	52	3,2945	1,34739		
Classroom Management	Primary	137	6,9958	1,03929	,509	,917
	Middle	101	7,0156	1,17002		
	High	69	7,0476	1,25061		
	Mixed	52	6,8242	1,43098		

	Primary	137	6,9583	,93359	2,609	,456
Student	Middle	101	6,7228	1,08756		
Engagement	High	69	6,8199	1,27155		
	Mixed	52	6,8736	1,18469		
	Primary	137	7,2972	1,06116	,022	,999
Instructional	Middle	101	7,3437	,99390		
Strategies	High	69	7,2650	1,19981		
	Mixed	52	7,2720	1,12921		
	Primary	137	7,0838	,89067	,282	,963
	Middle	101	7,0273	,93222		
Self-Efficacy	High	69	7,0442	1,10588		
	Mixed	52	6,9899	1,15548		

According to the Kruskal Wallis H test results, no statistically significant difference was found among teachers' self-efficacy beliefs including all three dimensions. Similarly, there was no difference among their burnout levels including depersonalization and reduced personal accomplishment dimensions. Nonetheless, the results indicated that there was a significant difference among teachers' emotional exhaustion levels based on the educational stage. In order to identify which groups differed based on the educational stage, Bonferroni test was employed. It was uncovered that the level of emotional exhaustion among teachers working in primary schools was higher than that of teachers working in high schools (Std. Test Statistic=2.735, p=0.037).

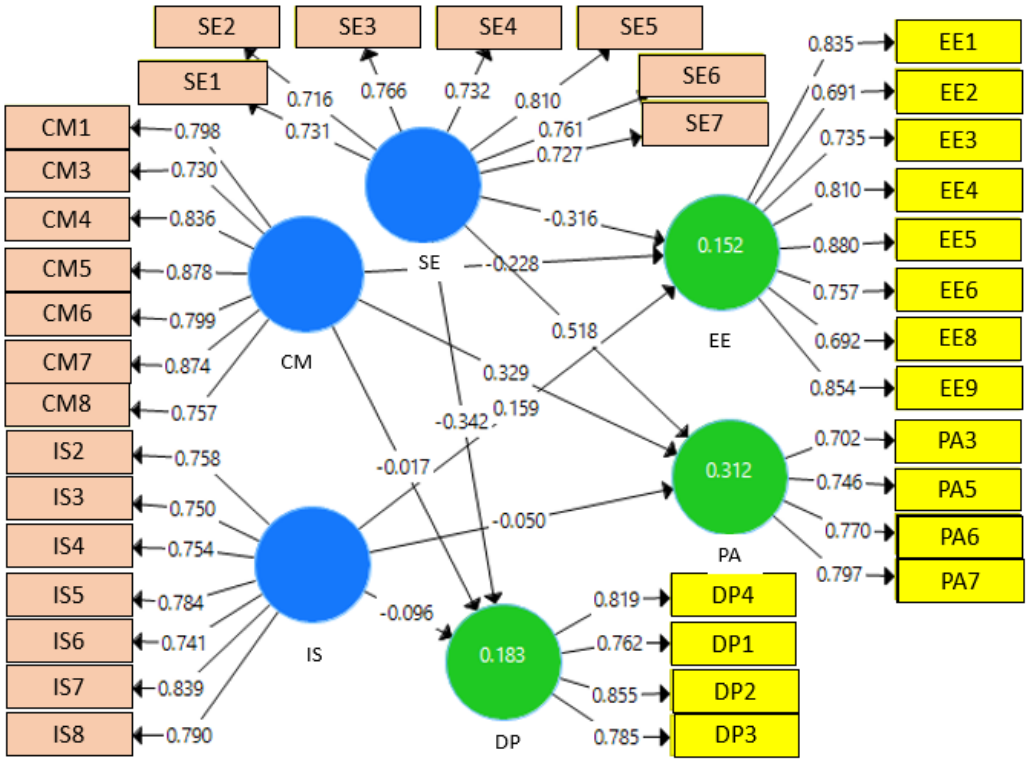
Findings on The Relationship between EFL Teachers' Sense of Efficacy and Burnout

The relationship between teachers' self-efficacy beliefs and burnout was investigated using structural equation modelling in this research to address the fourth question. The independent variable of the study, each dimension of self-efficacy, was linked to the dependent variable of burnout dimensions. Thus, the impact of self-efficacy perceptions on burnout dimensions in EFL teachers was investigated. The structural model

testing these effects was conducted using SmartPLS, and the obtained model is presented in Figure 2. According to Figure 2, the self-efficacy factors explain 15.2% (R^2=0.152) of the variance in the Emotional Exhaustion variable. Similarly, it has been determined that they explain 18.3% (R^2=0.183) of the variance in the Depersonalization variable and 31.2% (R^2=0.312) of the variance in the Personal Accomplishment variable.

Figure 2

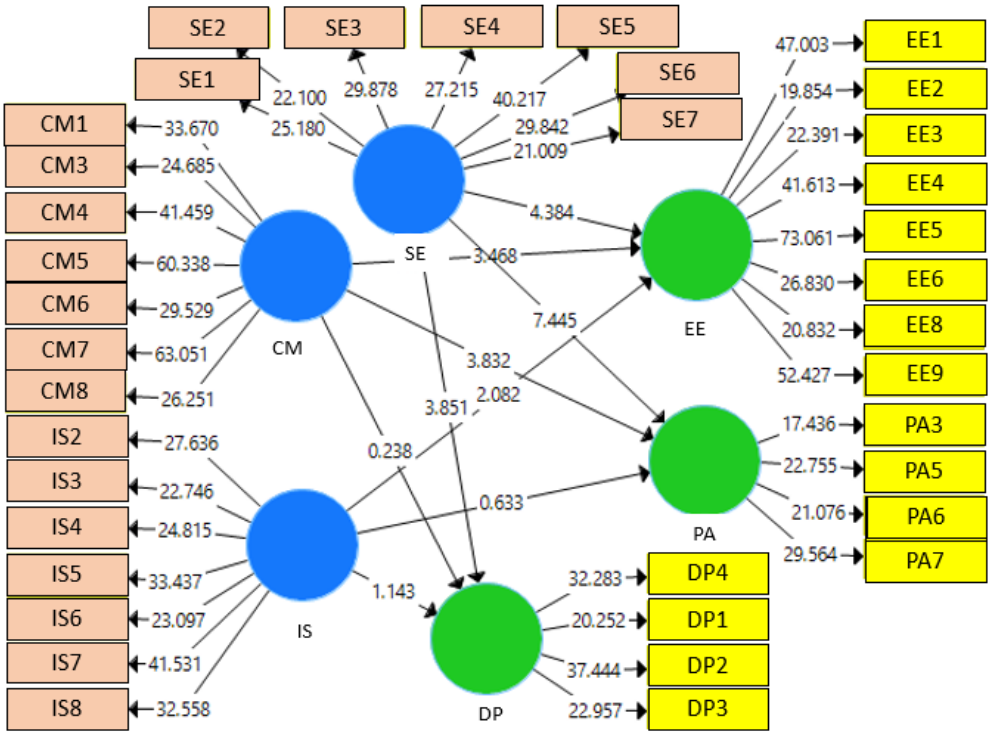
Diagram in relation to the Impact of Self-efficacy Dimensions on Burnout



In the model, the smallest t-statistic for the paths between latent variables and observed variables has been calculated as 17.436, which is greater than 1.96. Therefore, all paths, or in other words, factor loadings, are in relation with burnout. The t-statistics for the paths are presented in Figure 3.

Figure 3

t-Statistics for the Impact of Self-Efficacy Dimensions on Burnout



According to the findings of the structural equation model presented in Figures 2 and 3 in detail; it was discovered that there is a statistically significant β=0.228-unit effect in the opposite direction between teachers' self-efficacy in classroom management and emotional exhaustion (t=3.468, p=0.001). Considering this result, as teachers' sense of efficacy in classroom management increases, the level of emotional exhaustion decreases among teachers.

Similarly, it was found that there is a statistically significant β=0.316-unit effect in the opposite direction between teachers' self-efficacy in student engagement and emotional exhaustion (t=4.384, p=0.000). According to this effect, as teachers' sense of efficacy in student engagement rises, the level of emotional exhaustion decreases.

It was also determined that there is a statistically significant effect in the same direction of β=0.159 between teachers' sense of efficacy in instructional strategies and

emotional exhaustion among teachers (t=2.082, p=0.037). According to this identified effect, when perceived self-efficacy in instructional strategies increases among teachers, surprisingly perceived emotional exhaustion also increases.

It was unveiled that there is a negative effect of β=0.017 between teachers' sense of efficacy in classroom management and perceived depersonalization among teachers. However, this effect was found to be not statistically significant (t=0.238, p=0.812). According to this result, teachers' sense of efficacy in classroom management does not influence perceived depersonalization among teachers.

Besides, there is a statistically significant β=0.342-unit effect in the opposite direction between teachers' sense of efficacy in student engagement and their perceived depersonalization (t=3.851, p=0.000). This result indicates that when teachers' efficacy in fostering student engagement increases, their sense of depersonalization decreases.

It was identified that there is a negative effect of β=0.096 between teachers' sense of efficacy in instructional strategies and perceived depersonalization among teachers. However, this effect was not found to be statistically significant (t=1.143, p=0.253). Based on this outcome, teachers' sense of efficacy in instructional strategies does not influence depersonalization among teachers.

Moreover, a statistically significant effect of β=0.329 in the same direction was identified between teachers' sense of efficacy in classroom management and perceived personal accomplishment among teachers (t=3.832, p=0.000). According to this finding, as perceived self-efficacy in classroom management increases, perceived personal accomplishment also increases among teachers.

There was also a statistically significant effect of β=0.518 in the same direction between teachers' sense of efficacy in student engagement and perceived personal accomplishment among teachers (t=7.445, p=0.000). When teachers perceive higher self-

efficacy in student engagement, perceived personal accomplishment also increases among them.

Lastly, there is a β=0.050-unit effect in the opposite direction between teachers' sense of efficacy in instructional strategies and perceived personal accomplishment among teachers. However, this effect was not found to be statistically significant (t=0.633, p=0.527).

Qualitative Findings

The qualitative part of the study involved semi-structured interviews with 6 EFL teachers who had already participated in the quantitative part. This part aimed to strengthen the unexpected results of the quantitative analysis. Therefore, the questions are related to teachers' self-efficacy perceptions in three sub-dimensions, burnout levels in three dimensions and the relationship between these two areas. Pseudonyms (P1 to P6) were used for the participants to maintain confidentiality.

EFL Teachers' Self-Efficacy Perceptions

As quantitative results indicated high levels of self-efficacy in all sub-dimensions, the first question was directed towards the participants to explore the reasons behind their feelings of efficacy, as well as their considerations for improvement in specific areas.

Teachers' Techniques and Efficacy Perceptions in Classroom Management. The interviews indicated that teachers use a variety of techniques based on the age of the students for classroom management. The most preferred techniques by the participants are the classroom routines determined at the beginning of the term, emotional bonding with the students, attention signals and rewarding and punishment system.

The majority of the participants emphasized how well-established classroom routines ease the management process inside the classroom. For example, P2 explained that

At the beginning of each term, we establish certain rules and routines together with the students. For example, when a task is completed, my students know what they should do. They immediately go to a designated corner of the classroom, where they continue with fast-finisher activities quietly on their own. In addition, each group of students has assigned roles. There is a group assistant, the one responsible for checking homework. And since speaking Turkish is forbidden in my classes, I have students who monitor this rule, as well. I want to instill a sense of responsibility in my students, so I give them such tasks as much as possible, so that they become part of these classroom routines and rules. At the same time, this keeps them alert and engaged within the classroom at all times. (P2)

In the similar way, P6 also commented on this issue stating

In the classroom, I arrange students into small groups of four. Each person within the group is assigned a specific role. There is someone acting as a team leader, someone responsible for checking assignments, someone for controlling the materials, and someone responsible for the group mini-board used for group activities. Especially regarding classroom management, the functioning of routines, and the children getting accustomed to those routines are essential. It is not just the teacher's responsibility, but when they themselves engage in duties, the lesson progresses smoothly. (P6)

Another recurring theme in the interviews was the interviewees' belief that establishing an emotional bond with disruptive students is crucial for effective classroom management and for fostering a healthy learning environment. P2 expresses her ideas as

What I try to do is definitely to create a bond with the students, engaging in conversations outside of the class and during breaks and asking how they are doing, aiming to build such close relationships with them. Although it does not always work, I often find that I can positively impact these students, encouraging their participation in class activities and minimizing disruptions in class. (P2)

P4 also added that

Some students truly test our boundaries. I believe that the way we communicate with these students is crucial. I think if what we call 'building rapport' occurs, and the student understands that our intentions towards them are positive, then progress can be achieved in a healthy manner. (P4)

With the younger groups, teachers use attention signals to maintain classroom management effectively. P5 expresses her technique:

There is Mr. Potato Head in my class. There was a film called Toy Story. In the film, there was a character as a potato man. The potato head toy in my class has body parts which are detachable and interchangeable. I divided it into pieces. I hung the classroom rules at the top of the board such as eyes that look carefully, fingers raised, and so on, just to make it a bit more fun, you know. When all the rules are completed, it becomes Mr. Potato Head. I use Mr. Potato Head in the classroom when I want to remind the rules. (P5)

P1 uses attention signal techniques with the help of sounds with young learners. She addresses the issue:

In my first-grade classes, I have a song that we use when there is a noise in the classroom. I start with the first color, and they continue with the rest of the song and then become silent. In other primary school levels, for example, if we are doing a listening activity, I simply smile without saying anything and just raise the volume a bit, then they start laughing and with that laughter, the noise decreases. Then, once silence is maintained, we continue with the lesson. During reading classes, I change my tone of voice while reading, I deliberately make a high-pitched squeaky sound. Sometimes, to create empathy, I drop something intentionally to make a noise like a pen, then say "Sorry, I disturbed you" and they become quiet. Also, the way I use

the songs is part of classroom routines. There is a specific song. If I play that song, they need to tidy up to leave the class. They have also adapted to this. (P1)

Almost all participants mentioned the reward system instead of the punishment (N=5). For the younger students, teachers stated that they prefer online classroom management tools. They give points to the students who conform to the classroom rules on this platform but do not prefer penalizing students by giving a minus. P6 stated that she used this platform for both rewarding and punishment systems since it was a standardized management tool at school but she does not believe that it is an effective way and states

There is a reward system for the student who reads the most during the week, and also for the student who reads the most during the month. We also deduct student points for those who do not read on this platform. We used to threaten them by saying that their points would decrease and affect their report cards. These kinds of systems feel wrong to me, but I have not found an alternative yet. However, I have stopped using this system because I do not see its benefits. (P6)

On the contrary, P3 commented on the rewarding and punishment as an effective method with teenage groups:

Because I work with adolescents, it is harder to manage them. If they do not meet serious consequences for their misbehaving, they may not show improvement. We have a voucher system in our school, with green and red vouchers. I use the green vouchers for behaviours I want to reinforce in the classroom. When students exhibit these behaviours, I reward them with green vouchers. Depending on the number of green vouchers they collect, they receive different rewards, which we determine with the children at the beginning of each term. These vouchers are reset every month. As for the red vouchers, if students collect 5 within a week, they receive a written warning. So, I also utilize the school's disciplinary system to some extent. This creates a sense of effort and competition among the children to earn the green

vouchers, and the instances where I give out red vouchers have significantly decreased over the months when I evaluate their progress. (P3)

Except for P2, all participants indicated their self-efficacy level in classroom management as medium level. P2 reported a high sense of efficacy in this dimension. Regarding teachers who rated their efficacy as medium level in classroom management, P1 stated that she needs to improve her ability to handle management problems swiftly in serious situations. P4 expressed the need for more experience in managing challenging classrooms, as she tends to become too stern when disciplining students. Although P6 believes that she improves herself in this dimension every year, she still requires more time to enhance her skills further. Both P3 and P5 feel emotionally drained due to the age group they work with, which they find unsuitable for them. Table 22 summarizes some of the important qualitative findings of self-efficacy in classroom management, in relation to existing literature below.

Table 22

Teachers' Sense of Efficacy in Classroom Management

Participants	Sense of Efficacy Level	Improvement Area	Efficacy Indicator based on the literature
P1	medium	Need swift solution skills for misbehaving students	Adopting a proactive approach (Tschannen-Moran & Hoy, 2001)
P2	high	-	Developing positive student behaviours (Gordon,2001)
P3	medium	Experiencing emotional exhaustion	
P4	medium	The need for more experience	The importance of mastery experience as a source of teacher efficacy (Tschannen Moran and Hoy, 2007)

P5	medium	Experiencing emotional exhaustion	
P6	medium	The need for more experience	The importance of mastery experience as a source of teacher efficacy (Tschannen Moran and Hoy, 2007)

Teachers' Strategies and Efficacy Perceptions in Student Engagement. The teacher participants reported different strategies they use to engage students emotionally, cognitively and behaviorally. The recurrent themes that emerged under this dimension were motivational acts and scaffolding.

Teachers' motivational acts to encourage student engagement vary depending on their priorities. Some prioritize academic engagement while others prioritize emotional engagement. P1, P4, and P6 use motivational strategies to emotionally engage students. They focus on calming students down to arouse intrinsic motivation by eliminating negative thoughts toward English. P1 commented on this dimension as

> *When I first meet my students, regardless of their age group, I always say, 'You came here to learn, I came here to teach. Whatever you do not know, your classmates do not know, either. The feeling that they will be laughed at, mocked about, or ridiculed should be shattered from the very beginning.' I utter these sentences by adjusting them to the age of my students. For me, it is not about writing English well or studying diligently, but about leaving the class happily. Because in Türkiye, people hate English due to their teachers or the educational system. I want my students to learn happily in the same way. (P1)*

P4 also gets parent support and shares the same feelings with P1

> *If I observe a lack of participation in class, I try to understand the reason behind it. Has the student had a negative experience before, or is it generally their personality? I consider whether it is related to me or the class, and at the end of the day, I believe*

> *I have managed to involve each of my students in the lesson in some way. Because of the language barrier with young learners, I work with their parents to communicate with my students and assure them that I will not be angry if they make mistakes in English classes. (P4)*

P6 conducts a “lesson of the mistakes” as she calls it to eliminate worries about English usage inside the classroom and increase student engagement. She expressed her opinions

> *I notice that when they share their mistakes, there are moments when I see a bit of an increase in their motivation and engagement as they hear the mistakes of their classmates. Because for most of them, the main issue is actually the fear of making mistakes. I try to help them overcome it a little. There are times when I intentionally make mistakes and share them in those hours. (P6)*

Additionally, half of the participants mentioned using scaffolding techniques to involve low-level students in academic activities. P1 provides individual hints to students in need, while P3 offers individual explanations and clarifications. P5 occasionally simplifies questions to encourage participation among these students. On the other hand, P2 and P6 employ peer-teaching methods for low-level students. They group these students with peers who have achieved at a middle or high level to provide assistance. P6 explained that

> *In groups mixed based on their levels, I sometimes choose to have low-level children write on very small notes or use mini boards, or I ask them to illustrate if they have artistic abilities. Even drawing a picture implies that the child has an idea related to that word in the context of the vocabulary lesson. This technique helps me engage and motivate these children to become active participants in lessons. (P6)*

In addition to low-level students, two teachers mentioned the difficulty of engaging high-achiever students. P5 mentioned that she asks more complex questions to high achiever students. However, when the age of the students is older, it gets tough to engage

those students cognitively in classroom activities. This situation lowers the efficacy of P3 and she presents her experiences:

> *I also do not have an activity that can challenge them cognitively, and I do not always have time to prepare one. Therefore, I allow these children to read English books in class when they finish tasks early. Especially within this group, these children are being neglected, and I feel like I cannot do anything for them. So, I feel very inadequate. (P3)*

Apart from the recurrent themes, P2 emphasized the importance of differentiated instruction in increasing student engagement as follows:

> *As much as possible, —although this is not always feasible in every lesson—taking into account their abilities, learning styles, and interests, I strive to differentiate my materials or allow them to choose the products they create at the production stage. I can say that this significantly increases in-class participation. (P2)*

Furthermore, P6 stressed the effectiveness of technology-based classrooms to engage the students in classrooms. She shared her ideas related to this:

> *For instance, at the school where I used to work, students had tablets. In such a situation, the applications used by teachers were truly very supportive for student participation. I realized the difference when I moved to a school where technology was less utilized. Now, I am trying to improve myself to integrate games in classrooms without technology to increase engagement. (P6)*

Two of the participants (P2 &P4) evaluated their self-efficacy in SE as high whereas the rest scored their efficacy in this dimension as medium level. There are different reasons for the teachers who perceived their efficacy as medium level. P1 mentioned difficulties in engaging older age group students. Conversely, P3 expressed challenges in reaching both high and low-performing groups while targeting middle-level students due to time constraints and workload, noting the difficulty of implementing differentiated instruction. P5

attributed her medium-level efficacy to emotional and physical exhaustion. P6 also found it challenging to instruct students with varying competency levels. Table 23 summarizes some of the important qualitative findings of self-efficacy in student engagement, in relation to existing literature below.

Table 23

Teachers' Sense of Efficacy in Student Engagement

Participants	Sense of Efficacy Level	Improvement Area	In relation to existing literature
P1	medium	Engaging older age groups	Emotional engagement is essential to increase students' intrinsic motivations. The participants build trust with the students to engage them in the learning process (Tschannen-Moran, 2014).
P2	high	-	
P3	medium	Academic engagement of high and low levelled students	
P4	high	-	
P5	medium	Showed symptoms of emotional and physical exhaustion	
P6	medium	Engaging students with different competency levels	

Teachers' Strategies and Efficacy Perceptions in Instructional Strategies. The instructional strategies of the participants differ based on the age group they teach or the lesson context. They use different instructional strategies in skill-based lessons, as well. On the other hand, the difficulty teachers face in this area also differs. Teachers working with younger learners include fun elements such as games, songs or creativity such as art activities into their lessons. P1, who scored high in self-efficacy regarding instructional strategies, is confident in her ability to incorporate various creative and engaging elements into her teaching. She feels productive and capable of integrating new activities into her lesson plans, as well as assessing her students using diverse methods, including drama,

outdoor activities, games, and art activities. P6, who rated herself in this dimension as a medium, highlighted adding kinesthetic activities into the lesson plans. P4, on the other hand, who scored her efficacy as a medium, mentioned catching students' attention and expressed her experiences

> *I integrate some fun elements such as games or songs into the lessons. I use realia to grab students' attention. I also use the 'show and tell' technique which my students enjoy. Also, I evaluate students and find out their missing areas during the 'show and tell' activity. However, I can effectively use these methods only in classes where the readiness level is high. (P4)*

Furthermore, P2 emphasized the importance of trying new methods in the lessons. Thus, she attends webinars and seminars to improve her teaching skills. Even though she stressed her interest in differentiated instruction, she thinks she needs improvement. She rated her efficacy as medium and expressed herself

> *I noticed that when I differentiate, I tend to focus more on the lower and middle groups. I am giving high-achiever students a little challenge to push them a bit further. I think I need to improve myself and focus a bit more on them while preparing the lesson plans. (P2)*

P3, on the other hand, is also efficacious in this area. She scored herself as high in instructional strategies; however, a challenge she has been facing this year contributed to her emotional exhaustion. She responded

> *The methods I use in vocabulary, grammar teaching and skill-based lessons are various. When it comes to the evaluation of the students, I think this is also a strong area for me. I also identify what my students could not understand well and I share assignments with the children every week and conduct tutorials accordingly to support their academic progress. Also, I see myself as very strong in answering difficult questions and explaining things that children do not understand. I only see*

myself as weak in this regard: I am not a teacher who focuses much on exam tactics and I do not have much experience in teaching the exam system. But this year, I am preparing a group for the preparatory exam. It took me a long time to fully understand how to teach about the exam and its tactics. I still think there are major gaps when compared to a teacher who has been entering that level for years. Compared to the beginning of the year, there is a huge improvement in this regard. I also received a lot of support from my colleagues who entered that level before. (P3)

P5 scored her efficacy in instructional strategies as low and talked about the challenges she faced with:

I would prefer to have more freedom in lesson planning because I am trying to teach within a group of 24 students. The students' levels vary greatly, and the methods used in class are not working well with this diversity. Since the institution's lesson plans are standardized, I cannot take initiative, and it is very difficult to bring all the children, who are at different levels, to the same level. Thinking about extracurricular activities, preparing all lesson plans with the teaching method the institution wants, and following up with and supporting the children in this workload is also challenging. Therefore, the system I am in does not help me improve myself, and I consider myself low in this area. (P5)

In summary, when the participants mentioned the strategies and techniques they use and the challenging parts needing improvement, it was revealed that most of them perceived their self-efficacy levels as medium or high except for one teacher who rated her efficacy in the instructional strategies dimension as low. Table 24 summarizes some of the important qualitative findings of self-efficacy in instructional strategies, in relation to existing literature below.

Table 24

Teachers' Sense of Efficacy in Instructional Studies

Participants	Sense of Efficacy Level	Improvement Area	Efficacy Indicator based on the literature
P1	high	-	*Applying diverse methods and being productive in lesson planning process (Tschannen-Moran et al., 1998). *Being open to new methods, applying differentiated instruction (Tschannen-Moran & Hoy, 2001), showing enthusiasm for development through teacher training programs (Zonoubi et al., 2017), and not perceiving weaknesses as failures but as opportunities for improvement (Bandura, 1997). *Having confidence in addressing students' questions alternately and supporting students in overcoming weaknesses through action plans developed after employing differentiated assessment strategies (Tschannen-Moran & Hoy, 2001) *Using vicarious experiences as a source for improvement areas (Tschannen-Moran & Hoy, 2007).
P2	medium	Needs for improvement while differentiating the lesson plans for high achievers	
P3	high	-	
P4	medium	Effectively uses different instructional strategies only in classes where the readiness level is high.	
P5	low	Being unable to reach all students with different competency levels due to workload, leading to symptoms of emotional exhaustion and an intention to leave the profession.	*There is a relationship between high efficacy in instructional strategies and commitment to teaching profession (Klassen & Chiu, 2011).
P6	medium	Having difficulties in reaching all students at different levels while instructing	

Experiencing Burnout

Teachers were asked whether they had experienced burnout syndrome before and thought about quitting the teaching profession. Most of the participants (N=5) have

experienced burnout before and one of them is currently experiencing teacher burnout. As for the contributing factors, two recurring themes emerged which are workload and work-life imbalance. Three of the participants articulated the main reason as workload whereas the other three participants pointed out the main reasons both workload and work-life imbalance. P1 felt that she experienced burnout syndrome last semester due to work overload.

> *Normally, due to the busy schedule at school, an average of 10 teachers are required, but at the beginning of the term, we were trying to manage with 7 teachers. Then, one person suddenly quit, and there was no substitute teacher. Their classes and duties were divided among the remaining staff. Suddenly, my teaching hours increased to 40. My duty hours also increased, and we also have a duty schedule after school. In addition, trying to get to know the children later and their lack of enthusiasm negatively affected my mood. Furthermore, the school constantly pressured me to share activities for advertising purposes on social media, increasing the number of activities I needed to organize. (P1)*

Similarly, P3 experienced burnout syndrome last year and stated the reason as a heavy workload, as well. She expressed her feelings:

> *Last year, because I was under a very heavy workload, I was really thinking that I probably could not continue this profession next year; I needed to find something else. Last year, the workload was excessive. Besides my busy teaching hours, there were also after-school tutorials and club activities. Since nobody provided me with any information or guidance and I was completely left on my own, I was under a lot of stress, as well. (P3)*

Similarly, P2 has experienced burnout before and stated the reason as a work-life imbalance.

> *During times when I am extremely overwhelmed, I periodically experience these feelings. Times when I cannot spare time for my hobbies and family, and times when I constantly work at the computer after school, push me towards burnout. I love my profession, and although I do not consider quitting it, I have thought about changing the institution I am working. (P2)*

Although the first themes contributing to burnout were in relation to organizational situations, all participants were asked if they had any contributing factors, particularly in-class factors, to their stress levels, especially regarding the efficacy sub-dimensions. All participants agreed that classroom management, instructional strategies and student engagement contribute to their stress levels to some extent as they also trigger exhaustion and their workload. Three participants mentioned instructional strategies while two participants stressed student engagement as the highest stress factor during teaching hours. P5, who is currently experiencing burnout, emphasized that all of them are equal stress factors in the classroom.

P2 puts instructional strategies in the first place as in-class stress factors for her. She uttered

> *Teaching strategies are the most challenging aspect for me, both psychologically and in terms of workload. This is because it is a very broad area; encompassing tasks such as material preparation, differentiation, and assessment. These responsibilities are incredibly draining for educators, as they require proper planning, which takes a long time. We cannot just think about one thing. How will I differentiate this lesson? Will this lesson engage the students? Is this lesson serving my purpose? And then, how will I know if my students have understood the lesson? We need to consider many criteria like these before the lesson, and it is a very exhausting process. (P2)*

On the other hand, P3 thinks that lack of student engagement is the most contributing stress factor in the classroom. She expresses her feelings

When students' participation in class is low, I feel disappointed. Since I work with the exam group, I feel the need to put extra effort. It is as if I need to exceed what the school expects from us. As a teacher working with the exam group for the first time, I tend to always feel that what I do is insufficient, so I often try to do more. Therefore, I assign extra speaking tasks and writing tasks to the students, all of which, of course, create a serious workload for me in the feedback process. Now, when I am putting in too much effort, the low participation in class and their failure to fulfil their responsibilities create anger, and I become indifferent towards the students. (P3)

When they were asked if they had ever thought of quitting the profession, P2 and P6 mentioned the change of the institution they are working in due to organizational factors, especially the workload. P3 stated that she still considers changing the age group she is working with and later on, the field of work. P5, who is currently experiencing burnout at a high level and is seeing a therapist, stated

I think I need some time away. I love the kids very much. I think if I did not love them, I would not be able to endure this much, but something is not going well. Because I am physically worn out, too. (P5)

Even though all participants admit that managing the classroom, employing correct instructional strategies and engaging students in the learning process are contributing elements to their stress to some extent, still they mentioned the most stressful factor is the institutions they are working for. A new unexpected code emerged at this point which helped them cope with their stress in these institutions: caring relationships with students. All participants proved that caring relationships with their students help them deal with their exhaustion levels and persevere.

P1 expresses how working with kids helps her cope with her emotional exhaustion

When I step into the building, the desire to escape arises. But when I enter my classroom and close the door behind me, it is as if entering home and a sense of

calmness emerges. Especially when I experience negativity at school, I immediately hug my students to increase my mood. (P1)

P2 articulated her feelings

I love my students very much. I have often seen that their love is what truly keeps me going. There have been times when I was very stressed, both psychologically and physically. But even in those very difficult moments, my students always managed to lift me up with just a word or a gesture, and in those moments, I said to myself, 'I am so glad to have met these children, I am so glad that I have chosen this profession.' (P2)

Experiencing Burnout in Dimensions

Teachers were directed some further questions to investigate if they experience burnout in three dimensions which are emotional exhaustion, depersonalization and reduced personal accomplishment. Apart from this, the symptoms emerging due to physical, mental or emotional exhaustion were identified and coded.

Emotional Exhaustion. As the first stage of the burnout dimension, teachers who have experienced burnout or are currently suffering from burnout feel emotional exhaustion at different levels for different reasons. When asked about their feelings under stress inside the classroom, the recurrent codes were anger and feeling insignificant. The following extract by P3 exemplifies both codes together when she has difficulty in classroom management.

Emotionally, I experience ups and downs. When I face challenges in managing the classroom, I feel anxious and often find myself becoming quite angry, despite usually being someone who teaches with a smile. I enjoy being in the classroom. However, when I encounter issues with classroom management, I can become the most tense person in the world, with stern looks and gestures towards the children. Some days, for example, I truly believe that my profession is a beautiful one. I think we can

change some things, but deep down, I also feel like most people see us as babysitters for their children, with the added expectation of teaching something, because we are not taken seriously. (P3)

Emotional exhaustion is accepted in the literature as the first dimension of burnout before depersonalization and reduced personal accomplishment stages. Although emotional exhaustion is often emphasized, the symptoms of exhaustion manifest not only emotionally but also mentally and physically. Thus, the participants were also asked if they experience exhaustion primarily on emotional, physical or mental levels. Besides, their specific symptoms of exhaustion were also examined. According to the responses of the participants, they all experience emotional, mental and physical exhaustion at different levels mostly based on work overload. Some extracts are presented below to exemplify participants' symptoms.

P1 stated that her exhaustion mainly stems from the workload and additional responsibilities unexpectedly assigned by the institution.

I experience emotional exhaustion when extra responsibilities are suddenly assigned. During those times, I struggle to get out of bed. Physical exhaustion comes next; we do not have teacher chairs, so I am constantly on my feet during class, and my duty hours are loaded. Mentally, the workload keeps my mind buzzing; it feels like I never really leave work when I come home. (P1)

P2 mentioned that she feels mentally and physically exhausted when the work-life balance is damaged due to paperwork or extra-curricular activities after school. She suffers from sleep deprivation and a weakened immune system together with long-lasting illnesses. She expressed her symptoms

Because we are dealing with so many things at once, I constantly find myself preoccupied with them in the background. During these busy periods, I tend to be

very sleepy. Due to my disrupted sleep schedule, I go to bed late and wake up early in the morning, and this greatly affects the rest of my day. I frequently get sick. (P2)

P3 experiences mental and emotional exhaustion from time to time due to high interaction with many people; however, while trying to hide her feelings inside of the classroom, she gets exhausted emotionally more. The extract below presents her feelings.

I do not want to be in communication with so many people within a single day. I mean, in one day, I do not have the patience for around 70 children and at least 25 adults. When I get home, for instance, I feel so mentally and emotionally drained that I do not want to interact with another person. I believe I hide this emotional exhaustion from the students well. When I am in class, I have a mask on. I constantly smile, try to motivate them by showing how motivated I am, and give the impression of a teacher with high tolerance. But the moment I step out of the classroom, that mask comes off, and I switch to a mode where I give myself some time to rest. This creates a much higher emotional burden and requires a greater amount of emotional effort from me. (P3)

P6 experienced mental exhaustion last semester resulting in a decrease in concentration span and shared her experience

During class, I have noticed many times that when I look at the children, I realize I have not been listening to their questions. There have been times, when a child asks a question, I have found myself asking them to repeat it multiple times. My mind is completely somewhere else. (P6)

The interviews revealed that every participant has experienced or is experiencing exhaustion; however, the symptoms in teachers vary in terms of physical, psychological, and cognitive aspects.

Depersonalization. Depersonalization refers to becoming isolated, reducing communication with people, and becoming indifferent to the needs of those you are working

with. In this dimension of burnout, based on the participants' responses, the themes of depersonalization toward students and depersonalization in social life emerged. Some of the participants (P3, P4 & P5) stated that they become indifferent to students in the classroom when there is a lack of student engagement and when classroom management problems occur. P3 shared her experience when she felt indifferent to the students

> *When they did not participate in the activities today, I expressed that they did not matter to me, and I truly felt indifferent at that moment. While they were not fulfilling their responsibilities, I questioned why I was putting in extra effort, and I decided not to continue expending extra effort to support their areas of need. (P3)*

P5 felt indifferent when she had classroom management issues in the class and stated

> *At the end of the day, I become very angry, and these feelings are increasing every year. To end the chaos in the classroom, I ignore the children without listening to them, using expressions like 'okay, sit down please,' 'talk to your homeroom teacher,' etc. Sometimes, when I turn back to look at the class, I say, 'What is this mess?' and I cut off communication with the problematic children. (P5)*

On the other hand, most of the participants (P1, P3, P5 & P6) stated that they felt isolated from the community and reduced their interaction with other people when they felt emotionally exhausted. P6 uttered '*When I look back on my life, I see that in the initial period, I lived completely isolated from everything, like a robot.'* P1 said '*When I feel emotionally exhausted, I want solitude. Even at school, I find ways to escape, like going to the restroom, just to be alone'*.

Reduced Personal Accomplishment. In this dimension of burnout, it was examined whether teachers believe they can have a positive impact on students' lives or not. Instead of the academic outcome, most teachers (N=4) find accomplishment and personal fulfilment in positively influencing their students' behaviour and psychology rather

than focusing solely on their academic success. The extracts by P4 and P6 exemplify this mutual sense of accomplishment:

> *I believe I contribute positively to their lives. However, academically, I think anyone could provide what I give to my students. But I always strive to make my students feel valued, loved, and that their feelings and thoughts matter—that someone is listening to them. Because they really need this. Parents are often too busy and frequently engage in shallow communication with their children. So, having someone they can connect with and listen to them is important. I also feel valued when I am with them. To me, achieving something in this profession is not just about teaching English. (P4)*

> *Talking about values like being a global citizen, showing compassion to animals or being a good person makes me feel much more satisfied than the times I teach English. It is as if it truly feels like my purpose. I am also a homeroom teacher and we have an hour when we meet and discuss these things more. I believe that when these children grow up and remember me in this way, I will feel successful. Because somehow, they are learning or will learn English with me or someone else in the end. (P6)*

In this sense, participants feel personal accomplishment in their teaching careers. Moreover, participants were asked if there were any areas in English teaching where they felt unsuccessful or inefficacious. A recurrent theme was the teaching of students with special needs such as those with Asperger syndrome or learning disorders. Teachers (N=3) stated that it is challenging for them to engage these students, manage them and teach English. Besides, it is also a stress factor for teachers, especially for the emotional exhaustion dimension of burnout. P6 articulated

> *This year, I am working with a child with Asperger's syndrome; it is my first experience with such a situation. We did not receive much training regarding them. Working with these kinds of students in need of special education makes me feel*

> *inadequate. You see that the child is distressed, which is something that demotivates me. Especially during class, there are children who cannot keep up and they complete their tasks much slower. I believe it is impossible for these students to catch up, and I actually think they need to progress at their own pace. But on the other hand, while I am helping the other 23 children progress, it makes me feel helpless as if I am not providing enough support to him, and it is a burden on my conscience. Because at some point, some teachers close their eyes and pretend the child does not exist, or they knowingly and willingly continue without providing the necessary support. I feel like I am reaching that point. (P6)*

Experiencing the Relationship between Teacher Efficacy Beliefs and Burnout Levels

All the responses by the participants indicated a relationship between teacher efficacy and burnout levels. The statements of the participants are presented below. Commenting on the relationship, P1 and P4 saw her efficacy as a mitigating factor for burnout and stated

> *I can say that these three self-efficacy factors are suppressing my burnout. If my proficiency in these three areas were low, my level of burnout would be much higher. In such a scenario I could say openly, 'Well, this is not my field, this is not the area where I can progress. Why would I subject myself to this stress? Why should I endure the challenges of this profession?' (P1)*

> *If my scores were high on the scales I mentioned, my stress would decrease for various reasons. It would also have a mitigating effect on the stress I experience at work. (P4)*

P2 also, who scored herself high in two dimensions of self-efficacy and medium in one dimension, confirmed that higher efficacy alleviates the stress level which is a contributing factor for burnout and increases her well-being. She expressed herself in this way:

> *In class, when students conform to the rules and routines, and everything progresses in an orderly manner, I feel happy. It means you perceive yourself as competent because, after all, it is the teacher who sets these things up from the beginning. This, of course, is good for my mood. Because when everything flows well in the lesson, I do not get tired. Having a lesson where students participate in the lesson and are happy at the same time is related to my teaching skills. It positively influences my stress levels and motivation at work. (P2)*

P3, who rated herself high in instructional strategies but medium in classroom management and student engagement responded to this question

> *I believe my self-efficacy affects my level of burnout. That is to say, areas where I feel average make me question my identity as a teacher. Because I see myself as strong in teaching techniques and strategies, I know I have potential. In fact, if I work in the right environment, with the right group, and if I can do exactly what I want, I can take these children to much better places. The feeling of inefficacy in exam techniques negatively affected me this year. (P3)*

P5, on the other hand, believes that her burnout level impacts her teaching in the classroom, ultimately diminishing her perceived self-efficacy. From her statement, we can infer that the relationship may be bidirectional.

> *When I consult with my therapist, she also explains that my emotional state is linked to my job. The stress from work contributes to my feelings of burnout. For instance, when I am faced with a heavy workload, particularly with paperwork, it impacts my mood and subsequently influences how I manage my classroom. It even affects my ability to ask the right questions during lessons because my mind becomes preoccupied. However, there are moments when my motivation surges, especially after a particularly successful class. If I had more classes like this, my burnout level would decrease. (P5)*

It can be observed that P5 suffers from burnout and this affects her classroom management and instructional strategies. Based on her response, when she has more positive experiences in the classroom, her motivation increases. Additionally, if she perceived herself more highly in efficacy dimensions, this would decrease her overall stress level.

Lastly, P6 also thinks that the relationship between self-efficacy and burnout is bidirectional. She also adds that not only do self-efficacy beliefs affect the level of burnout but also there are organizational factors contributing to her burnout. She expressed her ideas

> *I think there is a bidirectional relationship between them. Perhaps the workload and stressful experiences may have had an impact on my perception of self-efficacy as average. In completely different environments, in a completely different working atmosphere, I might have evaluated these as high points. But on the contrary, I may also be increasing my stress because I perceive my self-efficacy as average. Nonetheless, even if my perception of self-efficacy were high in every dimension, I would still experience burnout in this school due to other organizational factors. (P6)*

Chapter 5

Discussion, Conclusion and Suggestions

This section presents the discussion of the key findings in the light of previous literature. Firstly, it delves into the discussion on EFL teachers' self-efficacy beliefs and burnout levels, drawing from both quantitative and qualitative data. Secondly, it examines the findings of the investigation regarding self-efficacy beliefs and burnout levels concerning specific variables, based solely on qualitative data. Finally, it presents a discussion of the relationship based on both quantitative and qualitative data. The conclusion, implications and suggestions for further studies are presented last.

Discussion

One of the aims of the research was to find out EFL teachers' sense of efficacy in classroom management, student engagement and instructional strategies. The study has displayed that EFL teachers who work in private schools have a high level of self-efficacy. Based on three subscales of teacher efficacy, the participants in this study demonstrated a high level of efficacy in instructional strategies (M=7.30), a high level of efficacy in classroom management (M=6.98) and lastly, a high level of efficacy in student engagement (M=6.85). According to these statistical results, EFL teachers perceive their efficacy in instructional strategies as higher than classroom management and student engagement. In other words, in the context of the model proposed by Tschannen-Moran and Hoy (2001), this result implies that they perceive their capabilities in designing instructional strategies, giving alternative explanations, evaluating students better than managing student behaviour and motivating their students. The results are in line with those of Chacon (2005). On the other hand, they are similar to those of Şekerci (2011), Taşer (2015) and Yılmaz (2011) in the way that participants perceived their efficacy in student engagement as the lowest among the measured factors. A possible explanation for this might be that developing in this area

is a more complex challenge for teachers and somehow depends on teachers' creativity and strengths to develop strategies (Tschannen Moran & Hoy, 2007).

In contrast to the researchers' expectations, since teachers' efficacy perceptions in all sub-scales scored very high, semi-structured interviews were conducted. It should be noted that the number of voluntary participants was limited due to time constraints. However, the interviews contributed to the findings of the quantitative part, as teachers self-evaluated themselves after stating the strategies and techniques they use, as well as their areas for improvement. The three areas in which they evaluated themselves in terms of self-efficacy are distributed heterogeneously, with most falling into the medium level.

In instructional strategies, the scores of the participants range from middle to high. Two participants who perceived themselves as highly efficacious in this area exhibited characteristics aligning with those of highly efficacious teachers according to the existing literature. P1 and P3 emphasized effective instructional strategies in their responses. P1 implements innovative methods such as gamification, outdoor activities, and creative arts like drama into her lesson plans. Meanwhile, P3 demonstrates confidence in addressing students' questions alternately and supports students in overcoming weaknesses through action plans developed after employing differentiated assessment strategies. On the other hand, P3 used vicarious experiences as a source of teacher efficacy by seeking help from experienced colleagues (Tschannen-Moran & Hoy, 2007) since she found her efficacy lower in instructing exam tactics this year. All these characteristics; applying innovative strategies, being productive in the lesson planning process as well as proper assessment strategies, align with indicators of high efficacy (Tschannen-Moran et al., 1998).

P2, on the other hand, also applies new methods, improves herself with teacher training programs and differentiates her lessons based on students' interests and levels which are also markers of high teacher efficacy. Conversely, she scored her level in instructional strategies as medium indicating that she needs more experience in reaching high-achiever students. However, she does not perceive her weakness as a failure and

aims to improve herself, a characteristic consistent with high efficacy (Bandura,2001). P5, who rated herself as low in this area, stated that her workload is immense so she cannot improve herself and indicated emotional exhaustion symptoms. This result may be attributed to a higher level of burnout, as P5 intends to temporarily leave the profession. This can be supported by the scholars, Klassen and Chiu (2011), who found a relationship between efficacy in instructional strategies and commitment to the profession. In short, by taking their self-evaluations and the strategies they use in the classroom into account, most of the participants showed medium or high levels in instructional strategies.

In terms of classroom management, all participants outlined various techniques to effectively manage their classrooms. Common strategies included establishing routines, assigning responsibilities to students, fostering emotional connections, particularly with misbehaving students, and implementing reward systems. None of the participants rated themselves as low in this area, as they all strive to reach their students and recognize the importance of maintaining a healthy classroom environment for quality education. Most participants expressed a preference for reward systems over punishment, although one participant working with teenagers highlighted the necessity of punishment due to their age group.

However, during challenging moments, such as difficulty in managing behaviour, some participants admitted to experiencing negative emotions such as disappointment and anger. This may be linked to lower efficacy in classroom management, as Gordon (2001) revealed that teachers with lower efficacy in this area may experience heightened stress and frustration. One participant, P1, who rated herself as medium in this area, demonstrated a proactive approach to handling misbehaviour. She handles disruptive behaviour calmly and uses these situations as opportunities to teach empathy, a characteristic of highly efficacious teachers (Tschannen-Moran & Hoy, 2001). P2 rated herself as high and emphasized the significance of routines. By assigning responsibilities, implementing group seating plans, and establishing an early finisher corner, she effectively keeps students

engaged and busy during lessons. This aligns with existing literature, which suggests that teachers with higher efficacy focus more on developing positive student behaviour (Gordon, 2001). In summary, in classroom management, all participants scored themselves from medium to high. Even though three of them sometimes have difficulties emotionally in this area, they continue to strive for improvement.

Based on student engagement, participants employ motivational acts and scaffolding techniques. Half of the participants give importance to emotional engagement in order to generate intrinsic motivation among students rather than academic engagement. By building trust with their students, participants aim to increase their engagement and motivation as well as students' efficacy beliefs. This can be explained by the five aspects of trust of Tschannen-Moran (2014). She calls this aspect of trust benevolence and defines students who lack trust in their teachers are unable to learn effectively because they try to protect themselves rather than engage in the learning process (p. 38). Besides, in order to engage students academically and behaviorally teachers mostly resort to scaffolding techniques. While two participants rated their efficacy as high, four participants rated it as medium. The difficulties in student engagement teachers face are engaging older age groups and higher achiever students in activities. Even though they mentioned the difficulties in academical engagement, most of the participants prefer student-centered classrooms as can be understood from the methods and strategies they use. This can be a highly efficacious teacher indicator since preferring more controlling instructional strategies inside the classroom shows a low level of teacher efficacy in student engagement (Martin et al., 2012).

All in all, the qualitative findings also indicated medium or high levels of teacher self-efficacy in three sub-scales, aligning with the quantitative results which showed accumulation in medium and high levels based on frequency analysis.

Regarding the burnout levels of EFL teachers working in private schools in three sub-dimensions, the quantitative results revealed that 42.3% of the participants reported

experiencing a medium level of burnout. Specifically, EFL teachers in private schools were found to be moderately affected by burnout. This finding aligns with Nalbant's (2023) research, which also focused on EFL teachers. In terms of emotional exhaustion, 41.5% of the participants reported experiencing moderate levels. Regarding depersonalization, 73% of the participants indicated low levels. In terms of personal accomplishment, 64.3% of the participants scored high. The findings are not in line with those of Cesur (2021) and Kimsesiz (2019) which have revealed a high level of burnout among EFL teachers. These rather surprising results are actually valuable since the efficacy perceptions of participants demonstrated high levels in all sub-scales. These results confirm the negative correlation between teacher efficacy and burnout. However, the overall burnout level including emotional exhaustion as moderate is not trivial since the first indicator of burnout is emotional exhaustion (Maslach et al., 2001). Thus, the qualitative stage was conducted for a deeper insight.

The results of the qualitative data revealed that all of the participants experienced burnout to some extent. Furthermore, most of them considered quitting their professions due to overwhelming feelings and experiences. Also, one of the participants indicated that she is suffering from burnout severely and intends to leave at the end of the semester. As for the contributing factors, the emergent data were workload and work-life imbalance, which are among the leading organizational factors for burnout (Leiter &Maslach, 2004). In this theme, the sub-themes mentioned by the participants are the lack of substitute teachers resulting in a sudden increase in teaching hours, after-school and weekend tutorials, extra-curricular activities, and non-teaching workload brought home due to time constraints. All these mentioned themes are considered to be outstanding factors in the literature (Arvidsson et al., 2019; Drago et al., 1999; Lawrence et al.,2019) contributing to emotional exhaustion (Aronsson et al., 2017).

Moreover, the participants affirmed that classroom management, instructional strategies and student engagement may contribute to their stress levels as in-class factors,

generating more exhaustion and workload. It seems that participants cope with in-class stressors with greater ease than those stemming from institutional reasons. In relation to this, participants held the belief that building rapport with students helps them persevere in these conditions. The emergent data are in line with previous literature on teacher wellbeing. As highlighted in previous studies, teacher-student relationships which depend on mutual respect, trust and warmth contribute to the well-being of teachers (Spilt et al.2011) by lessening teachers' emotional exhaustion (Cui,2022) and giving teachers meaningful reasons to stay in the profession (Hargreaves, 1998). This finding together with the previous literature may also be the explanation of low depersonalization levels of EFL teachers.

When taking sub-dimensions into account, the interviews indicated that all participants experienced some symptoms of emotional exhaustion and depersonalization dimensions. In the emotional exhaustion dimension, the symptoms prevail emotionally, physically or mentally. Participants reported experiencing sleep deprivation and a weakened immune system as physical reactions, feelings of anger or insignificance as emotional reactions, and loss of concentration as cognitive reactions. In the depersonalization dimension, three participants expressed their indifference towards students in situations where there was a lack of student engagement and order in the classroom. In addition to this, some of the participants expressed their depersonalized feelings toward other people. In the personal accomplishment dimension, participants prioritize behavioural improvement over academic success and feel a greater sense of personal accomplishment in their careers. The interviews support the quantitative findings as most participants have experienced emotional exhaustion at a moderate level, low indicators of depersonalization and do not feel reduced personal accomplishment.

This study also quantitatively investigated the burnout levels of EFL teachers together with three dimensions based on different variables from gender to the educational stage they are instructing. First of all, the relationship between teacher burnout and gender

showed no statistically significant results except for the reduced personal accomplishment dimension of burnout. These findings are contrary to those of Anderson and Iwanicki (1984), Antoniou et al., (2006), Burke and Greenglass (1989) and Byrne (1991) whose findings showed the effect of gender on teacher burnout. On the other hand, the results are consistent with the findings of some other studies which showed no statistical difference between gender and overall burnout levels (Bümen,2010; Hişmanoğlu & Erşan,2016; Parrello et al., 2019; Schwab & Schuler, 1986). Based on the personal accomplishment dimension of burnout, the study indicated that female EFL teachers showed higher personal accomplishment levels than their male counterparts. This result is consistent with that of Saloviita and Pakarinen (2021) who also found higher personal accomplishment levels among female teachers. A possible explanation for this might be that the perception of the teaching profession in Türkiye is associated with gender norms and is female-dominated. Thus, female teachers may perceive themselves as more successful in this field.

Another demographic variable that was investigated concerning EFL teacher burnout was the age factor. Some studies did not show any important relationship between age and burnout levels (Hişmanoğlu & Erşan,2016; Ferreira& Martinez,2012). On the other hand, some other studies revealed that when teachers get older, their level of burnout increases (Mousavy & Nimehchisalem, 2014) especially the emotional exhaustion levels (Pedditzi et al.,2021). The findings of this study, however, did not support these studies. Based on the age of teachers, the study has found statistically significant differences. In overall burnout levels, EFL teachers within the age group 26-30 and 31-35 showed higher burnout than those aged 41 and above. According to this result, after the age of 31, the level of burnout starts decreasing among EFL teachers. In the emotional exhaustion and depersonalization dimensions of burnout, the findings are similar. There is a decrease after the age of 31 in both dimensions. In the reduced personal accomplishment dimension, teachers aged between 26-30 and between 31-35 felt lower levels of personal accomplishment compared to older teachers. These findings corroborated the studies which

revealed younger age groups tend to experience burnout more than older age groups (Lackritz, 2004; Lau et al., 2005; Saloviita & Pakarinen, 2021). As these researchers grounded their findings in the teachers' experience, the results of this study may also be explained by the lack of adequate experience and coping strategies for younger teachers. It should also be highlighted that teachers aged between 26 to 30 are the most emotionally exhausted and depersonalized group. This result could be attributed to the effects of the overwhelming workload experienced during the first five years, which often leads teachers to resign (El Helou et al., 2016). Another possible explanation is that this age range is the years when people's lives are being settled and their career goals are being clarified. This may cause an extra emotional burden for teachers.

The third variable investigated in relation to burnout was teaching experience. The findings of the study in relation to teacher experience are contrary to previous studies that have suggested teaching experience is not a predictor of teacher burnout (Mızrak, 2019). Besides, these findings oppose previous studies which have suggested that more experienced teachers are likely to experience burnout than less experienced teachers (Borg & Falzon,1989; Friedman,1991; Hişmanoğlu & Erşan,2016). The findings revealed significant differences based on years of teaching experience. Less experienced teachers tend to suffer from burnout more than experienced teachers. This result is in accord with the previous studies (Bümen, 2010; Oberle et al., 2020; Sezer,2012). Similar to this result, excluding the teachers with experience of up to 1 year, teachers whose experience is 15 years or less exhibit higher emotional exhaustion than more experienced teachers. This finding is in agreement with the study by Whitehead et al. (2000). In the depersonalization and reduced personal accomplishment dimensions, teachers with more than 16 years of experience indicated lower depersonalization and higher personal accomplishment beliefs compared to their younger colleagues. The findings in these two dimensions of burnout are very similar to those of Sezer (2012). As Steinhardt et al (2011) suggested in a previous

study, these results may also be explained by the fact that experienced teachers might deal with stress factors better.

When the weekly teaching hour as a teaching-related workload was taken into consideration, teachers whose teaching workload is between 21 to 30 showed higher burnout levels including emotional exhaustion than those with a teaching load between 31 and 35. This interesting result might have been explained by the fact that teachers with teaching hours between 21 to 30 might have additional non-teaching-related workload responsibilities. Those kinds of non-teaching responsibilities could contribute to their higher burnout levels and emotional exhaustion. (Lackritz, 2004; Lawrence et al., 2019; Van Droogenbroeck et al.,2014). However, the quantitative part of the study found no statistically important difference based on whether teachers had academic duties or not. A further study with more focus on the relationship between non-teaching workload and burnout is therefore suggested. Moreover, there was a significant difference in the reduced personal accomplishment dimension. Teachers with lower teaching hours feel less personal accomplishment than those with more teaching hours. Yet, there was no significant difference in the depersonalization dimension.

On the other hand, the quantitative part of the study examined teacher burnout concerning additional responsibilities. The questionnaire includes administrative (principal, assistant principal, department head, coordinator) or academic responsibilities (a member of testing or material development team), as well as student counselling duties. The results showed no difference in burnout levels of teachers including all dimensions based on academic and administrative responsibilities. The only difference was found in the reduced personal accomplishment dimension of burnout in relation to student counselling duties. This suggests that teachers without student counselling duties perceive their level of accomplishment to be lower. However, this finding contradicts the results of Yang et al. (2022), who identified homeroom teaching as a contributing factor to teacher burnout across all dimensions. Despite the limited number of participants in qualitative data, this result can

be supported through participants' viewpoints on personal accomplishment. Considering their higher personal accomplishment levels and satisfaction in impacting students' development, particularly in behavioural and socio-emotional aspects, these student-counselling times may give them a chance to build close connections with students and help their students in the developmental process.

The study also investigated if there was a difference among EFL teachers' burnout levels based on the faculties they graduated from. No correlation was found between the burnout levels of teachers in all dimensions and the program teachers majored in. The result matches the findings of the study conducted by Gökhan (2017).

Depending on the teachers' educational background, studies also revealed different results. Although Weng (2004) found no difference between teacher burnout and their academic background, some previous studies highlighted the effect of academic background on teachers' burnout levels (Friedman,1991) especially in the emotional exhaustion dimension (Luk et al., 2010; Sabancı,2009). Yet, the findings of this study did not show any statistically important result in the emotional exhaustion dimension. Yorulmaz and Altınkurt (2018) indicated that graduate degree holders experience emotional exhaustion, depersonalization and reduced personal accomplishment greater than those with a bachelor's degree. This study corroborates the findings of Yorulmaz and Altınkurt's study (2018) to some extent. Firstly, EFL teachers who are currently continuing graduate studies showed higher burnout levels including feelings of depersonalization than those with bachelor's degrees. This may be due to the hectic schedules of those teachers who continue their academic education which likely adds to their workload and results in isolation. Another possible reason may be due to the fact that they may have higher expectations which cannot be met in today's conditions. This may contribute to higher burnout levels for these teachers. Moreover, EFL teachers with a bachelor's degree scored lower personal accomplishments than those continuing graduate studies.

Lastly, the educational stage was also examined as another factor in relation to burnout. The findings revealed a statistically significant difference only in the emotional exhaustion dimension. Specifically, EFL teachers working with primary school students exhibited the highest level of emotional exhaustion among all grade levels. This result is consistent with data obtained in Bümen's (2010) and Kimsesiz's study (2019). This result may stem from the emotional demands associated with working with elementary school students. On the other hand, this outcome contradicts other studies in previous literature which indicated the higher burnout levels of teachers working with upper-grade levels (Anderson & Iwanicki,1984; Russell et al.,1987; Scwab,1983; Van Horn et al.,1999).

As for the self-efficacy beliefs of teachers based on the demographic variables, some of the results showed similarities with prior literature while some of those showed contradictory results. Despite the fact that the results of the previous studies on the effect of gender on EFL teacher self-efficacy beliefs are not consistent, it was also aimed to investigate the relationship in this study. According to the findings of the study, gender is not a strong predictor of teacher self-efficacy perception. No statistically significant difference was detected in the overall self-efficacy perception of teachers including classroom management and instructional strategies; however, female EFL teachers demonstrated higher efficacy perceptions in student engagement than male EFL teachers. The result is not consistent with the previous findings in the literature (Aksoy, 2018; Klassen & Chiu, 2010; Riggs,1991; Taşer, 2015; Zhu et al.,2018). This result may stem from the motherly caring social role attributed to women by society. Thus, female teachers may find it easier to motivate and engage students by building an emotional bond with their students.

The self-efficacy perceptions of EFL teachers according to age were also investigated. It was found that the age of teachers is in relation with their self-efficacy perceptions in student engagement, classroom management and instructional strategies. Teachers aged 41 and above were found to have higher self-efficacy beliefs in overall self-efficacy and sub-dimensions. The results concerning the age factor are in line with

Bandura's theory (1995) as well as the findings of Tschannen Moran and Hoy (2007). Yet, they contradict the results of Sarıçam and Sakız (2014). Specifically, in the classroom management dimension, teachers' self-efficacy beliefs increase gradually as they age. As emphasized by Tschannen-Moran and Hoy (2007), fear of losing control in class may increase anxiety and stress resulting in lower efficacy perceptions. This result may be due to older teachers' experience in classroom management or ability to control their stress. Because teachers aged 41 and above also showed lower burnout levels and less emotional exhaustion compared to younger teachers in the study. We can infer that this age group in the study may excel in coping strategies contributing to their well-being and higher self-efficacy perceptions.

Being a novice or an experienced teacher plays a role in teachers' self-efficacy perceptions as mastery experience is essential in the profession. Teachers' level of efficacy increases when they perceive their prior teaching experiences as success (Tschannen-Moran & Hoy, 2007). Since experienced teachers have more mastery experiences, studies have investigated teaching experience as a determinant factor in self-efficacy beliefs. The findings of this study revealed that there is a positive relation between teachers' years of experience and their level of self-efficacy including classroom management, instructional strategies and student engagement. The results are in line with the previous literature (W. Hoy & Woolfolk-Hoy, 1993; Putman, 2012; West & Frey-Clark, 2019; Yeo et al., 2008). On the other hand, the findings showed that the self-efficacy beliefs of novice teachers were slightly higher than those with 2 to 5 years of experience. This result is consistent with the literature, which emphasizes the critical period of the first five years of teaching. As previous literature highlights, many teachers resign within the first five years. Besides, as the study of Hoy and Spero (2005) revealed that student teachers' higher level of self-efficacy during the teacher preparation process diminished after real-time teaching experience. It is plausible that novice teachers may initially be enthusiastic and efficacious. However, the level of self-efficacy observed among teachers with 2 to 5 years of experience in our study

may have been influenced by this critical period. After gaining real-time experience, their level of self-efficacy may have mildly decreased, starting from the second year in the profession.

Teachers' self-efficacy beliefs were also investigated in relation to the academic program they graduated from. Even though the previous literature is insufficient, the findings are similar to those of Solar Şekerci (2011) and Taşer (2015) indicating no relationship except for the efficacy in classroom management. This study revealed that teachers who graduated from other language departments showed higher self-efficacy beliefs in classroom management than those who graduated from the ELT department. This unexpected result is difficult to explain and needs further qualitative exploration to understand the nuances.

Another finding of the study revealed that teachers' levels of efficacy differed based on their educational backgrounds. Teachers with a bachelor's degree showed higher levels of self-efficacy including in student engagement and classroom management, compared to those who were continuing their graduate studies or had already completed them. This unexpected result is contrary to that of Aksoy (2018) and Taşer (2015) who found no statistical difference, and that of Yenen (2018) who found a higher level of self-efficacy among teachers with graduate degrees. There are two likely causes for this unexpected result of the study. One of them may be associated with Dunning and Kruger syndrome. This refers to 'imperfect self-assessments' of less competent individuals regarding their level of competence (Kruger & Dunning, 1999, p.1122). Another potential factor could be the distinction between theory-based and practice-based knowledge. Teachers who are currently pursuing graduate studies or have completed them might perceive their efficacy in the classroom to be lower, despite possessing better theoretical knowledge.

In addition, there are some studies which investigated the effect of the educational stage on the levels of teacher efficacy. While some studies, such as those by Chacon (2005) and Guskey (1987), did not show any statistical difference, some others indicated that

primary school teachers scored the highest self-efficacy levels in classroom management, instructional strategies, and student engagement (Klassen and Chiu, 2010, 2011; Tschannen-Moran & Woolfolk Hoy, 2002). In this study, no statistically significant difference was found between the educational stage and teacher efficacy.

Earlier studies did not prioritize the relationship between teacher efficacy and teaching workload as well as additional responsibilities. The findings uncovered that teacher self-efficacy beliefs did not differ based on the teaching workload and additional responsibilities such as the presence of administrative or academic duties. However, an unanticipated result was identified based on teachers' student counselling duties. Teachers who have student counselling duties scored higher overall self-efficacy beliefs including student engagement and classroom management. This result was aligned with that of Friedman (2003) who also revealed higher efficacy beliefs in instruction and discipline dimension among homeroom teachers. He grounded the result in homeroom teachers' capacity to view students as individuals recognizing and addressing their psychological and social needs (p.207). Thus, the finding of the current study may be a reflection of self-efficacy within the classroom, influenced by homeroom teachers' experience in providing psychological and social support to their students.

As the main objective of the study, the relationship between teacher self-efficacy and burnout was investigated through quantitative data first. Later, it was supported by qualitative data. The previous literature emphasized the importance of teacher self-efficacy as a predictor or mitigator factor for burnout. This study produced results which corroborate the findings of a great deal of the previous work (Bing et al., 2022; Brudnik, 2009; Friedman, 2000; Skaalvik & Skaalvik, 2007, 2014). Some studies indicated that teacher self-efficacy and burnout are negatively correlated (Khani & Mirzaee, 2015; Song, 2022). On the other hand, Skaalvik and Skaalvik (2007) emphasized the reciprocal relationship in their study.

In the quantitative part of the study, through structural equation modeling (SEM), the effect of all self-efficacy factors; classroom management, instructional strategies and

student engagement, on all dimensions of burnout was investigated. First of all, the findings showed that teachers' self-efficacy in classroom management is in negative correlation with emotional exhaustion. This result corresponds with that of Bing et al. (2022), Friedman and Farber (1992), Khani and Mirzaee (2014), Song (2022), Sökmen (2018), and Wang et al. (2015). Furthermore, teachers' higher efficacy in classroom management is in positive correlation with personal accomplishment. This finding is in line with that of Brouwers and Tomic (2000), Bümen (2010), Sökmen (2018) and Wang et al. (2015). The results emphasize that teachers who believe they can manage the classroom effectively and handle misbehaving students in the classroom feel more successful. Besides, their emotional exhaustion levels are lower accordingly. The results can be explained by Gordon (2001) who stated that teachers who are eager to direct misbehaving students to correct behaviour and feel less irritated about these behaviours are more efficacious in coping with misbehaving. Teachers who feel inefficacious in classroom management experience more negative feelings such as stress or anger, which are indicators of emotional exhaustion.

However, the study did not find a statistically significant effect of efficacy in classroom management on depersonalization. This result is not in accord with the findings of Brouwers and Tomic (2000) and Sökmen (2018) which found a significant negative correlation between classroom management efficacy and depersonalization levels. It could be argued that this result may stem from teachers' effort not to project their negative emotions onto children. In this way, teachers may not feel depersonalized toward their students. This interpretation can be explained through the qualitative data result. Yet, it should be noted that this unexpected result needs to be interpreted with caution due to the small sample size in qualitative data. In the qualitative part of the study, teachers were asked if their attitudes toward students change when they feel they cannot manage the classroom well. Half of the participants reported developing coping strategies to manage negative emotions without projecting them onto children. These strategies included temporarily leaving the classroom to refresh themselves or approaching the window to take

deep breaths after assigning individual tasks to students. An example excerpt by Participant 1 is provided below*:*

> *When negative emotions arise that I feel I cannot cope with, I smile at them and turn my back, and then I play music from the smart board and give a dance break. I also take deep breaths and tell myself, 'You are the teacher, you have to continue, you cannot show it to the children,' and try to calm myself down. (P1)*

Secondly, the results indicated that teachers' self-efficacy in student engagement is in negative correlation with emotional exhaustion and depersonalization dimensions of burnout. On the other hand, it is in positive correlation with personal accomplishment. Stated differently, teachers who perceive their efficacy in student engagement as high, experience emotional exhaustion and depersonalization less. Moreover, they feel the sense of accomplishment more. The findings are aligned with those of Evers et al. (2002) and Wang et al. (2015). This may be attributed to the fact that teachers who are efficacious in engaging students may feel more motivated and satisfied. These feelings may contribute to their accomplishment and help alleviate negative emotions such as frustration, disappointment, or anger, which can lead to emotional exhaustion. Additionally, the ability to emotionally engage students may strengthen the bonds between teachers and students, thereby reducing depersonalization levels.

Lastly, the results in teacher efficacy in instructional strategies concerning burnout dimensions are surprising. It was found out that teachers' self-efficacy in instructional strategies is positively correlated with the emotional exhaustion dimension of burnout. Nonetheless, no statistically significant relation was observed between teachers' self-efficacy in instructional strategies and depersonalization and personal accomplishment dimensions of burnout. The findings of the current study do not support the previous research (Khani& Mirzaee, 2014; Sökmen,2018). To put the results differently, teachers' efficacy beliefs in instructional strategies do not affect their feelings of depersonalization or personal accomplishment. Unexpectedly, teachers who perceive their instructional efficacy

level as high are likely to have higher emotional exhaustion levels. The positive relationship between instructional self-efficacy and emotional exhaustion may be explained by teachers' disappointment. Pines (2002) states that teachers' primary aim is to educate children and prepare them by providing proper knowledge and values. Based on this mindset, Martin et al. (2012) note that when students exhibit a lack of attention and disinterest in learning despite teachers' instructional efforts, teachers may perceive themselves as insignificant and derive less satisfaction from their work. Consequently, this feeling of insignificance leads to stress caused by student behaviours. Depending on this perspective, even though participant teachers in the study apply various instructional strategies and perceive their efficacy as high in this dimension, students' reactions may act as a stress factor contributing to their levels of emotional exhaustion.

In addition, semi-structured interviews examined the relationship between teacher self-efficacy and burnout. All the participants confirmed the relationship between the variables. According to the responses of four participants, a negative correlation was found between their perceptions of efficacy and burnout which corroborates the earlier studies (Brudnik, 2009; Cansoy et al., 2017; Friedman 2000; Khani & Mirzaee, 2015; Kimav, 2010; Mızrak, 2019; Song, 2022; Sökmen, 2018; Sungur, 2021). Two participants stated that the relationship may not be unidirectional but reciprocal which supports the findings of Skaalvik and Skaalvik (2007).

Conclusion

This study set out to investigate the impact of teachers' sense of efficacy on teacher burnout. It also delves into EFL teachers' perceptions of self-efficacy in classroom management, student engagement and instructional strategies as well as their burnout levels. Moreover, the study encompasses an investigation into the effect of certain variables on self-efficacy and burnout levels. In order to attain objectives, the study adopted a

sequential mixed-method design. The data were collected through questionnaires, followed by semi-structured interviews.

The quantitative findings clearly indicate that EFL teachers working in private schools have high levels of self-efficacy in classroom management, instructional strategies and student engagement. Moreover, the results of the qualitative data demonstrated medium or high levels of self-efficacy in each sub-scale supporting the quantitative results. Furthermore, teachers suffer from moderate levels of burnout. Based on the sub-dimensions, they experience a moderate level of emotional exhaustion, a low level of depersonalization and a high level of personal accomplishment. Additionally, interviews supported that EFL teachers demonstrated some symptoms indicating emotional exhaustion. Some of the participants reported minor depersonalized feelings toward students. All participants reported high levels of personal accomplishment confirming the quantitative data. The quantitative part of the study also represents a comprehensive examination of the effect of variables on teacher self-efficacy and burnout. The first result emerging from the relationship of the research with different variables is that the feelings of personal accomplishment of female English teachers are found to be higher compared to male English teachers. Secondly, home-room teachers' personal accomplishment levels are found to be higher. Moreover, less experienced teachers are prone to burnout more, with the critical age group identified as being between 26 to 30 years old. On the other hand, another critical group in the study that is more vulnerable to emotional exhaustion is primary school EFL teachers. Lastly, EFL teachers who continue their graduate studies are found to experience higher burnout levels. In terms of self-efficacy beliefs, the distinguishing groups are older and more experienced EFL teachers, female EFL teachers and home-room EFL teachers. The results indicate that female EFL teachers' self-efficacy beliefs in student engagement are higher than their male counterparts. Besides, older and more experienced EFL teachers perceive their efficacy levels as higher. Teachers who are within the first five years of their teaching careers show lower self-efficacy beliefs. Lastly, home-

room teachers indicate higher self-efficacy perceptions. In addition, the study proved the relationship between teacher efficacy and burnout. Qualitative data also confirmed that teacher efficacy acts as a mitigating factor for burnout.

In conclusion, this research is important in furthering our understanding of the role of self-efficacy beliefs in alleviating burnout symptoms and enhancing the well-being of teachers. Even though EFL teachers indicate moderate levels of burnout including emotional exhaustion, it should not be underestimated that emotional exhaustion is the first stage of burnout levels. As it proceeds gradually, it is still a potential threat to the future of the profession.

Implications

The study has important implications for EFL teacher well-being, teacher trainers and administrators of private schools. Additionally, it can raise awareness among EFL teachers especially those experiencing burnout symptoms and lead them to self-efficacy improvement. In the context of measures to be taken, the primary responsibility lies with administrators, educational coordinators and counselling departments of private schools. To begin with, depending on teachers' interviews, workload and work-life imbalance are essential issues that need to be taken care of urgently. The conditions for teachers should be improved, along with providing emotional counseling support to help them develop coping strategies against emotional exhaustion. Additionally, assisting teachers in coping with their negative emotions may have a positive impact on their ability to establish a good rapport with students and motivate them, especially in which participants indicated the lowest levels of self-efficacy. Moreover, intervention programs against burnout can be provided for the teachers indicating burnout symptoms. As the results indicated, another way of preventing burnout is increasing teacher self-efficacy through in-service training. As teachers have expressed difficulties in engaging high-achieving students and those with special needs, there is a clear need for in-service professional development programs

addressing these specific areas. In terms of the lower efficacy levels observed in teachers with up to 5 years of experience, they should be provided with better in-service training and orientation programs. In these programs, teachers should become acquainted with potential difficulties they may face and be provided with coping strategies. Appointing a mentor for new teachers may be beneficial to facilitate the adaptation process in a new working environment. They should receive supervision and guidance from experienced colleagues or academic coordinators to enhance their self-efficacy in classroom management, instructional strategies and student engagement. Since vicarious experience is pivotal, novice teachers should be given a chance to observe more classes of experienced teachers and to be observed to get constructive feedback. This may also help them alleviate the burnout symptoms of novice teachers.

Suggestions for Further Studies

This study was conducted with EFL teachers working in private schools in three major cities: Bursa, İzmir and Ankara. Further research can be carried out in other cities with different participants from different branches to investigate burnout and self-efficacy beliefs. Comparative studies between EFL teachers and teachers from different branches can also be carried out to identify the differences.

In addition, the study adopted a sequential mixed-method design. Further studies can adopt longitudinal study types to observe changes in burnout symptoms or self-efficacy beliefs of teachers over a long period. Due to the time constraints, there is a limited number of participants in the qualitative stage of the study. By having interviews with more participants including other qualitative data collection tools such as classroom observations or teacher diaries, findings can be enriched. Furthermore, after implementing a teacher training program about coping strategies and self-efficacy improvement, studies can be conducted to observe and analyze the differences in teachers' well-being. This would be a fruitful area for further work.

Considering the results of this study, a study concerning the relationship between the non-teaching workload of EFL teachers and burnout levels needs to be conducted to clarify the contradictory findings in the qualitative and quantitative parts of the study. Additionally, the effects of the non-teaching workload of EFL teachers on their private lives can be examined. On the other hand, a future study investigating home-room teachers in relation to burnout and self-efficacy beliefs would be very interesting. Lastly, another data that emerged from the qualitative part of the study was the effects of teacher-student relationship on burnout dimensions should be undertaken to explore the situation in-depth.

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APPENDIX-A: Approval E-Mails for the Scales

Büşra Davarcıoğlu <[redacted]> 13 Mart Pzt 09:24 (1 gün önce)

Alıcı: [redacted]

Sayın Barış İnce Hocam,

Hacettepe Üniversitesi'nde İngiliz Dili Eğitimi programında yüksek lisans öğrencisiyim. Yüksek lisans tezimde özel okullarda çalışan İngilizce öğretmenlerinin tükenmişlik seviyeleri ve öz-yeterlilik ilişkisini inceleyeceğim bir çalışma yürüteceğim.

Türkçe'ye uyarlamış olduğunuz Maslach Tükenmişlik Envanteri- Eğitimci formunu kendi çalışmamda kullanmam için izin verirseniz minnet duyarım. Anketi kullandığım takdirde gerekli atıfların yapılacağını temin ederim. İntihal olmayacağını temin etmek için izninizi etik kurul başvuru dosyama da ekleyeceğim.

Vaktinizi ayırdığınız ve desteğiniz için teşekkür ederim.

Saygılarımla,

Büşra Uysalbaş Davarcıoğlu

NURİ BARIŞ İNCE 07:37 (4 saat önce)

Alıcı: ben

Sayın Büşra Uysalbaş Davarcıoğlu, uyarlamasını yapmış olduğumuz MTE-EF'yi çalışmalarınızda kullanabilirsiniz. Etik duyarlılığınız için teşekkür eder, araştırmanızda başarılar dilerim.

Nuri Barış İNCE, Dr.

[redacted]

Büşra Davarcıoğlu [redacted] 10 Mart Cum 14:27 (1 gün önce)

Alıcı: [redacted]

Sayın Doç. Dr. Yeşim Çapa Hocam,

Hacettepe Üniversitesi'nde İngiliz Dili Eğitimi programında yüksek lisans öğrencisiyim. Yüksek lisans tezimde özel okullarda çalışan İngilizce öğretmenlerinin tükenmişlik seviyeleri ve öz-yeterlik ilişkisini inceleyeceğim bir çalışma yürüteceğim.

Türkçe'ye uyarlamış olduğunuz Öğretmen Öz-Yeterlik ölçeğini çalışmamda kullanmak için izin verirseniz minnet duyarım. Ölçeği kullandığım takdirde gerekli atıfların yapılacağını temin ederim. İntihal olmayacağını temin etmek için izninizi etik kurul başvuru dosyama da ekleyeceğim.

Kıymetli vaktinizi ayırdığınız ve desteğiniz için teşekkür ederim.

Saygılarımla,

Büşra Uysalbaş Davarcıoğlu

C [redacted] 10 Mart Cum 15:51 (1 gün önce)

Alıcı: ben

Merhaba,

Tarafimizdan Turkceye adapte edilen "Ogretmen Ozyeterlik Olcegi"nin calismanizda kullanilmasinda hicbir sakinca yoktur.

Olcekle ilgili bilgiye https://blog.metu.edu.tr/capa/instruments-adapted/ adresinden ulasabilirsiniz.

Iyi calismalar dilerim.
Yesim Capa Aydin

Doc. Dr. Yesim Capa Aydin
Orta Dogu Teknik Universitesi
Egitim Bilimleri Bolumu

APPENDIX-B: Informed Consent Form

Dear Colleague**,** …./…./….

You are being asked to take part in a study that I am conducting within the scope of this MA thesis: 'Investigating the Relationship between Burnout Levels and Self-Efficacy Beliefs of ELT Teachers' under the supervision of Prof. Dr. Nuray ALAGÖZLÜ. The aim of this study is to determine the relationship between the burnout levels and self-efficacy beliefs of English teachers working in private schools in Turkey. The necessary permission for this study has been obtained from the Hacettepe University Ethics Committee.

Participation in this research is entirely voluntary. If you agree to participate in the study, you will complete a survey consisting of three sections: a Personal Information Form, the Maslach Burnout Inventory, and the Teacher Self-Efficacy Scale. The total time required to complete the survey is approximately 15 minutes. Your responses will be kept confidential and only evaluated collectively by the researcher for scientific purposes. The data you provide will not be matched with your personal identification information collected in the voluntary participation forms. The survey does not include questions about private topics (such as political views, sexual orientation, etc.) and generally does not contain questions that may cause personal discomfort. However, if you feel uncomfortable with the questions during the study or for any other reason, you may withdraw from the study. In this case, the data you provide will not be used in the study, and no responsibility will be assumed. Your participation will be kept strictly confidential, and your name or institution will not be added to any data. Additionally, you may ask the researcher any questions you may have during the participation.

The results of this study will be a useful guide for English teachers working in private schools, school administrators, and the field of teacher psychology. Therefore, the sincerity of your answers to the questionnaire is important for the reliability of the study.

Thank you for your participation in advance.

Participant's:

Name and Surname:

Address*:*

Phone number:

e-mail:

Signature:

Supervisor

Prof. Dr. Nuray ALAGÖZLÜ

Department of Foreign Languages Education, Hacettepe University

Researcher

Büşra Uysalbaş Davarcıoğlu

Master's student, ELT program/ Hacettepe University

APPENDIX-C: Personal Information

1- Yaş:

2- Cinsiyet: Kadın ( ) Erkek ( )

3- Mesleki Deneyiminiz: ____ yıl

4- Şuan yürütmekte olduğunuz görevleriniz/sorumluluklarınız (Birden fazla seçenek seçilebilir.)

( ) İdari görevim var (Müdür, müdür yrd.,bölüm başkanı/koordinatörü vb.)

( ) Akademik görev(ler)im var. (Ölçme-değerlendirme ve/veya materyal geliştirme komisyon üyeliği vb.)

( ) Öğrenci danışmanlığı görevim var.

( ) Derse giriyorum.

5- Haftalık girilen ders saati: _____

6- Mezun olunan program:

( ) İngilizce Öğretmenliği

( ) Diğer Dil Alanı Bölümleri (Mütercim-tercümanlık, İngiliz Dili ve Edebiyatı, Amerikan Kültürü ve Edebiyatı, Dilbilim vb.)

( ) Diğer:

7- Eğitim Durumunuz

( ) Lisans Mezunu

( ) Lisansüstü Eğitim Mezunu (Yüksek lisans ve/veya Doktora)

( ) Lisansüstü Eğitim Devam Ediyor (Yüksek lisans ve/veya Doktora)

8- Şu anda öğretmenlik yaptığınız okul türü:

( ) İlkokul

( ) Ortaokul

( ) Lise

( ) Karma

APPENDIX-D: Turkish Version of MBI-ES

BÖLÜM II- Maslach Tükenmişlik Envanteri-Eğitimci Formu

Bu ölçek öğretmenlerin mesleki tükenmişlik seviyelerini ölçmektedir.

Lütfen aşağıdaki ifadeleri okuduktan sonra maddelerde belirtilen durumları ne sıklıkla hissettiğinize göre sizin için en uygun seçeneği işaretleyiniz. Seçenekler şu şekilde sıralanmaktadır:

1. Hiçbir zaman
2. Yılda birkaç kez
3. Ayda bir kez
4. Ayda birkaç kez
5. Haftada bir kez
6. Haftada birkaç kez
7. Her gün

	Hiçbir zaman	Yılda birkaç kez	Ayda bir kez	Ayda birkaç kez	Haftada bir kez	Haftada birkaç kez	Her gün
1) Öğretmenlikten duygusal olarak soğuduğumu hissediyorum.							
2) Okulda günü bitirdiğimde kendimi bitkin hissediyorum.							
3) Sabah kalkıp yeni bir iş gününe başlamam gerektiğinde kendimi yorgun hissediyorum.							
4) Öğrencilerimin bir konu hakkında ne hissettiğini kolayca anlayabiliyorum.							
5) Bazı öğrencilere sanki nesnelermiş gibi davrandığımı hissediyorum.							
6) Bütün gün öğrencilerle çalışmak beni gerçekten zorluyor.							
7) Öğrencilerimin sorunlarıyla çok etkin bir şekilde ilgileniyorum.							
8) Öğretmenliğin beni tükettiğini hissediyorum.							

9) Bir öğretmen olarak öğrencilerin yaşamlarını olumlu bir şekilde etkilediğimi hissediyorum.							
10) Öğretmenliğe başladığımdan beri öğrencilere karşı daha çok duyarsızlaştım.							
11) Öğretmenliğin beni duygusal olarak katılaştırdığını düşünüyorum.							
12) Kendimi çok zinde hissediyorum.							
13) Öğretmenlik mesleğinin beni hayal kırıklığına uğrattığını düşünüyorum.							
14) Öğretmenlikte iş yükümün çok fazla olduğunu hissediyorum.							
15) Bazı öğrencilere ne olduğunu gerçekten umursamıyorum.							
16) Öğrencilerle çalışıyor olmak beni oldukça strese sokuyor.							
17) Rahat bir çalışma ortamını öğrencilerimle birlikte kolayca yaratabiliyorum.							
18) Öğrencilerimle iç içe gerçekleştirdiğim bir çalışmadan sonra içimin coşkuyla dolduğunu hissediyorum.							
19) Öğretmenlikte kayda değer pek çok şey başardım.							
20) Öğretmenliğe daha fazla dayanamayacakmışım gibi hissediyorum.							
21) İşimde karşılaştığım duygusal problemlerle oldukça sakin bir şekilde baş ediyorum.							
22) Öğrencilerin bazı sorunlarından dolayı beni suçladıklarını hissediyorum.							

APPENDIX-E: Turkish Version of TSE

Bu ölçek öğretmen öz-yeterliliğini ölçmektedir.
Lütfen aşağıdaki ifadeleri okuduktan sonra kendinize en uygun olanı işaretleyiniz.

		yetersiz		çok az yeterli		biraz yeterli		oldukça yeterli		çok yeterli
1.	Çalışması zor öğrencilere ulaşmayı ne kadar başarabilirsiniz?	1	2	3	4	5	6	7	8	9
2.	Öğrencilerin eleştirel düşünmelerini ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
3.	Sınıfta dersi olumsuz yönde etkileyen davranışları kontrol etmeyi ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
4.	Derslere az ilgi gösteren öğrencileri motive etmeyi ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
5.	Öğrenci davranışlarıyla ilgili beklentilerinizi ne kadar açık ortaya koyabilirsiniz?	1	2	3	4	5	6	7	8	9
6.	Öğrencileri okulda başarılı olabileceklerine inandırmayı ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
7.	Öğrencilerin zor sorularına ne kadar iyi cevap verebilirsiniz?	1	2	3	4	5	6	7	8	9
8.	Sınıfta yapılan etkinliklerin düzenli yürümesini ne kadar iyi sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
9.	Öğrencilerin öğrenmeye değer vermelerini ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
10.	Öğrendiklerinizin öğrenciler tarafından kavaranıp kavranmadığını ne kadar iyi değerlendirebilirsiniz?	1	2	3	4	5	6	7	8	9
11.	Öğrencilerinizi iyi bir şekilde değerlendirmesine olanak sağlayacak soruları ne ölçüde hazırlayabilirsiniz?	1	2	3	4	5	6	7	8	9
12.	Öğrencilerin yaratıcılığının gelişmesine ne kadar yardımcı olabilirsiniz?	1	2	3	4	5	6	7	8	9
13.	Öğrencilerin sınıf kurallarına uymalarını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
14.	Başarısız bir öğrencinin dersi daha iyi anlamasını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
15.	Dersi olumsuz yönde etkileyen ya da derste gürültü yapan öğrencileri ne kadar yatıştırabilirsiniz?	1	2	3	4	5	6	7	8	9
16.	Farklı öğrenci gruplarına uygun sınıf yönetim sistemi ne kadar iyi oluşturabilirsiniz?	1	2	3	4	5	6	7	8	9
17.	Derslerin her bir öğrencinin seviyesine uygun olmasını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
18.	Farklı değerlendirme yöntemlerini ne kadar kullanabilirsiniz?	1	2	3	4	5	6	7	8	9
19.	Birkaç problemli öğrencinin derse zarar vermesini ne kadar iyi engelleyebilirsiniz?	1	2	3	4	5	6	7	8	9
20.	Öğrencilerin kafası karıştığında ne kadar alternatif açıklama ya da örnek sağlayabilirsiniz ?	1	2	3	4	5	6	7	8	9
21.	Sizi hiçe sayan davranışlar gösteren öğrencilerle ne kadar iyi baş edebilirsiniz?	1	2	3	4	5	6	7	8	9
22.	Çocuklarının okulda başarılı olmalarına yardımcı olmaları için ailelere ne kadar destek olabilirsiniz? 1	1	2	3	4	5	6	7	8	9
23.	Sınıfta farklı öğretim yöntemlerini ne kadar iyi uygulayabilirsiniz?	1	2	3	4	5	6	7	8	9
24.	Çok yetenekli öğrencilere uygun öğrenme ortamını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9

APPENDIX-F: Interview Questions

1- İngilizce öğretirken sınıf yönetiminde öz-yeterliliğinizi nasıl değerlendiriyorsunuz? Deneyimlerinizden örnekler verebilir misiniz?
2- İngilizce öğretirken öğrenci katılımını sağlamadaki öz-yeterliliğinizi nasıl değerlendiriyorsunuz? Deneyimlerinizden örnekler verebilir misiniz?
3- İngilizce öğretirken öğretim stratejilerinde öz-yeterliliğinizi nasıl değerlendiriyorsunuz? Uygulamalarınızdan örnekler verebilir misiniz?
4- İş yükü ve stres olarak bahsettiğimiz alanlardan sizi en çok etkileyen hangisi ya da hangileridir?
5- Bu meslekte hiç tükenmişlik yaşadığınızı ve artık daha fazla öğretmenliğe dayanamayacağınızı hissettiğiniz zamanlar oldu mu?
6- Genel olarak öğretmenlik mesleği hakkında nasıl hissediyorsunuz?
7- Özel okulda İngilizce öğretmeni olarak çocuklarla birlikte çalışmak size nasıl hissettiriyor?
8- Duygusal, fiziksel veya zihinsel olarak yorgunluk hissediyor musunuz?
9- Öğrencilere karşı davranışlarınızda veya duygularınızda herhangi bir değişiklik gözlemlediniz mi? Eğer varsa, sınıf içerisinde hangi zamanlarda bu duyguları baskın hissettiniz?
10- Öğrencilerin hayatlarına pozitif anlamda katkı sağladığınızı düşünüyor musunuz?
11- İngilizce öğretiminde kendinizi yetersiz hissettiğiniz alanlar var mı?
12- Sınıf yönetimi, öğrenci katılımı ve öğretim stratejilerindeki öz-yeterliliğinizi iş stresi ya da tükenmişlikle ilişkilendirir misiniz?

APPENDIX-G: Approval of Hacettepe University Ethics Board and Commissions

Tarih: 17/04/2023 17:07
Sayı: E-35853172-300-00002805346

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Sayı : E-35853172-300-00002805346 17.04.2023
Konu : Etik Komisyon İzni (Büşra UYULBAŞ DAVARCIOĞLU)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 24.03.2023 tarihli ve E-51944218-300-00002764581 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans Programı öğrencisi **Büşra UYSALBAŞ DAVARCIOĞLU'nun, Prof. Dr. Nuray ALAGÖZLÜ** danışmanlığında yürüttüğü "**İngilizce Öğretmenlerinin Tükenmişlik Düzeyleri ve Öz-yeterlilik İnançları Arasındaki İlişkinin İncelenmesi**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **11 Nisan 2023** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Sibel AKSU YILDIRIM
Rektör Yardımcısı

Bu belge güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu: 5D2800E8-C777-457F-9669-5A123A9AA4B6 Belge Doğrulama Adresi: https://www.turkiye.gov.tr/hu-ebys

Adres: Hacettepe Üniversitesi Rektörlük 06100 Sıhhiye-Ankara
E-posta:yazimd@hacettepe.edu.tr İnternet Adresi: www.hacettepe.edu.tr Elektronik Ağ: www.hacettepe.edu.tr
Telefon: 0 (312) 305 3001-3002 Faks:0 (312) 311 9992
Kep: hacettepeuniversitesi@hs01.kep.tr

Bilgi için: Çağla Handan GÜL
Bilgisayar İşletmeni
Telefon: 03123051008

APPENDIX-H: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

19/04/2024

Büşra Uysalbaş Davarcıoğlu

APPENDIX-I: Thesis Originality Report

25/03/2024

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title: Investigating the Relationship between Burnout Levels and Self-Efficacy Beliefs of ELT Teachers

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defense	Similarity Index	Submission ID
25/03/2024	193	286.672	19/04/2024	18%	2330488432

Filtering options applied:
1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Büşra UYSALBAŞ DAVARCIOĞLU

Student No.: N21222415 Signature

Department: Foreign Language Education

Program: English Language Education

Status: ☒ Masters ☐ Ph.D. ☐ Integrated Ph.D.

ADVISOR APPROVAL

APPROVED
Prof. Dr. Nuray ALAGÖZLÜ

APPENDIX-J: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan **"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge"** kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- Enstitü/ Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. (1)
- Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. (2)
- Tezimle ilgili gizlilik kararı verilmiştir. (3)

19 /04 /2024

(imza)

Büşra UYSALBAŞ DAVARCIOĞLU

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü Üzerine enstitü veya fakülte yönetim kurulu iki yıl süreile tezin erişime açılmasının ertelenmesine karar verebilir.

(2) Madde 6. 2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.

(3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.*

Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

**Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.*