

Scrutinising Burnout in English Language Teachers Working in State and Private Schools in Turkey

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Scrutinising burnout in English Language Teachers Working in State and Private Schools in Turkey.

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ABSTRACT

Recent global concerns about teaching and teacher quality have underlined teacher burnout as a significant factor in teacher attrition. Burnout studies in English Language Teaching in Turkey have focused mainly on tertiary level contexts. K12 contexts have attracted relatively little attention, and private K12 schools even less. This mixed-method study aims to determine to which level English language teachers working in state and private K12 schools in Turkey experience burnout and find out why. Quantitative data were collected from teachers working at state schools (n=112) and private schools (n=112) via a self-report burnout scale. MANOVA was used to determine any significant differences between the two groups and in terms of demographic variables. The findings revealed that single teachers reported higher levels of emotional exhaustion than their married or divorced counterparts. State school teachers reported higher levels of emotional exhaustion than those at private schools. However, private school teachers reported a higher sense of personal accomplishment. Both groups of teachers reported different grounds for their burnout. Implications of the findings are discussed.

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Issues such as teacher and teaching quality, and teacher retention are major concerns that face the education systems of the country members of the OECD, and Turkey is no exception (Eurydice, 2012). As Konert (1997) mentioned, teaching has always been regarded as a demanding occupation, and teachers often face challenges such as students' lack of motivation, disciplinary problems, overcrowded classrooms, lack of administrative and parental support, and excessive paperwork. The expectancy of present-day educational systems, which are undergoing rapid changes in pursuance of equipping students with 21st- Century competencies, are making new pleas on teaching practitioners (Guerriero, 2017). Respectively, teacher

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attributes such as aspirations for teaching (e.g., Watt & Richardson, 2007), teacher responsibility (e.g., Lauermann, 2014), burnout and job satisfaction (e.g., Skaalvik & Skaalvik, 2017) have attracted the attention of researchers for more than two decades.

English language teaching in Turkey has been assigned a considerable amount of importance as a means for the country to take its place as a significant economic player in the international arena (see, e.g., Kırkgöz, 2017). According to the British Council's (2013) report on English language teaching in state schools in Turkey, most students believed English to be a necessary language and a large majority of parents regarded English as the most important foreign language for their children to learn. However, Turkey continues to rank low or very low on international measures of English language proficiency. Very recently, for example, Turkey ranked 69 out of 100 countries and 33 out of 34 countries in Europe in the EF Education First English Proficiency Index (2020). Realising the poor performance of students in English language skills, the Ministry of National Education has implemented several curricular reforms regarding English language teaching (Kırkgöz, 2017).

Although there has been extensive research on burnout conducted with English language teachers at the tertiary level in Turkey (e.g., Tümekaya, 2006; Serinkaya & Bardakçı, 2009), the same cannot be said for K12 level. More recently, Atmaca, Rızaoğlu, Türkođan and Yaylı (2020) investigated the role of emotions and burnout in K12 teachers from different fields, including English, in state schools. However, relatively little attention has been given to the private sector to date. Although Mercer (2020) investigated the well-being of English language teachers working in a private language school in Malta, this context was not K12. Karanfil and Atay (2020) delved into novice state school teachers' mentors' roles, but it still did not compare private schools in Turkey.

Regarding teacher salaries in Turkey, the OECD (2013) reported that primary/lower secondary level teachers take an initial salary of US\$23,494-27,201, which is below the OECD average of US\$38,914. Upper-secondary teachers receive US\$24,053-27,758, again below the OECD average of US\$43,711. The Global Teacher Index (Dolton & Marcenaro-Gutierrez, 2013) indicates that Turkey rates high in the status it assigns the teaching profession, together with Greece, Singapore, and New Zealand, and following China.

However, English language instruction is an important promotion feature for private schools in Turkey. Recently, for example, Bozyiđit (2017) underlined that parents gave much importance to the quality of English language instruction when choosing a private school, noting that several parents believed the number of class hours assigned for English to be insufficient. Moreover, they pointed out, not enough emphasis was placed on speaking skills. All these factors exerted some pressure on English language teachers and made them prone to experience burnout. Hence, it would be reasonable and timely to investigate the extent to which English language teachers at private and state schools in Turkey experience burnout and to reveal the underlying reasons. Understanding the experiences of English language teachers in these different contexts can help policymakers, school administrations and the teachers themselves to navigate through difficult periods.

The study specifically deals with the level of burnout among EFL teachers in the K-12 context in terms of EE, DP, and PA. The level of burnout in EFL teachers according to some demographic variables such as age, gender, marital status, number of children, years of experience, workload, educational background, type of school, and position at school were researched. This study aims to fill the gap of research on teacher burnout comparing private and state schools.

To this aim, the following research questions have been formulated:

1. What are the levels of burnout in EFL teachers working in private schools in Turkey?
2. What are the levels of burnout in EFL teachers working in state schools in Turkey?
3. Are there any meaningful differences in the burnout levels of EFL teachers in Turkey associated with their demographic variables?
4. What are the reasons for burnout as reported by private school EFL teachers?

5. What are the reasons for burnout as reported by state school EFL teachers?
6. Are there any differences in the reasons for burnout in private and state school teachers?

2. Conceptual Framework and Literature review

Burnout has been in the discussions of EFL literature for many years. As Maslach, Shaufeli and Leiter (2001) note, the phenomenon of burnout began to attract attention in the United States in the 1970s. Burnout rapidly became an issue of great importance, not only because it caused low productivity in the workplace, but it also impacted workers' attitudes, behaviour, physical and mental health (Maslach, 2003). The work of Maslach and her team culminated in the development of the Maslach Burnout Inventory (MBI) (Maslach & Jackson, 1981), which has been used to collect data in the current study. The model that underpins the MBI presents burnout as a multi-dimensional construct. Precisely, it consists of three sub-dimensions: Emotional exhaustion (EE) refers to the stress experienced by individuals that affect different aspects of their lives; depersonalisation (DP) the tendency of individuals to isolate themselves from others, to see people as objects and do not take into consideration their individual differences; personal accomplishment (PA) is the feeling of individuals that believe they are doing well in a job worth doing. Maslach, Shaufeli and Leiter (2001) also state that "the complex relationships between organisational factors and the three components of burnout (EE, DP, and PA) led to the use of structural models in much burnout research." (p. 413), enabling researchers to investigate burnout in a more in-depth sense.

Studies conducted in Turkey in regard to teacher burnout have largely been carried out at the tertiary level. For example, Tümkaya (2006) investigated the relationship between university academics' gender, age, academic position, and working environment with their burnout levels at 283 full-time faculties working at a government university. They found that female faculty experience emotional exhaustion (EE) more in comparison to male faculty ($p < .0001$). It was revealed that professors as a group feel emotional exhaustion and personal failure the least whereas research assistants feel it the most.

Serinkan and Bardakçı (2009) also explored the factors influencing job satisfaction, levels of burnout, and job satisfaction levels of one university's academicians. They utilized Maslach Burn Out Scale to figure out academics' behavioural burnout levels, insensitivity levels and low levels of personal successes. Regarding the findings, significant differences were found among research assistants, associate professors, and full-time professors. However, there is no academic ranking in teachers working for K12 schools in Turkey.

If burnout is not addressed, it may result in teacher attrition. For example, Cephe (2010) claims that, as a severe consequence of burnout experienced by the teachers, 'alienation to professional identity - the teachers' disconnecting themselves from the profession- occurs, resulting in leaving the job or attempting to find a non-teaching position in the institution.

Bozyiğit (2017) posit that parents attach much importance to the quality of English language instruction when choosing a private school, noting that several parents believed the number of class hours assigned for English to be insufficient in state schools. Moreover, they pointed out, not enough emphasis was placed on productive skills in some schools.

Recently, Atmaca et al.(2020) investigated emotions and teacher burnout in K-12 teachers and found that love, sadness, and fear dimensions are predictors of teacher burnout. Love, sadness, and fear dimensions significantly predicted educators' burnout with a medium effect and confirming love as a construct is a predictor of job satisfaction.

3. Methodology

3.1. Context and Participants

The participants of this study, who were selected by convenience sampling, were 244 (female=194, male=50) K12 EFL teachers working in the state (n=122;) and private (n=122) schools in Turkey. The participants in the study (58.2%) have 0-10 years of experience. Teachers with 26-30 years of experience make up 4.9% of the participants. Teachers who volunteered to complete the questionnaires via online research tools were relatively new and young K-12 English teachers (aged between 22 to 30).

3.2. Data Collection Instruments

The current study was a mixed-method, to collect qualitative data semi-structured interviews were held. To collect the quantitative data, Maslach Burnout Inventory-Educators Survey (MBI-ES) (Maslach et al.,1996) was used. This survey consists of 22 seven-point Likert-type items (0=never; 1= a few times a year or less; 2 = once a month or less; 3 = a few times a month; 4 =once a week; 5 =a few times a week; and 6 = every day).which relate to burnout, and are evaluated under three sub-dimensions: emotional exhaustion (e.g., "I feel emotionally drained from my work"), depersonalisation (e.g., I have become callous since I took this job), and personal accomplishment (e.g., "I have accomplished many worthwhile things in this job"). The emotional exhaustion subscale describes "feelings of being emotionally overextended and exhausted" (Leiter,1996 p.194) by one's work. The DP subscale describes an unfeeling and uncongenial reaction toward students. The last component of burnout, PA, describes feelings of competence and achievement in the teacher's work with others. The MBI-ES has been proven to be a valid and reliable instrument in a variety of different contexts, including Turkey (e.g., Tümkaya et al.2009). Hence, it was deemed appropriate to use in the current study. The data was collected over the school years of 2016-2018 via school visits and online tools. We could identify the levels of burnout using the questionnaire and via semi-structured interviews, we could identify the reasons for burnout using open, axial, and selective coding procedures. The semi-structured interview protocol was adopted from Güven (2013), which included subcategories such as workload, rules and expectations, interpersonal relationships.

Confirmatory Factor Analysis (CFA) was used to determine the construct validity of the data collection instruments with the current set of data. Using the maximum likelihood estimation method from STATISTICA 6, AMOS Version 20, Confirmatory Factor Analysis (CFA) was steered to verify the factor structure of MBI-ES. The results of CFA showed that the three-factor model has an acceptable fit to the data (Hu & Bentler,1999). The results showed that χ^2 was found not to be statistically significant ($p>.05$). However, this value can be misleading because it is sensitive to the size of the sample. For this reason, the χ^2/df value has been reported for descriptive purposes only. The fit indices for this model were as follows: χ^2 (df=198) =346.92, CFI=.918, TLI=.905, IFI=.94, RMSEA=.056 SRMR, .0076 which suggest a good fit for the data. Cronbach alpha coefficient values for the EE, DP, and PA were .86, .90, and .88, suggesting that the scale also had high internal reliability.

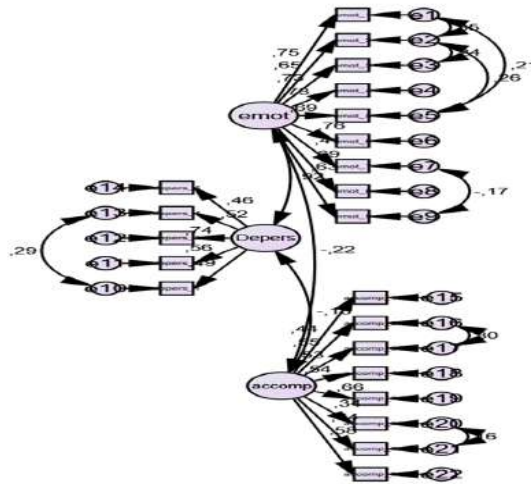


Figure 1. Structural equation model of MBI-ES in the current study

In the interest of getting QUAL data, 12 participants (six from each group) were interviewed using a semi-structured interview protocol. In reporting of data, PST refers to private school teachers and SST refers to state school teachers.

3.3. Data Analysis

The quantitative data of the study were analysed via IBM SPSS (Statistical Package for Social Sciences) version 20. To answer the first two research questions, descriptive statistics, mean, standard deviation and ranges were calculated. For the third research question, MANOVA (Multivariate Analysis of Variance) was calculated. MANOVA is a statistical test that compares the means of two or more classes over several dependent variables. Post-hoc tests were used where relevant to confirm interaction effects between subjects (Tabachnick et al., 2007). For the qualitative data analysis, the recordings of the interviews were transcribed, and content analysis was done using Microsoft Excel 2010 (Meyer & Avery, 2009).

3.4. Trustworthiness

To achieve an acceptable level of rigour, a colleague holding a PhD in ELT coded and identified the emerging themes of the data analysis. Both raters analysed the participants' responses to open-ended questions independently, and they came up with codes, and eventually themes. Then, they compared and contrasted their analysis with each other, and they had an agreement on labelling these codes and themes. Member checking (participant or respondent validation) is used to validate, verify, or assess the trustworthiness of qualitative results (Doyle, 2007). The member check scripts were remitted to the participants two months after the interviews. Participants were invited to make additions, clarifications and subtractions from the data and comment on them. In order to validate the results, the quotations from the participants. Overall inter-coder reliability was 90%. We resolved coding disagreements through negotiation and reached a consensus. We addressed four criteria of trustworthiness (Lincoln and Guba 1985). The first author's emic stance as a practising teacher was supported by the etic stance of the second

author, which ensured credibility. We also provided thick descriptions of the context, participants, and instruments to maximise transferability to other research settings. We addressed dependability and confirmability by detailing the research procedures such as data collection and analysis, which involved several rounds of peer debriefing and member-checking of the data. This aimed to minimise the possible bias of the first author by looking at the data from various perspectives.

4. Result and Discussion

4.1. What are the levels of burnout in EFL teachers working in private schools in Turkey?

122 private school teachers participated in the current study. The mean score for EE was 21.27, which is "moderate" according to Maslach MBI-ES Scoring key. Secondly, the DP mean in the current study was 8.25, which is "moderate" again. However, PA mean was 33.35 which is higher than the high score (27 and over) according to the MBI-ES Scoring key. EE had the widest discrepancy of standard deviation and range this might be because there are many expectations of teachers from private institutions, parents, and students. It is uncovered that teachers with negative emotions tend to lower the chances of students using a deeper level of intellectual learning tactics (Linnenbrink-Garcia & Pekrun, 2011). As a result, teacher's emotions have vital importance in education.

The findings suggest that only the EE subscale had a "high" burnout level. Hence, the items under this factor (i.e., 1, 2, 3, 6, 8, 13, 14, 16, and 20) were investigated in more detail. Regarding the first item of the questionnaire ("I feel emotionally drained from my work"), 12.3% of the private school teachers said "never"; 23.8% said a few times in a year or less; 16.4% of them said "once a month or less"; 18.9% "a few times a month"; 8.2% said 'once a week'; 17.2% said "a few times a week", and 3.3% said "every day". The mean score (= 2.52) of the first item showed that private school teachers are emotionally drained from work "a few times a month". Also, Kazımlar and Dollar (2015) revealed that almost 60% of the English teachers had moderate or high levels of EE. They work with YL (young learners) or young adults, which require energy, English teachers may develop emotional exhaustion in their profession.

On item 14 on the MBI-ES (I feel I am working too hard on my job); the mean score was =3.48. Participants rated this statement in the following ways. 5.7% said "never", 18.9% said "a few times in a year or less", 9.8% said, "once a month or less", 16.4% said, "once a week", 16.4% said a few times a week and as the most chosen choice "every day" was chosen by 21.3% of the participants. This might stem from the fact that many private school teachers are working too hard and the item on the questionnaire resonated with their feelings. Teachers may need individual time to re-energise emotionally and express their concerns with academic and social support groups. In another description by Skaalvik and Skaalvik (2010) they put forward that it turns out to be a strong relationship between time constraints and EE. Skaalvik and Skaalvik (2017) say that time pressure leads to teachers taking less time to recuperate and rehabilitate.

4.2. What are the levels of burnout in EFL teachers working in state schools in Turkey?

Table 1
Descriptive Statistics about State School Teachers' Levels of Burnout

	Emotional exhaustion (EE)	Depersonalisation (DP)	Personal accomplishment (PA)
Mean	23.37	8.06	31.47
St Dev.	11.14	5.43	7.34
Range	49	22	39

Since EE and DP are at a "moderate" level according to the results of the current study, the researcher decided to describe the PA subscale because the results indicate "high" PA in-state school teachers. In the next section, all five questions regarding PA will be discussed in detail.

In response to item 5 (I feel I treat some students as if they were impersonal objects), 41.8% responded "never", 27.9% "a few times in a year or less", 9.00% "once a month or less", 12.3% "a few times in a month", 4.1% "once a week", 2.5% "a few times in a week", and 2.5% said "every day". The mean score was ($= 1.26$). On the whole, the state school teachers reported that they treat some students as if they were impersonal objects "a few times in a year or less". Reduced PA suggests a loss of self-efficacy on the job (Maslach, 2003). The reason why 51 people said "never" to this item might be sentence structure which might receive an immediate objection. Some MBI items were argued to trigger malicious rejoinder from interviewees (e.g., "I feel I treat some recipients as if they were impersonal objects"). This sometimes gives rise to a breach of normality in the more extreme items. (Schaufeli & Taris, 2005).

In response to item 10 from DP subscale (I have become more callous toward people since I took this job), 19.7% responded "never", 21.3% "a few times in a year or less", 19.7% "once a month or less", 23.8% "a few times in a month", 4.9% "once a week", 8.2% "a few times in a week", and 2.5% said "every day". The most chosen response was "a few times in a month". The mean score was 2.07. Callous was an unknown word for most participants, whereas we come across that word in the description of DP (or cynicism): referring to negative attitudes or callous responses towards people (Maslach et al., 2001). Teachers who have feelings of burnout often tend to depersonalise students, i.e., developing negative, callous, dehumanising attitudes toward them, especially those students with more challenging behaviours. Teachers experiencing DP also avoid interactions with students and are less willing to work with them and their families. They can also subconsciously separate themselves from the role and responsibility of teaching and allow students to connect with the contents and build their learning. (Fives, Hammana & Olivarez, 2007). Moreover, a state school teacher mentioned similar views: "Because of over-crowded classes with some kind of misbehaviour, sometimes I cannot take the emotions and level of all students into consideration, I just want to do my job and leave." SST3

In response to item 11 (I worry that this job is hardening me emotionally) which belongs to the DP scale as well, the participants responded in the following ways: 13.1% said "never", 27.9% said "a few times in a year or less", 17.2% responded by choosing once a month or less, 13.9% said "a few times in a month", 9.8% said once a week, 9.8% said "a few times a week" and 8.2% said every day. The mean score was ($= 2.41$) the highest mean score in the DP subscale. The mean score was close to "once a month or less". The present literature also emphasises the importance of emotions. Sutton and Wheathley (2003) agree that their cognition, behaviour, and motivation dominate teacher emotions. The emotions of teachers are so vital that teachers' negative emotions that reflect their demands are "teacher stress" (Rudow 1999, p.53).

4.3. Are there any Meaningful Differences in the Burnout Levels (i.e., EE, DP, And PA) of EFL Teachers in Turkey Associated with Their Demographic Variables?

The results of the MANOVA that was conducted with the demographic information as independent variables are calculated. We found out significant differences in the means of the marital status of participants ($p < .001$); and types of institutions ($p > .05$). The effect sizes (partial η^2) of these independent variables were .062 and .039 respectively, which can be considered as moderate (Cohen, 1969).

Pairwise comparisons of gender and marital status showed that Wilks' Lambda was statistically significant ($p = .001$) (Fidel, 2008), suggesting a meaningful interaction between marital status and gender on the burnout levels of the participants. The effect size (partial η^2) of this interaction was calculated as .05, which is moderate (Cohen, 1969). Post hoc Tukey tests were applied to further investigate the nature of the significant differences among these variables. The findings suggest that single teachers experience EE

significantly more than their peers who are married or divorced. While the mean score of EE 29.05 in single teachers, it was 18.78 in married teachers and 17.09 in divorced teachers. This finding is in line with Goutas (2008) who also reported that unmarried teachers underwent burnout more than married teachers. On the other hand, Budak and Sürgevil (2005) found that there was no correlation between marital status and the levels of burnout.

Table 2
Post hoc Tukey Test Results for Marital Status and Burnout Factors

Dependent Variable			Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
						Lower Bound	Upper Bound
Emotional exhaustion	single	married	10.25	2.75	.001	3.60	16.904
		divorced	12.04	3.88	.007	2.66	21.427
	married	single	-10.25	2.75	.001	-16.90	-3.604
		divorced	1.79	3.76	1.000	-7.29	10.876
Depersonalization	divorced	single	-12.04	3.887	.007	-21.43	-2.66
		married	-1.79	3.764	1.000	-10.88	7.29
	single	married	4.02	1.407	.014	.63	7.42
		divorced	2.62	1.985	.563	-2.1	7.42
	married	single	-4.024	1.407	.014	-7.420	-.63
		divorced	-1.40	1.923	1.000	-6.04	3.24
	divorced	single	-2.62	1.985	.563	-7.42	2.17
		married	1.40	1.923	1.000	-3.24	6.04

Örmen (1993) clarified why single teachers are more likely to burnout, claiming that people with family responsibilities are more immune to burnout since marriage makes people more stable., determined and psychologically more mature, the care of partners and children make the person more experienced, and the furtherance of the family makes it easier for the individual to cope with problems at work.

Table 3
MANOVA Test Results for All Sub-Scales of The Factor Institution

DV	Type of school		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval for Difference	
						Lower Bound	Upper Bound
EE	state	private	2.03	2.543	.427	-2.990	7.040
		private	state	-2.02	2.543	.427	-7.040
DP	state	private	.21	1.299	.871	-2.351	2.772
		private	state	-.21	1.299	.871	-2.772
PA	state	private	-4.85*	1.738	.006	-8.282	-1.426
		private	state	4.85*	1.738	.006	1.426

The pairwise comparisons indicate that there is a significant difference between state and private school teachers in terms of PA ($p=.006$). Private school teachers experience personal achievement more than state school teachers. A heavy workload may result in an increased sense of personal achievement as the teachers may feel satisfied that they have achieved a laborious task. Oppositely, Hosseini and Raoufi (2014) compared state and private school teachers in Iran. They found that private school teachers working on contracts experienced more EE than state school teachers, but they ascertained no difference in DP, PA levels. However, the QUAL data results in the current study indicate that three of the private school teachers have to work at home to catch up with the tasks for which they are responsible. Hence, it is not surprising they experience PA more than state school teachers.

4.4. What Are The Reasons for Burnout as Reported by Private School EFL Teachers?

The themes that emerged from the QUAL data are school principals ($n=3$), heavy workload ($n=3$), and behaviours of students and parents ($n=3$).

4.4.1 Workload

The following example from the data can be used to illustrate this: *"Principals ask for some much work. End of year shows, extra one to one lesson, writing worksheets and exams, communicate with parents and so on. I teach 37 hours for a week."* (PST1). It must be noted that PST 1 reported that she changes her school every year and was trying to find a school with less workload. *"I have to work at home to catch up on school work. We are expected to call parents and follow up all the time. I also have to teach weaker students to catch up with the strong ones. Principals put us under high stress, and we are responsible for anything happening at the school."* (PST5). She does not report positive attitudes to her school environment because of the reasons above. The support from school leaders could be an essential preventative factor against burnout.

4.4.2. Behaviours of Parents and Students

Another dimension of burnout was the parents and students' behaviours. When students misbehave in school, private school teachers cannot get any help from parents. Moreover, some students and parents can be challenging to communicate with. Participants mentioned the following: *"I want to reach all kids and help them learn. Some kid's behaviours and parent's attitudes are so difficult to put up with"* (PST 7). When we consider this finding in the light of Rumberger (1995), who stated that "family background is widely recognised as the most significant contributor to success in schools" (p. 587), it is clear that teachers and parents should work closely to help the students grow and flourish better.

4.4.3. Competitive Nature of Private Schools

When the feelings regarding teaching were asked, participants gave varied responses, and they are themed as *Competitive nature of private schools*. The following quotations are examples of this: PST 4: *Well, if you love teaching or not (these days thinking of doing something different) I am doing my best. The private school market is incredibly competitive; we are easily replaceable. Still, we need to better than other schools and teachers.* PST 7: *If I could change something in education, it will be abolishing all exams. They put us under high stress comparing us with other schools.*

Private K-12 schools in Turkey employ student show's and activities, exam success in their claim to be the best private school in their region. However, to support this claim, teachers are needed to work more, and they are asked to report sources for the failure of their students, so they feel stressed. Another

dimension of working at a private school is "lack of job description". There are no clear rules about teacher's duties. They sometimes were asked about the duties that they were not told directly. Some interview profiles are presented as follows: "They ask about our ideas they reject or forget so teacher working for years in that school never express their ideas. Often, they tell there is also a rule you needed to obey but it was too late." (PST4).

4.4.4. Workload

Another eminent issue mentioned by all teachers which are constituents of the workload is teaching hours. The participants were teaching 41, 28, 25, 38, 41, 26 hours, respectively. The private school teachers are teaching more lesson hours' than state school teachers in the current research. The teachers who claimed to teach 41 hours a week mentioned they need to stay after school and teach the less successful students.

Table 4
Themes and Sub-Themes of QUAL Results for Private Schools

Themes	Subthemes	Frequency(Numbers)
<i>Workload</i>	lack of job description	n:3
	Need to do extra work at home	n:4
	High teaching hours	n:6
<i>Principals</i>	Competition with other schools	n:2
	Risk of losing job	n:4
	Exam success	n:3
<i>Behaviours</i>	High autonomy in teaching	n:2
	Lack of respect from students and parents	n: 5
	Avoidance as a strategy	n:2

4.5. What Are the Reasons for Burnout as Reported by State EFL Teachers?

Firstly, the respondents are aged 22 to 54 and all state teachers in the study were previously employed in eastern Turkey. Şahin and Gülmez (2000) have argued that there is a great deal of educational failure in eastern Turkey and that such failures can lead to burnout. Marriage is a condition for state school teachers to move schools; otherwise, state school teachers must serve in the same institution for at least three years before deciding to transfer to another. (MoNE, 2018). We can conclude that compulsory service areas in the East of Turkey may be one of the reasons for burnout in state school English K-12 teachers. MoNE refers to the Ministry of National Education in the article.

English teachers in the study were asked to describe teaching in a few words. Here are how they described: "Holy (SST1&3)/lovex2/happyx2/fair/cautious/exciting/progress/need energy/like in my current school/ /satisfied". State school teachers' feelings on teaching seemed upbeat on the whole. In Islamic societies, teaching is often regarded as a divine profession, and these values can assist teachers in overcoming work-related tension (Suryani, 2017) and the idea of teaching as a holy vocation was often raised in the interviews.

When state school EFL teachers were interviewed about the causes of their stress. They mentioned the following: "Student behaviour is a problem. Romany students do not respect teachers at all. Parents never come to school even if we call many times. The classes are under-resourced no Interactive whiteboard or CD player for listening tracks and we teach 30 hours a week". (SST3)

The themes gathered from the data above include mobbing from the management, careless parents, syllabus, books, changing policies, student behaviour. Similar to QUAL findings Oktay (2015) also aimed to identify the problems faced while teaching English in the Turkish education system. The results included the inadequacy of Turkey's foreign language education policy. The method of teaching was teacher-centred

and focused on grammar in general. Interestingly, the ELT programmes in Turkey abandoned teacher-centred and grammar-focused approaches in 1997 (Kırkgöz,2005). The current elementary and secondary programmes (2018) are based on constructivism and the CEFR (Common European Framework References) with communicative competence as a goal. Teachers are not often aware of the philosophy of the ELT programmes (e.g., Yeşilbursa & Avşar, 2017) – hence there is the need for continual professional development, especially in the 21-st century while addressing 21-st century learners.

4.5.1. Perceived low autonomy

Four out of six teachers reported feeling they are not encouraged to *make decisions* in their workplace. For example, "*Administrators of the school is a limitation for everything in the school.*" (SST5); from what the teachers have expressed and the researcher's experience, school directors have a top-down management style, and they limit the teachers' decision-making skills. Teachers who have the power to decide and take responsibility in the educational process are highly motivated. (Öztürk, 2011)

4.5.2. Student Behaviour

All state school English teachers reported that student behaviour is the most prominent reason for teacher burnout. They said: "Students have no respect at all for their teachers" (SST 4); "The behaviours of students and the administrator are the most major cause of burnout I think" (SST5); "Students are cheeky, they do not know how to address an older adult and communicate." (SST2). All teachers signal student behaviour as the most apparent reason for burnout. Policymakers need to come up with some solutions to make student behaviour better in state schools. Teacher burnout levels often vary depending on the age, employment status and socio-economic status of the school where the school is situated. The teachers that interviewed were working not in city centres or developed areas of the cities.

Table 5
Themes and Sub-Themes Gathered In State School Teachers' Interviews

Themes	Subthemes	Frequency
<i>Compulsory service</i>	Language-problems	n:4
	Cultural differences	n:3
	Low achievement of learners	n:2
<i>Mobbing from admins</i>	Top-down style	n:4
	Lack of ELT techniques	n:2
<i>Perceived low autonomy</i>	in books	n.5
	in designing curriculum	n:4
	in controlling misbehaviour	n:3

4.6. Are There any Differences in the Reasons for Burnout in Private and State School Teachers?

In state school teacher interviews, *mobbing* was a common issue, whereas no private school teachers mentioned mobbing. This might be because private school English teachers work on a yearly contract and if the management of the school does not want to current work with a teacher, they do not renew the contract. However, in state schools, teachers need to serve in the same school for at least three years. In private school teachers' interviews, *parental involvement* is described. Private school teachers do not want to meet parents because of their high expectations. However, as SST3 described: "*We invite them to schools to solve the issues, but they never appear in state schools.*"

Both groups share the same issues in the assessment system. Private school teachers are disturbed by the fact that their schools claim to be the best, so this requires extra workload and stress from the teachers' end. However, state school teachers criticise the assessment and evaluation system in the sense that even if kids got very low marks and never study, they pass to the next grade. There should be a fail scenario and students need to be aware of this in both school types.

5. Conclusion

This study aimed to investigate the burnout levels of English Foreign Language teachers working in state and private schools in Turkey, in terms of some variables such as age, gender, marital status, years of experience, workload, educational background, type of school, the position at school and current level of stress and look for the factors leading to their burnout. Both qualitative and quantitative data were used. Maslach Burnout Inventory- Educators' Survey (Maslach & Jackson, 1981) which consists of three dimensions EE, DP and PA and interviews were used to gather data.

The findings that emerged from the interviews provided more insight into the nature of these differences. For example, private school EFL teachers reported that the manner and amount of principals' demands, parent expectations (Çelikten,2010) and student behaviour, a heavy workload, the competitive nature of private schools, not enough income, and lack of job descriptions for English teachers as reasons for their burnout. On the other hand, state school EFL teachers gave student behaviour, chaotic work environment (frequent misbehaviour), mobbing, difficulties related to the geographical region in which they were employed, under-resourced classrooms, the syllabus, the books they teach, changing policies, and not having autonomy (Koçak,2018) in their decisions as factors which contributed to their feelings of burnout. The teachers working in city centres, however, were happy with the ICT infrastructure of their schools.

State school teachers were concerned with the lack of cooperation with parents; However, private school teachers reported that they may try to avoid parents because of their expectations. Student behaviour is an issue in both types of schools. State school English teachers were concerned about mobbing from their administrators, but private school teachers complained that their administrators made them overwork and exhaust. For private school teachers, there was no clear job description, but state school teachers performed more limited tasks in comparisons with private school teachers. Although the books and syllabus were an issue for state school teachers, private school teachers remarked that they could tailor their programmes in alignment with MoNE regulations, which increased their autonomy. The findings above are similar to the findings of (Dağ,2015).

6. Implications

The current study has several implications for EFL teachers, pre-service teacher education and in-service teacher development, teaching, school administrators, and EFL policymakers.

6.1. Implications for EFL Teachers

In view of the stressors that are involved in the profession and that have been highlighted in the current study, both state and private school teachers should learn how to cope with and reduce burnout. Teachers should strive to keep things in perspective, avoid confrontations, relax after work, take steps to contrive issues, keep feelings within control, devote more time to specific tasks, address problems and communicate feelings to others, have a balanced home life, prepare ahead, and prioritise, and recognise their limits, as suggested by Kyriacou (2001). Teachers who are aware of the phenomenon of burnout may

incorporate some personal coping mechanisms (Parker et al,2012) and deal with job burnout. Besides, teachers need to know the burnout symptoms to prevent further development. She also recommends that keeping private life apart from professional life would help teachers to ease their personal life and enjoy it more. Doing sports regularly and having a hobby would be a good idea. Teachers might come together and share their issues after work or play games to find a way to relax after work.

6.1. Implications for Pre-service Teacher Education

In addition to the field and pedagogical content courses offered during teacher education, teacher candidates could be given guidance about teacher well-being and how to avoid burnout. Moreover, they should be equipped with ideas on working with unmotivated, troublesome students so they will have minded and real expectations and hopes from the teaching profession (Eren& Yeşilbursa,2017)

The practicum dimensions of EFL teacher education programs in Turkey include a rich background in which pre-service teachers can discover and improve these critical individual differences in a real school setting with collaborating teachers and university supervisors (Gürsoy et al, 2013).In view of the fact that EFL teachers will experience a drop in self-efficacy (Mede, 2009) when they discover the authenticity of the teaching profession during practicum (Rakıcıoğlu Söylemez, 2012), both the co-operating teachers (Gürsoy & Damar, 2011) and the university administrators need to be well aware of their role and duties when they circumnavigate pre-service teachers through this potentially efficient process. Pre-service educators could improve reflective skills during both campus-based methodology courses and school-based practicum classes (Yeşilbursa, 2011). Schön's (1983) work on reflective practice was originally intended to counteract a rise in burnout in the education sector (Farrell, 2018).

6.2. Implications for Continuing Professional Development

Given the impact of the twenty-first century's rapid educational advances on teachers in general (Guerriero, 2017), and EFL teachers in Turkey in particular (MoNE, 2018), ongoing professional development for current teachers is critical to preventing or reducing teacher burnout. As the findings suggested CPD facilities are more abundant in private schools but not in MoNE schools. Thus, according to Uztosun (2018), while the MoNE's existing in-service learning programs for EFL teachers promote personal and professional development as well as inclusiveness in general, they are insufficient for a plethora of factors. The insufficient number of programs available, the lack of trained teachers, a lack of realistic emphasis, unfavourable times and places, and the poorly constructed nature of which they were carried out were among them. More attention should be paid to the quality and content of in-service development programmes. For example, the content of in-service professional development seminars should be differentiated according to the specific needs of teachers teaching in private and state schools at the different levels of the education system (Gençtürk & Yeşilbursa, 2019). Seminars could also help teachers to gain new perspectives, learn methods and strategies for coping with stress, with current issues such as mindfulness and exploratory practice.

It is evident from the results of the current study that burnout and job dissatisfaction were more frequently reported among newly recruited English teachers than the ones working in compulsory service areas in the current study. Hence, novice teachers can be provided with trained mentors to assist them through the first year of their teaching career, adapt to their working environment with less effort and learn about how to cooperate with the colleagues during challenging times, both in school-based mentoring programmes (e.g., Warsame & Valles, 2018) in virtual teaching environments (e.g., Alemdağ & Erdem,2017) as we experience in COVID-19 period.

6.3. Implications for Policymakers in MoNE.

Another point to be considered can be taking some steps to teach English at an earlier age to eliminate the failures in language teaching and pursue a better physical and organisational atmosphere for facilitating language teaching. English teachers should spend some time educating students and parents about the importance of English as a lingua franca. Considering the working conditions in Turkey, as the interview results suggested most English teachers have to teach in crowded classes whose physical conditions are not appropriate for language teaching. Not having U-shaped classes, having more students than they can cope with or arrange an activity with, experiencing a lack of audio-visual and technological devices can also be drawbacks for the language teachers. Because every teacher needs social supports from colleagues and administrators, praise, and reward. The managers or administrators should improve the quality of the work environment in the schools by concerning their opinions. Supportive working conditions like supportive admins (Karanfil,2021), satisfying salaries, sufficient equipment, adequate classroom size and equal workload should be provided.

There are some paramount developments to reduce teachers stress and have a healthy organisational functioning. Kyriacou (2001) set forth the features of a successful school and claimed that there should be outstanding coordination between employees, a deep sense of cordiality, a good amount of resources. and facilities to support teachers; whole school policies in place; consensus established on key values and standards at schools; managerial decisions should be made with input from employees, roles and goals should be well-identified, teachers should receive constructive reviews and praise, and new responsibilities should be tailored to their abilities.

Policymakers can benefit from the results for increasing teacher productivity and satisfaction through setting more flexible and fair regulations, following more flexible management, increasing teacher participation in decision-making activities, and developing more qualified teacher training programs. Financial difficulties might be the cause of EE. Girgin (2010) proposed that financial policies of private and state schools should be improved which will prevent teacher burnout as a result. Finally, policymakers should think about designing continuing professional development (CPD)courses for their teachers and orient them to new reforms.

Prospective researchers can compare state and private schools in terms of the level of the schools (primary, secondary, or high school) because each school type has its own issues. Describing specific issues from different school types will be more manageable. Moreover, in order to reveal unique findings, prospective researchers might conduct a QUAL study and interview more people. QUAL findings shed light on QUAN findings and give us an insider perspective. It has to be kept in mind that the questionnaires merely reflect the self-perceptions of the participants, which is subjective rather than being objective. Besides, swift transition to remote online teaching in the COVID-19 period (Keleş et.al,2020) may be scrutinised in regard to teacher burnout and the role of school managers.

Compliance with Ethical Standards

Conflict of Interest The authors declare that they have no conflict of interest.

Ethical Approval All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional and/or national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards. The study was approved by Uludağ University Social Studies Research Ethics Committee (No. 22540)

Informed Consent Informed consent was obtained from all participants.

Data Availability

The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

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