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THE RELATIONSHIP BETWEEN THE AUTONOMY OF TURKISH EFL TEACHERS AND THEIR PROFESSIONAL BURNOUT

SILA NALBANT

ADVISOR

ASSOC. PROF. DR. SELMA DENEME GENÇOĞLU

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Author: Sıla Nalbant

ABSTRACT

Teacher autonomy is a concept that has been researched for many years and is regarded as a pillar for the educational system. Teacher burnout is another notion that has been occupying the minds of scholars and is recently gaining even more attraction as its effects on teachers' professional careers became more apparent. The purpose of this study is to examine the correlation between teacher autonomy and teacher burnout in a Turkish context. The sample consists of 100 Turkish EFL teachers who teach at high school level in public or private institutions of the center of Edirne and its districts Uzunköprü, Havsa, İpsala and Keşan. Correlational research design was employed for the study and the data were collected via the Teacher Autonomy Scale by Pearson and Hall (1993) and the Teacher Burnout Scale by Seidman and Zager (1986-1987). The results of this study revealed that the participants have a low level of teacher autonomy. When the subscales of the Teacher Autonomy Scale were examined, the findings showed that they have a slightly higher curriculum autonomy than general autonomy. In teacher burnout's case, the findings showed that the participants have a moderate level of teacher burnout. When the subcategories of the Teacher Burnout Scale were examined, it was found that all the subcategories demonstrated moderate levels of teacher burnout. As for the relationship between teacher autonomy and teacher burnout, the results presented that teacher burnout was significantly, inversely and moderately correlated with teacher autonomy.

Key words: teacher autonomy, teacher burnout, EFL teachers

Başlık: Türk İngilizce Öğretmenlerinin Özerkliği İle Mesleki Tükenmişlikleri Arasındaki İlişki

Yazar: Sıla Nalbant

ÖZET

Öğretmen özerkliği uzun yıllardır araştırılmakta olan ve eğitim sisteminin temel kolonlarından biri olarak kabul edilen bir kavramdır. Öğretmenlerde mesleki tükenmişlik ise uzun bir süredir araştırmacıların zihnini kurcalayan ve son yıllarda öğretmenlerin profesyonel kariyerleri üzerindeki etkisi daha da belirginlik kazandıkça araştırmacılar tarafından ilgi gösterilmeye başlanan bir terimdir. Bu çalışmanın amacı öğretmen özerkliği ile öğretmenlerde mesleki tükenmişlik arasındaki ilişkiyi Türkiye bağlamında incelemektir. Çalışmanın örneklemi Edirne Merkez ve Edirne'nin Uzunköprü, Havsa, İpsala ve Keşan ilçelerinin devlet ve özel liselerinde çalışmakta olan 100 İngilizce öğretmeninden oluşmaktadır. Çalışmada korelasyon araştırma tasarımı kullanılmış ve veriler Pearson ve Hall (1993) tarafından tasarlanan Öğretmen Özerkliği Ölçeği ile Seidman ve Zager (1986-1987) tarafından tasarlanan Öğretmenlerde Mesleki Tükenmişlik Ölçeği yoluyla toplanmıştır. Bu çalışmanın sonuçları katılımcıların bağımsızlık seviyesinin düşük olduğunu ortaya çıkarmıştır. Öğretmen Özerkliği Ölçeği'nin alt ölçekleri incelendiğinde katılımcıların müfredat bağımsızlıklarının genel bağımsızlıklarından az bir oranda daha fazla olduğu görülmüştür. Öğretmenlerde mesleki tükenmişliğe gelince, çalışmanın sonuçları katılımcıların orta derecede mesleki tükenmişlik seviyesine sahip olduğunu ortaya çıkarmıştır. Öğretmenlerde Mesleki Tükenmişlik Ölçeği'nin alt ölçekleri incelendiğinde katılımcıların tüm alt ölçeklerde orta seviyede tükenmişliğe sahip oldukları görülmüştür. Öğretmen bağımsızlığı ve öğretmenlerde mesleki tükenmişlik arasındaki ilişki incelendiğinde aralarında anlamlı, ters ve orta seviyede bir ilişki tespit edilmiştir.

Anahtar Kelimeler: öğretmen bağımsızlığı, öğretmenlerde mesleki tükenmişlik, İngilizce öğretmenleri

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CHAPTER 1: INTRODUCTION

This chapter serves the purpose of introducing this study. Firstly, it presents the background of the study then states the problem before delving into the purpose of the study and the research questions. After that, the significance and the limitations of the study are presented. Lastly, the definitions of terms are stated.

1.1. The Background of the Study

The continual globalization of the world connected lots of different cultures and languages with each other. This made learning a second language all the more significant. In order to be a part of this multicultural world, learning a new language can easily be considered necessary. Learning a second language also provides many other benefits such as improving one's memory, enhancing their creative thinking capacity and a better understanding of other cultures and languages.

All of these reasons and so many more prove the significance of teaching a language. Considering the significance of teachers in the field of language teaching, there have been many studies centered around their feelings, beliefs and emotions (Brunetti, 2001; Chan, 2004; Pishghadam & Sahebjam, 2012; Pishghadam et al., 2013; Buğra & Atay, 2020; Coyle et al., 2020). Studies regarding this topic led many scholars to believe there were concepts that heighten teachers' professional progress such as teacher autonomy and reduce it such as teacher burnout.

Autonomy is a notion that is open to various interpretations. Immanuel Kant defined an autonomous person as someone whose choices and actions are not affected by external factors (as cited in Taylor, 2017). John Stuart Mill described an autonomous person as someone who directs their actions according to their own values and desires (as cited in Taylor, 2017).

Teacher autonomy is a concept that has been researched for decades. The autonomy of the teacher is seen as a crucial factor for effective teaching and job satisfaction. The findings of several studies indicate that there is a positive correlation between teacher autonomy and job satisfaction (Brunetti, 2001; Emo, 2015; Kim & Loadman, 1994; Kreis & Brockopp, 1986; Skaalvik & Skaalvik, 2010) which shows that when teachers have more autonomy, they are more motivated to work and are way more satisfied with their jobs. Having more autonomy also provides the teachers the necessary environment to prioritize their students' needs for effective teaching (Lin, 2014; Nelson & Miron, 2005; Öztürk, 2011).

Teacher autonomy is described in many ways according to various factors such as curriculum, class environment, decision-making ability, freedom, control, etc. Little (1995) contends to the following:

> ...successful teachers have always been autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising through continuous reflection and analyzing the highest possible degree of affective and cognitive control of the teaching process, and exploiting the freedom that this confers (p. 179).

Kumaravadivelu (2001) defines teacher autonomy as a reasonable amount of confidence and competence the teacher possesses to implement their own theories and practices that suit the appropriate educational contexts and sociopolitical conditions. Sentovich (2004) mentions that increasing the teacher autonomy in the classrooms will potentially increase levels of opportunity and capacity as teachers will be permitted and encouraged to try new ideas in teaching and to design appropriate methods for their students. Huang (2005) emphasizes the importance of three terms while describing teacher autonomy: "willingness", "capacity" and "freedom" which correspond to the three broad dimensions of teacher autonomy that Huang deems important: social-motivational, technical-psychological, and critical-political. Pearson and Moomaw (2005) suggest that teachers should possess the necessary autonomy to provide for the needs of their students just as a doctor would for their patients in order for them to be regarded as professionals. Akbarpour-Tehrani and Wan Mansor (2011) think that teacher autonomy is a benefit for the teachers that allows them to make decisions regarding the selection of the materials and methods they implement in their classrooms and take part in the school management.

Burnout is another term that has been gaining popularity in numerous fields. The term was coined by Freudenberger (1974) who defined burnout as a symptom of emotional deficiency and a loss of motivation based on his research on the staff working in free clinics (as cited in Chang, 2009). It was then popularized by the works of Maslach (1976). She first encountered the term while talking to an attorney about the results of her study about the ways in which people cope with emotional arousal on the job and learned that poverty lawyers called this notion "burnout" (Schaufeli et al. 2017).

Teacher burnout is a notion that is born from the emotional exhaustion, depersonalization and a lack of personal accomplishment of a teacher. Esfandaiari and Kamali (2016) state that emotional exhaustion is related to the overexertion of the teacher's emotional resources and the teacher being excessively worn out by intense contact with pupils, parents and co-workers. Emotional exhaustion then can cause depersonalization. Depersonalization makes the teacher feel impersonal and cynical towards their students. This leads to the teacher having a reduced sense of personal accomplishment which results in the teacher feeling incompetent when it comes to their teaching.

Many scholars consider teaching as a highly stressful job (Bermejo-Toro et al., 2015; Jing, 2008; Koçak, 2018; Kyriacou, 2000; Skaalvik & Skaalvik, 2009). Travers and Cooper (1993) stated that compared to the other client-related professions such as medical doctors and nurses, teachers experience more stress in their jobs (as cited in Koçak, 2018). Mızrak (2019) agrees with this statement and says that "when teachers perceive themselves incompetent in meeting the demands of their jobs, they are more likely to end up feeling burnout (p.2). Stoeber and Rennert (2008) claim that research across many countries show that school teachers stand in the same category as some of the professionals with the highest levels of job stress and burnout (as cited in Skaalvik & Skaalvik, 2009). Bermejo-Toro et al. (2015) also came to a similar conclusion that teachers are one of the occupational groups that are more susceptible to work related stress and therefore to burnout which is one of the most common consequences of chronic stress at work.

Even though the term "burnout" is generally being used loosely to refer to any kind of stressful situation, its permanent effects on an individual's quality of life and professional career should not be underestimated. Teacher burnout not only has a negative impact on the teacher themselves but their loved ones, students, co-workers and administrators as well. Altıntuğlu

(2021) states that “In teaching, 30% of the teachers experience burnout and suffer from emotional depletion (p. 2)” which is a really concerning ratio when it comes to education as a field.

1.2. The Statement of the Problem

Teaching is a highly demanding profession that is highly prone to work-related stress. Unfortunately for many teachers, this stress can lead to burnout. There are plenty of factors that can lead to burnout such as the teacher's lack of control over the material and curriculum they teach, lack of freedom inside and outside the classroom, excessive working hours, excessive student numbers, low salary rates, administrative and collegial problems, problematic student behavior and class environment.

Sadly, Turkey’s education system puts the teachers in a vulnerable position against these factors that lead to burnout. The education system is centralized and governed by the MoNE (Ministry of National Education). Öztürk (2011) states that the centralized structure of the Turkish educational system is noticeable in various aspects of the field such as curriculum development, selection of the teaching materials and the training of the teachers (as cited in Yıldırım, 2003).

EFL teachers are expected to follow the curriculum set by the MoNE and use the textbooks distributed by it in their classes. This situation restricts the teachers greatly from what materials they use to what methods they implement in the classroom environment. It can lead to teachers being too dependent on the textbook. Cunningsworth (1995) believes that while relying on the textbook can be a safety net especially for new teachers, excessively depending on the textbook can create potential conflicts with students' needs, may limit the teacher’s creativity and leave the teacher in a position that prevents improvisation (as cited in Bizmiye, 2020). This is not the only restriction the teachers have to deal with. They teach in crowded classes for excessive working hours. Especially in private institutions, they also deal with excessive control from the parents of their students and earn a lower salary than their colleagues who work in public institutions. These are all factors that restrict teacher autonomy and increase the possibility of teacher burnout.

1.3. The Purpose of the Study

The purpose of this study is to analyze the relationship between teacher autonomy and teacher burnout of EFL teachers who teach at high school level in a Turkish context. For this purpose, Pearson and Hall's (1993) Teacher Autonomy Scale which consists of 20 items and Seidman and Zager's (1986-1987) Teacher Burnout Scale which consists of 21 items will be used on Turkish high school teachers who teach English at public or private institutions in Edirne.

1.4. The Research Questions

This study tries to find an answer to the main question of "What is the relationship between the perceived level of teacher autonomy and the perceived level of teacher burnout of Turkish EFL teachers who teach at high school level?". The research questions of this study are:

1. What is the perceived level of teacher autonomy of Turkish EFL teachers who teach at high school level?

2. What is the perceived level of teacher burnout of Turkish EFL teachers who teach at high school level?

3. Is there a significant correlation between the perceived level of teacher autonomy and the perceived level of teacher burnout of Turkish EFL teachers who teach at high school level?

1.5. The Significance of the Study

The importance of being aware of teacher autonomy as a concept and recognizing the sources and the permanent effects of teacher burnout is quite important for education as a field. Awareness of teacher autonomy helps the teachers self-reflect on their own teaching and thus leads them to improve their careers. It also guides authoritative figures such as the administrators to seek out ways to increase the teachers' level of autonomy. Learning more

about what causes teacher burnout and what kind of effects it has on teachers can be the much needed wakeup call for the teachers. If they are already burned out, it may make them feel less alone in this incredibly hard situation they are in, and even help them get to a better place so they can continue their career as their best self. It can help teachers search for countermeasures in order to prevent teacher burnout. Teacher burnout awareness can be helpful for authoritative figures who want to create a better working environment for the teachers as well.

In the last three decades; there have been many studies which tried to examine the perceived level of teacher autonomy (Marshall, 2019; Wermke et al., 2019), the teachers' self-perceived beliefs about teacher autonomy (Buğra & Atay, 2020), the correlation between textbook dependency and teacher autonomy (Bizmiye, 2020), the relationship between teacher autonomy and teacher motivation (Maulana et al., 2016), the relationship between teacher autonomy and teacher well-being (Ebersold et al., 2019), the relationship between teacher autonomy and teachers' decision-making skills (Ingersoll, 1996) and the relationship between teacher autonomy and learner autonomy (Little, 1995). A number of studies tried to inspect if factors such as age, gender, marital status, teaching experience, level of education, economic level, perceived peer support, perceived administrative support, classroom management efficacy and workload would predict teacher burnout (Adabi & Ghafournia, 2020; Deneme, 2021; Girgin & Baysal, 2005; Lackritz, 2014; Maslach et al., 2001; Mukundan & Khandehroo, 2010; Özdemir, 2007; Sadeghi & Khezrlou, 2014; Tuna & Çimen, 2013; Van Horn et al., 1999; Yavuz, 2019; Yavuz & Yıkmış, 2021), the relationship with teacher burnout and teacher creativity (Ghanizadeh & Jahedizadeh, 2016), the relationship with teacher burnout and personality (Pishghadam & Sahebjam, 2012) and the relationship with teacher burnout and job satisfaction (Brunetti, 2001; Filiz, 2014; Skaalvik & Skaalvik, 2020) but there are only a handful of studies that analyze the relationship between teacher autonomy and teacher burnout (Esfandiari & Kavali, 2016; Gavrilyuk et. al., 2013; Javadi, 2014; Pearson & Moomaw, 2005; Skaalvik & Skaalvik, 2014). The numbers go down even more when it comes to this topic being researched in a Turkish context (Güllü, 2019; Koçak, 2018; Sökmen, 2018). This study will serve as a stepping stone for upcoming studies that will examine the relationship between teacher autonomy and teacher burnout.

1.6. The Limitations of the Study

There are some limitations that should be considered when it comes to this study. This current study is conducted with Turkish high school teachers who teach English at public or private institutions in Edirne which restricts the generality of the study. The number of respondents that participated in this study is 100. In future works, the number of the participants can be increased in order to have a more comprehensive outcome.

1.7. The Definitions of Terms

While some of these concepts have multilayered definitions, for the sake of clarity, they can be defined as:

Autonomy: A concept found in moral, political and bioethical philosophy which refers to the capacity of a rational individual to make an informed decision (Victor & Patil, 2016).

Teacher Autonomy: An autonomous teacher as someone responsible for their teaching, who exercises continuous reflection and takes the highest degree of affective and cognitive control of the teaching process (Teng, 2019).

Burnout: A psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job (Maslach & Leiter, 2016, p. 103).

Teacher Burnout: A concept including negative reactions of teachers to pressure related to their work such as becoming mentally exhausted, frustrated, excessively worried, feeling depressed and anxious, and acting defensively with others (Blase, 1992; Perlman & Hartman, 1992 as cited in Friedman, 1993).

Emotional Exhaustion: The overexertion of the teacher's emotional resources and the teacher being excessively worn out by intense contact with pupils, parents and co-workers (Esfandiari & Kamali, 2016).

Depersonalization: An unfeeling and impersonal response toward recipients of one's instruction (Mind Garden, 2021).

Personal Accomplishment: Feelings of competence and successful achievement in one's work (Mind Garden, 2021).

CHAPTER 2: LITERATURE REVIEW

This chapter provides a literature review for teacher autonomy and teacher burnout. Firstly; the definitions of teacher autonomy, the dimensions of teacher autonomy and the functions of teacher autonomy are addressed in the teacher autonomy section. Then, the definitions of teacher burnout, the sources of teacher burnout, ways to prevent teacher burnout and the effects of the COVID 19 pandemic on teacher burnout are explored in the teacher burnout section. Finally, the previous studies on teacher autonomy, the previous studies on teacher burnout and the previous studies on the relationship between teacher autonomy and teacher burnout are examined.

2.1. Teacher Autonomy

In this section, the nature of teacher autonomy will be showcased. In order to do that, the definitions of autonomy and teacher autonomy will be shown through various descriptions from researchers around the world. Then, the dimensions of teacher autonomy will be broadly examined under the categories of planning and implementation of educational matters, participation in the organizational processes and professional development. After that, functions of teacher autonomy will be generally reviewed under the categories of developing education and training, boosting learner autonomy and increasing job satisfaction.

2.1.1. Definitions of Teacher Autonomy

What is autonomy? According to Haworth (1986), “The term actually was derived from the Greek words, “autos” (self) and “nomos” (rule), hence, “self-rule” and related to the condition of living according to laws one gives oneself rather than under the control of others (as cited in Rudolph, 2006, p.14). Rudolph (2006) added that Greeks most likely used the term “autonomy” in a group sense instead of in an individual sense. Lakoff (1990) claims, “The term

"autonomy" first appeared in the middle of the fifth century B.C. as *autonomia* when it was understood as the self determination and independence of a community in its internal and external relations (as cited in Rudolph, 2006, p.15).

Throughout history, "autonomy" has been defined in many ways. Similar to Haworth's description, Piaget argued that autonomy came from within and had intrinsic value. He believed that the term autonomy could be used to explain the idea that rules are self-chosen (as cited in Sugarman, 1990). In line with these definitions, Benard (1995) says that autonomy is having a sense of control over one's own identity and environment. Victor and Patil (2016) define autonomy as the ability of making educational decisions which can be found in moral, political and bioethical philosophy (p.16).

The concept of teacher autonomy is usually described in various ways as well. These different but similar definitions show that teacher autonomy is a complex phenomenon which is hard to conceptualize. Street (1988) defines teacher autonomy as a notion that is related to the independence of teachers in using their own judgment to make instructional decisions within their own classrooms. Similar to this definition, Javadi (2014) considers teacher autonomy as an ability of teachers that helps them to develop their own teaching methods freely without any restrictions from outside sources (p. 771). Frase and Sorenson (1992) argue that teacher autonomy can be perceived quite differently depending on the individual: one teacher may perceive autonomy as a tool to be free from supervision and another may perceive it as an opportunity to cultivate coordinated relationships with their colleagues to accomplish tasks that goes beyond the classroom (as cited in Buğra & Atay, 2020). Friedman (1999) categorizes teacher autonomy as the pedagogical aspect which consists of matters like curriculum development, the teaching and assessment of the students and the organizational aspect which consists of matters like staff development or budget planning (as cited in Öztürk, 2011). Smith (2003) believes that teachers who implement activities that raise students' awareness are autonomous and teachers should regularly reflect on their own roles in their classroom in order to help students be more autonomous in their learning (as cited in Teng, 2019). Similarly, Teng (2019) describes an autonomous teacher as someone who's responsible for their own teaching, who exercises continuous reflection and takes the highest degree of affective and cognitive control of the teaching process. Teng believes that various sociocultural, organizational, personal factors and freedom from authority play essential roles in teachers being autonomous.

2.1.2. Dimensions of Teacher Autonomy

Teacher autonomy is a multidimensional concept. When the literature is examined, there seems to be various definitions of what the dimensions of teacher autonomy are but based on several scholars' remarks, some of these definitions can be categorized.

In the previous section, the various definitions of teacher autonomy have been made. These definitions reveal some of the key aspects of the dimensions of teacher autonomy. Both Street (1988), Friedman (1999) and Javadi (2014) emphasized teachers' freedom in planning and implementing educational matters such as the curriculum and teaching methods in their classrooms. Frase and Sorenson (1992), Friedman (1999) and Teng (2019) highlighted teachers' roles and participation in the organizational processes. Friedman (1999), Smith (2003) and Teng (2019) touched on the willingness of the teachers in order to improve themselves as teachers.

Rudolph (2006) believed that autonomy could have many forms such as individual, professional and organizational autonomy. According to him, individual autonomy meant teachers' freedom to teach the way they see fit. Professional autonomy meant teachers being empowered by gaining control of their work environment which helped teaching gaining respect as a profession. Organizational autonomy included many aspects from the methods teachers implement in their classrooms to teachers' roles and responsibilities inside the school but outside of the class.

Öztürk (2011) stated that even though teacher autonomy had many different definitions, a common aspect that emerged from those definitions was teachers' need for power and freedom in their professional roles and actions. He emphasized the importance of the enhancement of teachers' professional autonomy in the field of education. He believed that the teaching profession had unique demands that required the teachers to understand their students' needs and struggles which is different for every classroom and every student so teachers need to have greater autonomy in their classrooms and in the institutions they worked at. He also made sure to note that teacher autonomy is quite an expansive concept which cannot refer only to teachers’ autonomy inside the classroom and certainly expands to the decision-making processes related to organizational management.

Based on the remarks of the scholars seen above, the dimensions of teacher autonomy can be examined under three subtitles: planning and implementation of educational matters, participation in the organizational processes and professional development.

2.1.2.1. Planning and Implementation of Educational Matters

At its core, a teacher's most primary role consists of elements such as the planning and implementation of the curriculum, teaching methods, educational activities and the assessment, evaluation of the students. Naturally, possessing the freedom to meaningfully influence these elements is a crucial part of teacher autonomy. Üzüm (2014) states that the necessity of teachers' autonomy in choosing and arranging teaching methods and materials they want to implement is a commonly agreed concept in literature. More importantly, the teachers planning and preparing their own methods and materials freely and implementing them according to the needs and characteristics of their students is seen as a positive attitude (as cited in Koçak, 2018, p.20). Williams (2003) states that for many teachers, having classroom autonomy is one of the most important conditions for an ideal work environment. These teachers don't want to have a strict curriculum and fixed teaching methods imposed on them and seem to thrive under circumstances where their individuality and creativity can shine.

Esfandiari and Kamali (2016) suggest that an autonomous teacher may feel more motivated and satisfied with their job when they can feel free to choose their own teaching materials. Additionally, the satisfaction they gain will help them work more efficiently at their job which in turn will prevent them from burning out (p.77). Similarly, in his study about teachers' job satisfaction called *Why Do They Teach? A Study of Job Satisfaction among Long-Term High School Teachers*, Brunetti (2001) mentions that the survey question about freedom and flexibility in the classroom resulted in a score of 3.73 which meant that this was a highly crucial factor for them. He adds that for many of them, having that autonomy was a big reason for them to still stay in this profession.

Teachers' freedom in assessing their students is another important part of teacher autonomy. Elo and Nygren-Landgärds (2021) state that standardized national tests have been established as a factor that is constraining teacher autonomy. Adelman and King (1990) agree with this statement by saying that in many countries, centralized examinations which assess the

students' success rate at different levels, usually in the form of a test, can reduce teacher autonomy (as cited in Koçak, 2018). Lennert da Silva and Mølstad (2020) also mention that standardized national tests can be seen as either restricting or ineffective by the teachers. In their study, Norwegian teachers mentioned that they are supposed to use the national test results for improvement in the classroom but some teachers see this as something unfavorable and prefer not to use the results to program their teaching. The main reason for that is they believe that their daily communication with their students is the ideal form of knowing their students' potential and needs. In a similar case, the respondent teachers of Wermke et. al. (2019)'s study also stated that the standardized testing has an effect on teacher autonomy but the key difference is that while some of them consider it as a restricting factor for their autonomy, some find it useful, believing it makes their job easier.

2.1.2.2. Participation in the Organizational Processes

Teachers' idea about what teacher autonomy means has been changing over time. In their study, Vangrieken et al. (2017) remark that the current understanding of teacher autonomy may seem almost paradoxical at a first glance because teacher autonomy has been seen as equivalent to independence and individualized autonomy for so long but teachers are also expected to collaborate with teachers, students, administrators, hence the paradox. They bring attention to two kinds of attitudes towards autonomy: reactive attitude which focuses on the teachers' individuality and non-reliance on others and reflective attitude which focuses on freedom to self-govern and the teachers' collaboration with each other. These two different attitudes are the perfect examples to showcase how the idea of what teacher autonomy meant a couple of decades ago has shifted. As teachers' roles in the school required them to be more collaborative, the definitions of teacher autonomy have changed from encompassing only teachers' autonomy in the classroom to encompassing teachers' autonomy throughout the school.

According to Koçak (2018), "Teacher autonomy cannot be limited only in classroom teaching" (p. 20). Participating in the administrative decisions, having authority over the work environment and the working conditions cover a big part of teacher autonomy. Throughout decades, many scholars highlighted the importance of the teachers' participation in the organizational matters as a crucial part of teacher autonomy.

Mackenzie (2002, p. 230) proposed:

for teachers, “choosing to participate in curriculum development is the first step towards increasing our own autonomy within our own teaching-learning contexts”, while for institutions, “choosing to involve the faculty in their own futures and maintaining their input into curricular choices is the first step to becoming a learning organization” (as cited in Benson & Huang, 2008, p. 431).

Similarly, Friedman (1999) believed that there are various kinds of responsibilities teachers have within the school environment and the roles that teachers' play regarding school management related matters have been increasing. On that note, Rudolph (2006) stated that teachers having the necessary power to influence institutional decisions was an imperative role they possessed. He also touched on the "paradox" mentioned above by reminding that these institutional decisions demand collaborative effort from the teachers and the administrators and therefore have the potential to hinder teacher autonomy in certain circumstances.

Lightfoot (1986) argues that letting teachers participate more in the decision-making processes when it comes to organizational matters will lead to greater teacher empowerment. She suggests that teachers being empowered will affect the other groups, which means the students and the administrators, in a positive light and will allow each group to understand each other better, thus creating a healthy school environment. For a healthy school environment, Grindle (1982) adds that “teachers must perceive their involvement in the decision-making to be genuine and that their opinion has a significant impact in the decision outcome” (as cited in Short & Greer, 1989, p.7).

The authority of teachers is also important here. Ingersoll and Alsalam (1997) consider the authority of the teachers a major subject of education reform. They define it as “the extent of influence collectively wielded by faculties over school policymaking and the degree of individual autonomy exercised by teachers over planning and teaching within the classrooms” (p. vii). They emphasize the importance of both types of teacher authority and state that people who advocate for the increase of teacher autonomy claim teachers will be able to make better decisions than state officials when it comes to educational and institutional matters and the reason why decisions made by those officials usually end up poorly made is because they lack the expertise of the teachers who will implement them. Rudolph (2006) agrees with this by

saying that since the teachers regularly observe and interact with their students, they learn their strengths, weaknesses, needs and wants better which makes teachers' possessing authority over decisions regarding their students and the school management all the more important.

2.1.2.3. Professional Development

Teachers' professional development has been a topic of discussion for decades in education as a field. Avalos (2011) believes that the reason why this topic has been and is continuing to be researched is the common understanding of what professional development is all about: the teachers' gaining knowledge about how to learn and then learning how to turn their knowledge into practice in order to provide for their students and help them grow. She describes teachers' professional development as: "a complex process which requires cognitive and emotional involvement of teachers individually and collectively, the capacity and willingness to examine where each one stands in terms of convictions and beliefs and the perusal and enactment of appropriate alternatives for improvement or change" (p. 10).

Ingersoll and Alsalam (1997) define the teachers' professional development as "the extent of participation of teaching staff in activities sponsored by professional teaching organizations and the provision of financial support for teachers' continuing education" (p. vii). They add that the scholars researching teaching as a profession focused on different aspects of teachers and teaching. Some focused on teacher training and the educational programs designed to improve the teachers' skills, some focused on the collegiality and collaboration of the teachers, some focused on the teachers' individual beliefs and attitudes regarding teaching as a profession and others focused on increasing the licensing and certification requirements for teaching.

Teaching is a profession that requires a constant cycle of learning and improving. That's why it's imperative for the teachers to have the necessary skills in order to fulfill their job requirements efficiently. Teacher autonomy plays a huge role in developing these necessary skills. Benson and Huang (2008) see teacher autonomy as a parallel notion to learner autonomy and state that just like how autonomous learners control their learning, autonomous teachers manage their own learning process.

As important teacher autonomy is for gaining the necessary professional skills, the opposite is also true. Koçak (2018) makes a point to say that "enlarging teacher authority and allowing them to work freely is not enough for the teachers to gain autonomy on their own. They also need to have sufficient professional knowledge and skills to enable them as teachers to work autonomously" (p. 23).

Before going to the next section, it should be mentioned that the dimensions of teacher autonomy are usually interconnected with each other in some shape or form. For example, the discussions about the teachers' participation in the school management processes and their professional development go hand in hand while talking about teacher autonomy. The teachers possessing autonomy to influence the curriculum and choose the teaching methods they prefer will help their professional development and lead to nurture their professional autonomy. Also, teachers having more active roles in the school management will be beneficial for their autonomy in their classrooms.

2.1.3. Functions of Teacher Autonomy

The numerous definitions of what teacher autonomy is and how the dimensions of teacher autonomy can be categorized have been examined but what kinds of purposes do teacher autonomy serve? What kinds of benefits do teacher autonomy have for the teachers and therefore the field of education? As with the dimensions of teacher autonomy, there are many answers to these questions but based on the literature, the most notable functions can be categorized as developing education and teacher training, boosting learner autonomy and increasing job satisfaction.

2.1.3.1. Developing Education and Teacher Training

In the previous section, it was established that one of the dimensions of teacher autonomy could be classified as professional development. Teacher autonomy allows the teachers to have the necessary freedom and control that nourish their professional identity and development. Teacher development is a key factor that leads to developing education therefore teacher autonomy functions as a way to develop education as a whole.

Teacher autonomy provides an important factor in order to facilitate teacher development which is the necessary freedom regarding decision-making. Teachers are faced with a variety of decisions regarding their job on a daily basis. Being able to make meaningful decisions is an extremely important part of teacher autonomy. Short (1994) believes that "the hallmark of autonomy is the sense of freedom to make certain decisions" (p. 491). It should also be added that, as Gavrilyuk et al. (2013) point out, decision-making is directly related to teacher autonomy while lack of participation in decision-making is associated with depersonalization: a core dimension of teacher burnout.

Unfortunately, many teachers do not possess the authority to make decisions regarding their own job. Webb (2002) mentions that teachers are being blamed for mandates they have no authority over. Similarly, Ingersoll (2007) thinks teaching is a profession that struggles between responsibilities and power. They add that the teachers are tasked with raising the next generation but they are not given the necessary authority over countless meaningful decisions that would aid them in this extremely pivotal mission. These remarks show that some scholars believe that many teachers lack the freedom to make influential decisions which reduces their autonomy and hinders their professional development. As Koçak (2018) said, teachers must possess the necessary professional autonomy in order to provide the necessary learning environment and teaching methods according to their students' needs. This will foster teacher development and lead to developing education as a field.

Another function of teacher autonomy that will be addressed in this section is teacher training. Vázquez (2018) states that in order to transform the current models of teaching, the current approaches for teacher education must be reconsidered which means that in order to develop education further, how teacher training is regarded should undergo some changes. He believes that more traditional methods of teacher education which limited teacher autonomy are unable to meet the current demands of being a teacher. Thus, he argues that teacher autonomy should be an important concern for teacher development in order to transform and develop foreign language teaching.

2.1.3.2. Boosting Learner Autonomy

Another important function of teacher autonomy is boosting learner autonomy. Learner autonomy is a term first coined by Holec in the early 1970s. Holec (1981, p.3) defined it as "the ability to take charge of one's learning" (as cited in Chan, 2015, p. 148). Little (1995) describes the core principle of learner autonomy as the awareness the learner gains about their own learning journey. He believes that this awareness has both socio-affective and cognitive implications which mean that it fosters the ability of reflection over the learning process by bringing these notions as far under conscious control as possible.

Ciekanski (2007) emphasizes the importance of fostering learner autonomy and adds that autonomous learning also helps the teacher to redefine their roles in their own classes, to take into account the existence of new kinds of access to knowledge, to be able to reflect on language learning and to meet a new kind of control that puts them in a less central, more distant position.

For language learning, Najeeb (2013) believes there are three fundamental pedagogical principles that highlight learner autonomy: learner involvement which is the process of helping learners to gain accountability for their learning process, learner reflection which consists of aiding the learners in order to help them consider how they're going to program, observe and assess their own learning and appropriate use of target language which means practicing the target language as the prime medium of language learning.

Little (1995) states that learners generally do not automatically take responsibility for their learning but they require the teachers' help to do that. He adds that they will most likely find critically reflecting on their learning processes hard as well so the teachers must provide them with tools and opportunities to practice. Ciekanski (2007) supports this statement by mentioning that in order to choose their learning contents, to decide which methods to learn, to take control of the timing, place and ways of their language learning journey; learners need to develop the necessary skills.

2.1.3.3. Increasing Job Satisfaction

What exactly is job satisfaction? There is not a definitive description of what job satisfaction is but various definitions have been made throughout literature. Lawler (1973) argues that: "teacher satisfaction refers to a teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher" (as cited in Zembylas & Papanastasiou, 2003, p. 359). Locke (1976) describes job satisfaction as a positive, inner state which derives from one's affirmative opinion of their own experiences (as cited in Esfandiari & Kamali, 2016).

Koçak (2018) states that one of the most important functions of teacher autonomy is increasing job satisfaction. Many scholars agree that teacher autonomy has a correlation to job satisfaction (Davis & Wilson, 2000; Esfandiari & Kamali, 2016; Kreis & Brockopp, 1986; Pearson & Moomaw, 2005; Wermke et al., 2019). Pearson and Moomaw (2005)'s study revealed that as the level of teacher autonomy increased so did the perceived levels of job satisfaction. Studies like this show that allowing teachers to have more autonomy will increase job satisfaction.

The role of motivation should also be emphasized here. Dörnyei and Ottó (1998) described motivation as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, operationalized and (successfully or unsuccessfully) acted out" (Dörnyei & Ushioda, 2011). There are many theories regarding the nature and functions of motivation. Dörnyei and Ushioda (2011) believe that one of the most basic distinctions in those theories is that of intrinsic and extrinsic motivation. Intrinsic motivation is driven by internal influences and rewards such as doing a particular activity because it gives joy whereas extrinsic motivation is driven by external sources and rewards such as monetary rewards.

Especially intrinsic motivation is seen as an important factor for developing teacher autonomy and over time, job satisfaction. According to Pearson and Moomaw (2005), intrinsic factors for teachers consist of elements such as wanting to help students achieve their goals, desiring to make a difference in society as a whole and feeling accomplished when they see their students learn; extrinsic factors for teachers consist of elements such as getting paid,

receiving non-monetary fringe benefits, and being recognized for their performance. Adabi and Ghafournia (2020) believe that motivation produces good performance and teachers may use motivation not only to increase their professional progress exponentially but also to prevent burnout.

2.2. Teacher Burnout

In this section, how teacher burnout is defined, what the potential sources of teacher burnout are, how teacher burnout may be prevented and what the relationship between teacher burnout and the presence of COVID 19 is will be explored.

2.2.1. Definitions of Teacher Burnout

Burnout is defined as "exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress or frustration" in the dictionary (Merriam-Webster's, 2021) but what does burnout truly mean? Studies regarding burnout have been made since the 1970s. As mentioned in the previous chapter, the pioneer studies were led by Freudenberger (1974-1975) and Maslach (1976) (as cited in Schaufeli et al., 2017) and gave birth to burnout as a new colloquial expression. Even though the term burnout gained recognition thanks to these studies, Maslach and Schaufeli (2017) remind that the phenomenon that is identified as burnout has existed far before them. They claim that some fictional characters in books such as *Buddenbrooks* (1922) and *A Burnout Case* (1960) dealt with symptoms commonly associated with burnout such as extreme fatigue and loss of passion for one's profession. After being introduced properly in the mid 1970s, burnout quickly became popular among the practitioners in fields such as social services, education and medicine but did not receive much attention from academic circles until the 1980s (as cited in Schaufeli et al., 2017). In the next decade, the number of studies made on burnout drastically increased.

Maslach and Jackson (1981) developed The Maslach Burnout Inventory (MBI) which measured the various aspects of burnout and determined three dimensions of burnout: emotional exhaustion, depersonalization, and personal accomplishment. MBI addresses these dimensions as:

- Emotional Exhaustion: Emotional Exhaustion measures feelings of being emotionally overextended and exhausted by one's work.

- Depersonalization: Depersonalization measures an unfeeling and impersonal response toward recipients of one's instruction.

- Personal Accomplishment: Personal Accomplishment measures feelings of competence and successful achievement in one's work.

Matteson and Ivancevich (1987) came to a similar conclusion and concluded that burnout had three stages:

- In the first stage of burnout, the person has feelings of fatigue and depression,

- In the second stage of burnout, the person suffers from psychological and physical withdrawal and starts to show below average performance,

- In the third stage of burnout, the person feels impersonal, starts to feel apathy towards the recipients of their care, shows extreme decrease in their performance and has doubts about their own self-efficacy (as cited in Gavrilyuk et al., 2013).

Given the nature of the teaching profession, the concept of burnout became a topic of discussion very quickly after being introduced. Teacher burnout was generally perceived as a phenomenon about teachers' negative reactions to work related pressure such as becoming mentally exhausted, frustrated, feeling depressed and anxious, and acting defensive towards the people they interacted with in the early studies of teacher burnout (Blase, 1992; Perlman & Hartman, 1992 as cited in Friedman, 1993).

As research regarding teacher burnout became more prominent and empiric, the old methods that were being used to measure burnout have been questioned and/or recontextualized for the teaching profession.

"In later studies, the MBI was adapted for measuring burnout in teachers by researchers in the United States and in other countries" (Farber, 1982; Friedman, 1991; Schwab, 1986 as cited in Friedman, 1993, p. 1036). Today, MBI-Educators Survey (MBI-ES), which is a version of the original MBI that is designed for educators, can be used in order to measure the levels of teacher burnout.

Over the years, many teacher burnout scales such as Seidman and Zager (1986-1987)'s the Teacher Burnout Scale and Kaner et al. (2008)'s the Teacher Occupational Burnout Scale have been created and are still being used to this day. Seidman and Zager (1986-1987) created the Teacher Burnout Scale which consists of 21 items that focus on career satisfaction, perceived administrative support, coping with job-related stress and attitudes towards students. Kaner et al. (2008) developed the Teacher Occupational Burnout Scale which has 24 items that measures occupational burnout, alienation to students-depersonalization to students, physical and emotional burnout, alienation to colleagues and managers-depersonalization to colleagues and managers (as cited in Deneme, 2021).

2.2.2. The Sources of Teacher Burnout

The source/s of teacher burnout has been a topic of discussion since the earliest studies. Iwanicki (1983) classified potential sources of teacher autonomy under three categories: societal sources of distress, organizational sources of distress and role-related sources of distress.

He considered that societal sources of distress resulted from society's view of education. The field of education not receiving the respect it deserves had unfortunate consequences for teachers such as teachers' self-esteem as a professional being reduced and teachers being unable to keep up with demands for increased productivity. Organizational sources of distress consisted of elements such as schools' inability to provide for the needs of the teachers, lack of systemic planning on an organizational level and the lack of teachers' freedom to meaningfully influence organizational decisions. Role-related sources of distress included teachers' lack of control and autonomy on a classroom level, teachers' not having the means to support their students, teachers' not being able to have time to develop themselves as a professional, teachers' not being able to develop positive relationships with the parents of their students.

Chang (2009) categorized the studies on teacher burnout into three groups: individual factors, organizational factors, and transactional factors. She considered individual factors as sources of teacher burnout which tried to find the answer to the question of "who" experiences higher levels of being burned out. This category consisted of factors such as age, gender, marital status and personality. Organizational factors as sources of teacher burnout tried to find the answer to the question of "what" makes teachers develop burnout or in what kinds of

institutional contexts do teachers become burned out. This category included factors such as work demands, inadequate salary and decision-making. Transactional factors as sources of teacher burnout tried to find the answer to the question of "who" gets burned out in "which" situations. This category contained factors such as perceived peer support, perceived administrative support and teacher efficacy. These categories will be explored in the next sections.

2.2.2.1. Individual Factors

As stated in the previous section, there are individual factors that question who are more prone to teacher burnout. In this section; the factors of age, gender, marital status and personality will be explored through the results of various studies from various researchers around the world.

Age: While exploring burnout among university faculty, Lackritz (2014) found that there is an inverse correlation between age and emotional exhaustion. He also noted that the younger faculty members had a higher chance of having teacher burnout earlier than their older colleagues because of the additional pressures they face in the early stages of their careers.

In line with Lackritz (2014), Filiz (2014) examined the job satisfaction and teacher burnout levels of teachers who worked at primary schools in Üsküdar and also found a significant correlation between age and teacher burnout. Additionally, the burnout levels of teachers who aged between 21-30 were much higher than their counterparts who aged between 31-40, 41-50 and more than 50.

Contrary to both Lackritz (2014)'s and Filiz (2014)'s findings, Van Horn et al. (1999) found that older teachers were more prone to burnout because they felt more incompetent than their younger colleagues. However, Van Horn et al. (1999) also agreed that age was a significant predictor of teacher burnout.

Gender: The findings of some studies showed that gender has a significant correlation with teacher burnout. Girgin and Baysal (2005) revealed that men are more likely to be burned out. The findings of Yavuz and Yıkmış (2021) support this. Yavuz (2019) also found gender to be a significant factor when it comes to teacher burnout but contrary to Girgin and Baysal (2005)'s and Yavuz and Yıkmış (2021)'s findings, his study revealed that women are more prone to being burned out than their male colleagues. Tuna and Çimen (2013)'s findings are also in line with Yavuz (2019)'s. A potential explanation for these different outcomes may relate to societal gender norms. Female teachers may be more prone to burnout because of what society expects of them as a mother and wife outside of their working environments. The pressure to fulfill all of their roles to perfection may leave them more vulnerable to teacher burnout. On the other hand, male teachers may be more likely to face burnout because they may feel the need to take on more classes than they should in order to earn more money and provide for their families due to societal pressures.

Interestingly, some studies did not find a significant correlation between gender and teacher burnout. According to the results of Maslach et al. (2001)'s findings, gender was not a significant predictor of burnout, however men appeared to be more prone to teacher burnout. Deneme (2021) reached a similar conclusion that gender had no significant correlation to teacher burnout. She suggested that a potential explanation for this result may be due to the personality traits of the respondents.

Marital status: Just like the gender factor, some studies showcased that marital status has a significant correlation with teacher burnout. According to the findings of Filiz (2014), single teachers are more likely to be burned out than their married colleagues. She notes that family as a construct plays a vital role in the teacher's ability to deal with burnout. On the other hand, Mousavy and Nimehchisalem (2014) found that married teachers are more prone to be burned out than single ones. The reason for that, as they suggested, may be married teachers having to deal with more responsibilities. For example; in many societies, married female teachers doing all the housework is still seen as the norm.

Contrary to all of that, some studies found no significant correlation between marital status and teacher burnout. Maslach et al. (2001) revealed that marital status was not a significant predictor of teacher burnout however, the results of their findings indicate that single teachers are more prone to burnout which is in line with the findings of Filiz (2014). Just like

Maslach et al. (2001), Deneme (2021) also concluded that marital status was not a significant factor when it comes to teacher burnout and stated that an important conclusion of the study was that both single and married EFL teachers are equally prone to teacher burnout.

Personality: Pishghadam and Sahebjam (2012) explored the relationship between teachers' personality types and burnout. Their results showed that a teacher's personality was a significant factor to consider when it comes to teacher burnout. They found that emotional exhaustion and neuroticism were highly related. Neurotic people usually are more anxious, insecure and moody; therefore, they become more vulnerable to burnout. There was also an inverse correlation between agreeability and depersonalization. Teachers who can be considered "not agreeable" are more susceptible to be depersonalized. Akçamete et al. (2001) also mentioned in their study that teachers who possess personality traits such as being hot-headed, anxious and impatient are naturally more prone to teacher burnout (as cited in Yavuz, 2009).

2.2.2.2. Organizational Factors

As stated before, there are organizational factors that question what kind of factors regarding educational institutions cause higher teacher burnout. In this section; the factors of work demands, inadequate salary and decision-making will be examined through the results of various studies from various researchers around the world.

Work demands: Work demands are important factors to consider while talking about teacher burnout. Lackritz (2004) measured the correlation between teacher burnout and worker demographics, job conditions and accomplishments which are factors that relate to the general workforce. He found out that the numbers of graduate students and total numbers of students were positive predictors of both emotional exhaustion and depersonalization. Emotional exhaustion also showed significant positive correlations with teaching load, office hours, grant money and overall time spent as a faculty member.

Inadequate salary: Inadequate salary is another important factor that causes teacher burnout. In their study on faculty burnout, Minter (2009) mentions that salary increases are usually too small to be effective long-term motivators for teachers and that faculty salaries in many disciplines don't usually justify the costs of obtaining the necessary academic degrees. The findings of Yavuz and Yıkmış (2021) showcased that there is a significant difference between teachers who are content with their salary and those who are not when it comes to teacher burnout.

Decision-making: Decision-making is also a significant factor when it comes to teacher burnout. According to the findings of Coyle et al. (2020), 54% of the participants did not feel involved in the decision-making process that impacted their roles and responsibilities as a teacher. Out of these participants, 50% of them felt the need to mention that their daily work schedules were often affected by circumstances out of their control. The participants also stated that they were expected to complete a task without/with restricted access to the necessary materials.

2.2.2.3. Transactional Factors

As previously mentioned, there are transactional factors that question which factors cause higher teacher burnout on what kind of teachers. In this section; the factors of perceived peer support, perceived administrative support and teacher efficacy will be inspected through the results of various studies from various researchers around the world.

Perceived peer support: An important factor that can easily be overlooked when it comes to teacher burnout is perceived peer support. Yavuz (2019) revealed perceived peer support as a significant factor for teacher burnout. His results showed that teachers who receive support from their colleagues had lower levels of teacher burnout. The research results of Girgin and Baysal (2005), Yavuz and Yıkmış (2021) and Deneme (2021) also support this.

Perceived administrative support: Just like perceived peer support, perceived administrative support is also seen as a predictor of teacher burnout. Girgin and Baysal (2005) suggest that perceived administrative support is significantly and inversely correlated to teacher

burnout. The research findings of Yavuz (2019), Deneme (2021) and Yavuz and Yıkmış (2021) agree with this notion. Yavuz and Yıkmış (2021) mention that when teachers start to feel more alienated to their superiors, they become more prone to teacher burnout.

Teacher efficacy: The term "self-efficacy" was first coined by psychologist Albert Bandura (1977). He believed that self-efficacy was an individual's own set of beliefs in their capacity to execute a plan of action in specific situations (as cited in Lopez-Garrido, 2020). Schwarzer and Hallum (2008) think that self-efficacy levels can increase or decrease one's motivation. They note that people with higher levels of self-efficacy set themselves higher goals and do not give up easily. When problems occur, they can recover faster and continue to work on their goals.

Skaalvik and Skaalvik (2010) describe teacher efficacy as teachers' beliefs in their own ability to plan, organize, and carry out activities that are required to attain given educational goals (p. 1059). The relationship between teacher self-efficacy and notions such as teacher autonomy, job satisfaction and teacher burnout have been investigated for decades. Some scholars believe that not only teacher self-efficacy is correlated to teacher burnout but is also a factor that may increase or decrease the levels of teacher burnout. Schwarzer and Hallum (2008)'s short term and longitudinal studies examined that especially younger teachers and those with low self-efficacy were more prone to burnout.

In this section; the individual, the organizational and the transactional factors of teacher burnout that were researched throughout the world were analyzed. The studies on the individual factors of "age", "gender" and "marital status" revealed conflicting results from different researchers. The potential reasons for why this is the case may be due to the cultural differences between different countries or other factors that were not taken into account when the studies were being conducted. The organizational factors of "work demands" and "inadequate salary" showed that the researchers seem to be in agreement that work overload and slow increases in salary are potential causes that increase teacher burnout. Also, "decision-making" is believed to be an important factor for teacher burnout because the research seems to indicate that teachers who do not believe they have enough autonomy to make independent decisions are more prone to teacher burnout. When it comes to transactional factors, these studies highlighted that teachers who lack perceived peer support and perceived administrative support are more likely to be burnout than teachers who have these kinds of support systems. Additionally, the research

seems to show that teachers who perceive themselves as more self-efficient are less prone to be burned out than their peers who do not. Examining these individual, organizational and transactional factors are important for understanding the potential causes of teacher burnout. As the potential causes of teacher burnout are more understood, the researchers look for potential ways to prevent teacher burnout. In the next section, this topic will be explained in more detail.

2.2.3. Ways to Prevent Teacher Burnout

The definition and sources of teacher burnout have been mentioned in the previous sections. Taking those into consideration, there are a number of strategies that can be adopted in order to prevent teacher burnout. These strategies will include individual and organizational advice and possible solutions.

2.2.3.1. Identifying the Stressors

One of the most fundamental ways to prevent teacher burnout is to identify the stressors teachers face. Terry (1997) emphasizes the importance of self-assessment. He believes that teachers should inspect their professional environment, personal traits and support systems in order to identify their areas of stress. Küçükoğlu (2014) supports this statement by suggesting that "teachers should identify the problems they face both personally and academically" (p. 2744).

Identifying the stressors can be highly beneficial for the teachers because once they identify their areas of stress, they can try to control the circumstances surrounding these areas. Stress will always be a part of the teaching profession but teachers can find ways to keep their stress levels at an optimal level. Contrary to the popular belief, stress may even aid productivity instead of sabotaging it but it is important to be able to tell when it is too much. Jorde highlights the importance of this delicate balance by saying that "teachers need to distinguish between

stress which is good and productive and stress which is bad and destructive (1982)" (as cited in Terry, 1997, p. 4).

2.2.3.2. Maintaining a Healthy Lifestyle

Maintaining a healthy lifestyle is a significant part of preventing teacher burnout. Exercising is a great way to reduce stress. While exercising, the brain will produce endorphins which help relieve pain and boost one's mood. Exercising may be a hard endeavor for teachers but even a short walk may help regulate one's mood. Having a balanced diet is a key factor in managing the physiological changes caused by stress. Even simple actions such as avoiding sugary cereals or reducing daily caffeine consumption may help since they contain stimulants that provide a temporary energy boost but cause reduced energy levels in the long term. The importance of getting good quality sleep should also not be understated. American Psychological Association (2013) deems sleep so essential that even slight sleep deprivation can influence one's mood, memory and judgment. Maintaining a healthy sleeping schedule will help reduce stress greatly.

Finding healthy coping mechanisms is also without a doubt an important part of maintaining a healthy lifestyle. It is important to recognize that teachers, just like everyone else, will be stressed so it is important for teachers to find the necessary methods to combat it. Terry (1997) suggests that teachers should educate themselves on stress management techniques that are suitable in dealing with the problems of the teaching profession. Küçükoğlu (2014) recommends that teachers should "try to find opportunities to go abroad for educational and social purposes" (p. 2744). Spending some time alone can also help reduce stress. Reading a book for half an hour or listening to some relaxing music during lunch break may be more useful than one would think.

2.2.3.3. Getting Support from Colleagues and Administrators

Even though individual strategies to combat stress are highly crucial for teachers, the importance of having a supportive work environment should also be emphasized. Being able to share their concerns with their colleagues can help reduce stress as well as boost morale. The

teachers may also find a solution to deal with their stressors by taking advice from their colleagues. In order for teachers to have a healthy conversation with one another about stress, perhaps the most important thing to do is to normalize talking about stress. Claxton (1989) supports this by highlighting the importance of talking about stress not as something shameful but as something understandable and, to a certain extent, unavoidable for a highly demanding job such as teaching and adds that many teachers who attend his stress-related workshops felt the need to conceal where they are going from their colleagues.

Friedman (2000) believes that good collegial support should be encouraged in order to aid teachers' self-efficacy and therefore prevent teacher burnout. This begs the question of what kind of support should be provided to the teachers. Claxton (1989) suggests peer support groups which possess the following characteristics:

- the intention to change is reinforced by being accepted as rational and desirable;
- people are sympathetic to the misgivings that inevitably arise, and encourage each other through them;
- experiences of varying degrees of success, and their associated feelings, can be shared without judgment;
- participants can share ideas about what might work and strategies for dealing with institutional opposition;
- people are not criticized for being confused or half-baked in their ideas;
- it is accepted that people undergoing change will feel uncertain about their identities, and are vulnerable in a variety of ways;
- there is a general understanding of the process of change; of the setbacks that may arise; of the feelings that change arouses; and of the role that one's personal belief system can play in blocking learning (p.139).

Getting support from their administrators can be vital for the well-being of the teachers. There are a number of things the administrators can do to help prevent teachers from burning out. One of them is consulting the teachers about management decisions. This would help teachers make more meaningful decisions regarding their professions, make them feel more in control therefore reduce anxiety and stress.

Another thing they can do is praise the teachers. Knowing that their efforts are recognized can be a great source of morale for the teachers and will increase the feeling of personal accomplishment. The results of Blase and Kirby (1992)'s study supports this. They found that the teachers who participated in their study saw praise as a positive and effective influence strategy. Receiving praise from their principals boosted their confidence and increased their sense of belonging. They also felt more motivated and performed better at their jobs. Providing teachers verbal or written positive feedback is a great way to help them improve as well.

The administrators can also provide them with the necessary tools they need. Kyriacou (2001) considers teachers possessing the necessary tools and facilities, teachers' role being explicitly defined and teachers' having available support as signs that a school environment is healthy. Friedman (2000) agrees with these points and adds that flexibility is also incredibly important in order to prevent teacher burnout and reduce stress. He believes that organizational expectations, roles and assignments should be clearly stated and be flexible for the teachers.

2.2.3.4. Having More Freedom

Increasing the teachers' freedom inside and outside of the classroom can do wonders in preventing teacher burnout. The teachers' freedom inside of the classroom includes the freedom of planning lessons, the freedom of choosing the class materials, the freedom of implementing the desired methods and techniques, the freedom of following or diverging from the curriculum and the freedom of choosing the assessment methods while the teachers' freedom outside of the classroom includes the freedom of making organizational decisions.

Even though the importance of granting these types of freedom to teachers has become apparent, teachers all around the world continue to struggle because of the restrictions of their freedom in various areas. When it comes to the teachers' freedom inside of the classroom, the

biggest hurdles the teachers face usually come from systemic obstacles. In Turkish EFL teachers' case, they have to strictly follow the textbooks provided by MoNE because high stakes exams which are extremely important for their students' future cover the contents of said textbooks. This makes Turkish EFL teachers dependent on the given textbooks and restricts their freedom, which leads to burnout over time. This shows that, in some cases, making a systematic change in the education system might be the ideal way to prevent teacher burnout.

Another thing that greatly restricts teachers' freedom inside the classroom throughout the world is the excessive control given to parents. Wermke et al. (2019) found that both Swedish and German teachers felt their freedom restricted by the control from the parents of their students. Just like Swedish and German teachers, Turkish teachers also suffer from the same problem. Although this problem is more apparent in private schools than public schools, it is still a reality of every single school in the country. The parents may intervene with how the teachers run their classes and even may have a say in simple matters such as how much homework the teachers can assign their students with but their influence becomes more evident when it comes to the assessment of the students. If the parents are not satisfied with the students' grades, they may question the teachers' assessment methods and may even demand higher grades. These kinds of situations can be a great source of stress for the teachers and unfortunately, there is so little chance of them receiving administrative support. These disheartening situations can lead to burnout over time and may cause teachers to quit their jobs. This showcases that the excessive control given to parents is a topic worthy of discussion when it comes to preventing teacher burnout in the long term.

2.2.3.5. Earning a Higher Salary and Receiving Monetary Rewards

As established before, the living conditions of the teachers play an important role in preventing burnout. Since one of, if not the most, important factors that determines the teachers' livelihood is their salary; it should also be a topic of discussion when it comes to teacher burnout. Toulabi et al. (2013) found a significant correlation between teachers' happiness and the amount of payment they receive. This result is not surprising in the slightest. Earning a higher salary is highly beneficial for teachers. With a higher salary, teachers do not have to work on other jobs which leads them to having healthier lifestyles, feeling less stressed and more energetic, being more productive and feeling happier which reduces their chances of being

burned out. Receiving monetary rewards may also be considered a factor that helps prevent teacher burnout because receiving monetary rewards increases teacher motivation and productivity.

In this section, potential ideas and strategies that may help prevent teacher burnout were presented. Individual advice such as identifying the stressors, maintaining a healthy lifestyle and organizational advice such as getting support from colleagues and administrators, having more freedom and earning a higher salary and receiving monetary rewards have been provided. It is important to be aware of what can be done to prevent and help battling teacher burnout on individual and organizational aspects. The individual advice can help teachers improve their lifestyles and help deal with the problems they face during their careers as a teacher. That is why it is crucial for teachers to be aware of how they can help themselves and on an organizational level, help their fellow colleagues. The organizational advice can help teachers on a more systematic level which is quite important to prevent and battle teacher burnout on the long run but it should also be emphasized that systematic advice often requires systematic changes which may be hard to acquire. It is important for the administrators to be aware of how to provide support for the teachers in order to prevent them from being burned out. More importantly, when it comes to teacher salary and additional monetary rewards, the education systems themselves must have the necessary changes in order to accommodate the teachers' needs. These systematic changes require awareness of teacher burnout on a national and global scale which is why it is critical to research teacher burnout. This awareness will undoubtedly help teachers receive the necessary help and care they need. While talking about this awareness, the effects of the COVID 19 pandemic, which also affected the present study, on teacher burnout cannot be overlooked. In the next section, this topic will be examined in more detail.

2.2.4. The Effects of the COVID 19 Pandemic on Teacher Burnout

Teaching is a demanding job which has the potential of leaving the teachers vulnerable to being burned out already and on top of that, the end of 2019 brought a radical change that still affects teachers as of today: the COVID 19 pandemic. In the beginning period of the COVID 19 pandemic, schools all around the world closed their doors and the teachers found themselves having to adjust to online teaching. Teachers had to replan their lessons, find

appropriate online materials and get used to teaching remotely in a fairly short amount of time. This abrupt change was hard to get used to, especially for teachers with limited experience in digital learning environments. Not to forget that they had to do all of this while having to deal with the fear of getting sick and losing their loved ones. This incredibly stressful period of time was also incredibly hard on their students who were fearing for their own safety and were afraid of losing their families. Teachers had to consider how to support their students in these frightening times as well. Naturally, these changes had effects, which are still not fully researched, on the teachers' mental health and their perceived levels of burnout. Weißenfels et al. (2022) believe that this kind of emotional workload could result in depersonalization which would have harmful effects on the students. Their study investigating changes in teacher burnout and self-efficacy during the COVID 19 pandemic found that the depersonalization and reduced personal accomplishment aspects of teacher burnout had significantly increased compared to before the COVID 19 pandemic.

Similarly, Yuvayapan and Yükselir (2021) found out that the teachers had a hard time maintaining a sense of personal accomplishment. Their study investigated the EFL teachers' perception of burnout when it comes to online learning and showed that 61% of their participants experienced burnout during online classes. They mentioned that the sudden switch to online education due to the COVID 19 pandemic put the teachers in a very difficult position since the teachers did not have time to receive the necessary training. Finding themselves surrounded with unfamiliar responsibilities damaged their sense of professional identity and left the teachers feeling frustrated. Yuvayapan and Yükselir defined the biggest factors that contributed to the EFL teachers' burnout during online classes as lack of participation, classroom management and technical problems. They especially highlighted lack of participation as a major factor because it led to teachers feeling isolated from their students. Yuvayapan and Yükselir recommend the educational authorities to create online teacher training programs in order to help teachers adapt to online education which in turn would result in the decrease of teachers' perceived levels of burnout.

The results of Sokal et al. (2020)'s longitudinal study on the teachers' attitudes toward change, efficacy, and burnout during the COVID-19 pandemic showed both similar and different results than the previously mentioned studies. When the burnout data from April 2020 were examined, the teachers' mean exhaustion level was 3.5 out of 6, which meant that teachers felt exhausted a few times per month to once per week. Their mean cynicism level was 1.46 out

of 6, which meant that teachers felt cynical once a month or less often. Surprisingly, their mean accomplishment level was 3.42 out of 6, which meant that teachers felt a sense of accomplishment a few times per month to once per week. Comparing these data with the data from June 2020 revealed quite the interesting results. According to the data from June 2020, the teachers' mean exhaustion level increased to 4.6 out of 6, which meant that teachers felt exhausted once per week to a few times per week. Their mean cynicism level also showed an increase to 2.7 out of 6, which meant that teachers felt cynical once per month to a few times per month. Their accomplishment level results revealed a finding that defied the common idea of the progression of the teacher burnout. Usually, if the emotional exhaustion level and the cynicism (which leads to depersonalization) level increase, the sense of accomplishment level would decrease but, in this case, the teachers' mean accomplishment level increased to 4.6 out of 6, which meant that teachers felt a sense of accomplishment once per week to a few times per week. The researchers think that the reason for this might be related to the students. Even though the teachers might have felt uneasy due to the differences between being physically there in a classroom versus online education, it is possible that their students responded positively to their teachers' management of the class during online teaching which in turn prevented the reduction of the teachers' sense of accomplishment.

Before closing this section, it is important to once again emphasize that there is still not enough research on how the Covid 19 pandemic affects teacher burnout as of today but it is estimated that this topic will be further researched in the near future because as this section made it clear, the sudden changes the Covid 19 pandemic brought fueled the three dimensions of teacher burnout, which means that it's quite difficult to guess what kind of side effects the teachers will be left with after the pandemic.

2.3. The Previous Studies on Teacher Autonomy

In this section, there will be a short examination of the previous studies on teacher autonomy. In order to do that, four exemplary studies will be selected and explored briefly. These exemplary studies will show insights towards the kind of research that has been done on teacher autonomy thus far.

The first study that will be examined is *Teacher Autonomy on English Communication courses in Japanese Universities* (2019) by Paul Anthony Marshall. For this study, he aimed to examine how much general and curricular autonomy his participants possessed. The results showed that when it comes to general autonomy, almost 95% of the teachers felt free to be creative in their teaching methods and in control of the classroom activities. Almost 70% of them believed that their teaching is in line with the approaches specified by the school. Close to 85% of them stated that they were in control of the scheduling of their classes and the assessment of their students. When it comes to curricular autonomy, almost 95% of them responded by stating that they choose the content and skills taught in their classes and 100% of them replied that the standards for their classes are set primarily by themselves. These results show that these teachers possess quite a high level of both general and curricular autonomy. Marshall added a section for them to give additional information if they preferred to do so at the end of the Teacher Autonomy Scale. The most notable comments are: *"There is some leeway if I prefer to teach a more active class even when the objective is receptive"* and "*I am a single vote among several staff and sometimes feel the content does not match my interest or approaches"*. The first one emphasizes that these teachers are usually free to do what they want but they have limits. The second one gives insight about the departmental/faculty autonomy and has implications regarding accountability. At the end of this study, Marshall states that even though this study shows the many benefits of teacher autonomy, the teachers need to be motivated and experienced in order for high teacher autonomy to be a successful policy for education.

The second study that will be examined is *Decision-making and control: perceived autonomy of teachers in Germany and Sweden* (2019) by Wieland Wermke, Sigrid Olason Rick and Maija Salokangas. Wermke et al. (2019) aimed to examine the perceived autonomy of teachers in Germany and Sweden. The results of their study indicated both similarities and differences when it comes to how Swedish and German teachers perceive their autonomy. As for their similarities, both groups stated that they felt like they could exercise their autonomy in the classroom and felt free in their decision-making processes when it comes to their classrooms. Parents serve as a control mechanism in both groups when it comes to the assessment of the students. Lastly, in both instances, the results about the students' success matter more than the methods the teachers implement. As for their differences; in Swedish teachers' case, teachers face a lot of pressure from sources such as parents, administrators and even the media in order to ensure their students get good results. Standardized testing plays a

big role in the school system and teachers have conflicting feelings about this. Some of them believe that the recent curriculum limited teachers' autonomy and can be considered a form of control by the state while some of them believe that it made it easier for them to plan their teaching. In German teachers' case, they feel the control from sources such as parents and administrators at a less intense level from their Swedish counterparts. Wermke et al. suggest that a potential explanation for that may be the number of stakeholders involved which is quite larger in Sweden. Collegial decision-making is also quite important in German education.

The third study that will be examined is *A Qualitative Study on EFL Teachers' Self-perceived Beliefs about Teacher Autonomy* (2020) by Cemile Buğra and Ferzan Atay. The aim of Buğra and Atay (2020) was to examine EFL teachers' self-perceived beliefs about teacher autonomy. The results of this study revealed that all of the teachers were aware of the concept of teacher autonomy. Most of them expressed broader ideas about it, even the ones who didn't consider themselves autonomous teachers. The majority of them believed that teacher autonomy was about freedom: freedom to make personal decisions, professional freedom and freedom from outer factors. Some of them mentioned that teacher autonomy is related to personal and professional awareness. A few of them emphasized personal and professional responsibility. Some of them considered teacher autonomy as a method of development. One of them felt the need to stress the correlation between teacher autonomy and other factors such as job satisfaction and teacher motivation.

The last study that will be examined is *Textbook Dependency and Teacher Autonomy in EFL Classes* (2020) by Merve Bizmiye. Bizmiye (2020) focused on determining the dependency of EFL teachers to the textbooks and sought out a possible correlation between textbook dependency and teacher autonomy. The results of her study revealed that the level of textbook dependency of 69% of the teachers were medium and 28% of them were high. An interesting finding was that teachers who had 0-10 years of experience showed more signs of textbook dependency than their colleagues with more than 20 years of experience. When the relationship between textbook dependency and teacher autonomy were examined, a significant negative correlation was found. Additionally, the semi-structured interviews gave insight about the teachers' perspectives about textbook dependency and autonomy. Teachers mentioned two aspects that restrict their autonomy. One of them was formal considerations. Teachers had no choice but to follow the textbooks selected by MoNE in their classrooms which limited their autonomy. The other was high stakes tests. When asked if they had to strictly follow the textbook, one of the teachers replied that they had to follow the book because high stakes tests

such as LGS which determines the high schools the students will enter included everything from the textbook MoNE provided.

After examining these studies, it becomes clear that teacher autonomy is a concept that the teachers are generally aware of. The most prominent notion that teachers associate positively with autonomy seems to be freedom. All of the studies showed that when teachers had personal and professional freedom to make meaningful choices regarding this profession, they showed higher levels of autonomy. The most prominent notion that teachers associate negatively with autonomy seems to be control. Their autonomy levels seem to be the lowest when their authority and freedom are restricted by factors beyond their control. The results of these studies reveal a key factor when it comes to teacher autonomy: type of education system. In Marshall's case, Japan's education system seems to allow teachers to have more freedom to be creative and implement the syllabus and teaching methods they prefer, which results in higher autonomy levels. In Wermke et al.'s case, it seems like both Sweden and Germany's education systems allow teachers to have control in their classes but have highly restrictive factors looming over the teachers' decisions which affect their autonomy. In Bizmiye's case, not having the freedom to implement the syllabus they prefer seems to be a big factor that restricts teacher autonomy in Turkey. Teachers also have to think about the high stakes exams their students will enter, which forces them to use the textbooks provided by MoNE which is a similar problem to what Swedish teachers are facing.

2.4. The Previous Studies on Teacher Burnout

In this section, there will be a short examination of the previous studies on teacher burnout. In order to do that, six exemplary studies will be selected and examined briefly. These exemplary studies will show insights towards the kind of research that has been done on teacher burnout thus far.

The first study that will be reviewed is *Öğretmenlerin Tükenmişlik Düzeyleri ve Kullandıkları Başa Çıkma Davranışları* (1999) by Songül Tümkaya. The purpose of Tümkaya (1999) was to understand whether or not factors of teacher burnout were associated with adaptive and maladaptive coping behavior. The results of her study revealed that there was a significant correlation between teacher burnout and factors such as education degree, type of

school they work at and teaching experience. Tümkaya found that teachers with a higher degree of education were more prone to burnout. When it comes to the type of school the teachers work at, perceived administrative support and the attitudes of the students turned out to be highly important factors for teacher burnout. The primary school teachers who believed they received the least amount of administrative support and high school teachers who were having trouble communicating with their teenage students were the most burned-out groups. The results she found regarding teacher experience showed that teachers who had more experience tended to burn out less and were more satisfied with their job than their colleagues who recently started working as a teacher. She added that some maladaptive coping mechanisms such as smoking, consuming alcohol were related to higher levels of teacher burnout while some adaptive coping strategies such as exercising, breathing exercises were related to lower levels of teacher burnout.

The second study that will be reviewed is *The Role of Classroom Management Efficacy in Predicting Teacher Burnout* (2007) by Yalçın Özdemir. Özdemir (2007) investigated the extent classroom management efficacy, marital status, gender and teaching experience predict burnout among primary school teachers. His results showed that the four predictors which were classroom management efficacy, marital status, gender and teaching experience had different effects on each component of teacher burnout. Classroom management efficacy, marital status and teaching experience were found to be significant predictors of the emotional exhaustion component of teacher burnout. The results indicate that there's a negative correlation between classroom management efficacy, marital status and emotional exhaustion and a positive correlation between teaching experience and emotional exhaustion which show that single teachers, teachers who doubt their own classroom management efficacy and more experienced teachers are more prone to emotional exhaustion. Marital status and classroom management efficacy were found to be significant predictors of the depersonalization component of teacher burnout. The results showcased that there is a negative correlation between marital status, classroom management efficacy and depersonalization which means that single teachers and teachers who doubt their own classroom management efficacy tend to feel more depersonalized than their colleagues. Lastly, classroom management efficacy, gender and teaching experience were found to be significant predictors of the personal accomplishment component of teacher burnout. According to the results, there is a positive correlation between classroom management efficacy, teaching experience and personal accomplishment which indicates that teachers who

have faith in their own classroom management efficacy and more experienced teachers feel more personally accomplished than their peers. When it comes to gender, it was found that male teachers felt less burned out when it comes to the personal accomplishment component of teacher burnout. Özdemir emphasizes the importance of teacher training and states that teaching how to manage the classroom may be an effective factor in preventing teacher burnout.

The third study that will be reviewed is *Burnout Among English Language Teachers In Malaysia* (2010) by Jayakaran Mukundan and Koroush Khandehroo. Mukundan and Khandehroo (2010) focused on examining the burnout levels of ELT teachers in Malaysia. Mukundan and Khandehroo categorized their participants according to four categories each based on their age (<25, 26-35, 36-45, >46) and workload (<10, 11-20, 21-30, >30). The results of their study showed that teachers between the age range of <25 to 45 are more prone to facing emotional exhaustion. When it comes to depersonalization, teachers who are older than 25 tend to feel more depersonalized than their peers. Teachers who are younger than 25 and older than 45 show more signs of reduced personal accomplishment than the rest of the participants. For workload, all of the groups except for teachers working less than 10 hours showed a significant correlation to emotional exhaustion. Teachers who work between less than 10 hours up to 30 hours feel more depersonalized than the rest of the participants. Lastly, teachers who work between less than 10 hours up to 20 hours feel less accomplished than their peers. The results of this study revealed that Malaysian teachers were highly burned out. Mukundan and Khandehroo bring attention to the vulnerable age groups and the number of working hours and recommend a plan concerning higher salary, reduced working hours and more opportunities of extracurricular activities for preventing teacher burnout.

The fourth study that will be reviewed is *Burnout among English Language Teachers in Iran: Do Socio-demographic Characteristics Matter?* (2014) by Karim Sadeghi and Sima Khezrlou. The purpose of Sadeghi and Khezrlou (2014) was to explore the correlation between the socio-demographic factors such as age, gender, marital status and level of education and the components of burnout of ELT teachers in Iran. The results of their study indicated that there were significant differences between the teachers about how burned out they were and overall, their levels of emotional exhaustion and reduced personal accomplishment were higher than their level of depersonalization. Sadeghi and Khezrlou believe that a possible explanation for the high levels of emotional exhaustion in this case may be teachers feeling conflicted with their faith in the professional values and the lack of appreciation they receive. Another explanation may be related to reward. Teachers doing more work while receiving no reward may lead to

emotional exhaustion. When it comes to reduced personal accomplishment, they think that the increasing pressure that the teachers feel due to the recent emphasis on the education system might have evoked negative feelings and lead to teachers questioning their own adequacy. For this study, the results revealed no significant correlation between teacher burnout and the factors of age, gender and marital status but showed a positive, significant correlation between teacher autonomy and level of education. According to the results of the study, BA level teachers were more burned out than their colleagues with higher educational degrees. They believe that a possible explanation for that may be that teachers with a higher education level might have more realistic expectations regarding the nature of this job and therefore have low levels of stress and more confidence in their own personal accomplishments.

The fifth study that will be reviewed is *The Relationship among Anxiety, Motivation, and Burnout: A Study of Iranian EFL Teachers* (2020) by Younes Adabi and Narjes Ghafournia. Adabi and Ghafournia (2020) investigated the correlations between anxiety, motivation and burnout among Iranian EFL teachers. According to the results of their study; as the motivation levels of the teachers increased, their burnout levels decreased and as their anxiety levels increased, so did their burnout levels. These results suggest that there's a negative correlation between teacher burnout and teacher motivation and a positive correlation between teacher burnout and teacher anxiety. Just like Özdemir (2007), Adabi and Ghafournia emphasize the importance of teacher training in preventing teacher burnout. They suggest teacher training courses and updated teaching programs in order to increase language teachers' motivation levels. Additionally, they recommend workshops to help teachers learn effective techniques to deal with their stress and anxiety.

The last study that will be reviewed is *An investigation of occupational burnout levels of Turkish EFL teachers by various variables* (2021) by Selma Deneme. The purpose of Deneme (2021) was to examine the occupational burnout levels of Turkish EFL teachers according to the variables of gender, marital status, economic level, professional seniority, perceived peer support and perceived administrative support. She found no significant correlation between the occupational burnout levels of Turkish EFL teachers and the variables of gender, marital status, and economic level. However, she determined that the variables of professional seniority, perceived peer support and perceived administrative support were significantly related to teacher burnout. In terms of the professional seniority variable, the results of this study showed that there is an inverse correlation between teacher burnout and professional seniority. Deneme suggests that the reason for why teachers with low professional seniority are more prone to

burnout may be due to their inexperience as teachers. In terms of the perceived peer support and perceived administrative support variables, the results revealed that teachers who receive support from their colleagues and administrators are less burned out than their peers who did not receive the necessary support. Deneme believes that a possible explanation for why gender and economic level did not have a significant correlation to teacher burnout may be related to the teachers' personality traits. Lastly, she emphasizes the importance of identifying the causes of burnout and troublesome factors. She believes that both personal and organizational measures must be taken in order to prevent teacher burnout and supports Mukundan and Khandehroo (2010)'s recommendation for the school administrators to provide more extracurricular opportunities in order to combat this syndrome.

After examining these studies, the factors that are significantly related to teacher burnout seem to be education degree, type of school, teaching experience, perceived peer support, perceived administrative support, the attitudes of the students, classroom management efficacy, workload, motivation and anxiety. There seems to be conflicting results about the factors "age", "gender" and "marital status". While Özdemir found gender and marital status to be significant predictors of teacher burnout, Sadeghi and Khezrlou and Deneme revealed no significant relationship with these factors and teacher burnout. Similar to the case of gender and marital status; while Mukundan and Khandehroo found age to be a significant predictor of teacher burnout, Sadeghi and Khezrlou revealed the opposite results. These conflicting results indicate that there might be other factors influencing these results such as teachers' personality traits.

2.5. The Previous Studies on The Relationship Between Teacher Autonomy and Teacher Burnout

The relationship between teacher autonomy and teacher burnout have been a topic of interest for decades. Researchers from various countries around the world conducted studies to understand the dynamic between these two notions. In this section, there will be a short examination of previous studies on the relationship between teacher autonomy and teacher burnout. In order to do that, six exemplary studies will be selected and reviewed briefly. These exemplary studies will show insights towards the kind of research that has been done on the dynamic of teacher autonomy and teacher burnout thus far.

The first study that will be investigated is *The Relationship between Teacher Autonomy and Stress, Work Satisfaction, Empowerment, and Professionalism* (2005) by L. Carolyn Pearson and William Moomaw. Pearson and Moomaw (2005) focused on exploring the relationship between teacher autonomy and on-the-job stress along with work satisfaction, empowerment, and professionalism. According to the results of the study, there was a negative correlation between teacher autonomy and on-the-job stress levels of the teachers. In particular, curriculum autonomy showed a significant relationship with on-the-job stress. Additionally, a positive correlation between teacher autonomy and both empowerment and professionalism were found.

The second study that will be investigated is *Relations of Perceived Autonomy and Burnout Syndrome in University Teachers* (2013) by Oksana A. Gavrilyuk, Irina O. Loginova and Natalia Yu. Buzovkina. Gavrilyuk et al. (2013) tried to determine whether the improvement in the degree of perceived teacher autonomy reduces the degree of perceived burnout in Russian university teachers. The results of their study showed a significant negative correlation between teacher autonomy and teacher burnout. It is worth noting that close to 90% of the teachers who were having difficulties in coping with work-related stressors had a low level of autonomy. On the contrary, the third group which possessed no signs of the disorder showed a high level of autonomy. The study also found that perceived teacher autonomy had a positive correlation with professional self-development and self-actualization. Additionally, it had a negative correlation with external factors such as lack of materials, a restraining program, too much clerical work, teaching work overload, the number of students, low salary and administrative problems. One last finding that should be emphasized is that they found out that more than 73 % of the teachers found teaching stressful. The main sources of their stress were too much clerical work, teaching work overload, social demands, self-developmental demands, lack of autonomy, disrespect and loss of status in the teaching profession.

The third study that will be investigated is *On the Relationship between Teacher Autonomy and Feeling of Burnout among Iranian EFL Teachers* (2014) by Farzaneh Javadi. The purpose of Javadi (2014) was to investigate the relationship between feelings of burnout with teacher autonomy among ELT teachers in Iran. According to the results of her study, she found a significant and inverse correlation between teacher autonomy and the feeling of burnout which is a similar conclusion to Gavrilyuk et al. (2013)'s. The results also showed the dimensions of burnout which consist of emotional exhaustion, depersonalization and lack of personal accomplishment, predicted 31% of teachers' perceived sense of autonomy. An

important finding that should be emphasized is that teachers who believed they possessed more authority in their teaching -regardless of their level of experience or formal training- stated that they felt less sense of burnout in their teaching experiences. Additionally, contextual factors such as job dissatisfaction and a lack of authority are crucial factors in triggering teacher burnout. Javadi believes that by understanding what kind of factors and components play a role in lower teacher autonomy and higher teacher burnout; the necessary program, school and method changes that enhance teacher autonomy can be made and better support for teachers can be provided.

The fourth study that will be investigated is *Teacher Self-Efficacy and Perceived Autonomy: Relations with Teacher Engagement, Job Satisfaction, and Emotional Exhaustion* (2014) by Einar M. Skaalvik and Sidsel Skaalvik. Skaalvik and Skaalvik (2014) aimed to determine whether teacher self-efficacy and teacher autonomy were independent predictors of teachers' engagement, job satisfaction, and emotional exhaustion. The results of the study showed that engagement and job satisfaction were positively, emotional exhaustion was significantly and negatively predicted by teacher self-efficacy and perceived autonomy. Skaalvik and Skaalvik speculated that teacher autonomy works positively but differently for teachers with high and low mastery expectations. Teachers with strong mastery expectations may regard autonomy as a chance to implement their own teaching methods, to experiment and change their teaching according to their students' needs and therefore be more engaged and satisfied with their jobs. On the other hand, teachers with low mastery expectations may perceive autonomy as a chance to cover up their own shortcomings and avoid challenges. Skaalvik and Skaalvik suggest that this may increase engagement and job satisfaction and decrease emotional exhaustion in the short run but avoiding challenges and not working on their shortcomings may hinder their professional and personal growth and therefore prove ineffective in the long run.

The fifth study that will be investigated is *On the Relationship between Job Satisfaction, Teacher Burnout, and Teacher Autonomy* (2016) by Rajab Esfandiari and Mahdi Kamali. The purpose of Esfandiari and Kamali (2016) was to examine the relationship between job satisfaction, teacher burnout, and teacher autonomy. According to the results of the study, there is a weak, negative correlation between teacher job satisfaction and teacher burnout and a weak, negative correlation between teacher job satisfaction and teacher autonomy but the most interesting finding is that Esfandiari and Kamali found no statistically significant relationship between teacher burnout and teacher autonomy. The authors think that there might be a couple

of reasons as to why they found no relationship between teacher burnout and teacher autonomy. One of them is that teacher burnout takes a long period of time to develop and since 96 participants of this study were teachers with 1 to 5 years of teaching experience, they might not have had enough time to experience burnout. Another reason may be that teacher burnout also can be developed because of disappointment which is a feeling autonomous and non-autonomous teachers do not feel equally. They also believe that how much freedom a teacher possesses may not relate to the environment they are teaching in.

The last study that will be investigated is *The Effects of Teacher Autonomy Perceptions of English As A Foreign Language Teachers On Their Burnout Levels: Van Case* (2018) by Aysel Koçak. Koçak (2018) examined the relationship between teacher autonomy and teacher burnout among EFL teachers at middle school level in Van, Turkey. She found a low negative correlation between teacher autonomy and emotional exhaustion subcategory of teacher burnout and a significant positive correlation between teacher autonomy and personal accomplishment subcategory of teacher burnout. The results of her study showed that teachers of Van had a moderate level of teacher autonomy in general but it should be noted that when analyzed in terms of curriculum autonomy and general autonomy, teachers had low level of curriculum autonomy. Koçak believes that the centralized structure of the Turkish education system might be the cause of this result.

After examining these various studies, some similarities and differences become apparent. Gavrilyuk et al., Javadi and Skaalvik and Skaalvik found a significant, inverse correlation between teacher autonomy and teacher burnout. Pearson and Moomaw have also found a negative correlation between these two notions although not at significant levels. On the other hand, Esfandiari and Kamali's study indicated no significant relationship between teacher autonomy and teacher burnout. The authors noted that the reason for this result might be related to the teaching experiences of the respondent teachers. Additionally, they mentioned that how much freedom a teacher possesses may not relate to the environment they're teaching in which rings a similar tone with the results of Koçak's study. Despite the regulations and limitations they faced, the teachers of Van still had a moderate level of autonomy which is in line with Esfandiari and Kamali's claim.

CHAPTER 3: METHODOLOGY

This chapter provides information about the methodology used in this study. Firstly, the research design is explained and the research questions are stated in order to paint a clear picture about the nature of this study. Then, the data collection process is explained and information about the setting, the participants and the instruments are provided. Finally, the data analysis process is presented.

3.1. Research Design

In this study, the relationship between teacher autonomy and teacher burnout is explored and the nature of their dynamic is examined. In order to achieve that, the correlational research design is chosen as the ideal research design for this study. Fraenkel and Wallen (2012) describe correlational research as the study that investigates the dynamics of two or more variables without trying to manipulate them. Additionally, they add that this type of research can be classified as a type of descriptive research because there is an existing relationship between variables. This study can also be described as a descriptive kind of research because the aim is to investigate the relationship between the variables of teacher autonomy and teacher burnout.

The study also possesses a quantitative research design. Creswell (1994) defines quantitative research as a type of research that is "explaining phenomena by collecting numerical data that are analyzed using mathematically based methods" (as cited in Sukamolson, 2007, p. 2). For this study, the data is collected via a quantitative research design.

3.2. Research Questions

The main purpose of this study is to explore the relationship between the perceived level of teacher autonomy and the perceived level of teacher burnout of Turkish EFL teachers who are working at a public or private high school in Edirne. In order to do that, this study aims to find answers to these following questions:

1. What is the perceived level of teacher autonomy of Turkish EFL teachers who teach at high school level?

2. What is the perceived level of teacher burnout of Turkish EFL teachers who teach at high school level?

3. Is there a significant correlation between the perceived level of teacher autonomy and the perceived level of teacher burnout of Turkish EFL teachers who teach at high school level?

3.3. The Data Collection Process

Before conducting this study, the necessary permissions in order to collect data were obtained from Trakya University and the Ministry of Education. Then, meetings with the administrators were scheduled in order to visit the schools that were selected for the study. The selected schools were visited and permissions from the administrators were obtained in order to distribute the data collection tools to the EFL teachers who were willing to participate. The data collection tools were distributed via papers that contained QR codes leading to the questionnaires via Google Forms. After a waiting period, the schools were revisited due to not getting enough feedback from the teachers. This time, the data collection tools were distributed as papers that contained the questionnaires in a physical form. Then, the data collection tools were collected after being completed. The data collection process lasted four months. After that, the collected data were analyzed.

3.4. The Setting

This study is conducted during the 2021-2022 school year. For the study, the participants are chosen from EFL high school teachers that work in the public and private high schools of the center of Edirne and its districts Uzunköprü, Havsa, İpsala and Keşan.

3.5. The Participants

The sample of this study consists of 100 EFL teachers who teach in the public and the private high schools of Edirne. The participants were selected based on convenience sampling. Etikan et al. (2016) define convenience sampling (also known as haphazard sampling) as a type of nonprobability sampling where the target population of the study is chosen based on meeting certain criteria such as willingness to participate, geographical proximity, availability and easy accessibility. While convenience sampling can be used for both quantitative and qualitative studies, it is more frequently used in quantitative studies. For this study, the sample is chosen based on their willingness to participate and geographical proximity. The data collection tools were distributed to the selected schools and the teachers who volunteered to be a part of this study were chosen. The teachers had four months to complete the Teacher Autonomy Scale and The Teacher Burnout Scale that were distributed as the data collection tools.

3.6. The Instruments

In order to collect data for his study, the Teacher Autonomy Scale designed by Pearson and Hall (1993) and The Teacher Burnout Scale designed by Seidman and Zager (1986-1987) were used. Additionally, the questionnaires included demographic questions about the participants' gender, age, marital status, educational background and their teaching experience in order to collect the necessary socio-demographic information for the study.

The Teacher Autonomy Scale designed by Pearson and Hall (1993) consists of 20 items. The scale is a 4-point Likert-type scale (1= Definitely True, 2= More or Less True, 3= More or Less False, 4= Definitely False). It examines the general autonomy and the curriculum autonomy of the participants. Items 1, 2, 3, 4, 5, 7, 10, 13, 15, 17, 18, 19 are related to general autonomy and measure the teachers' general autonomy inside the classroom regarding making meaningful decisions about the usage of the classroom space, the evaluation of the students, and instructional planning. Items 6, 8, 9, 11, 12, 14, 16, 20 are related to curriculum autonomy and measure the teachers' autonomy when it comes to selecting the content, methods and materials for their classes.

The Teacher Burnout Scale designed by Seidman and Zager (1986-1987) consists of 21 items. The scale is a 6-point Likert-type scale (1= Strongly Disagree, 2= Moderately Disagree, 3= Slightly Disagree, 4= Slightly Agree, 5= Moderately Agree, 6= Strongly Agree). It explores teacher burnout in four categories: career satisfaction, perceived administrative support, coping with job-related stress and attitudes towards students. Items 1, 5, 10, 12 and 19 are related to career satisfaction and examine the teachers' attitudes regarding their own career based on the three dimensions of teacher burnout: emotional exhaustion, depersonalization and lack of personal accomplishment. Items 3, 8, 11, 15, 18, 20 are related to perceived administrative support and investigate the teachers' outlook of their relationships with their administrators. Items 2, 4, 7, 9, 13 and 14 are related to coping with job-related stress and measure whether the teachers are able to deal with the stress regarding their career. Items 6, 16, 17 and 21 are related to attitudes towards students and examine the teachers' relationship with their students and try to determine what the teachers think of their students.

Since teacher burnout was a negative construct, the positively-worded items in the scale were reverse coded. Therefore, higher mean values were set to indicate higher levels of teacher burnout in this scale. On the other hand, the negatively-worded items in the teacher autonomy scale were reverse coded in that scale to ensure that higher mean values would indicate higher teacher autonomy. The reliability coefficients for the scales and their subscales are presented below in Table 1.

Table 1.

Reliability Coefficients (N = 100)

Scale	Reliability
Teacher Autonomy	0.804
General Autonomy	0.711
Curriculum Autonomy	0.748
Teacher Burnout	0.907
Career Satisfaction	0.769
Perceived Administrative Support	0.865
Coping with Job-related Stress	0.841
Attitudes towards Students	0.686

As seen in the table, all scales and subscales had acceptable to excellent reliability in the data set with Cronbach's Alpha coefficients between 0.69 and 0.91.

3.7. The Data Analysis Process

The data that were collected via Teacher Autonomy Scale and Teacher Burnout Scale were analyzed through IBM Statistical Package for the Social Sciences (SPSS) version 25. The third research question aimed to find out if teacher autonomy and teacher burnout were correlated constructs. To see if parametric correlation coefficients could be computed using the data set, the assumption of distribution normality was tested initially. The results are presented in Table 2.

Table 2.

Skewness and Kurtosis Values (N = 100)

Scale	Skewness	SE	Kurtosis	SE
Teacher Autonomy	-0.324	0.241	0.906	0.478
General Autonomy	-0.485	0.241	0.164	0.478
Curriculum Autonomy	0.569	0.241	1.153	0.478
Teacher Burnout	0.118	0.241	-0.073	0.478
Career Satisfaction	0.205	0.241	-0.781	0.478
Perceived Administrative Support	0.236	0.241	0.147	0.478
Coping with Job-Related Stress	-0.034	0.241	-0.66	0.478
Attitudes towards Students	0.051	0.241	-0.621	0.478

According to the preliminary findings, all skewness and kurtosis values were between -0.78 and 1.15, indicating that parametric analyses could be run on the data. Therefore, Pearson's Correlation Coefficients were calculated to answer the third research question. R-squared values were reported for effect sizes.

CHAPTER 4: FINDINGS AND INTERPRETATION

This chapter provides the results and the interpretation of the data analysis for this study which were obtained via Teacher Autonomy Scale and Teacher Burnout Scale. The research questions are answered by analyzing the findings and then interpreting and discussing them.

4.1. Findings Regarding the Research Questions

In this section, the findings of the study will be presented, interpreted and discussed in order to answer the research questions.

4.1.1. Findings About the First Research Question

The first research question aimed to find out the perceived level of teacher autonomy of Turkish EFL teachers who teach at high school level. In order to understand the findings better, it is important to look at the results at a micro and macro level. The Teacher Autonomy Scale, which was the data collection tool used for measuring teacher autonomy for this study, consists of two subscales: general autonomy and curriculum autonomy. The descriptive findings for the Teacher Autonomy Scale and its subscales are tabulated below in Table 3.

Table 3.

The Descriptive Findings of Teacher Autonomy Scale and its Subscales (N=100)

Scale	M	SD	Min	Max
Teacher Autonomy	2.610	0.380	1.450	3.750
Curriculum Autonomy	2.613	0.457	1.000	3.780
General Autonomy	2.606	0.429	1.820	3.820

According to the findings, teacher autonomy had a mean of 2.61 (SD = 0.38) out of 4.00. When the scale was broken down into its subscales, it was seen that the curriculum autonomy component of teacher autonomy (M = 2.61, SD = 0.46) had a slightly higher mean than general autonomy (M = 2.61, SD = 0.43).

The results of the findings showed that the EFL high school teachers that work in the public and private high schools of Edirne have a low level of teacher autonomy. The results also indicate that the participants have a slightly higher curriculum autonomy than general autonomy.

In order to understand the results of these findings, it is important to look at the items of the Teacher Autonomy Scale. The descriptive statistics of items number 2 and 18, which are tabulated below in Table 4, measure the participants' control over their freedom in choosing the teaching methods and activities.

Table 4.

The Descriptive Statistics of Items #2 and #18 in Teacher Autonomy Scale (N=100)

Item	N	Min	Max	M	SD
2. The selection of student-learning activities in my class is under my control	100	1	4	2.67	0.865
18. I select the teaching methods and strategies I use with my students.	100	1	4	2.86	0.841

Previously on the dimensions of teacher autonomy section of chapter 2, Street (1988), Friedman (1999), Rudolph (2006), Ciekanski (2007), Javadi (2014) and Koçak (2018) talked about organizational autonomy. Teachers having the freedom of implementing the methods and activities they want in their classrooms is a huge part of organizational autonomy which is also repeatedly emphasized by scholars such as Friedman (1999), Ciekanski (2007), Javadi (2014) and Koçak (2018). As Table 4 points out, the mean value of items number 2 and 18 indicate a low level of teacher autonomy. This means that the teachers who participated in this study don't perceive themselves much autonomous in this area. These results may be the consequences of a couple of reasons. The participants might have been feeling restricted to

implement the methods, strategies and activities they would like to because of the administrators. At the end of the Teacher Autonomy Scale that was distributed to the participants, a small section asking if they had any additional information they would like to share was added by the researcher. A participant felt the need to mention that they felt the administrators were too invasive when it came to what the teachers were going to teach in their own classrooms. The administrators seemed to want to make sure the teachers in their school taught their classes "by the book" which restrained their autonomy. A few other participants also noted that, especially in private high schools, the administrators seemed disinterested in teachers trying new methods which explains the results of the descriptive statistics of item number 1, tabulated below in Table 5.

Table 5.

The Descriptive Statistics of Item #1 in Teacher Autonomy Scale (N=100)

Item	N	Min	Max	M	SD
1. I am free to be creative in my teaching approach.	100	1	4	2.69	0.825

The results of Table 5 indicate that the participants had a low level of teacher autonomy which means that the participants don't perceive themselves to be allowed to be creative enough in their teaching approaches in their own classrooms.

Considering these results and comments from the participants, it is important to discuss the potential reasons behind the administrators' decisions which limit teacher autonomy. A comment from another participant who works at a private high school mentions the control some of the parents have on the school management and teacher autonomy. They state that due to the nature of private educational institutions in Turkey, the parents have a lot more control over how the classrooms are managed. While the parents do not technically have authority over how the teacher is going to teach their classes, their complaints to the administrators undoubtedly affect the nature of said classes. The participant added that some parents seem to not like it if they teach their classes in a creative way and accuse them of "playing around" instead of telling the class "in a normal way". This results in the administrators warning them thus restricting their autonomy about what kind of methods and activities they will implement in their classroom.

The findings of the items number 16 and 20 showcase the participants' perception of their autonomy when it comes to the materials they use and the skills and the content they teach which are tabulated below in Table 6.

Table 6.

The Descriptive Statistics of Items #16 and #20 in Teacher Autonomy Scale (N=100)

Item	N	Min	Max	M	SD
16. The materials I use in my class are chosen for the most part by myself.	100	1	4	2.85	0.809
20. The content and skills taught in my class are those I select.	100	1	4	2.55	0.947

The results indicate that the participants of this study have low perception of autonomy which seems in line with the previously mentioned comment from one of the participants. These findings make a point about the role of the parents in the Turkish education system and on teacher autonomy. Previously, Wermke et al. (2019)'s study called *Decision-making and control: perceived autonomy of teachers in Germany and Sweden* showed that the parents of the Swedish and German students had a significant effect on teacher autonomy. The results of this study seem to agree that the parents have a considerable effect on teacher autonomy. Although, it should be mentioned that, the cultural and systematic differences of each country undoubtedly affect the level of control the parents have over teacher autonomy. Furthermore, the descriptive results of items number 6, 8 and 14 show how the participants perceive their autonomy in their classes when it comes to the overall standards and procedures they implement which are tabulated in Table 7.

Table 7.

The Descriptive Statistics of Items #6, #8 and #14 in Teacher Autonomy Scale (N=100)

Item	N	Min	Max	M	SD
6. Standards for my classroom are set primarily by myself.	100	1	4	2.48	0.772
8. In my teaching, I use my own guidelines and procedures.	100	1	4	2.70	0.659
14. What I teach in my class is determined for the most part by myself.	100	1	4	2.43	0.807

The results of these findings demonstrate that the participants have a low perception of teacher autonomy which shows that the participants don't believe they have much autonomy over how they manage their own classrooms. The findings of all of the items mentioned above points at the effects of the control the parents have over teacher autonomy which is a potential reason why the administrators may restrict teacher autonomy. Another reason why the administrators restrict teacher autonomy may be due to how crucial the curriculum set by MoNE is when it comes to the future of the students. As mentioned in chapter 2, the content of important exams that affect the students' future such as LGS, an exam for entering high school, and YDT, an exam for entering universities, are heavily dependent on the textbooks distributed by MoNE. This means that the teachers cannot deviate from these textbooks much if they want their students to have high scores from these exams. This potential reason should be considered while examining the results of the previously mentioned items.

4.1.2. Findings About the Second Research Question

The second research question aimed to find out the perceived level of teacher burnout of Turkish EFL teachers who teach at high school level. In order to measure that, the Teacher Burnout Scale was used. It consisted of four subscales: career satisfaction, perceived administrative support, coping with job-related stress and attitudes towards students. The descriptive findings for The Teacher Burnout Scale and its subscales are tabulated below in Table 8.

Table 8.

The Descriptive Findings of Teacher Burnout Scale and its Subscales (N=100)

Scale	M	SD	Min	Max
Teacher Burnout	3.249	0.879	1.480	5.330
Attitudes towards Students	3.405	1.083	1.000	5.500
Perceived Administrative Support	3.357	1.117	1.000	6.000
Coping with Job-related Stress	3.220	1.109	1.000	5.500
Career Satisfaction	3.024	1.152	1.000	5.600

According to the findings, teacher burnout had a mean of 3.25 (SD = 0.88) out of 6.00. When the scale was broken down into its subscales, it was seen that the highest mean was observed in the attitudes towards students subscale (M = 3.41, SD = 1.08), indicating negative attitudes towards students among the participants. The lowest mean in that scale was observed in career satisfaction (M = 3.02, SD = 1.15), indicating more satisfaction than dissatisfaction among the participants since the subscale was reverse-coded to indicate negative attitude.

The findings show that the EFL high school teachers that work in the public and private high schools of Edirne have a moderate level of teacher burnout. In order to examine these results, the findings of the items of the Teacher Burnout Scale will be reviewed. The descriptive findings of items number 5 and 12 are explanatory samples that show the participants' perception of their career satisfaction which is tabulated below in Table 9.

Table 9.

The Descriptive Findings of Items #5 and #12 in Teacher Burnout Scale (N=100)

Item	N	Min	Max	M	SD
5. I am glad that I selected teaching as a career.	100	1	6	2.79	1.731
12. If I had it to do all over again, I would not become a schoolteacher.	100	1	6	3.15	1.731

These results indicate that EFL high school teachers in Edirne have a moderate level of burnout when it comes to career satisfaction. While these items are examined, it should not be forgotten that the items were reverse-coded to indicate negative attitude. The findings of item number 5 indicate that many of the participants are not happy to have selected being a teacher as a career. Additionally, the findings of item number 12 reveal that many of the participants wouldn't choose this career if they had a chance to start over. As it was mentioned in chapter 1, Esfandaiari and Kamali (2016) made a point in saying that when teachers get emotionally fatigued by their interactions with their students, students' parents and their colleagues, it might be a sign of emotional exhaustion which is a dimension of teacher burnout. They mentioned that this might lead to depersonalization, another dimension of teacher burnout, which causes the teachers to have a negative attitude towards their students. This negative

attitude towards students can be seen in the participants of this study. The descriptive findings of items number 6, 16, 17 and 21 which show the attitudes the participants have towards their students which are tabulated below in Table 10.

Table 10.

The Descriptive Findings of Items #6, #16, #17 and #21 in Teacher Burnout Scale (N=100)

Item	N	Min	Max	M	SD
6. The students act like a bunch of animals.	100	1	6	2.77	1.651
16. Most of my students are decent people.	100	1	6	2.84	1.354
17. Most students come to school ready to learn.	100	1	6	4.02	1.400
21. Students come to school with bad attitudes.	100	1	6	3.99	1.611

The results of these findings reveal that the participants have a moderate level of burnout when it comes to their attitudes towards their students. This indicates that the participants have come to develop negative attitudes towards their students which is especially apparent in item number 21. Item number 21 shows that the participants believe their students come to school with bad attitudes. Just like the Teacher Autonomy Scale, the Teacher Burnout Scale had a small section asking if the participants had any additional information they would like to share at the end of it. A participant felt the need to mention that they felt like their students lack the understanding of how important education is and have disruptive behaviors in the classes which overwhelmed them. They believe that the reason behind these are the unconcerned attitudes of the parents. This points out the influence of the parents on teacher burnout. Similarly, another participant makes a point regarding this influence. They mentioned that the parents of their students felt free to call them and make remarks about how they should teach their classes in such a casual way, it surprised them when they first started working. They also believed that this attitude of the parents affected how administrators reacted to their teaching methods and decisions. These comments from the participants and the results of these findings calls attention to the attitude and influence of the parents on teacher burnout. Esfandiari and Kamali (2016) previously mentioned the influence of parents on teacher burnout while describing the emotional exhaustion component of teacher burnout. Similarly, Grayson and Alvarez (2008) said: "Emotional Exhaustion, was closely associated with the climate factors of parent/community relations and student–peer relations, aspects that relate directly to working

with students and families within the school environment" (p. 1358). Grayson and Alvarez (2008) also mention that teachers' relationship with the parents and the community is weak, the teachers may have a harder time dealing with job-related issues that will lead to teacher burnout like bad attitudes from their students. In contrast, if the teachers' relationship with the parents and the community is strong, the teachers may have an easier time dealing with the struggles that they face which will help them deal with or prevent teacher burnout. The descriptive results of items number 4, 7 and 9 show the participants' perception of how they cope with job-related stress which are tabulated below in Table 11.

Table 11.

The Descriptive Findings of Items #4, #7 and #9 in Teacher Burnout Scale (N=100)

Item	N	Min	Max	M	SD
4. The teaching day seems to drag on and on.	100	1	6	3.36	1.460
7. My physical illnesses may be related to the stress in this job.	100	1	6	3.23	1.523
9. I find it difficult to calm down after a day of teaching.	100	1	6	3.16	1.529

These findings show that the participants have a moderate level of burnout when it comes to coping with job-related stress. Russell et al. (1987) mention that work-load, inadequate salaries and overcrowded classrooms are among the common stressors for teachers. A comment from one of the participants where they said they were really tired of trying to manage overcrowded classrooms seems to be in line with that statement. The results of the items number 4 and 9 indicate that the participants find the work days taxing. The findings of item number 7 indicate that many of the participants seem to believe that their physical illnesses may be due to the stressors they face as a teacher.

Folkman (2013) describes coping as the thoughts and behaviors people use to manage the internal and external demands of stressful events (p. 902). She believes that there are three kinds of coping: problem-focused coping, which uses methods such as information gathering and decision-making in order to understand the stressors, emotion-focused coping, which uses methods such as distancing and seeking emotional support in order to help deal with the

negative consequences of the stressors, and meaning-focused coping, which uses methods such as goal revision and reordering priorities in order to help deal with the negative consequences of the stressors by focusing on the values and beliefs of the person. Previously on chapter 2, potential strategies that may help prevent teacher burnout were presented. Each of the suggestions presented there can fit into one or more categories that Folkman described. The results show that the participants of this study have a hard time coping with job-related stress. These findings emphasize the importance of teachers finding meaningful coping strategies in order to battle with teacher burnout. One of the most important suggestions was regarding perceived administrative support. The descriptive results of items number 3, 8, 11 and 18 reveal how the participants perceive their relationship with their administrators and the administrators' support which are tabulated below in Table 12.

Table 12.

The Descriptive Findings of Items #3, #8, #11 and #18 in Teacher Burnout Scale (N=100)

Item	N	Min	Max	M	SD
3. I get adequate praise from my supervisors for a job well done.	100	1	6	3.49	1.267
8. I feel that the administrators are willing to help me with classroom problems, should they arise.	100	1	6	3.17	1.443
11. I believe that my efforts in the classroom are underappreciated by the administrators.	100	1	6	3.89	1.510
18. I feel that the administrators will not help me with classroom difficulties.	100	1	6	3.39	1.442

These results show that the participants have a moderate level of burnout when it comes to perceived administrative support. Russell et al. (1987) said: "Three aspects of the social support received by teachers, involving support from their supervisor, reassurance of worth, and reliable alliance, were found to be predictive of burnout" (p.272).

4.1.3. Findings About the Third Research Question

The third research question aimed to find out if there is a significant correlation between the perceived level of teacher autonomy and the perceived level of teacher burnout of Turkish EFL teachers who teach at high school level. The means of teacher autonomy and teacher burnout and their subscales were presented in the previous sections. The correlations among the variables are indicated in detail in Table 13. This

Table 13.

Correlation Computations (N = 100)

Scale	Value	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Teacher Autonomy (1)	r	1.000							
	p	-							
	r^2	-							
General Autonomy (2)	r	.879	1.000						
	p	**< .001**	-						
	r^2	.773	-						
Curriculum Autonomy (3)	r	.837	.474	1.000					
	p	**< .001**	**< .001**	-					
	r^2	.701	.225	-					
Teacher Burnout (4)	r	-.522	-.579	-.298	1.000				
	p	**< .001**	**< .001**	**.003**	-				
	r^2	.272	.335	.089	-				
Career Satisfaction (5)	r	-.483	-.523	-.291	.803	1.000			
	p	**< .001**	**< .001**	**.003**	**< .001**	-			
	r^2	.233	.274	.085	.645	-			
Perceived Administrative Support (6)	r	-.397	-.434	-.234	.738	.433	1.000		
	p	**< .001**	**< .001**	**.019**	**< .001**	**< .001**	-		
	r^2	.158	.188	.055	.545	.187	-		
Coping with Job-related Stress (7)	r	-.405	-.499	-.175	.861	.605	.460	1.000	
	p	**< .001**	**< .001**	.081	**< .001**	**< .001**	**< .001**	-	
	r^2	.164	.249	.031	.741	.366	.212	-	
Attitudes towards Students (8)	r	-.350	-.339	-.257	.731	.502	.322	.612	1.000
	p	**< .001**	**.001**	**.010**	**< .001**	**< .001**	**.001**	**< .001**	-
	r^2	.123	.115	.066	.534	.252	.104	.375	-

The correlation analysis results indicated that teacher burnout was negatively and moderately correlated with teacher autonomy ($r = -.522$, $p < .001$) and general autonomy ($r = -.579$, $p < .001$). In the analysis, 27% and 34% of the variance was respectively explained. These findings show that there is a significant, moderate and inverse relationship between the teacher autonomy and teacher burnout of the participants of this study. Additionally, these results indicate that the participants have a significant, inverse and moderate level of teacher burnout when it comes to the general autonomy subcategory of teacher autonomy. Teacher burnout was also found to have a negative and weak correlation with curriculum autonomy ($r = -.298$, $p <$

.01), explaining 9% of the variance. This means that the participants have a significant, inverse and weak level of teacher burnout when it comes to the curriculum autonomy subcategory of teacher autonomy.

Career satisfaction was also seen to be negatively and moderately correlated with teacher autonomy ($r = -.483$, $p < .001$, $r^2 = .233$) and general autonomy ($r = -.523$, $p < .001$, $r^2 = .274$). The construct also had a negative but weak correlation with curriculum autonomy ($r = -.291$, $p < .01$, $r^2 = .085$). These results mean that while teacher autonomy as a whole and the general autonomy subcategory of teacher autonomy have a significant, inverse and moderate level of teacher burnout when it comes to the career satisfaction subcategory of teacher burnout, the curriculum subcategory of teacher autonomy have a significant, inverse but weak level of teacher burnout when it comes to the career satisfaction subcategory of teacher burnout.

Perceived administrative support was found to be negatively and weakly correlated with teacher autonomy ($r = -.397$, $p < .001$, $r^2 = .158$), general autonomy ($r = -.434$, $p < .001$, $r^2 = .188$) and curriculum autonomy ($r = -.234$, $p < .05$, $r^2 = .055$). This showcases that the teacher autonomy and its subcategories of general autonomy and curriculum autonomy have a significant, inverse and weak level of teacher burnout when it comes to the perceived administrative support subcategory of teacher burnout.

Coping with job-related stress was negatively and weakly correlated with teacher autonomy ($r = -.405$, $p < .001$, $r^2 = .164$) and negatively and moderately correlated with general autonomy ($r = -.499$, $p < .001$, $r^2 = .249$). The construct did not have a significant correlation with curriculum autonomy ($r = .081$, $p > .05$, $r^2 = .031$). This shows that while teacher autonomy as a whole has a significant, inverse and weak level of teacher burnout when it comes to the coping with job-related stress subcategory of teacher burnout, the general autonomy subcategory of teacher autonomy has a significant, inverse and moderate level of teacher burnout when it comes to the coping with job-related stress subcategory of teacher burnout. Additionally, the curriculum autonomy subcategory of teacher autonomy had no significant relationship with the coping with job-related stress subcategory of teacher burnout at all.

Attitudes towards students was negatively and weakly correlated with teacher autonomy ($r = -.350$, $p < .001$, $r^2 = .123$), general autonomy ($r = -.339$, $p < .001$, $r^2 = .115$) and curriculum autonomy ($r = -.257$, $p = .01$, $r^2 = .066$). This means that the teacher autonomy and its subcategories of general autonomy and curriculum autonomy have a significant, inverse and weak level of teacher burnout when it comes to the attitudes towards students subcategory of teacher burnout.

CHAPTER 5: DISCUSSION, CONCLUSION AND SUGGESTIONS

The current study examined the perceived teacher autonomy level and the perceived teacher burnout level of the participants and sought out to figure out if there is a significant correlation between the perceived level of teacher autonomy and the perceived level of teacher burnout. This chapter will offer a discussion of the findings of the research questions of this study which were presented in the last chapter. Then, it will display the conclusion and implications of this study and will present suggestions for further research while reviewing the limitations of the study.

5.1. Purpose of the Study and the Research Questions

The main purpose of this study was to investigate the relationship between the autonomy and burnout of EFL teachers who teach at high school level in a Turkish context. While analyzing that, the study aimed to find out the levels of autonomy and the levels of teacher burnout the participants had. A correlational research design was conducted in order to answer the research questions. 100 EFL teachers participated in this study. The research questions posed for the study were as follows:

1. What is the perceived level of teacher autonomy of Turkish EFL teachers who teach at high school level?

2. What is the perceived level of teacher burnout of Turkish EFL teachers who teach at high school level?

3. Is there a significant correlation between the perceived level of teacher autonomy and the perceived level of teacher burnout of Turkish EFL teachers who teach at high school level?

5.2. Perceived Level of Teacher Autonomy

The current study showed that the participants had a low perception of teacher autonomy. Marshall (2019) found contrasting results which showed quite the high perception of teacher autonomy among the participants. Showcasing a middle ground, Koçak (2018) found that her participants showed a moderate perception of teacher autonomy. All of these studies examined teacher autonomy under the categories of general autonomy and curriculum autonomy. The results of this study found that the participants had slightly higher curriculum autonomy than general autonomy. Koçak attained opposite results, meaning the participants had slightly higher general autonomy than curriculum autonomy. Marshall's participants showed quite high perception of teacher autonomy when it comes to both general and curriculum autonomy.

The similarities between the results of this study and Koçak's (2018) may be due to the Turkish education system itself which all the participants were a part of. Koçak believes that the centralized structure of the Turkish education system may be the cause of this low perception of autonomy. In her study, Koçak argues that the Turkish education system forces teachers to be in a role as a mere practitioner of the curriculum and the textbooks which puts them in a paradoxical position. The teachers don't have freedom when it comes to the content they implement. Bizmiye's (2020) findings support this statement. Her findings suggest that most EFL teachers are dependent on English textbooks. In addition, the comments of the participants of this study show that the administrators restrict their autonomy so that what they implement in their classrooms does not deviate too much from the MoNE's curriculum. Koçak agrees with this statement and says: "When choosing course content and methods, teachers do not come out of the frame of the curriculum and textbooks. This situation is supervised by school administrators and inspectors" (p. 74).

The differences between the findings of this study and Marshall's (2019) may stem from the systemic differences between the educational policies of the countries where these studies were conducted. The current study was conducted in Turkey and Marshall's was conducted in Japan. The additional comments from the participants of both of the studies reveal two different pictures when it comes to teacher autonomy. Iida (2009) talks about how the goal of ELT in Japan is undergoing some changes. He states that the ultimate goal of ELT is developing learner

autonomy, therefore, language teachers are expected to be both successful learners and promote learner autonomy. This puts emphasis on teacher autonomy because in order to promote and increase learner autonomy, the teachers must be autonomous as well. The results of the current study indicate that the Turkish education system still lacks the necessary policies in order to increase teacher autonomy.

5.3. Perceived Level of Teacher Burnout

The findings of this study showed that the participants had a moderate level of teacher burnout. The subscales of the Teacher Burnout Scale revealed that all the subcategories indicated moderate level of teacher burnout. Similarly, Tümkaya (1999) found significant results regarding the four subscales of the Teacher Burnout Scale. When it comes to the perceived administrative support subscale, Tümkaya believes that the burnout levels of the participants may stem from the lack of perceived administrative support in the face of uncertainty of the roles and duties the teachers have. Similarly, the results of the current study also indicate lack of perceived administrative support. For the coping with job-related stress subscale, the participants of this study showed signs of hardship while dealing with the daily stress of teaching. Many of them seemed to agree that their illnesses may be the result of the stress they deal with during their career. Tümkaya had an extensive analysis of how her participants deal with job-related stress. She also found a correlation between teacher burnout and health problems such as hypertension, stomach flu and ulcer. When it comes to the job satisfaction subscale, most of the participants of this study indicated that if they could start over, they would have chosen a different path for a career rather than being a teacher again. Tümkaya found that teachers who have more experience at teaching were less prone to be burned out. As for the attitudes towards the students subscale, many of the participants seemed to develop negative attitudes towards their students. The main reasons for that seem to stem from disruptive student behavior and the attitude of the parents. Similarly, Tümkaya found that her participants who were teaching at high school level were one of the most burned-out groups of her study. She believes that the main reason for this situation is because they have to deal with teenage students that have all sorts of problems and exam anxiety.

Koçak (2018) attained contrasting results to these studies, meaning that the participants had a low level of teacher burnout. There might be various reasons as to why the participants

of her study do not perceive themselves much burned out. The results of her study revealed that her participants had a moderate level of emotional exhaustion, low level of depersonalization and high level of personal accomplishment. This implies that they may have the necessary personal and/or institutional support systems that allow them to cope with job-related stress. Their high level of personal accomplishment indicates that the participants are good at using adaptive coping strategies.

Contrary to Koçak's (2018) findings, Mukundan and Khandehroo (2010) found that their participants had high level of teacher burnout. The participants showed high levels of emotional exhaustion, depersonalization and low level of personal accomplishment. Mukundan and Khandehroo point out the workload and recommend the working hours to be reduced, suggest an increase in teacher salaries and advocate for more opportunities of extracurricular activities from the school management. This suggests that, contrary to Koçak's participants, the participants do not have the necessary support systems they need in order to battle and/or prevent teacher burnout.

Similar to Mukundan and Khandehroo (2010), Sadeghi and Khezrlou (2014) found that their participants had high level of emotional exhaustion and low level of personal accomplishment. They believe that the participants did not perceive enough recognition for their efforts and that this might have contributed to their high levels of emotional exhaustion. When it comes to low level of personal accomplishment, they think the pressure that the educational policies of Iran put the teachers under may lead teachers to doubt their own professional identities as teachers and achievements.

The results of the current study revealed moderate to high levels of teacher burnout, similar to the findings of the research by Tümkaya (1999), Mukundan and Khandehroo (2010) and Sadeghi and Khezrlou (2014). There seems to be some common issues increasing teacher burnout that all the participants of these studies suffer from. One of the most common issues seem to be lack of perceived administrative support. The teachers who do not have or do not feel like they have enough support from the administrators and the school management tend to be more prone to teacher burnout. Another common issue seems to be lack of adaptive coping strategies. The studies showed that teachers who do not have the necessary coping systems have a harder time dealing with job-related stress which causes them to be burned out more easily. Studies like Koçak's (2018) show that teachers who have the necessary support systems feel

less burned out. Last common issue seems to be lack of recognition and praise the teachers receive. These studies presented a common picture of teachers not getting the appreciation they deserve. This leads to teachers being more emotionally exhausted, feeling depersonalized and having a low sense of personal accomplishment. It is no coincidence that most of the researchers suggest both monetary and sentimental rewards for teachers in order to decrease teacher burnout.

5.4. The Correlation Between Perceived Level of Teacher Autonomy and Perceived Level of Teacher Burnout

The results of the study showed a significant, moderate and inverse correlation between the perceived level of teacher autonomy and the perceived level of teacher burnout. The correlation analysis results showed that the perceived administrative support subscale has a weak and inverse correlation with both the general autonomy subscale and the curriculum autonomy subscale. The coping with job-related stress subscale has a moderate and inverse correlation with the general autonomy subscale and does not have a significant correlation with the curriculum autonomy subscale. The career satisfaction subscale has a moderate and inverse correlation with the general autonomy subscale and has a weak and inverse correlation with the curriculum autonomy subscale. The attitudes towards students subscale has a weak and inverse correlation with both the general autonomy subscale and the curriculum autonomy subscale. Pearson and Moomaw (2005) found an inverse correlation between teacher autonomy and the job-related stress of the teachers which is in line with the results of the current study. However, Pearson and Moomaw found a significant relationship between curriculum autonomy and the job-related stress of the teachers while the current study did not find a significant relationship with curriculum autonomy and coping with job-related stress.

Similar to the current study, Pearson and Moomaw (2005), Gavrilyuk et al. (2013), Javadi (2014), Skaalvik and Skaalvik (2014) and Koçak (2018) have also found a significant and inverse relationship between teacher autonomy and teacher burnout. Contrasting to all of these studies, Esfandiari and Kamali (2016) did not find a significant correlation between teacher autonomy and teacher burnout. They believe that the reason for not finding a significant correlation between these two concepts may stem from their participants' being newly started teachers and therefore not spending enough time being a teacher to have developed teacher

burnout. They also mentioned that the participants may not have had a clear definition of what teacher burnout even is and their perception of freedom may not necessarily have a significant relationship with the working environment of the teachers.

Many of the studies mentioned throughout this study put an emphasis on recognizing the importance of teacher autonomy because they believe that by increasing teacher autonomy, teacher burnout can be decreased and even prevented (Esfandiari & Kamali, 2016; Gavrilyuk et al., 2013; Javadi, 2014; Koçak, 2018; Mukundan & Khandehroo, 2010). Scholars such as Koçak (2018), Üzüm (2014) and Williams (2003) suggest that teachers should partake in educational matters such as choosing the teaching methods and materials they implement in their classes and being involved in the curriculum developing process. Friedman (1999) and Mackenzie (2002) emphasize the roles of the teachers in the school management and recommend that teachers should be more active in the decision-making processes. Koçak (2018) adds that fostering teacher autonomy in these areas is necessary in order to elevate teaching to professional status. Vázquez (2018) highlights the importance of the role of teacher autonomy in teacher training. Ciekanski (2007) points out that teacher autonomy is crucial in developing learner autonomy. Pearson and Moomaw (2005) and Wermke et al. (2019) stress that teacher autonomy is a pivotal factor in increasing job satisfaction. These studies support that teacher autonomy is a key concept in order to help teachers deal with teacher burnout.

5.5. Conclusion

This study aimed to find out the relationship between teacher autonomy and teacher burnout of Turkish EFL teachers who teach at high school level. In order to do that, 100 EFL teachers who are currently working at the public and private institutions of Edirne were selected as participants. Pearson and Hall's (1993) Teacher Autonomy Scale was used in order to measure the autonomy level of the participants and Seidman and Zager's (1986-1987) Teacher Burnout Scale was used in order to measure the burnout level of the participants. There were three research questions that were posed to be answered.

The purpose of the first research question was to figure out the perceived level of teacher autonomy of Turkish EFL teachers who teach at high school level. The results showed that the participants have a low level of teacher autonomy. They also have a slightly higher curriculum autonomy than general autonomy.

The purpose of the second research question was to investigate the perceived level of teacher burnout of Turkish EFL teachers who teach at high school level. The findings showed that the participants have a moderate level of teacher burnout. When the subcategories of teacher burnout were examined, it was found that all the subcategories indicated moderate level of teacher burnout, although, the highest mean was observed in the attitudes towards students subscale and the lowest mean was observed in the career satisfaction subscale.

The purpose of the third question was to analyze the correlation between the perceived level of teacher autonomy and the perceived level of teacher burnout of the participants. The results demonstrated that teacher burnout was significantly, negatively and moderately correlated with teacher autonomy. When it comes to the correlation between the subscales of Teacher Autonomy Scale and Teacher Burnout Scale, the findings are as follows: Career satisfaction subscale has a negative and moderate correlation with general autonomy subscale and has a negative and weak correlation with curriculum autonomy subscale. Perceived administrative support subscale has a negative and weak correlation with general autonomy subscale and curriculum autonomy subscale. Coping with job-related stress subscale has a negative and moderate correlation with general autonomy subscale and does not have a significant correlation with curriculum autonomy subscale. Attitudes towards students subscale has a negative and weak correlation with general autonomy subscale and curriculum autonomy subscale.

5.6. Implications

As previously mentioned, it is crucial to be aware of the nature of teacher autonomy and the effects and causes of teacher burnout. This makes understanding the relationship between these two concepts that much more important for English language teaching and education as a whole. This topic has very limited research in the Turkish context, which makes the current study much more important as being another stepping stone that is researching this dynamic.

The results of this study showed that EFL teachers who teach at high school level in the public and private institutions of Edirne had a low level of teacher autonomy. The additional information that was received from the participants show that the participants do not perceive themselves as autonomous in their classrooms which seem to stem from a couple of reasons. One of these reasons seems to be the control the administrators have over the participants' autonomy. This implies that the administrators have a significant effect on teacher autonomy which means that in order to increase teacher autonomy, the ways the administrators affect teacher autonomy should be considered.

As mentioned in the previous chapter, the parents' effect on teacher autonomy should not be undermined. The comments from the participants imply that the parents have considerable control over the teachers, especially in the private institutions. This means that the parents' effect on teacher autonomy and the control they have in the Turkish education system should be taken into account in order to increase teacher autonomy.

This study implies that the teachers do not perceive themselves much autonomous when it comes to curricular autonomy. The biggest reason for that seems to be because the teachers have to implement the textbooks distributed by the MoNE strictly and have no control over the selection of the coursebooks they use in their classrooms. This implies that this lack of control over the materials greatly restricts teacher autonomy and should be considered for the studies regarding teacher autonomy.

The results of this study showed that the participants had a moderate level of teacher burnout. This shows that they face factors that cause and/or increase teacher burnout. Based on the findings of the study and the additional information received from the participants, there are some important implications that need to be considered. The control of the parents seems to have a significant effect when it comes to teacher burnout as well which means that the parents should be considered as an important factor when it comes to the future studies regarding preventing and/or decreasing teacher burnout.

The study also implies that support systems such as perceived administrative and peer support carry an enormous amount of importance in order to prevent and/or decrease teacher burnout. It also indicates that the teachers being aware of healthy coping strategies with job stress is essential for battling with teacher burnout in the long term.

5.7. The Limitations and Suggestions

The current study is limited to 100 EFL high school teachers who teach English at public or private institutions in Edirne and its districts Uzunköprü, Havsa, İpsala and Keşan during the 2021-2022 academic years. The participants were selected based on convenience sampling. These mean that the study is limited when it comes to generalizability. For future works, the number of the participants may be increased and other sampling methods may be chosen in order to get more comprehensive results. The duration of the study can also be increased in order to make a more detailed observation on the participants. The study also has a quantitative research design which may limit it from a qualitative outlook. In the study, additional comments were provided under the questionnaires. For future works, interview questions may be prepared in order to get more thorough answers from the participants.

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APPENDICES

Appendix 1. Consent Form for the Teacher Autonomy Scale and the Teacher Burnout Scale

Sayın Katılımcı,

Katılacağınız bu çalışma, "Türk İngilizce Öğretmenlerinin Özerkliği ile Mesleki Tükenmişlikleri Arasındaki İlişki" adıyla yapılacak bir araştırma uygulamasıdır.

Araştırmanın Hedefi: Bu çalışmanın hedefi lise seviyesinde özel veya devlet okullarında İngilizce dersi veren Türk uyruklu öğretmenlerin özerkliği ile mesleki tükenmişlik seviyeleri arasındaki ilişkiyi araştırmaktır.

Araştırmanın Nedeni: Tez çalışması

Araştırmanın Yapılacağı Yer: Edirne

Araştırma Uygulaması: Anket/ler (Teacher Autonomy Scale (Öğretmen Özerkliği Ölçeği) ile Teacher Burnout Scale (Öğretmenlerde Mesleki Tükenmişlik Ölçeği))

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul/kurum yönetiminin izni ile gerçekleşmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir. Veriler sadece araştırmada kullanılacak ve üçüncü kişilerle paylaşılmayacaktır.

Uygulamalar, kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü rahatsız hissederseniz cevaplama işini yarıda bırakabilirsiniz.

Katılımı onaylamadan önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bana telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz.

Saygılarımla,

Araştırmacı: Sıla Nalbant

Yukarıda bilgileri bulunan araştırmaya katılmayı kabul ediyorum.

…/…/…

İsim-Soyisim-İmza:

Appendix 2. The Paper Containing the QR Codes for the Teacher Autonomy Scale and the Teacher Burnout Scale

"Türk İngilizce Öğretmenlerinin Özerkliği ile Mesleki Tükenmişlikleri Arasındaki İlişki" İsimli Tez Çalışması İçin Gerekli Anketler

Araştırmanın Hedefi: Bu çalışmanın hedefi lise seviyesinde özel veya devlet okullarında İngilizce dersi veren Türk öğretmenlerin özerkliği ile mesleki tükenmişlik seviyeleri arasındaki ilişkiyi araştırmaktır.

Araştırmanın Nedeni: Yüksek Lisans Tez Çalışması

Aşağıda çalışmada kullanılacak olan anketlerin QR kodları bulunmaktadır. Zamanınızı ayırıp bu çalışmanın bir parçası olduğunuz için en içten dileklerimle teşekkür ederim. (QR kodlarını kullanmak için telefonunuzun kamerasını her bir koda doğru tutarak okutmanız sizi anketlere götürecektir.)

Teacher Autonomy Scale

(Öğretmen Özerkliği Ölçeği)

Teacher Burnout Scale

(Öğretmenlerde Mesleki Tükenmişlik Ölçeği)

Anketleri okutamamanız durumunda aşağıdaki linkler yoluyla anketlere ulaşabilirsiniz:

Teacher Autonomy Scale: https://forms.gle/QKxdiqJYWcKGJXsC9

Teacher Burnout Scale: https://forms.gle/wdrBDtwdXesU9vY16

Araştırmacı: Sıla Nalbant/Trakya Üniversitesi İngiliz Dili Eğitimi Bölümü Yüksek Lisans Öğrencisi

Appendix 3. The Items of the Teacher Autonomy Scale

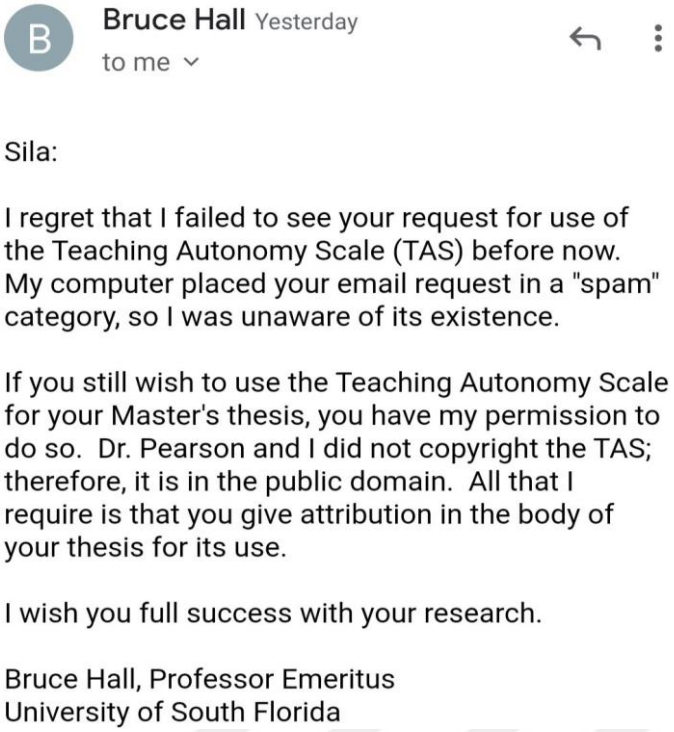
Item		*r*
1	I am free to be creative in my teaching approach.	.61
2	The selection of student-learning activities in my class is under my control.	.62
3	My teaching primarily follows approaches that are specified by the school.	.45
4	I seldom use alternative procedures in my teaching.	.44
5	My instructional planning is dictated by district needs.	.51
6	Standards for my classroom are set primarily by myself.	.60
7	My job does not allow for much discretion on my part.	.62
8	In my teaching, I use my own guidelines and procedures.	.46
9	In my situation, I have little say over the content and skills that are selected for teaching.	.50
10	The scheduling of use of time in my classroom is under my control.	.53
11	My teaching focuses on those goals and objectives I select myself.	.56
12	I follow my own dictates as to when and how topics are taught.	.59
13	In my situation, I have only limited latitude in how major problems are resolved.	.52
14	What I teach in my class is determined for the most part by myself.	.58
15	In my class, I have little control over how classroom space is used.	.64
16	The materials I use in my class are chosen for the most part by myself.	.58
17	The evaluation and assessment activities used in my class are selected by people other than myself.	.56
18	I select the teaching methods and strategies I use with my students.	.56
19	I have little say over the scheduling of use of time in my classroom.	.58
20	The content and skills taught in my class are those I select.	.68

Appendix 4. The Items of the Teacher Burnout Scale

TABLE 1
Item Factor Loadings for the *Teacher Burnout Scale*

Subscale/Item	Factor I	Factor II	Factor III	Factor IV
I. Career Satisfaction				
*1. I look forward to teaching in the future.	.79	.12	.22	.20
5. I am glad that I selected teaching as a career.	.83	.15	.16	.09
10. Teaching is more fulfilling than I had expected.	.75	.20	.20	.18
12. If I had it to do all over again, I would not become a schoolteacher.	.73	.14	.26	.13
19. I look forward to each teaching day.	.72	.13	.30	.31
II. Perceived Administrative Support				
3. I get adequate praise from my supervisors for a job well done.	.27	.69	.05	.00
8. I feel that the administrators are willing to help me with classroom problems, should they arise.	.19	.74	−.01	.17
11. I believe that my efforts in the classroom are unappreciated by the administrators.	.18	.74	.19	.09
15. My supervisors give me more criticism than praise.	−.02	.72	.24	.04
18. I feel that the administrators will not help me with classroom difficulties.	.08	.79	.15	.18
20. The administration blames me for classroom problems.	.05	.58	.36	.10
III. Coping with Job-Related Stress				
2. I feel depressed because of my teaching experiences.	.30	.17	.55	.25
4. The teaching day seems to drag on and on.	.25	−.01	.48	.29
7. My physical illnesses may be related to the stress in this job.	.09	.15	.65	.00
9. I find it difficult to calm down after a day of teaching.	.18	.17	.73	.10
13. I feel that I could do a much better job of teaching if only the problems confronting me were not so great.	.25	.29	.66	.17
14. The stresses in this job are more than I can bear.	.28	.16	.69	.16
IV. Attitudes towards Students				
6. The students act like a bunch of animals.	.18	.13	.39	.61
16. Most of my students are decent people.	.09	.06	.04	.77
17. Most students come to school ready to learn.	.22	.16	.09	.74
21. Students come to school with bad attitudes.	.27	.17	.29	.53

Appendix 5. Permissions for the Scales



Bruce Hall Yesterday
to me

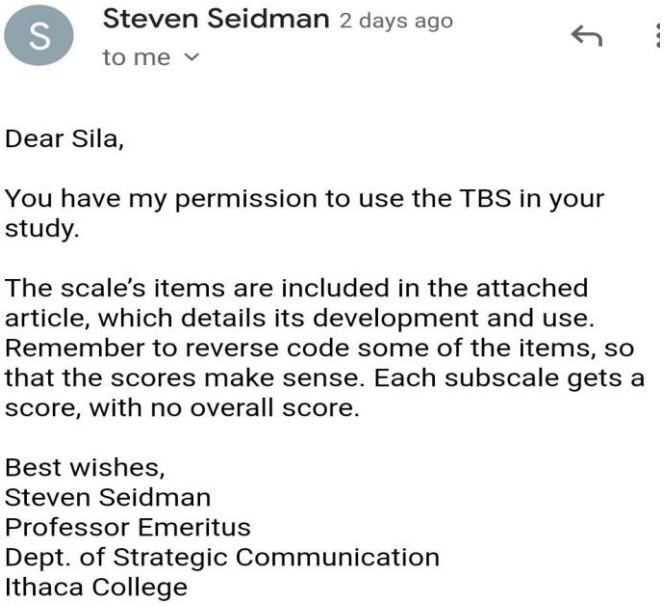
Sila:

I regret that I failed to see your request for use of the Teaching Autonomy Scale (TAS) before now. My computer placed your email request in a "spam" category, so I was unaware of its existence.

If you still wish to use the Teaching Autonomy Scale for your Master's thesis, you have my permission to do so. Dr. Pearson and I did not copyright the TAS; therefore, it is in the public domain. All that I require is that you give attribution in the body of your thesis for its use.

I wish you full success with your research.

Bruce Hall, Professor Emeritus
University of South Florida



Steven Seidman 2 days ago
to me

Dear Sila,

You have my permission to use the TBS in your study.

The scale's items are included in the attached article, which details its development and use. Remember to reverse code some of the items, so that the scores make sense. Each subscale gets a score, with no overall score.

Best wishes,
Steven Seidman
Professor Emeritus
Dept. of Strategic Communication
Ithaca College

Appendix 6. Approval from MoNE

T.C.
EDİRNE VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-56569733-44-42321537 31/01/2022
Konu : Anket İzni

VALİLİK MAKAMINA

İlgi : a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 2020/02 sayılı Genelgesi
b) Trakya Üniversitesi Rektörlüğü'nün 13/01/2022 tarihli ve 187761 sayılı yazısı.

Trakya Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans Programı öğrencisi Sıla NALBANT' ın İl Millî Eğitim Müdürlüğümüze bağlı Edirne İli Merkez ve İlçelerinde bulunan Tüm Resmi/Özel Lise öğretmenlerine yönelik uygulamak istediği **"Türk İngilizce Öğretmenlerinin Özerkliği İle Mesleki Tükenmişlikleri Arasındaki İlişki"** konulu araştırma çalışması kapsamında yer alan veri toplama araçları Anket Değerlendirme Komisyonu'nca incelenmiştir.

Makamınızca uygun görüldüğü takdirde, Trakya Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans Programı öğrencisi Sıla NALBANT' a ait anket çalışmasının; 2021-2022 eğitim-öğretim yılı sonuna kadar İl Millî Eğitim Müdürlüğümüze bağlı Edirne İli Merkez ve İlçelerinde bulunan Tüm Resmi/Özel Lise öğretmenlerine gönüllülük esası gözetilerek, eğitim öğretimi aksatmamak, okul müdürlüğünün denetiminde ve tüm sorumluluğun uygulayıcıda olması kaydı ile uygulanmasını olurlarınıza arz ederim.

Dr. Önder ARPACI
İl Millî Eğitim Müdürü

OLUR

Ali UYSAL
Vali a.
Valî Yardımcısı

Bu belge güvenli elektronik imza ile imzalanmıştır.
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