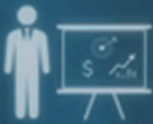# JOB BURNOUT AND COPING STRATEGIES OF TEACHERS: A COMPARISON BETWEEN IRAN AND TURKEY

Elif Beyza TÜRKMENOĞLU

JOB BURNOUT AND COPING STRATEGIES OF TEACHERS: A COMPARISON BETWEEN IRAN AND TURKEY[1]

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[1] This book was derived from the master's thesis titled "Job burnout and coping strategies of in-service English language teachers: A comparative study between Iran and Turkey" written by Elif Beyza TURKMENOGLU under the supervision of Assistant Prof. Ferzan ATAY.

DEDICATION

To those who have walked beside me through every chapter of this journey, offering their love, patience, and unwavering belief in me.

Elif Beyza TÜRKMENOĞLU

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LIST OF ICONS AND ABBREVIATIONS

BM   : Burnout Measure

DP   : Depersonalization

EE   : Emotional Exhaustion

EFL   : English as a Foreign Language

MBI   : Maslach Burnout Inventory

PA   : Personal Accomplishment

SPSS : Statistical Package for the Social Sciences

1. INTRODUCTION

The purpose of this chapter is to provide information on the setting in which the study was conducted, the statement of the issue, the aim of the research, the importance of the study, the research questions, and the study limitations, and conclude with an explanation of the operational definitions utilized throughout the dissertation.

1.1. Background of the Study

Individuals must work to survive. Working is, therefore, one of the essential components of human existence. A considerable portion of people's daily lives is spent at work, or they spend most of their time planning work. During their work, they must maintain close communication, which should be conducted face-to-face. By creating close contact, a person who spends most of his life at work will inevitably be stressed. In this sense, burnout appears due to extreme work under stress. Herbert Freudenberger, an American psychologist, described burnout in 1974 as "failure, weariness, loss of energy and strength, or a state of exhaustion resulting from unfulfilled demands on its resources." The concept of burnout is a state having psychological and physical effects on individuals, as defined by Maslach and Jackson (1981). It involves experiencing negative emotions towards oneself and others, accompanied by feelings of powerlessness and despair. Burnout is a persistent reaction to job-related stressors, including interpersonal and emotional pressures and the pressure to complete duty (Maslach et al., 2001). Emotional Exhaustion (EE), Depersonalization (DP), and Diminished Personal Accomplishment (PA) were categorized by Maslach et al. (2001).

Emotional Exhaustion encompasses the individual's stress-related aspect within burnout. At the same time, Depersonalization refers to the interpersonal dimension characterized by negative and inflexible attitudes towards clients and a sense of indifference towards work. Diminished Personal Accomplishment is explained as a person who tends to evaluate himself negatively (Budak & Sürgevil, 2005).

The causes of burnout are discussed under two headings; organizational and personal. Personality, marital status, motivation, the stress in private life, personal expectations, number of children, job satisfaction, performance, excessive work commitment, age, reasons such as the individuals with whom they have informal relations and the support they receive from their superiors are examined under the heading of personal reasons (Ağaoğlu, 2004). The qualification of work done, type of occupation, working time, characteristics of the workplace, workload

intensity, job tension, role ambiguity, educational status, disagreement with the decision, intra-organizational relationships, economic and social factors, and organizational factors appear to be considered the causes of burnout (Izgar, 2001).

It is common among individuals whose employment requires them to communicate with people face-to-face. Accordingly, teaching is one of the professions where burnout is commonly observed. In education, the majority of investigations on burnout focus on teachers. The teaching profession, known for its direct engagement with individuals, is among the occupations that frequently encounter burnout. Because of their interactions with learners, teachers are prone to experiencing various emotions throughout the day, including during breaks. Burnout is central to the teaching profession because teachers may experience exhaustion and emotional distress due to an excessive workload (Brenninkmejer et al., 2001). Also, working in human services, teachers invest in their students' relationships and expect them to succeed. If they fail, teachers might feel less valuable and show more signs of burnout. According to Goddard and O'Brien (2004), novice teachers can also feel burnout. Due to their lack of experience in their respective disciplines, inexperienced teachers frequently face anxiety (Chang, 2009). Burnout can happen if a new teacher does not know how to run a classroom or deal with disruptive students (Hong, 2010). Before choosing teaching as a career, Friedman (2000) argues that educators should know the risk of burnout.

Burnout of teachers can be illustrated as a negative example, developed as a reaction to stressful teaching conditions, students, teaching situations, and lack of management support (Tümkaya, 1996). Stress factors such as criticism of teachers, student discipline problems, student insensitivity, crowded classrooms, involuntary appointments, and role conflict can lead to feeling burnout in them. Life satisfaction is a set of components related to individuals' life patterns and standards. The economic status of teachers, their professional status, the place where they serve, environmental conditions, and their level of expectation are such variables that affect their life satisfaction. Thus, teachers' views on job satisfaction and professional burnout influence their life satisfaction (Avşaroğlu, 2005).

The classical teacher burnout model was proposed by Kyriacou and Suttcliffe in 1978. According to this model, stress results from different instructors' perceptions. In other words,

1) When the teacher has a perception that the demands on him are excessive,
2) When he has difficulty meeting these demands,
3) When their mental and physical health is endangered due to the failures experienced, burnout occurs. The main element here is the perception of threat experienced by the teacher (Antoniou et al., 2000).

According to Kyriacou (2000), when teachers feel less passionate and satisfied with their profession, reluctance and lack of interest in the students' studies can be observed if this workload requires more effort and time. Also, teachers start to feel negative feelings during the workday. These negative feelings can cause depression with a heavy sense of abandonment. In the third element of physical fatigue, teachers often feel tired at school. When all these are considered together, teachers' reluctance towards their work, inability to create any positive emotion from the job, and constant physical fatigue show that burnout syndrome might happen.

In the conducted studies, it was stated that teacher burnout refers to demographic variables such as age (Schwab et al., 1986), gender (Maslach & Jackson, 1981; Schaufeli & Greenglass, 2001), educational status (Gündüz, 2005; Maslach & Jackson, 1981), marital status (Maslach & Jackson, 1984). On the other hand, the role originating from the institution or organization ambiguity (Schaufeli & Peeters, 2000), role conflict and democratic school environment (Dworkin, 2001), perceived social support (Chen, 2002; Dick & Wagner, 2001; Gündüz, 2005; Maslach & Jackson,1984), workload (Schaufeli & Enzmann, 1998), reward-punishment (Schwab et al., 1986), and discipline problems (Pines, 2002) can be considered crucial variables on teacher burnout.

1.2. Statement of the Problem

Teachers play a vital role in changing their societies, preparing a well-founded future, having a strong economy, leading their countries politically, observing the changes in their civilizations, and, more importantly, transferring and developing knowledge and science. Teachers responsible for shaping their societies must broadly contribute their ideas and productivity while carrying out this responsibility. This productivity is essential for the development of communities. In addition, Özkan (2005) stated that it would be appropriate for teachers to say that teachers' work is based on the whole society. Above all, those in the teaching profession must have a mission that opens a new way, affects the transfer of information, faculties, and knowledge needed, and provides a learning environment. In order to conduct this activity professionally, teachers are expected to be in a position that closely follows the era, is ready for change and renewal, and constantly updates themselves. Another expected attitude is that they are as interested in learning as their students. Even without realizing it, even the slightest mistake to be made in the direction of the development and change of the masses will not only negatively affect an individual, but it can also have negative effects on society and future generations. Therefore, it is accepted that the results and effects of the education provided for people are observable in the

long term and that these false effects cannot prevent the deterioration of the masses. Due to such reasons, it is expected that teachers, who have a great responsibility in educating people today, have an education-teaching thought far beyond the period (Ercan, 2006). Teaching in the classroom and being in front of the community is an essential step in their lives, as teachers start to do their jobs quickly after they graduate from school and face many different situations.

In the first few years of teaching, classroom management necessitates time and effort. In addition, teachers' pleasure who have just started teaching careers depend on their success in classroom management (Özyürek, 1996). Novice teachers, who start teaching as a profession with idealistic thoughts, may experience some disappointments caused by the system, environmental conditions, and different reactions of the administrators (Tümkaya, 1996). However, teachers should interact positively with administrators, students, parents, and other personnel. The level of teacher burnout is the main reason that directly influences this interaction. This issue requires identifying burnout levels of EFL teachers and investigating the reasons that lead to burnout along multiple dimensions.

Identifying the causes of burnout can contribute to the literature in the context of taking measures to prevent burnout. For this reason, identifying teachers' burnout can offer alternative solutions and options for improvements in this field. This study's purpose is to explore burnout levels of individuals carrying out their duties as Teachers of English Language at public schools in Iran and Turkey and burnout causes in terms of various demographic reasons such as experience, gender, age, number of children, educational status, current position at school, workload, marital status, and explore current stress levels and the causes that trigger burnout. Many studies have examined EFL teachers' burnout; however, the reasons that lead to burnout among EFL teachers working at state schools in Iran and Turkey and their coping strategies have not been investigated comparatively in many aspects. This study may probably be unique compared to other investigations carried out between Iran and Turkey.

1.3. Purpose of the Study

In-service EFL teachers' job burnout levels in diverse economic and socio-cultural contexts within state schools in Iran and Turkey was investigated in the current dissertation. Additionally, it aims to identify the factors causing burnout among Iranian and Turkish in-service English language teachers and explore their strategies to manage and overcome burnout. The study mainly focuses on some demographic features of in-service teachers of English like, like children numbers, school type, age, marital status, gender, educational background,

experience years, and workload on burnout level. The findings of this research can improve our comprehension of burnout in ELT, specifically within Iranian and Turkish state schools, offering valuable insights into the levels of burnout experienced by in- service English language teachers. It may contribute to expanding knowledge regarding burnout in this specific context. In addition, this study aims to represent a general picture of the current status of Iranian and Turkish in-service English language teachers working at state schools. The aim is to tackle the problem of burnout encountered by in-service Iranian and Turkish teachers of English at public schools.

1.4. Research Questions

This thesis explores in-service EFL teachers' burnout levels at public schools in Iran and Turkey, and the reasons which lead to burnout among Iranian and Turkish EFL teachers, and how they cope with it. Accordingly, the set of questions mentioned below was employed in this study:

1. What is the level of burnout among in-service EFL teachers in Iran and Turkey?
2. How do in-service teachers of English in Iran and Turkey cope with their burnout?
3. Are there any significant differences between Iranian and Turkish in-service English teachers' burnout levels regarding gender, age, number of children, marital statuses, educational background, work experience, total years at the present institution, extra responsibilities, and workload?
4. What are the possible reasons for burnout among in-service Iranian and Turkish EFL teachers?

1.5. Significance of the Study

Educational institutions are the most affected by the developments in human life. The progress of humanity in acquiring knowledge has brought about important changes in the structure of educational institutions. Teachers' expectations of education have changed, and their understanding of education has also occurred. Teachers working in schools, one of the institutions that ensure the continuity and development of social life, are in a profession that requires intense communication with people, thereby causing pressure and stress for teachers. Teachers are affected by many social, psychological, physical, and institutional factors throughout their professional lives. All these unfavorable situations can cause burnout over time. To expect teachers to provide a qualified and efficient education service, they should have a supportive working environment away from stress and pressure. In this sense, teachers need to be physically, psychologically, and socially healthy. A problem or

problems encountered in these aspects will negatively affect the teachers' quality of service. At this point, it may be essential to make burnout more understandable to minimize its negative effects. The troubles that emerge as a result of teacher burnout, unfortunately, not only concern the teachers but also reflect on the students, school, parents, and their immediate environment. In this situation, there is a potential for negative consequences on the quality and quantity of educational and training services provided. Therefore, examining the burnout levels among in-service English teachers in education can help guide efforts toward improvement. By determining the burnout level of teachers, this research contributes to drawing the attention of administrators and teachers to this issue and obtaining data to take precautions if necessary; therefore, it is expected to benefit educational organizations in different socio-cultural and economic situations.

1.6. Limitations of the Study

This study involves various limitations:

1. Research is limited to the duration and possibilities of the master's thesis.
2. The qualifications to be measured in the research are limited to those measured by the Personal Information Form and Maslach Burnout Questionnaire.
3. The research is limited to 60 English teachers working at various levels of public schools in Iran and Turkey.
4. This study is limited to official educational institutions.

1.7. Operational Definitions

Burnout: Burnout alludes to a state of energy depletion where individuals face constant feelings of despair and negativity in their everyday experiences, leading to the exhaustion of personal resources (Cited in Aksu & Baysal, 2005; Çam, 1992). Another commonly accepted one by Maslach and Jackson (1981) is described as a syndrome that involves both psychological and physical dimensions. People who engage in work that serves others are prone to developing burnout, which is characterized by depersonalization, a decrease in personal accomplishment, and emotional exhaustion.

Emotional Exhaustion: It pertains to being emotionally drained, fatigued, overwhelmed, and emotionally detached (Barutçu & Serinkan, 2008).

Depersonalization: It reflects the interpersonal part of burnout and is highlighted by negative perspectives towards customers that are unyielding and disinterest towards the task that is being performed (Maslach et al., 2001; Wright & Douglas, 1997: Cited by Budak & Sürvegil, 2005).

Reduced Personal Accomplishment: Personal achievement describes a person's feelings of competence and achievement. Personal failure pertains to individuals assessing themselves as insufficient and unsuccessful in their professional role. At this stage, the person is filled with personal feelings of failure (Izgar, 2001).

Personal Accomplishment: It pertains to an individual's negative self-assessment, challenges in handling tasks, and feelings of inadequacy within the work environment (Wright & Bonett, 1997, p. 497).

Coping: Coping refers to the methods individuals use to handle stressful situations, and there are two primary types: Nolen-Hoeksema et al. (2009) identified two distinct coping strategies: problem-focused and emotion-focused.

Teacher Stress: It pertains to the adverse feelings that a teacher experiences, such as anxiety, tension, anger, frustration, or sadness, due to certain aspects of their profession as an educator (Kyriacou, 2001).

2. REVIEW OF THE RELATED LITERATURE

This section encompasses various aspects related to burnout, including the definition of the concept, its symptoms, consequences, preventive measures, coping strategies, perspectives of relevant individuals, causes of burnout, studies conducted both domestically and internationally, stages of burnout, and the reasons and mechanisms behind burnout specifically among teachers.

2.1. Definition of Burnout

In the most general sense, work can be defined as an activity that an individual does for money to maintain his life. In addition to a job's economic value, social and emotional value cannot be ignored. After the 1970s, burnout as a concept began to be discussed under a separate heading in studies on stress. Studies show that burnout is a phenomenon that is experienced at the individual level and includes negative emotional experiences (Abacı et al., 2004). Various researchers argue that burnout is psychological status; however, they disagree with the definition of burnout. In studies related to burnout, it has been observed that the problems experienced by people in their working lives are the most important factors. Hence, the burnout dimension has grown exponentially since the most significant issues are the workload and other reasons that cannot be solved. Burned-out people are those who show signs of exhaustion, both cognitively and emotionally. Accordingly, people approach burnout even more due to the stress experienced (Işıkhan, 2010). On the other hand, the literature has many definitions of burnout. Some of these definitions are listed below.

In 1974, Freudenberger wrote an article that introduced the idea of burnout to the writing world. In his study, burnout is explained as an occupational hazard. In the words of Freudenberger (1974), burnout can be characterized as extreme exhaustion caused by feelings of failure, fatigue, diminished motivation and capability, and unmet internal resource demands (Arı & Bal, 2008). He first conducted his studies on burnout among addicted young individuals. Later, he examined the concept of burnout among different people who were under treatment and who voluntarily supported the studies. In this respect, it has been observed that burnout can occur in people who use substances and individuals with different characteristics, and research has progressed in this direction (Işıkhan, 2010, p. 21). In addition, according to Maslach and Jackson (1981), burnout can be referred to as a physical and mental syndrome characterized by physical tiredness, prolonged exhaustion, feelings of helplessness and depression, and unfavorable attitudes towards work, life, and other people.

On the other hand, Farber (1991) expressed burnout as a reaction to excessive stress at a level that can reach the explosion point due to mechanization, overwork, and dismissal for unnecessary reasons. According to Farber (1991), burnout is not only a condition that emerges over a period of time but also manifests itself with emotional discharges and negative attitudes that the individual develops against himself or his environment. Pines and Aranson (1988) described burnout as physical, mental, and emotional exhaustion caused by extended exposure to situations that require emotional demands (Schaufeli & Van Dierendonck, 1993); cited in (Arı & Bal, 2008). Storlie defined burnout as occupational autism. Burnout is a kind of soul collapse, an energy depletion that constantly causes negativity and hopelessness (Oruç, 2007, p. 12, as cited in Storlie). In addition, burnout is the loss of energy and work-related purposes of employees over time due to these conditions (as cited in Edelwich et al., 1996, p. 39). Cherniss (1980) defined burnout as an individual's reaction to excessive stress or dissatisfaction in the form of alienation from his work and considers it a disorder that arises from excessive commitment. Cherniss stated that burnout differs from temporary fatigue, strain, and attitudinal changes that cause socialization and quitting work (Çam, 1995). Cardinell (1981) expressed burnout in a broader sense as a symptom of a serious disturbance in one's life. In this regard, he stated that many studies conducted in the literature reveal that many people have to live between the ages of thirty-five and fifty and are depressed due to social problems, especially the desire to gain a career and status (Izgar, 2001). Although there are diverse interpretations of burnout, the definition put forth by Maslach and her colleagues is now widely acknowledged as the most accepted. This definition views burnout as a concept with three distinct dimensions.

Additionally, burnout is a three-dimensional syndrome that often impacts individuals engaged in occupations requiring ongoing interpersonal interaction.

Depersonalization, emotional exhaustion, and diminished personal accomplishment were defined as three dimensions by Izgar (2001). Burnout is regarded as a process and is expounded through two models. The Maslach Model posits that emotional exhaustion is a precursor to depersonalization and contributes to diminished personal accomplishment. On the other hand, the Golembiewski Model suggests that depersonalization leads to a decreased sense of personal achievement, which subsequently results in emotional exhaustion (Ashforth & Lee, 1997; Cordes et al., 1997; Lewin & Sager, 2007; Maslach et al., 2001). To assess burnout, two commonly used scales are employed. The initial Maslach Burnout Inventory (MBI) was designed by Maslach and Jackson (1981), and accordingly, this Inventory measured individuals' experiences on the burnout level. Analysis of the scale reveals that higher scores in depersonalization and

emotional exhaustion dimensions correspond to lower scores. Nonetheless, diminished personal accomplishment's lower scores correspond to higher burnout levels. Although burnout sub-dimensions are expressed differently by the authors, they are designed as one-dimensional to determine a single level of burnout (Schaufeli & Van Dierendonck, 1993). The second scale is "burnout," developed by Pines and Aranson (1988). With 21 items, the scale measures the level of mental, emotional, and physical exhaustion in individuals using a 7-point frequency scale.

2.2. Theoretical Foundations

Several scholars have put forth different models within this field. The discussed models include Scott and Meier, Suran and Sheridan, Cherniss, Maslach, Pearlman, and Hartman, and the Edelwich and Brodsky burnout model.

2.2.1. Maslach Burnout Model

Despite not being the initial researcher to explore burnout, Maslach is widely acknowledged for conducting extensive and reliable studies in the field (Işıkhan, 2010, p. 36). Maslach's conceptualization of burnout encompasses three subdimensions: Emotional Exhaustion, Depersonalization, and a Decreased Sense of Personal Achievement. A 22-item "Maslach Burnout Scale" questionnaire has been developed to evaluate burnout based on these dimensions. The following are some characteristics commonly associated with burnout.

2.2.1.1. Emotional Exhaustion

The initial stage of burnout is emotional exhaustion, which represents the individual's experience of stress within burnout. In this phase, individuals often experience physical, mental, and psychological exhaustion, feeling excessively tired and worn out. It indicates the personal stress aspect of burnout and expresses "the erosion of the people's psychological and emotional resources" (Maslach et al., 2001; Wright & Douglas, 1997). This burnout dimension occurs mostly in professions where one-to-one relationships with people are intense. Individuals who lack energy and are reluctant towards daily life and work tend to evaluate themselves as exhausted. Those experiencing emotional exhaustion feel powerless and incapable of solving other people's problems. They constantly use the escape route to lighten the emotional burden they carry. Individuals prefer to distance themselves from people and remain cold and indifferent to the feelings and emotions of others. These indifferent and rigid attitudes towards people create the second dimension of the syndrome, depersonalization. According to Maraşlı (2005), people experiencing emotional exhaustion in helping others

experience a lack of energy due to excessive psychological and emotional demands and feel exhausted. Those with such emotional intensity think they cannot act as giving and responsible as before and are inadequate. They experience tension and frustration, and the obligation to work each day creates much trouble.

2.2.1.2. Depersonalization

Within this dimension, individuals exhibit attitudes and behaviors that lack emotional connection toward the individuals they serve. Depersonalization is the interpersonal aspect of burnout. It means people have negative, rigid feelings about others and do not care about their work (Budak & Sürvegil, 2005; Maslach et al., 2001; Wright & Douglas, 1997). Depersonalization manifests itself when employees treat the people they serve as objects rather than human beings. Employees may become cold, uninterested, and cynical about the people and organization they work with. Other symptoms of depersonalization include using condescending language, categorizing people, operating a business in accordance with strict rules, and thinking that others will constantly harm them (Şahin, 2007). An example of this burnout stage is that teachers treat all students the same way, ignoring their needs and not considering their individual classroom characteristics (Öktem, 2009).

2.2.1.3. Feeling of Reduced Personal Accomplishment

It refers to competence and fulfillment feelings experienced by an individual.On the other hand, personal failure refers to the person's evaluation of himself as inadequate and unsuccessful in his work. At this stage, the person is filled with personal feelings of failure (Izgar, 2001). In other words, it expresses the inclination of an individual to form unfavorable opinions about himself (Maslach & Zimbardo, 1982; Maslach et al., 2001; Wright & Douglas, 1997).

Individuals who experience emotional and physical exhaustion, coupled with a negative outlook toward themselves and the people they serve, face challenges in meeting the demands of their work. In the process of depersonalization, there is a decrease in the person's sense of competence and achievement (Leiter & Maslach, 1988). In this regard, the decline in personal accomplishment is comparable to the other two structures.
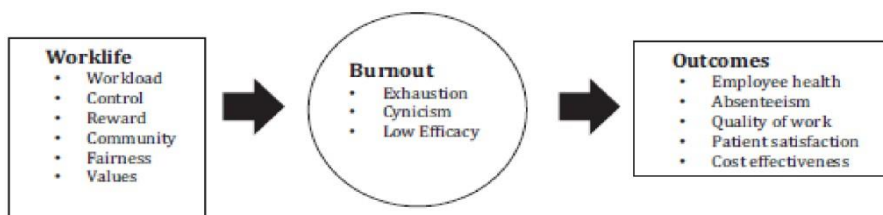
Figure 2. 1. The Areas of Work Life (AW) Model of Burnout
(Maslach, 2017, p.149)

2.2.2. Cherniss Burnout Model

Burnout happens in a time-spreading process. Cary Cherniss, who made important contributions to the burnout literature, put forward a model related to burnout in 1980. The model revealed the causes of burnout and the responses and ways to cope with it (Yıldırım, 1996). According to Cherniss, burnout can be defined as a sequential process that initiates as a response to work-related obstacles, involves the utilization of coping behaviors, and ultimately culminates in an emotional disconnection from work (Teltik, 2009).

The Cherniss model emphasizes that the root of burnout is stress and states that stress arises from demands exceeding coping resources. Stress arises when the demands placed on individuals, both from their environment and themselves, surpass their capacity to cope. In this case, the individuals first choose to eliminate the source of stress in order to cope with the stress. If they fail, they can apply relaxation through stress-coping techniques. If they fail again, they can reduce their psychological relationship with the job to reduce their emotional load (Teltik, 2009).

2.2.3. Suran and Sheridan Burnout Model

Erik Erikson, an American psychologist who worked from 1950 to 1959, inspired the burnout model that Suran and Sheridan wrote about in 1985. This model is based on observation and experience. There are four stages with developmentally similar features in this model. Burnout at every stage manifests itself with dissatisfaction with the conflicts likely to be seen (Doğuyurt, 2013). The first stage is identity and role confusion. The second stage is competence and inadequacy. The third stage is productivity and recession. The fourth stage is rebuilding after disappointment. Each of these steps includes a lifestyle that impacts the emergence of burnout. Each step in the model includes the lifestyle that effectively forms burnout. Based on Suran and Sheridan's (1985) perspective, burnout arises when unresolved conflicts persist throughout various stages. The

model draws inspiration from Erikson's (1950) theory of personality development (Aksoy, 2007). According to this theory, exhaustion is discussed as a condition that can manifest before age fifty, possibly occurring later (Gürbüz, 2008).

2.2.4. Scott and Meier Burnout Model

Meier's theory proposes a new model that includes different dimensions in burnout based on Bandura's "self-efficacy" views. According to Meier (1983), in this particular model, burnout is conceptualized as a condition that arises from the repetitive nature of work experiences, and it is elucidated through three stages (Çavuşoğlu, 2005):

1. The individual's low expectation of positive reinforcement behavior related to work and high expectation of punishment,

2- High expectations for controlling existing reinforcers,

    1. Low expectation of personal efficacy in displaying the behaviors necessary to control the reinforcers.

People with such low expectations often feel destructive emotions like fear and worry (Aksoy, 2007). This approach has four dimensions, according to Teltik (2009);

1. Reinforcement Expectations: This concept pertains to individuals' expectations regarding whether specific work experiences align with their hidden or overt goals. The fulfillment or lack of these expectations can significantly impact job satisfaction. For example, one teacher may prefer working with actively questioning students in the classroom, while another may find satisfaction in students who listen quietly.

2. Outcome Expectations: This dimension involves describing behaviors believed to lead to specific outcomes. For instance, a teacher may experience fatigue or burnout if his experiences consistently reinforce the belief that "Students cannot learn this subject."

3. Expectations of Competence: This dimension relates to one's belief to reach the required results effectively. For instance, a teacher may experience burnout due to a perceived competence lackness in the profession or if students do not seem to grasp the material.

4. Contextual Processing Process: This approach encompasses the broadest category within the burnout framework, as it explains how individuals acquire, maintain, and modify their expectations based on the context in which they operate.

2.2.5. Edelwich and Brodsky Burnout Model

Edelwich predicts that burnout syndrome develops gradually and argues that it occurs in four stages (Çam, 1995). These stages are as follows (Kaçmaz, 2005);

1. Enthusiasm: In this stage, there is much hope, much energy, and professional goals that are too high. Individuals prioritize their profession above all else, adjusting to conditions such as sleeplessness, stressful work environments, and the lack of time and energy to dedicate to themselves and other aspects of life.

2. Stagnation: During this stage, individuals experience a decline in motivation and optimism. They become increasingly dissatisfied with the challenges they face in their professional practice and start to acknowledge certain aspects that they previously overlooked or denied. The notion of nothing but work is questioned as the profession fails to entirely fulfill the person's life with its theoretical and practical dimensions.

3. Frustration: As an individual endeavor to assist and support others, they gradually comprehend the difficulties associated with bringing about change in individuals, systems, and unfavorable work environments. The person experiences an intense feeling of frustration. At this point, one of the paths is chosen. These include adaptive defenses and coping strategies promoting burnout, withdrawing from or avoiding situations through activation, maladaptive defenses, and coping strategies.

4. Apathy: During this stage, there is a deep emotional distance or sterility, disbelief, and a loss of hope. The individual continues to work for financial and social security; however, in such a case, business life will not be an area of satisfaction and self-realization but instead will be an area that only brings distress and unhappiness to the person.

2.2.6. Perlman and Hartman Model

In their attempt to develop a notion of burnout, Perlman and Hartman conducted a content analysis and synthesis of the definitions that were developed during the course of their research. To this definition, burnout is "a reaction to prolonged psychological strain and consists of three components." The model that was developed by Perlman and Hartman in 1982 has a cognitive and perceptual emphasis that evaluates personal factors as well as the environment that an individual is exposed to. According to this concept, the three different aspects of burnout correspond to the three fundamental groups of symptoms that are associated with stress (Aksoy, 2007). These are the physiological dimension, which focuses on a person's bodily symptoms (physical fatigue); the emotional-cognitive dimension (emotional exhaustion), which focuses on a person's

thoughts and feelings; and the behavioral dimension, which focuses on a person's symptomatic behaviors (Teltik, 2009). The model shows that individual characteristics and the institutional or social environment are important in affecting the perception of burnout. Stress affects effective and ineffective ways of coping. According to Çavuşoğlu, the model has four stages (2005):

1. The first stage shows the conductivity of the state to stress. There are two primary conditions for the formation of stress. An individual's skills and abilities may be insufficient to meet perceived and actual organizational demands, or the job may not match the individual's wishes, needs, and values. In essence, stress emerges when there is a mismatch or discord between the individual and the conditions of their work environment.
2. The second stage includes the individual's perceived stress level. Many situations that cause stress result in an individual's perception of being under stress. The transition from stage one to stage two is based on the individual's background and personality, as well as on role and organizational variables.
3. The third stage includes three main categories of responses to stress.
4. The fourth stage represents the consequences of stress. Burnout occurs when chronic emotional pressure builds up and begins to appear.

2.3. Symptoms of Burnout

Burnout is characterized by three types of symptoms: physical, psychological, and behavioral. Physical symptoms manifest as various bodily discomforts such as sleep problems, digestive issues, headaches, backaches, dizziness, weakness, fatigue, disturbances in sleep patterns, changes in appetite, palpitations, weakened immune system, skin conditions like eczema, and respiratory problems like hay fever and asthma. Psychological symptoms involve increased irritability, feelings of boredom, lack of motivation, stagnation, diminished self-esteem, restlessness, a deep sense of emptiness, fear, despair, futility, emotional numbness, and loss of pleasure or enthusiasm in life, work, and family. Behavioral symptoms include difficulty concentrating, decision-making challenges, self-doubt, decreased performance, tendencies towards social withdrawal, heightened consumption of coffee or alcohol, reduced engagement in enjoyable or relaxing activities, heightened irritability, anger, cynicism, overall dissatisfaction, procrastination, careless mistakes, absenteeism, and lateness (Rozman et al., 2018). These symptoms align with those described by Maslach and Leiter (1997).

2.4. Factors Affecting Burnout

According to Maslach et al. (2001), role conflict, uncertainty, participation in decision-making procedures, autonomy, and social support are the primary causes of burnout. Various factors, including individual characteristics, sociodemographic factors, work environment, and workload, can trigger burnout (Teltik, 2009). McCormack and Cotter (2013) classified the factors contributing to burnout into individual and organizational factors. Individual factors encompass marital status, age, number of children, personal expectations, work commitment, motivation, personality traits, performance, and individual aspects like life stress, job satisfaction, and support from superiors. Alternatively, factors within an organization that contribute to burnout can be classified based on several aspects, including the profession's nature, job type, workplace characteristics, workload, job-related stress, role ambiguity, educational level, lack of opportunities for organizational participation, economic and social factors, and intra-organizational relationships (Izgar, 2001). Research has consistently shown a higher prevalence of burnout in industrialized countries (Ahola & Hakanen, 2007). Regarding the teaching profession, Sadeghi and Khezrlou (2014) identified specific challenges related to students, such as lack of enthusiasm, aggression, problematic behaviors, difficulties in student interaction, and misbehavior. Work demands encompass additional factors, such as insufficient social support and self-regulatory activities (Sadeghi & Khezrlou, 2014). O'Brennan et al. (2017) discovered a negative correlation between burnout and three types of connectedness: personal, student, and administrative. It is common for in-service EFL teachers to experience less burnout if they have a positive attitude toward both their learners and their working environment. These characteristics can also serve as predictors of future burnout (Demirel & Cephe, 2015). According to Piechurska-Kuciel (2011), language teachers are particularly susceptible to burnout due to their profession's unique nature, which involves teaching and assisting students in language learning. Incentive programs, concerns, workload overload, and role stress were identified as causes and symptoms of burnout (Piechurska-Kuciel, 2011).

In light of the information mentioned above, it is essential to analyze several burnout-related variables, including individual and sociodemographic factors. Exceptions, work-home interference, gender, marital status, locus of control, personal traits, teaching experience, and age are included as sociodemographic factors.

2.4.1. Gender

According to the subdimensions of burnout, the gender component did not provide consistent findings. Regarding burnout dimensions, statistically significant outcomes were not found by Budak and Sürgevil (2005). Nevertheless, the data indicated that when compared to their male colleagues, female in-service EFL teachers reported significantly greater psychological exhaustion levels. Goswami (2013) executed research to determine whether demographic factors, which are age, gender, marital status, and working area, were associated with teacher burnout. Additionally, it was discovered that depersonalization was strongly linked to the work area, while personal accomplishment was primarily associated with age. No significant correlation was observed between burnout dimensions and gender. In a separate piece of research, Li (2015) investigated the phenomenon of burnout among in-service EFL teachers working at a Chinese medical institution. He discovered the teachers disclosed a burnout moderate level, and no significant correlations were found considering educational background and gender.

Similarly, Hismanoglu and Ersan (2016) conducted research to determine whether or not there is a correlation between demographic characteristics and burnout among in-service English teachers in Turkey. The results revealed a significant level of burnout regarding personal accomplishment, while emotional exhaustion was moderate. However, the study did not find any significant effects of age or gender on burnout. However, a study by Mukundan and Khanderoo (2009) indicated that gender can be a predictor of burnout. Their research on gender differences in burnout among 120 English language instructors showed that teacher burnout was significantly high, with female instructors experiencing emotional exhaustion higher and men exhibiting depersonalization higher. Reduction in personal accomplishment was observed among both male and female instructors. These findings were also in parallel with the study by Purvanova and Muros (2010), who revealed that women were more prone to emotional exhaustion, while men were more likely to experience emotional detachment.

2.4.2. Age

The research results about the comparison of years of experience and burnout feelings are contradictory in a study conducted by Lackritz (2004) with 265 instructors, age referred to as a significant factor contributing to emotional exhaustion. Concerning burnout levels, it was observed that younger instructors experienced higher burnout levels than their more experienced colleagues. In their respective studies, Bryne (1991) and Sünbül (2003) reported similar findings. However, studies by Budak and Sürgevil (2005) and Dericioğulları et

al. (2007) discovered no considerable variations in emotional exhaustion and depersonalization. On the contrary, Mousavy and Nimehchisalem (2014) demonstrated in their investigation that older instructors exhibited higher burnout levels than younger ones.

2.4.3. Marital Status

Even though study results regarding the issue remain ambiguous, marital status is regarded as a crucial personal factor leading to burnout. Some researchers, as mentioned by Bakker et al. (2005), suggest that married in-service teachers with children may be more susceptible to experiencing burnout. However, single and married in-service teachers experience burnout, according to research by Sadeghi and Khezrlou (2014). In a study conducted by Mousavy and Nimehchisalem (2014) with 315 language teachers in Malaysia, the burnout level was investigated by considering gender, age, and marital status. Considering the findings, married teachers exhibited higher levels of burnout other than their coworkers who were single. Conversely, Mukundan and Khandehroo's (2009) research indicates that female instructors who were married exhibit high levels of personal success, low levels of depersonalization, and moderate levels of emotional exhaustion. Conversely, female educators who are not married display high levels of emotional exhaustion, high levels of personal accomplishment, and low levels of depersonalization. Therefore, it is assumed that single in-service EFL teachers experience burnout higher than their married counterparts. Nevertheless, no significant link was discovered between married status and burnout in the research carried out by Asgari (2012), Budak and Sürgevil (2005), and Byrne (1991).

2.4.4. Years of Experience

Mede (2009) conducted a study on 63 Turkish EFL teachers to evaluate self-efficacy's influence on three categories of burnout. The research results showed a substantial association between self-efficacy and burnout an individual experienced. In addition, it was shown that teachers with less experience had higher ratings on the Emotional Exhaustion scale, although they experienced burnout on personal accomplishment and depersonalization lower. The research was carried out by Akbari and Moradkhani (2010) among 447 Iranian EFL instructors to evaluate the association between years of experience in the classroom and perceptions of one's own effectiveness as a teacher. In the study, ELF instructors who have more than three years of experience were shown to be much more effective than their less experienced counterparts.

2.4.5. Personality

Several personality traits may be associated with burnout, as shown by recent studies. According to Burke and Richardson (1996), those who are very sensitive and sympathetic, as well as nervous and obsessed, have a greater likelihood of experiencing burnout (McCormack & Cotter, 2013). Moreover, individuals who are neurotic, passive, or perfectionists are much more likely to experience burnout (McCormack & Cotter, 2013).

2.4.6. Locus of Control

It may be described as the individual's ideas about the power to control, if required, change the workplace atmosphere; the perceptions about the locus of control determine burnout (McCormack & Cotter, 2013).

2.4.7. Work-home Interference

It is a phenomenon that may be characterized as people's professional lives having a detrimental influence on the quality of their personal lives at home. Employees who face work-home interference have more significant levels of burnout. On the other hand, employees who prefer specific working conditions are less likely to be affected by work-home interference (McCormack & Cotter, 2013).

2.4.8. Expectations

There are debates in the literature over whether great expectations about work might lead to burnout. Some researchers reported that high and unrealistic expectations might cause burnout, whereas others discovered no connection between unrealistic expectations and burnout (McCormack & Cotter, 2013).

2.4.9. Educational Background

Several researchers have examined the relationship between teachers' burnout and educational degrees. As stated by Friedman (1991) and Friedman and Lotan (1985), when teachers' educational levels increased, so did their levels of burnout. Öztürk and Deniz (2008) conducted a study in which they discovered that the level of depersonalization increased with higher levels of education among teachers. They suggested that this could be attributed to an increased sense of perfectionism that comes with higher education, leading to difficulties meeting their high standards and subsequently experiencing burnout.

In relation to distinct facets of burnout, educators holding a bachelor's degree demonstrated elevated levels of depersonalization and emotional exhaustion in comparison to their counterparts possessing a master's and Ph.D. degree. However, Ph.D. graduates did not experience a reduced personal accomplishment

sense, unlike those having master's and bachelor's degrees (Mukundan & Khandehroo, 2009). Sezer (2012) conducted an investigation and revealed that instructors having higher education levels reported burnout at higher levels, while those with lower education levels reported burnout at lower levels. Teachers holding master's degrees showed higher burnout levels than those with bachelor's degrees, while teachers with doctoral degrees experienced burnout at higher levels compared to instructors with both master's degrees and bachelor's. Similar findings were reported by Farshi and Omranzadeh (2014) and were consistent with Sezer's (2012) results. They also revealed that the educational level of teachers impacted the degree of burnout in all three categories.

2.5. Organizational Factors

Several organizational elements might contribute to teacher burnout, including students' population, job challenges, an unsatisfactory salary, and insufficient teacher preparation, among other things (Rostami, et al., 2015). The organizational factor can also be thought of as a work-related factor. They are highly relevant to the individual and the setting in which they find themselves.

2.6. Burnout Among EFL Teachers

Numerous studies have been conducted on burnout in various contexts and occupations, including teaching and teachers. Maslach (2003) states that it is common for teachers to come across burnout during prolonged periods of stress, manifesting as emotional exhaustion, depersonalization, and lack of personal accomplishment. Moreover, The severity of burnout syndrome among some teachers could be even greater (Maslach et al., 2001). Although some researchers believe that dissatisfaction and stress are substantially correlated (Martin et al., 2012), it is currently accepted that these concepts and burnout are separate (Maslach, 2003). Providing practical, instructional, and moral services to students necessarily puts emotional demands on teachers (Vandenberghe & Huberman, 1999). Unlike other human service professionals, teachers must develop personal relationships with the students they teach in crowded learning environments instead of one-on-one. This circumstance distinguishes teaching from other human service professions (Maslach & Leiter, 1999). Teaching, particularly in English language instruction, poses significant challenges and has a high turnover rate, as Griffiths and Sonmez (2010) noted. English has emerged as a global language, serving as the primary means of scientific, cultural, and political communication. Consequently, according to Bolton et al. (2011), the responsibility of in-service EFL teachers is to provide students with proficient communication abilities. The attainment of effective English language instruction

necessitates the utilization of contemporary pedagogical techniques, such as interactive methodologies implemented in a small-group setting, to enhance students' communication abilities. The demanding nature of the profession, which strongly emphasizes English language instruction, leads to physical and emotional exhaustion and eventual burnout among English language teachers (Ghanizadeh & Jahedizadeh, 2016). Additionally, English language teachers often experience a sense of isolation, as Borg (2006) highlighted, as they must independently expand their subject knowledge and often have limited access to external support.

A wealth of research can be found in the literature regarding burnout among in-service teachers of English in distinct educational settings, such as schools, universities, and institutes. Numerous studies have explored this topic and provided valuable insights into burnout within ELT. In this regard, Atmaca et al. (2020) conducted research to examine the potential correlation between in-service EFL teachers' affective experiences, burnout levels, and job satisfaction. The researchers utilized multiple questionnaires, including the Maslach Burnout Inventory (MBI). Significant correlational relationships were identified based on data collected from 564 instructors from various disciplines. Significant factors for predicting burnout, depression, and fear were identified. Sato et al. (2022) investigated the connection between ELF teacher motivation and burnout in Chile. The study explored the motivation, demotivators, burnout opinions, and L2 motivations of 154 EFL teachers. A significant relationship between teacher motivation and burnout was demonstrated, according to the results. In a study conducted by Roohani and Dayeri (2019), a total of 115 EFL teachers participated in investigating the possible connection between motivation and burnout. The researchers employed the Maslach Burnout Inventory and the Motivation to Teach questionnaires to assess the teachers' motivation levels and fatigue profiles. The participants' average burnout level of 23 showed no statistical significance. According to the Maslach Burnout Inventory, the teachers demonstrated minimal levels of burnout.

Additionally, instructors were concluded to be independently motivated. Finally, it was determined that intrinsic motivation enabled the teacher to achieve more, whereas controlled motivation led to high burnout. Teachers who demonstrate intrinsic, solid, and extrinsic motivation tend to be more productive and are less susceptible to burnout. Another piece of research conducted by Li (2015) focused on investigating the phenomenon of burnout experienced by English language instructors employed at a Chinese university of medical. The study found that teachers experienced burnout at a moderate level, with no significant variations based on gender or educational background. However,

senior English teachers reported a greater sense of diminished personal achievement than other teachers.

By way of contrast, English instructors with a wealth of experience stated that they markedly elevated a reduced sense of personal fulfillment and depersonalization levels. Shamsafrouz and Haghverdi (2015) investigated the burnout effect on the instructional efficacy of EFL Iranian teachers. The research involved thirty English teachers (15 males and 15 females) from five private institutions, along with one hundred fifty students whom these teachers taught. In the study, no significant impact of teachers' burnout levels on their academic achievements was found. Additionally, there was no discernible difference in burnout levels between male and female English educators. In Italy, Caruso (2019) conducted a two-year study titled "Confronting English language teachers' burnout through motivation." The research aimed to explore how teachers managed the possibility of burnout. The results revealed that English instructors could prevent burnout by fostering student engagement through creative teaching methods and incorporating non-traditional approaches, thus reducing excessive student pressure and mitigating emotional and physical exhaustion. According to the researcher, this would be beneficial for educators as well as learners.

Similarly, Chang (2013) conducted a study exploring the emotions and coping strategies teachers employ. In order to accomplish this objective, the researcher formulated a theoretical framework. According to the results, it was vital for administrators and educators to prioritize the enhancement of teachers' skills and expertise in implementing culturally sensitive classroom management techniques. In addition, teachers must reflect on their objectives and seek practical solutions to their problems, such as determining the source and reason for student misbehavior. Instead of reacting similarly to their students' aggressions and misbehavior, teachers must be equipped with sufficient psychological knowledge to assist them in determining the underlying causes. Thus, they will have healthful coping mechanisms for these challenging issues.

3. METHODOLOGY

A general overview of the methodology by dealing with the critical aspects is presented under the title of methodology. First, it clarifies the study's research paradigm. The research design and questions are elucidated. Moreover, the rationale for utilizing a mixed-method design is explained. In addition, the participant selection and research setting are explained. Furthermore, tools of data collection and procedures for collection and analysis of the data are described. Finally, the study's trustworthiness and ethical issues are mentioned.

3.1. Research Paradigm

The term paradigm is linked with a vision that defines the world's facts, the role of people, and the potential interactions between the world and its constituents (Guba & Lincoln, 1994). The nature of reality, the researcher's relationship with his study, the function of values in an investigation, and the research process are all linked to a research paradigm (Fraenkel et al., 1993). Chilisa (2011) presents the research paradigm as a framework for expressing the worldview shaped by philosophical assumptions about the nature of social reality (known as ontology), methods of knowledge (known as epistemology), and ethics and value systems (known as axiology). Patton (2002) notes that paradigms significantly impact the relationship between the researcher and the research subject's adherents. Patton (2002) argues that paradigm guides a researcher by determining what is essential, trustworthy, and reasonable. Chilisa and Kawulich (2012) affirm that a researcher can determine the appropriate paradigm to use in his research by answering the following questions: how he perceives reality, what he knows and how he knows it, as well as the theoretical perspective(s) he has on the research subject, and what his value system is.
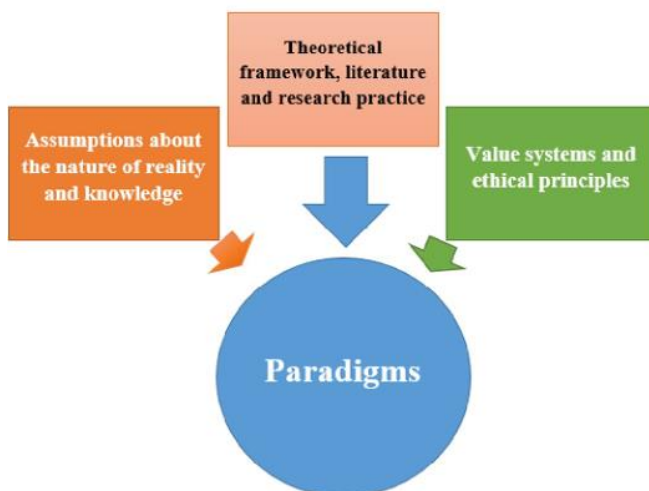
Figure 3. 1. Factors Influencing the Choice of a Paradigm
(Kawulich & Chilisa, 2012, p.3).

In the literature review, specific investigations are connected with certain paradigms. For instance, the postcolonial/indigenous research paradigm is used to counter deficit thinking and pathological descriptions of the previously colonized; and to recreate knowledge that fosters transformation and social change. In addition, the transformative/emancipatory research paradigm is employed to eradicate misconceptions and alter the hearts of individuals. In addition, the constructivist/interpretive research paradigm is used to comprehend and describe humans. The positivist/post-positivist research paradigm is predicated on discovering the universal rules that govern the cosmos (Chilisa, 2011). Chilisa and Kawulich (2012) stressed the lack of a single correct paradigmatic or theoretical framework, even though the proper framework depends on the paradigmatic perspective and how it influences the research design to answer the research question. In this study, the researcher utilized the constructivist/interpretative research paradigm. In this investigation, EFL teachers' burnout is a reality. The aim was to find reasons which lead to burnout in Turkish and Iranian EFL teachers and how they cope through the questionnaire and interviews. The study aimed to protect the participants' nature. Furthermore, the researcher's purpose was not to reach universal and general facts; the research aimed to gain in-depth information about in-service EFL teachers' burnout levels from different socio- cultural and economic situations working at state schools in Iran and Türkiye also the reasons which lead to job burnout among Iranian and Turkish EFL teachers and the ways how they cope with by focusing on some demographic features of EFL teachers like years of experience, number of children, marital status, age, gender, workload, and educational background.

3.2. Research Design

Creswell and Clark (2017) characterize research design as the methods of gathering, analyzing, interpreting, and presenting data collected during an investigation. They assert that there are several research designs and that these designs are linked with conclusive investigative techniques (Creswell & Clark, 2017). After identifying a research problem and the research questions, the next crucial step is to choose a research design that best fits the research problem and questions since the choice of research design substantially influences research methods from beginning to end (Creswell & Plano-Clark, 2011). William (2007) emphasizes that a researcher often utilizes quantitative, qualitative, and mixed-method research methodologies to address research questions. The selection of the research design depended upon the research problem, and research questions was conducted by the researcher (Creswell, 2012). Quantitative, qualitative, and mixed research methods are the most comprehensive methods to research (Creswell, 2014). Quantitative research aims to test hypotheses by evaluating the relationship between variables. The qualitative technique investigates and determines how an individual or group perceives and interprets a situation. The Mixed-Methods research methodology integrates quantitative and qualitative data to view research questions comprehensively (Creswell, 2014). The following Figure 3.2 shows the approaches by Creswell (2014).

Quantitative Methods →	Mixed Methods ←	Qualitative Methods
• Pre-determined • Instrument based questions • Performance data, attitude data, observational data, and census data • Statistical analysis • Statistical interpretation	• Both pre-determined and emerging methods • Both open- and closed-ended questions • Multiple forms of data drawing on all possibilities • Statistical and text analysis • Across databases interpretation	• Emerging methods • Open-ended questions • Interview data, observation data, document data, and audio-visual data • Text and image analysis • Themes, patterns interpretation

Figure 3. 2. Mixed-Methods Adapted from Creswell (2014).

The current study utilized the mixed-method research design to answer the research questions mentioned. The questionnaire and semi-structured interviews are the data collection tools in the study. Moreover, SPSS 26 and thematic analysis are the data analysis tools and methods.

3.2.1. Mixed-Methods Research Design

Compared to qualitative research, which educational researchers have recently accepted as a method, quantitative research is deep-rooted. Mixed- method research is becoming popular as the newest one (Creswell, 2012). Mixed- method research combines quantitative and qualitative approaches to understand better the research problem (Frankel et al., 1993). Similarly, Tashakkori and Teddlie (2011) define the Mixed-Methods as a new community for research methodologies that combines qualitative and quantitative research communities. According to Creswell (2012), mixed-method research not only combines two discrete aspects of the study: qualitative and quantitative. Instead, mixed-method research involves merging, integrating, connecting, or embedding the two elements, such that the data are combined in the mixed research technique. In addition, it is argued that the researchers use a mixed methodology to clarify and explain the relations between variables (Frankel et al., 1993). Fraenkel et al. (1993) suggest three reasons for the mixed-method design. First, the Mixed-Methods research design may help elucidate the potential relationships between variables. Secondly, using the quantitative technique, the mixed-method design enables researchers to investigate the interactions between variables in detail after identifying the key variables in an area of interest. Thirdly, a Mixed-Methods design may assist in corroborating or cross-validate the examined relationships between variables by comparing quantitative and qualitative techniques to see whether they focus on a single interpretation of the topic. Creswell (2012) adds in the same vein that there are several mixed-method study designs in educational research. It consists of convergent parallel design, explanatory sequential design, embedded design, transformational design, and multiphase design.

3.2.2. Mixed-Methods Sequential Explanatory Design

Although each form of mixed-method design incorporates qualitative and quantitative data in theory, the mixed-method combination might be varied in any convenient manner to answer the research objectives (Frankel et al., 1993). Hence, there are several acknowledged mixed-method designs; nonetheless, there are three primary mixed-method designs: exploratory, explanatory, and triangulation. In an explanatory mixed-method design, for instance, a researcher conducts a quantitative study first and then uses the qualitative technique to enhance the quantitative results. In addition, Creswell (2009) characterizes the explanatory mixed-method approach as a sequential explanatory technique.

In addition, Ivankova et al. (2006) define the sequential explanatory design: first, the researchers gather and analyze numerical (quantitative) data; then, in the second phase, they collect and evaluate qualitative data. Similarly, Creswell (2012) adds that

the second phase may help elaborate the first phases of quantitative data. Sequential explanatory mixed-method research using these stages may offer a broad image of the study subject; further analysis, particularly the qualitative phase, aids researchers in refining, expanding, or explaining the overall picture (Creswell, 2012). According to Ivankova et al. (2006), the sequential explanatory design has the advantages of clarity and the opportunity to explain quantitative data in more depth. Nevertheless, this method is also limited; it is time-consuming and may be challenging to collect and evaluate quantitative and qualitative data types with available resources (Ivankova et al., 2006).

3.2.3. The Rationale for Adopting Mixed-Methods Research Design

Creswell et al. (2011) describe many reasons for mixed-methods research. Firstly, researchers may investigate an issue from different perspectives to get more thorough knowledge than from one perspective. Utilizing a mixed-methods methodology, researchers may understand the context of the material to gain an in-depth comprehension of the research topic. Other causes for integrating qualitative and quantitative data include gaining comprehensive knowledge via complementary designs and confirming and triangulating the results. Fraenkel et al. (1993) also present justifications for using a mixed-method approach. The rationale is to explain and clarify the connections between variables, investigate correlations between variables in detail, and cross-validate or confirm the relationships found between variables to determine whether quantitative and qualitative data obtained converge on a single interpretation of a research phenomenon.

In social sciences, the main objective of the Mixed Methods design is to get a deeper understanding of the research (Watkins & Gioia, 2015). The primary reason for using a Mixed-Methods approach in this study is to gain a deeper understanding of the burnout levels of English language teachers in different socio-cultural and economic situations working at state schools in Iran and Turkey, as well as the reasons that lead to burnout among Iranian and Turkish EFL teachers and how they cope, by focusing on some demographic characteristics of in-service EFL teachers such as age, gender, marital status, years of experience, and years of education. The investigation includes questionnaires and semi-structured interviews as data collection tools. The researcher obtained quantitative data and qualitative data through questionnaires and semi-structured interviews, respectively.

In the first phase, the researcher collected and analyzed quantitative data. The first sub-dimension of the questionnaire consists of demographic questions (Type of their school, number of children, marital status, gender, and age) and job-

related questions (educational background information, professional experience, current level of burnout, position at school, type of school and workload). For the second part of the questionnaire, the education version of the Maslach Burnout Inventory developed by Maslach and Jackson (1981) consisting of 3 subscales (Emotional Exhaustion, Depersonalization, and Personal Accomplishment) and 22 items that determine the burnout levels in 6-point Likert type was applied to the participants. The Maslach Burnout Inventory measures all three aspects of burnout, including emotional exhaustion (7 items), depersonalization (7 items), and personal achievements (8 items).

Quantitative and qualitative data occupy important positions in this study to thoroughly comprehend, clarify, and explain the research issue (Creswell, 2009; Creswell, 2012; Frankel et al., 1993). The second phase of the sequential explanatory Mixed-Methods design attempts to obtain a comprehensive overview of the data from the previous phase (Ivankova et al., 2006). Therefore, semi-structured interviews were utilized to collect qualitative data in the second phase of the current study. Furthermore, the open-ended questions in the first phase of the questionnaire were employed to gather comparatively less qualitative data.

3.3. Selecting Participants

It is impractical to investigate the whole relevant population at once; thus, selecting study participants is crucial (Marshall, 1996). Frankel et al. (1993) emphasize the significance of determining the characteristics of the population of participants and choosing representative or convenient participants for investigation. Additionally, selecting a sample approach is one of the most crucial components of any study. Collins et al. (2006) highlight the significance of the sampling process since it influences the validity of the researcher's inferences based on the data collected.

In the relevant literature, convenience sampling is one type in which the researcher selects a group of people to whom they have quick access. (Fraenkel et al., 1993). According to Creswell (2012), the availability and willingness of the participants are the primary reasons to conduct research with them, yet, convenience sampling might not be representative of the population. Nonetheless, he also highlights the possibility of convenience sampling to assist a researcher in getting useful data for the research. This study used convenience sampling. The participants were selected from 60 ELT teachers at state schools in Iran and Turkey during the academic year 2022-2023. Twenty-two items of the MBI were administered to the participants, and 12 participants participated in the semi- structured interview on a voluntary basis. The research included 60 participants because of the voluntariness basis.

3.4. Research Setting

This section presents detailed information about the research site and research participants.

3.4.1. Research Site

This investigation was conducted at state schools in Iran and Turkey during the 2022-2023 academic year.

3.4.2. Participants

Sixty in-service EFL teachers at state schools in Iran and Turkey during the 2022-2023 academic year participated in this study on a voluntary basis. The study's participants were chosen via the method of convenience sampling. "Convenience sampling" is defined by Marshall (1996) as selecting the most accessible subjects. The convenience sampling methodology presents researchers with quicker data collection, ease of research, readiness to availability, and cost-effectiveness; therefore, this sampling method was used to select study participants.

3.5. Data Collection Tools

The researcher used a questionnaire, personal information form and semi-structured interviews to collect data in this study. The researcher mainly acquired quantitative data, and qualitative data to better understand and clarify the research subject and questions. The researcher utilized triangulation to ensure its reliability. Triangulation refers to the collection of data using a variety of techniques. Frankel et al. (1993) describe triangulation as using many methods/data types to study the same subject of study, question, or issue. Many studies indicate that triangulation increases the data quality and the truthfulness of the researcher's interpretations and plays an important role in the research's reliability and validity (Creswell, 2009, 2012; Frankel et al., 1993). In this study, the researcher used the triangulation method by integrating quantitative and qualitative data to increase the study's validity and reliability, boost the accuracy of the researcher's interpretations, and minimize any possibility of research bias.

3.5.1. Questionnaire

Many scholars stated that the questionnaire is one of the most frequently used data-collecting tools (Creswell, 2012; Fraenkel et al., 1993; Murray, 1999).

Questionnaires assist researchers in acquiring data as respondents might share their ideas on an issue. Utilizing questionnaires has a number of advantages, including the fact that they are practical and cost-effective, that in a brief period

of time, researchers can gather information from an extensive number of individuals, that they provide detailed statistics, and that they can be administered in a variety of ways, including via phone, internet, and e-mail (Mackey & Gass, 2005). Marshall (2005) highlights that well-constructed questionnaires may assist in collecting high-quality data, achieve fair response rates, offer anonymity, and elicit more candid responses, which are seen as plausible when anonymity is provided. According to Acharya (2010), three surveys are based on the question type used. The first form is the structured questionnaire, which consists of pre-coded questions with clearly specified skipping patterns between questions. Fewer inconsistencies, ease of administration, consistency in responses, and convenience in data management are all advantages of structured questionnaires. The second category comprises unstructured questionnaires with open-ended and ambiguous opinion-type questions. In this style, the questionnaire author must expand on the meaning of the questions. The last form, the quasi-structured questionnaire, is a hybrid of the structured and unstructured types. Frankel et al. (1993) highlight the benefits of questionnaires being able to quickly reach many individuals through the mail, fax, or telephone. In the current investigation, the first data collection phase consisted of a questionnaire with two sections: demographic data questionnaire and the Teacher Burnout Scale. The questionnaire was spread via Google Forms to EFL teachers. In addition to the questionnaire, 12 participants participated in the interview voluntarily. In the second part of data collection, interviews were carried out with respondents. These interviews lasted between 15 and 30 minutes and were done face-to-face or online.

3.5.1.1. Personal Information Form

The questionnaire begins with personal and occupational questions (see Appendix 1). These questions cover topics such as the participant's educational background, years of experience, workload, the current level of burnout, and position at school. A cover letter that explains the study's goal and assures participants of the confidentiality of the investigation was included with the personal information form.

3.5.1.2. Maslach Burnout Inventory

The participants were given the Maslach Burnout Inventory (see Appendix 2) in the second part of the survey. This inventory has three subscales that measure different aspects of burnout: Emotional Exhaustion, Depersonalization, and Personal Accomplishment. It also has 22 items scored on a six-point Likert scale. Jackson and Maslach (1981) are the researchers who developed the Maslach

Burnout Inventory. The Maslach Burnout Assessment evaluates all three aspects of burnout, including emotional depletion (7 items), depersonalization (7 items), and personal accomplishment (8 items). A high score in the first two sections and a low score in the last section may indicate burnout.

The questionnaire consists of 22 items, all of which are of the 6-point Likert form. In the questionnaire, 0 indicates "never, 1 indicates "a few times a year," 2 indicates "once a month or less," 3 indicates "a few times a month," 4 indicates "once a week," 5 indicates "a few times a week," and 6 indicates "everyday." The scale asked teachers to respond to seven items on the emotional exhaustion (also called burnout in the findings) sub-dimension, seven items on the depersonalization sub-dimension, and eight items on the personal accomplishment sub-dimension.

EE, DP, and PA are assessed independently in the inventory. Emotional tiredness and depersonalization suggest burnout. The Personal Accomplishment scale's elements do not adversely affect the other two scales. It does not contradict the other two subscales. The other two measures have poor relationships with personal success (Maslach et al., 1996). Due to intense job expectations and exhaustion, the person's poor personal success ratings imply inadequacy.

3.5.2. Semi-structured Interview

An interview (see Appendix 3) is described as a technique for collecting data consisting of a set of questions asked orally to research participants, either in person or over the phone, and an interviewer records the replies (Frank et al., 1993). The interview is essential for researchers to determine what participants think, believe, and feel. (Fraenkel et al., 2012). They may be used for many reasons, and questions can be designed to collect data relevant to various objectives. According to Wethington and McDarby (2015), there are typically three interview types: organized, semi-structured, and unstructured. The structured interviews are organized: the same questions are asked to each participant, and the researcher determines the possible answer options. There is a plan of inquiry, a list of research questions in unstructured interviews, and a guide for the interviewer, but the interview is not standardized in terms of phrasing or sequence. (Wethington & McDarby, 2015).

The semi-structured interview is a compromise between typical questions with predetermined answer options and more open-ended conversations (Wethington & McDarby, 2015). It is stated that the interview technique has some advantages because it enables the interviewer to clarify any unclear questions, verify that the participant has understood the intended meaning, elaborate on the possible significant responses, and observe the participants' nonverbal behaviors to comprehend their reactions better (Frankel et al., 1993; Wethington & McDarby,

2015). Frankel et al. (1993) describe that questions in the semi- structured interview are established on the participants' replies; the participants' responses select the following question from the list of prepared questions. In qualitative research design, semi-structured interviews are often the most efficient in eliciting data and detecting variables and connections toward the study's completion. (Wallen & Hyun, 2012). Some aspects of interviews include adopting a common language to collect and evaluate qualitative data, emphasizing certain perspectives and themes directly, and having a positive attitude and gratifying experience for participants (Kvale, 2008). Therefore, the researcher tries to collect comprehensive data about the issue/subject. Semi-structured interviews were performed with in-service EFL teachers to discover the reasons for burnout among EFL teachers in the research environment and the way they manage in this study. The questions of the semi-structured interview were adapted from Jacobson's (2016) study with modifications appropriate for the current research. The modifications were carried out in order that the interview would be appropriate for English language teachers working at state schools in Iran and Turkey, taking into account the conditions of these locations. The interview questions were elaborated for EFL teachers. The interview was semi-structured to enable participants to openly share their opinions.

According to Dörnyei (2007), the questions of semi-structured interview provide respondents with greater flexibility to explain their thoughts. In addition, this style allows the interviewer to avoid previously addressed questions. Therefore, it will prevent participants from becoming bored (Cresswell, 2003). The interview included three questions in total. The interview begins with a question relating to the burnout experience of teachers and the reasons, followed by a question about how they deal with the problems they face at work. The question then continued to explore what factors lead to burnout among teachers. Following the purpose of the study, the researcher added or omitted questions based on the answers of the respondents.

3.6. Data Collection Procedure
3.6.1. Pilot Study
A pilot study is defined as small-scale experimentation with the targeted process (Frank et al., 1993). Also, Creswell (2012) discusses the same concept as "pilot testing" and defines it as the practice of testing a questionnaire or interview survey to evaluate and enhance these tools and processes based on the input of a small sample. According to Creswell (2012), a pilot study helps researchers identify possible impediments and areas for improvement in the actual large-scale

method, such as poorly written questions or excessive time required to complete the data-collecting instrument. Piloting is regarded as one of the most critical activities with a substantial impact on research. It supports the researcher in enhancing the dependability and validity of the study instrument within the framework of the investigation (Dörnyei, 2007).

The researcher carried out the pilot study to control the potential problems and the improvable issues in the procedure by using input from the chosen group of participants in the study. The questionnaire was piloted with five English teachers in Iranian and Turkish contexts to see whether it was relevant and suitable to their setting and if any questions were confusing. The Cronbach's alpha score of the questionnaire was 0.968. Those teachers expressed satisfaction relating to the questions since they thought them to be clear and appropriate; consequently, no revisions were requested. The researcher then contacted the participants and explained the study's objective. After receiving their permission, The questionnaire was administered by the researcher in accordance with the predetermined schedules of the teachers who were involved in the study. Teachers were given the questionnaire and asked to complete it. The researcher then gathered the completed forms for analysis. Sixty participants (30 Iranian and 30 Turkish in-service teachers) answered and voluntarily completed the questionnaire. The researcher additionally carried out a preliminary investigation involving six participants to evaluate the efficacy of the semi-structured interview inquiries in obtaining the required data. The piloting of the interview questions enabled researchers to get participants' input on the instrument's enhancement to collect the desired data. After testing and reviewing participant comments, the researcher created the final version of the semi-structured interview to collect the participant's intended data.

3.6.2. Main Study

After the piloting stages were completed and the researcher did the fundamental revisions on the questionnaire and interview, the main data collection procedure started in November 2022. The questionnaire was distributed to the EFL teachers working at state schools in Iran and Turkey as an online version in November 2022. The EFL teachers were informed face-to-face or via Telegram groups about the study's purpose, voluntary principle, confidentiality, and ethical issues. Besides, they were kindly encouraged to participate in this study. Both orally and in writing in the form of the Informed Consent Questionnaire, participants were provided with instructions that were completely explicit on the purpose of the research, as well as its confidentiality and anonymity. The process of data collection via questionnaires concluded in three weeks. As a result, 60 EFL teachers responded to the questionnaire. In the

second part of collecting data, semi-structured questions were done through an online meeting using Zoom. Ethical issues were also brought up again at the beginning. There were no rules about when or how long the interviews could be since the main goal was to learn more about teachers' burnout and its underlying causes. Despite the pre-planned nature of the interview questions, the researcher refrained from imposing any restrictions on the participants and instead encouraged them to freely express their thoughts on the subject matter, thereby facilitating the acquisition of additional information. Twelve volunteers, in-service EFL teachers working at state schools, were selected to participate in the interviews. Each participant showed consent to participant in the interviews.

3.7. Data Analysis Procedures
3.7.1. Analysis of the Quantitative Data

The researcher utilized Statistical Package for the Social Sciences (SPSS) version 26 to conduct an analysis of the quantitative data gathered through MBI. Landau and Everitt (2004) describe it as a mix of programs used for analyzing data, especially in the social and behavioral sciences. SPSS is one of the most popular statistical programs in the social sciences. Specialists in language study also use it (Larson-Hall, 2016). For this study, the questionnaire mentioned previously was published and distributed online to reach objective findings. Online questionnaires reached many EFL teachers in Iran and Turkey because they save time and money since responses may be immediately saved in a computerized system or analyzed (Muijs, 2004, p. 42). The MBI-ES questionnaires were utilized to obtain quantitative data, which was subsequently subjected to descriptive statistical analysis. The aim of this analysis was to ascertain the level of burnout exhibited by the teachers who participated in the study. The analysis was based on three subscales, Emotional Exhaustion, Depersonalization, and Personal Accomplishment. Maslach Burnout Inventory (MBI), it is recommended to evaluate the three subscales individually rather than as a unified cumulative score according to MBI. Hence, each participant's ratings in the three domains were calculated. As indicated by the scale developers, the measurement of each subscale was conducted in accordance with the guidelines provided by the scoring key. According to the scoring key, the outcome is reported as low, moderate, or high. Higher levels of Emotional Exhaustion and Depersonalization are indicative of raised burnout. The Personal Accomplishment sub-dimension employs an inverted scale, whereby lower scores are indicative of heightened burnout. Several descriptive statistics characterize the study's sample, including frequency, mean, standard deviation, and percentage. ANOVA, independent samples, and T-test variance analysis were computed and presented via tables generated in SPSS 26.

3.7.2. Analysis of the Qualitative Data

The analysis of the qualitative data process is dynamic, ongoing, adaptable, and cyclical; thus, the researcher may analyze the findings during the first phase of data collection, which is qualitative analysis, or it may continue until all the data have been obtained through quantitative analysis (Merriam, 2009). Analyzing data in qualitative research begins with data preparation and categorization, followed by data presented in tables, figures, or discussions (Creswell, 2007). According to Creswell (2014), qualitative data analysis aims to elucidate the meaning of textual and visual data. Creswell (2012) outlines a six- step process for analyzing and interpreting qualitative data, which includes preparatory measures such as organizing the data, examining and coding the data set, defining findings and identifying themes, providing and disclosing the findings, interpreting the significance of the findings, and ensuring their accuracy. According to Dey (2003), qualitative data analysis aims to describe, interpret, explain, and perhaps even predict the data. Qualitative data analysis enables researchers to go beyond the initial information and discover something new. The questionnaire and semi-structured interviews provided qualitative data analyzed via thematic analysis. According to Braun and Clarke (2006), thematic analysis is a method that involves identifying, analyzing, and providing commentary on themes or patterns that may be found within the information obtained. According to Maguire and Delahunt (2017), the thematic analysis aims to identify and use essential and compelling data to address the research question. Furthermore, the thematic analysis process is more than a simple summary of the data; it interprets and makes sense of it. Boyatzis (1998) describes that thematic analysis permits researchers to utilize various categories of information systematically; thus, the analysis improves the precision and sensitivity of understanding and interpreting collected data. Braun and Clarke's (2006) six analysis phases are employed in the proof of thematic analysis. These phases can be summarized as follows: being familiar with the data, forming preliminary codes, studying for themes, scrutinizing for themes, explaining and naming themes, and, lastly, forming the report. During the thematic analysis, the researcher utilized member confirmation and investigator triangulation to validate the findings' accuracy and enhance the reliability of the study. Frankel et al. (1993) describe that participant (s) are asked to verify the accuracy of the research report as part of the member verification procedure. Investigator triangulation strategy is defined as using investors to expand, rectify, or verify the likely subjective interpretations of the data (Flick et al., 2004). One of the questionnaire's items provides qualitative data by asking that participants briefly explain the primary cause of their burnout. Data were analyzed and interpreted using thematic analysis (Boyatzis, 1998; Maguire & Delahunt, 2017). Using the semi-structured interview with voluntary participants as a member-checking strategy and investigator

triangulation strategy allowed the researcher to check and increase the reliability and validity of the qualitative data considering the participants' primary reasons for feeling burnout (Flick et al., 2004; Frankel et al., 1993).

Thematic analysis was used in order to make sense of the qualitative information that was obtained through the use of semi-structured interviews: and the researcher utilized member verification and investigator triangulation to increase the reliability and validity of the study (Flick et al., 2004; Frankel et al., 1993). Boyatzis (1998) describes the benefits of thematic analysis in that it enables researchers to identify, interpret, analyze, systematically investigate, and transform qualitative data into quantitative information. In the process of analysis, the transcriptions of interviews were reviewed thoroughly to identify topics that emerged as indicators of burnout. Following that, newly explored subjects were offered.

In order to enhance the dependability of the researcher's coding, another researcher who held the position of a lecturer was requested to review the written responses of twelve interviewees and conduct autonomous coding of the themes. Subsequently, a comparison was made between the coding of the researcher and that of their colleague. Due to the high level of consistency observed between the two groups of coding, the researcher proceeded with the coding procedure independently. Subsequently, the outcomes were expounded in a conceptual manner with the aim of fostering a comprehensive comprehension of the concerns at hand (Hennink et al., 2011). The researcher formulated a theoretical framework with the aim of enhancing the comprehensive conceptual comprehension of a specific social phenomenon. The present study's analysis was documented in the subsequent chapter, with direct quotes from the respondents being referenced.

3.7.3. Trustworthiness of the Study

Decuir-Gunby (2008) states that trustworthiness is a fundamental aspect of the mixed-method approach and that both quantitative and qualitative components ought to be evaluated in terms of trustworthiness. As each approach requires a unique set of criteria to ensure trustworthiness, distinct instruments or criteria were employed (Frankel et al., 1993). Quantitative components are stated to require validity, reliability, and objectivity, whereas qualitative components require credibility, transferability, dependability, and verifiability as criteria for the study's trustworthiness (Creswell & Miller, 2000; Dörnyei, 2007; Lincoln, 1985). The first quantitative component criterion, validity, is measured by how well the study explains the research problem (Jupp, 2006, p. 311).

Reliability is a criterion that refers to the stability and consistency of derived scores across instruments and settings (Creswell, 2012, p. 159). Objectivity, the concluding aspect of the quantitative method, refers to eliminating subjectivity, bias,

and prejudice from the research issue's evaluations. (Frankel et al., 1993, p. 112). According to Hughes (2003), there is a conflict between validity and reliability. The first measurement condition is validity, and a valid test must produce consistently accurate scores for reliability.

As quantitative components of this study, the questionnaire items, including the Burnout scale, were coherent since they measured the same concepts using the same categorization. To increase the instrument's validity, the questionnaire items' topic was consistent and addressed in-service EFL teachers' burnout reasons and coping strategies. In addition, internal coherence was examined to determine whether the questions' answers were consistent, and the test results indicated that the statements were coherent, as measured by Cronbach's Alpha. The questionnaire's language was easy to understand, and its explanations were clear, making it easy for participants to understand the meaning of each question. Lastly, in order to reduce the possibility of bias or confusion during data collection, the researcher conducted the questionnaire alone.

Lincoln (2007) stated that various research methods were founded on different paradigms; therefore, four distinct criteria were provided for the quantitative components of the study. Credibility, the first criterion for the qualitative part of the study, is equivalent to the conventional term "internal validity" and is defined as assurance that the research findings reflect the truth. (Lincoln, 2007; Shenton, 2004). The transferability criterion is related to external validity/generalizability, according to Lincoln (2007), who defines it as the applicability of the data to a variety of contexts. Dependability is a reliability- related criterion that can be met through triangulation and the dissemination of comprehensive study information. (Lincoln, 2007; Shenton, 2004). Confirmability, the final criterion, is the preference for objectivity, and auditing is highlighted to implement confirmability (Quinn Patton, 2002; Shenton, 2004).

For the qualitative components of this investigation, the researcher utilized the following criteria: credibility, dependability, transferability, and confirmability (Quinn Patton, 2002). To boost the research's credibility, a sufficient amount of time was spent collecting data, allowing participants to freely express their opinions in the presence of others while acquiring data through various scenarios and conditions. In addition, member verification was completed. Presenting the details of the research and applying triangulation were the strategies that enabled the researcher to increase the confirmability of the study because they helped eradicate potential biases and increase the validity of the study (Creswell & Miller, 2000). To ensure that the study's findings were transferable, the study's context, participants, and methods were thoroughly described.

3.7.4. Ethical Issues

There are two fundamental implications relating to the ethics of carrying out a study (Gass & Mackey, 2005). The first step is to get participants' informed consent. The research participants should be informed of the practices, potential risks, objectives, advantages, methodology, anonymity, and confidentiality, as well as their rights. The second step involves institutional permission. In order to perform the study at the research center, the researcher must obtain approval from the institution by giving full information about the research (Gass & Mackay, 2005).

The researcher considered ethical issues and applied ethical principles in this study. Before beginning data collection, the institution's approval (see Appendix 4) was obtained by the Hakkari University ethics committee by describing the research's purpose, method, process, merits, confidentiality, anonymity, and participants' rights. Before administering the questionnaire and conducting the interviews, the participants were informed about the research, the confidentiality of their information, their rights, and the principle of their participation being entirely voluntary. At the outset of the questionnaire and interviews, participants are informed that they possess the prerogative to discontinue their involvement in the research at any given moment and for any reason and that Any information gathered will be maintained in a completely anonymous and confidential manner and solely utilized for scientific objectives. To ensure confidentiality and anonymity, only the researcher could reach the data collected, and the participants' SPSS identifiers were randomly generated. Before both data collection tools, it was stated that there were no correct or incorrect responses, allowing participants to respond freely and convey their ideas. The investigation was conducted using methodologies that did not necessitate deception.

4. DATA ANALYSIS AND FINDINGS

4.1. Quantitative Findings and Analysis

4.1.1. Descriptive Findings Regarding Demographic Variables of English Teachers in Iran and Turkey

The Frequency distributions of In-service Iranian and Turkish EFL Teachers' Gender, Marital Status, and Age Variables are displayed in Table 4.1.

Table 4. 1. In-service Iranian and Turkish EFL Teachers' Gender, Marital Status, and Age Frequency Distributions

				Turkey	
		N	%	N	%
Gender	Female	14	46,7%	20	66,7%
	Male	16	53,3%	10	33,3%
Marital status	Married	15	50,0%	16	53,3%
	Single	15	50,0%	14	46,7%
Age	34 years and below	19	63,3%	18	60,0%
	35 years and over	11	36,7%	12	40,0%

As seen in Table 4.1, fourteen (46,7%) female and sixteen (53,3) male teachers in Iran participated in the study. Fifteen (50,0%) and 15 (50,0%) of these participants were respectively married and single. Additionally, 19 (63,3%) and 11 (36,7%) participants were respectively 34 years and below and 35 years and over. On the other hand, 20 (66,7%) female and 10 (33,3%) male English teachers in Turkey also participated in the study. Sixteen (53,3%) of these participants were married, and 14 (46,7%) were single. There were 18 (60,0%) participants aged 34 and below and 12 (40,0%) participants aged 35 and over.

4.1.2. Descriptive Findings Regarding Iranian and Turkish In-service EFL Teachers' Demographic Variables

The Frequency Distributions of In-service Iranian and Turkish EFL Teachers' Education Levels Variable are displayed in Table 4.2.

Table 4. 2. In-service Iranian and Turkish EFL Teachers' Education Levels Frequency Distributions

Education Level			Turkey	
	N	%	n	%
Bachelor's Degree (BA)	9	30,0%	17	56,7%
Master completed	3	10,0%	0	0,0%
Master Ongoing	3	10,0%	0	0,0%
Master's Degree (MA) (Completed)	8	26,7%	5	16,7%
Master's Degree (MA) (Ongoing)	1	3,3%	4	13,3%
Ph.D. (Completed)	5	16,7%	3	10,0%
Ph.D. (Ongoing)	1	3,3%	1	3,3%

The table provides the frequency distributions of education levels of English teachers in Iran and Turkey. The education levels are categorized into Bachelor's Degree (BA), Master's Degree (MA) (completed and ongoing), and Ph.D. (completed and ongoing). The table also shows the number of teachers and their percentage in each country's education level. In Iran, 9 (30%) of English teachers have a Bachelor's Degree, while 8 (26.7%) have a completed Master's Degree, and 5 (16.7%) have completed Ph.D. Out of the total number of teachers in Iran, 3 (10%) are pursuing a Master's Degree, and 1 (3.3%) are pursuing a Ph.D. In Turkey, 9 (56.7%) of English teachers have a Bachelor's Degree. Only 5 (16.7%) have a completed Master's Degree, and 3 (10%) have completed Ph.D. Out of the total number of teachers in Turkey, 4 (13.3%) are pursuing an ongoing Master's Degree, and 1 (3.3%) are pursuing an ongoing Ph.D.

Overall, the data show that in both countries, A substantial percentage of in-service EFL teachers possess a Bachelor's degree, whereas the population of in-service EFL teachers holding a completed Master's degree as well as a Ph.D. is comparably smaller. There is also a difference in the percentage of teachers pursuing an ongoing Master or Ph.D. degree between the two countries.

4.1.3. Descriptive Findings Regarding Iranian and Turkish In-service EFL Teachers' Department of Graduation, Workplace, Teaching Experience, and Teaching Hours in a Week

The Frequency Distributions of In-service Iranian and Turkish EFL Teachers' Department of Graduation, Workplace, Teaching Experience, and Teaching Hours in a Week Variables are displayed in Table 4.3.

Table 4. 3. In-service Iranian and Turkish EFL Teachers' Department of Graduation, Workplace, Teaching Experience, and Teaching Hours in a Week Frequency Distributions

		Iran		Turkey	
		n	%	N	%
Deartment of Graduation:	English Language Literature	1	3,3%	0	0,0%
	English Language Teaching	29	96,7%	30	100,0%
Workplace (Educational Stage)	Primary School	7	23,3%	8	26,7%
	High Scool	17	56,7%	9	30,0%
	Secondary School	6	20,0%	13	43,3%
Teaching Experience (Years)	Less than 10 years	20	66,7%	18	60,0%
	11 years and more	10	33,3%	12	40,0%
Teaching hours in a week	Less than 24 hours	18	60,0%	21	70,0%
	More than 25 hours	12	40,0%	9	30,0%

As seen in Table 4.3 (3,3%) of participants graduated from the English Language Literature department, while 29 (96,7%) participants graduated from English Language Teaching department in Iran. In Turkey, all the participants (30 (100,0%)) graduated from English Language Teaching department. Nevertheless, none of the participants graduated from the Department of English Language Literature. Additionally, 7 (23,3%) participants' workplace was primary school, 17 (56,7%) participants were working at high school, and 6 (20,0%) participants were working at secondary school in Iran. Yet, in Turkey, 8 (26,7%) participants' workplace was primary school, 9 (30,0%) participants' workplace was high school, and 13 (43,3%) of the participants were working at secondary school. On the other hand, 20 (66,7%) participants had less than 10 years of teaching experience, while 10 (33,3%) had 11 years and more teaching experience. 18 (60,0%) participants had less than 10 years of teaching experience, and 12 (40,0%) participants with 11 years and more of teaching experience in Turkey participated in this study. There were 18 (60,0%) participants teaching less than 24 hours, while 12 (40,0%) teaching more than 25 hours in Iran. Additionally, 21

(70,0%) participants had less than 24 teaching hours; 9 (30,0%) had more than 25 teaching hours in Turkey.

4.1.4. Descriptive Findings Regarding Iranian and Turkish In-service EFL Teachers' Total Years at Present Institution, Number of Students, and School Population

The Frequency Distributions of In-service Iranian and Turkish EFL Teachers' Total Years at Present Institution, Number of Students, and School Population Variables are displayed in Table 4.4.

Table 4. 4. In-service Iranian and Turkish EFL Teachers' Total Years at Present Institution, Number of Students, and School Population Frequency Distributions

		Iran		Turkey	
		N	%	n	%
Total Years at Present Institution	5 years and less	20	66,7%	22	73,3%
	6 years and more	10	33,3%	8	26,7%
Number of Students	150 and less	19	63,3%	16	53,3%
	151 and more	11	36,7%	14	46,7%
School population	0-100	0	0,0%	1	3,3%
	50-100	8	26,7%	3	10,0%
	101-200	6	20,0%	0	0,0%
	201-300	4	13,3%	4	13,3%
	301-400	5	16,7%	4	13,3%
	400+	7	23,3%	18	60,0%

As seen in Table 4.4, 20 (66,7%) Iranian English Teachers were teaching 5 years or less at the present institution,10 (33,3%) of the participants were teaching 6 years or more at the present institution., 22 (73,3%) Turkish participants were teaching 5 years or less at the present institution, while 8 (26,7%) were working 6 years or more at the present institution. Additionally, in Turkey, 19 (63,3%) participants had 150 or fewer students, and 11 (36,7%) of the participants had 151 and more students. In Turkey, 16 (53,3%) participants had 150 or less students, 14 (46,7%) had 151 and more students. On the other hand, in Turkey, none of the participants' school population was between 0-100.8 (26,7%), participants' school population was between 50-100.6 (20,0%), participants' school population was between 101-200.4 (13,3%) participants' school population was between 201-

300.5 (16,7%) participants' school population was between 301-400.7 (23,3%) participants' school population was more than 400. On the other hand, in Turkey,

1 (3,3%) participant's school population was between 0-100. Three (10,0%) participants' school population was between 50-100. None of the participants' school populations was between 101-200. 4 (13,3%) participants' school population was between 201-300. Four (13,3%), participants' school population was between 301-400.18 (60,0%), participants' school population was more than 400.

4.1.5. Descriptive Findings Regarding Iranian and Turkish In-service EFL Teachers' Extra Responsibilities

The Frequency Distributions of In-service Iranian and Turkish EFL Teachers' Extra Responsibilities Variable are displayed in Table 4.5.

Table 4. 5. In-service Iranian and Turkish EFL Teachers' Extra Responsibilities Frequency Distributions

				Turkey	
		n	%	n	%
	No answer	20	66,7%	19	63,3%
	Advisor	1	3,3%	0	0,0%
	Coordinator	3	10,0%	3	10,0%
Extra Responsibilities	Curriculum Development/material developer	2	6,7%	0	0,0%
	Examiner	1	3,3%	0	0,0%
	Unit head	1	3,3%	3	10,0%
	Unit member	2	6,7%	5	16,7%

As seen in Table 4.5, 1 (3,3%) participant was also an advisor in Iran. None of the participants was an advisor in Turkey. In Iran, 3 (10,0%) participants were also coordinators, and 3 (10,0%) participants were also coordinators in Turkey, too. 2 (6,7%) participants from Iran were also curriculum developers, while none of the participants were curriculum developers in Turkey. 1 (3,3%) participant from Iran was also an examiner, but none of the participants was an examiner from Turkey. 1(3,3%) participant from Iran was also the unit head. 3 (10,0%) participants were also unit heads in Turkey. In Iran, 2 (6,7%) participants were unit members. While 5 (16,7%) participants were unit members in Turkey.

4.1.6. Comparison of Iranian and Turkish In-service EFL Teachers' Burnout Levels

The Frequency Distributions of In-service Iranian and Turkish EFL Teachers' Burnout Levels Variable are displayed in Table 4.6.

Table 4. 6. In-service Iranian and Turkish EFL Teachers' Burnout Levels Frequency Distributions

				Turkey	Total
Burnout	Low-	N	23	17	40
		%	57,5%	42,5%	100,0%
	Moderate	N	7	13	20
		%	35,0%	65,0%	100,0%
Total		N	30	30	60
		%	50,0%	50,0%	100,0%
□2 = 2,700 p=0,100					

Table 4.6 presents the range of burnout levels observed among teachers in Iran and Turkey, ranging from low to moderate. The burnout level of 23 (57,5%) and 7 (35,0%) participants in Iran was respectively low and moderate. On the other hand, the burnout level of 17 (42,5%) participants in Turkey was low, and 13 (65,0%) of the participants was moderate. It was found that the frequency distributions of burnout levels did not show a significant difference compared to the English teachers in Iran and Turkey (p>0.05). In other words, the frequency distributions of burnout levels of English teachers in Iran and Turkey were similar.

4.1.6.1. Descriptive Findings Regarding Depersonalization Variable

The Frequency Distributions of English Teachers in Iran and Turkey Regarding the Variable of Depersonalization are displayed in Table 4.7.

Table 4. 7. In-service Iranian and Turkish EFL Teachers' Depersonalization Frequency Distributions

				Turkey	
Depersonalization	Low-	N	7	1	8
		%	87,5%	12,5%	100,0%
	Moderate	N	10	9	19
		%	52,6%	47,4%	100,0%
	High	N	13	20	33
		%	39,4%	60,6%	100,0%
Total		N	30	30	60
		%	50,0%	50,0%	100,0%
Likelihood Ratio=6,611 p=0,037*					

*$p<0.05$

Table 4.7 displays the frequency distributions concerning the depersonalization sub-dimension of burnout among the in-service Iranian and Turkish EFL teachers. The depersonalization sub-dimension level ranged from low to high. While 7 (87,5%) of the ian participants experienced low depersonalization, only 1 (12,5%) Turkish participant experienced low depersonalization.10 (52,6%) of the Iranian participants experienced moderate depersonalization, while 9 (47,4%) of the Turkish participants experienced moderate depersonalization. The frequency distribution of levels of depersonalization has been found to differ significantly between teachers of English in Iran and Turkey ($p<0.05$). Low and moderate levels of depersonalization are most common among English teachers in Iran, while high levels of depersonalization are common among English teachers in Turkey. In other words, the frequency distribution of English teachers' burnout levels in Iran and Turkey was different.

4.1.6.2. Descriptive Findings Regarding Personal Achievement Variable

The Frequency Distributions of English Teachers in Iran and Turkey Regarding the Variable of Personal Achievement are displayed in Table 4.8.

Table 4. 8. In-service Iranian and Turkish EFL Teachers' Personal Achievement Frequency Distributions

				Turkey	
Personal Achievement	Low-	N	12	17	29
		%	41,4%	58,6%	100,0%
	Moderate	N	11	8	19
		%	57,9%	42,1%	100,0%
	High	N	7	5	12
		%	58,3%	41,7%	100,0%
Total		N	30	30	60
		%	50,0%	50,0%	100,0%
$\square^2 = 1,669$ p=0,434					

Table 4.8 presents the frequency distributions regarding the level of the personal achievement sub-dimension of burnout among the in-service Iranian and Turkish EFL teachers. The personal achievement sub-dimension level ranged from low to high. Upon analyzing the table, it was found that out of the ian English teachers, 12 (41.4%) reported low personal achievement, whereas, among the English teachers from Turkey, 17 (58.6%) experienced low personal achievement levels. The personal achievement sub-dimension level of the 11(57,9%) Iranian English Teachers was moderate. Besides, 8 (42,1%) English teachers from Turkey experienced moderate personal achievement. 7 (58,3%) Iranian participants' high personal achievement sub-dimension level was observed. Similarly, 5 (41,7%) Turkish participants' personal achievement level was also high. The frequency distribution of levels of personal achievement did not show a significant difference compared to the English teachers in Iran and Turkey (p>0.05). In other words, the frequency distribution of levels of personal achievement in Iran and Turkey was similar.

**4.1.7. Comparison of Iranian and Turkish In-service EFL Teachers'
Burnout Levels Regarding Demographic Variables**

**4.1.7.1. Comparison of Iranian In-service EFL Teachers' Burnout Levels
Regarding Gender Variable**

Comparison of In-service Iranian EFL Teachers' Burnout Levels Regarding
their Gender is displayed in Table 4.9.

Table 4. 9. In-service Iranian EFL Teachers' Burnout Levels Regarding
their Gender

			Gender		Total
			Female	Male	
Burnout	Low-	N	12	11	23
		%	52,2%	47,8%	100,0%
	Moderate	N	2	5	7
		%	28,6%	71,4%	100,0%
Total		N	14	16	30
		%	46,7%	53,3%	100,0%
Fisher's Exact Test=0,399					

Table 4.9 illustrates the results regarding whether there is a significant
difference between the burnout levels of in-service EFL teachers in Iran according
to their gender. The level of burnout ranged from low to moderate according to
gender. When the table was examined, while 12 (52,2%) female participants
experienced low burnout levels, 2 (28,6%) female participants experienced
moderate burnout levels. However, 11 (47,8%) male participants experienced low
burnout, while 5 (71,4%) male participants experienced moderate burnout. The
frequency distribution of levels of burnout did not show a significant difference
compared to their gender (p>0.05). In essence, there is no significant correlation
between the gender of teachers in Iran and their levels of burnout.

4.1.7.2. Comparison of Turkish In-service EFL Teachers' Burnout Levels Regarding Gender Variable

Comparison of In-service Turkish EFL Teachers' Burnout Levels Regarding their Gender is displayed in Table 4.10.

Table 4. 10. In-service Turkish EFL Teachers' Burnout Levels Regarding their Gender

			Gender		Total
			Female	Male	
Burnout	Low-	N	10	7	17
		%	58,8%	41,2%	100,0%
	Moderate	N	10	3	13
		%	76,9%	23,1%	100,0%
Total		N	20	10	30
		%	66,7%	33,3%	100,0%
Fisher's Exact Test = 0,440					

Table 4.10 illustrates the results regarding whether there is a significant difference between in-service EFL teachers' burnout levels in Turkey according to their gender. The level of burnout ranged from low to moderate according to gender. When the table was examined, 10(58,8%) female participants experienced low burnout levels, and 10 (76,9%) female participants experienced moderate burnout. However,7(41,2%) male participants experienced low burnout, while 3(23,1%) male participants experienced moderate burnout. The frequency distribution of levels of burnout did not show a significant difference compared to their gender ($p > 0.05$). In essence, there was no significant correlation between the gender of teachers in Turkey and their levels of burnout.

4.1.7.3. Comparison of Iranian In-service EFL Teachers' Burnout Levels Regarding Age Variable

Comparison of In-service Iranian EFL Teachers' Burnout Levels Regarding their Age is displayed in Table 4.11.

Table 4. 11. In-service Turkish EFL Teachers' Burnout Levels Regarding their Gender

			Age		Total
			34 years and below	35 years and over	
Burnout	Low-	n	15	8	23
		%	65,2%	34,8%	100,0%
	Moderate	n	4	3	7
		%	57,1%	42,9%	100,0%
Total		n	19	11	30
		%	63,3%	36,7%	100,0%
Fisher's Exact Test=1,000					

Table 4.11 illustrates the results regarding whether there is a significant difference between Iranian EFL teachers' burnout levels according to their age. The level of burnout ranged from low to moderate according to age. When the table was examined, 15 (65,2%) participants aged 34 years old and below experienced low burnout, and 4 (57,1%) participants experienced moderate burnout. However, 8 (34,8%) participants aged 35 years old and over experienced low burnout, while 3 (42,9%) participants experienced moderate burnout. The frequency distribution of levels of burnout did not show a significant difference compared to their age (p>0.05). In summary, there is no substantial correlation between the age of teachers in Iran and their levels of burnout.

4.1.7.4. Comparison of Turkish In-service EFL Teachers' Burnout Levels Regarding Age Variable

Comparison of In-service Turkish EFL Teachers' Burnout Levels Regarding their Age is displayed in Table 4.12.

Table 4. 12. In-service Turkish EFL Teachers' Burnout Levels Regarding their Age displayed in Table 4.12

			Age		Total
			34 years and below	35 years and over	
Burnout	Low-	n	9	8	17
		%	52,9%	47,1%	100,0%
	Moderate	n	9	4	13
		%	69,2%	30,8%	100,0%
Total		n	18	12	30
		%	60,0%	40,0%	100,0%
Fisher's Exact Test=0,465					

Table 4.12 illustrates the results regarding whether there is a significant difference between teachers' burnout levels in Turkey according to their age. The level of burnout ranged from low to moderate according to age. When the table was examined, 9 (52,9%) participants aged 34 years old and below experienced low burnout levels, 9 (69,2%) participants experienced moderate burnout. However, 8 (47,1%) participants aged 35 and over experienced low burnout, while 4 (30,8%) experienced moderate burnout. The frequency distribution of levels of burnout did not show a significant difference compared to their age ($p > 0.05$). In other words, there is no significant relationship between the age of teachers in Turkey and their burnout levels.

4.1.7.5.　　　Comparison of Iranian In-service EFL Teachers' Burnout Levels Regarding Marital Status Variable

Comparison of In-service Iranian EFL Teachers' Burnout Levels Regarding their Marital Status is displayed in Table 4.12.

Table 4. 13. In-service Iranian EFL Teachers' Burnout Levels Regarding their Marital Status

			Marital status		Total
			Married	Single	
Burnout	Low-	N	11	12	23
		%	47,8%	52,2%	100,0%
	Moderate	N	4	3	7
		%	57,1%	42,9%	100,0%
Total		N	15	15	30
		%	50,0%	50,0%	100,0%
Fisher's Exact Test=1,000					

Table 4.13. illustrates the results regarding whether there is a significant difference between teachers' burnout levels in Iran according to their marital status. The level of burnout ranged from low to moderate according to marital status. When the table was examined, 11 (47,8%) married participants experienced low burnout levels, and 4 (57,1%) participants experienced moderate burnout. However, 12 (52,2%) single participants experienced low burnout, while 3 (42,9%) participants experienced moderate burnout. The frequency distribution of levels of burnout did not show a significant difference compared to their marital status (p>0.05). In other words, there was no significant relationship between the marital status of teachers in Iran and their burnout levels.

4.1.7.6. Comparison of Turkish In-service EFL Teachers' Burnout Levels Regarding Marital Status Variable

Comparison of In-service Turkish EFL Teachers' Burnout Levels Regarding their Marital Status is displayed in Table 4.14.

Table 4. 14. In-service Turkish EFL Teachers' Burnout Levels Regarding Marital Status

			Marital status		Total
			Married	Single	
Burnout	Low-	N	8	9	17
		%	47,1%	52,9%	100,0%
	Moderate	N	8	5	13
		%	61,5%	38,5%	100,0%
Total		N	16	14	30
		%	53,3%	46,7%	100,0%
Fisher's Exact Test=0,484					

Table 4.14 illustrates the results regarding whether there is a significant difference between the burnout levels of teachers in Turkey according to their marital status. The level of burnout ranged from low to moderate according to marital status. When the table was examined, 8 (47,1%) married participants experienced low burnout, and 8 (61,5%) participants experienced moderate burnout. However, 9 (52,9%) single participants experienced low burnout, while 5 (38,5%) participants experienced moderate burnout. The frequency distribution of levels of burnout did not show a significant difference compared to their marital status (p>0.05). In other words, there was no significant relationship between the marital status of teachers in Turkey and their burnout levels.

4.1.7.7. Comparison of Iranian In-service EFL Teachers' Burnout Levels Regarding Education Level Variable

Comparison of Iranian In-service EFL Teachers' Burnout Levels Regarding Education Level is displayed in Table 4.15.

Table 4. 15. In-service Iranian EFL Teachers' Burnout Levels Regarding their Education Level

			Education Level							Total
			Bachelor's Degree (BA)	Master completed	Master Ongoing	Master's Degree (MA) (Completed)	Master's Degree (MA) (Ongoing)	PhD (Completed)	PhD (Ongoing)	
Burn out	Low-	n	9	1	1	7	1	3	1	23
		%	39,1%	4,3%	4,3%	30,4%	4,3%	13,0%	4,3%	100,0%
	Moderate	n	0	2	2	1	0	2	0	7
		%	0,0%	28,6%	28,6%	14,3%	0,0%	28,6%	0,0%	100,0%
Total		n	9	3	3	8	1	5	1	30
		%	30,0%	10,0%	10,0%	26,7%	3,3%	16,7%	3,3%	100,0%
Likelihood Ratio 12,200 p=0,058										

Table 4.15 illustrates the results regarding whether there is a significant difference between teachers' burnout levels in Iran according to their education level. The level of burnout ranged from low to moderate according to education level. When the table was examined, 9 (39,1%) participants with Bachelor's Degree (BA) experienced low burnout levels, while none of the participants 0 (0,0%) experienced moderate levels of burnout. 8 (34,7%) participants with master's degree experienced low burnout level. 3 (44,9%) participants experienced moderate level of burnout.2 (8,6%) participants with the master ongoing experienced a low level of burnout.2 (28,6%) participants with master ongoing experienced moderate burnout levels. However, 3 (13,0%) participants with Ph.D. degrees experienced low burnout, while 2 (28,6%) participants experienced moderate burnout. 1 (4,3%) participant with Ph.D. Ongoing experienced a low level of burnout. None of the participants experienced a moderate level of burnout. The frequency distribution of levels of burnout did not show a significant difference compared to their education level (p>0.05). In other words, there was no significant relationship between the education level of teachers in Iran and their burnout levels.

4.1.7.8. Comparison of Turkish In-service EFL Teachers' Burnout Levels Regarding Education Level Variable

Comparison of Turkish In-service EFL Teachers' Burnout Levels Regarding Education Level is displayed in Table 4.16.

Table 4. 16. In-service Turkish EFL Teachers' Burnout Levels Regarding their Education Level

			Education Level					Total
			Bachelor's Degree (BA)	Master's Degree (MA) (Completed)	Master's Degree (MA) (Ongoing)	PhD (Completed)	PhD (Ongoing)	
Burnout	Low-	N	10	4	2	1	0	17
		%	58,8%	23,5%	11,8%	5,9%	0,0%	100,0%
	Moderate	N	7	1	2	2	1	13
		%	53,8%	7,7%	15,4%	15,4%	7,7%	100,0%
Total		N	17	5	4	3	1	30
		%	56,7%	16,7%	13,3%	10,0%	3,3%	100,0%
Likelihood Ratio = 3,651 p=0,455								

Table 4.16 illustrates the results regarding whether there is a significant difference between teachers' burnout levels in Turkey according to their education level. The level of burnout ranged from low to moderate according to education level. When the table was examined, 10 (58,8%) participants with Bachelor's Degree (BA) experienced low burnout level, while 7 (53,8%) o participants with Bachelor's Degree(BA) experienced moderate level of burnout. 4 (23,5%) participants with master's degree completed experienced low burnout level.1 (7,7%) participants experienced moderate level of burnout. 2 (11,8%) participants with Master's Degree Ongoing experienced low burnout.2 (15,4%) participants with master ongoing experienced moderate burnout level. However,1 (5,9%) participant with Ph.D. completed experienced low burnout level.2 (15,4%) participants with Ph.D. completed experienced a moderate level of burnout. None of the participants 0 (0,0%) with Ph.D. ongoing experienced low burnout.1(3,3) participant with PhD ongoing experienced a moderate level of burnout. The frequency distribution of levels of burnout did not show a significant difference compared to education level (p>0.05). In other words, there was no significant relationship between the education level of teachers in Turkey and their burnout levels.

4.1.7.9. Comparison of Iranian In-service EFL Teachers' Burnout Levels Regarding Teaching Experience Variable

Comparison of Iranian In-service EFL Teachers' Burnout Levels Regarding Teaching Experience is shown in Table 4.17.

Table 4. 17. In-service Iranian EFL Teachers' Burnout Levels Regarding their Teaching Experience

			Teaching Experience (Years)		Total
			Less than 10 years	11 years and more	
Burnout	Low-	n	16	7	23
		%	69,6%	30,4%	100,0%
	Moderate	n	4	3	7
		%	57,1%	42,9%	100,0%
Total		n	20	10	30
		%	66,7%	33,3%	100,0%
Fisher's Exact Test=0,657					

Table 4.17 illustrates the results regarding whether there is a significant difference between teachers' burnout levels in Iran according to their teaching experience. The level of burnout ranged from low to moderate, according to teaching experience. When the table was examined, 16 (69,6%) participants with less than 10 years of teaching experience experienced low burnout. While 4 (57,1%) participants experienced moderate level of burnout. On the other hand,7 (30,4%) participants with 11 years and more teaching experience experienced moderate burnout. While 3 (42,9%) participants experienced moderate level of burnout. The frequency distribution of levels of burnout did not show a significant difference compared to teaching experience (p>0.05). In other words, there was no significant relationship between the teaching experience of teachers in Iran and their burnout levels.

4.1.7.10. Comparison of Turkish In-service EFL Teachers' Burnout Levels Regarding Teaching Experience Variable

Comparison of Turkish In-service EFL Teachers' Burnout Levels Regarding Teaching Experience is shown in Table 4.18.

Table 4. 18. In-service Turkish EFL Teachers' Burnout Levels Regarding their Teaching Experience

			Teaching Experience (Years)		Total
			Less than 10 years	11 years and more	
Burnout	Low-	n	9	8	17
		%	52,9%	47,1%	100,0%
	Moderate	n	9	4	13
		%	69,2%	30,8%	100,0%
Total		n	18	12	30
		%	60,0%	40,0%	100,0%
Fisher's Exact Test=0,465					

Table 4.18 illustrates the results regarding whether there is a significant difference between teachers' burnout levels in Turkey according to their teaching experience. The level of burnout ranged from low to moderate, according to teaching experience. When the table was examined, 9 (52,9%) participants with less than 10 years of teaching experience experienced low burnout. While 9 (69,2%) participants experienced moderate level of burnout. On the other hand,8 (47,1%) participants with 11 years and more teaching experience experienced a moderate level of burnout. While 4 (30,8%) participants experienced moderate level of burnout. The frequency distribution of levels of burnout did not show a significant difference compared to teaching experience (p>0.05). In other words, there was no significant relationship between the teaching experience of teachers in Turkey and their burnout levels.

4.1.7.11. Comparison of Iranian In-service EFL Teachers' Burnout Levels Regarding Teaching Hours in a Week Variable

Comparison of Iranian In-service EFL Teachers' Burnout Levels Regarding Teaching Hours in a Week is displayed in Table 4.19.

Table 4. 19. In-service Iranian EFL Teachers' Burnout Levels Regarding their Teaching Hours in a Week

			Teaching hours in a week		Total
			Less than 24 hours	More than 25 hours	
Burnout	Low-	n	14	9	23
		%	60,9%	39,1%	100,0%
	Moderate	n	4	3	7
		%	57,1%	42,9%	100,0%
Total		n	18	12	30
		%	60,0%	40,0%	100,0%
Fisher's Exact Test=1,000					

Table 4.19 illustrates the results regarding whether there is a significant difference between teachers' burnout levels in Iran according to their teaching hours in a week. The level of burnout ranged from low to moderate according to teaching hours. When the table was examined, 14(60,9%) participants with less than 24 teaching hours experienced a low level of burnout. While 4 (57,1%) participants experienced moderate level of burnout. However, 9 (39,1%) participants with more than 25 teaching hours experienced low burnout. While 3 (42,9%) participants experienced moderate level of burnout. The frequency distribution of levels of burnout did not show a significant difference compared to teaching hours (p>0.05). In other words, there was no significant relationship between the teaching hours of teachers in Iran and their burnout levels.

4.1.7.12.   Comparison of Turkish In-service EFL Teachers' Burnout Levels Regarding Teaching Hours in a Week Variable

Comparison of Turkish In-service EFL Teachers' Burnout Levels Regarding Teaching Hours in a Week is displayed in Table 4.20.

Table 4. 20. In-service Turkish EFL Teachers' Burnout Levels Regarding their Teaching Hours in a Week

			Teaching hours in a week		Total
			Less than 24 hours	More than 25 hours	
Burnout	Low-	N	10	7	17
		%	58,8%	41,2%	100,0%
	Moderate	N	11	2	13
		%	84,6%	15,4%	100,0%
Total		N	21	9	30
		%	70,0%	30,0%	100,0%
Fisher's Exact Test=0,229					

Table 4.20 illustrates the results regarding whether there is a significant difference between teachers' burnout levels in Turkey according to their teaching hours in a week. The level of burnout ranged from low to moderate according to teaching hours. When the table was examined, 10 (58,8%) participants with less than 24 teaching hours experienced low burnout. While 11 (84,6%) participants experienced moderate level of burnout. However,7 (41,2%) participants with over

25 teaching hours experienced low burnout. While 2 (15,4%) participants experienced moderate level of burnout. The frequency distribution of levels of burnout did not show a significant difference compared to teaching hours ($p>0.05$). In other words, there was no significant relationship between the teaching hours of teachers in Turkey and their burnout levels.

4.1.7.13. Comparison of Iranian In-service EFL Teachers' Burnout Levels Regarding Teaching Department of Graduation Variable

Comparison of Iranian In-service EFL Teachers' Burnout Levels Regarding the Teaching Department of Graduation is displayed in Table 4.21.

Table 4. 21. In-service Iranian EFL Teachers' Burnout Levels Regarding Department of Graduation

			Department of Graduation:		Total
			English Language Literature	English Language Teaching	
Burnout	Low-	n	1	22	23
		%	4,3%	95,7%	100,0%
	Moderate	n	0	7	7
		%	0,0%	100,0%	100,0%
Total		n	1	29	30
		%	3,3%	96,7%	100,0%
Fisher's Exact Test=1,000					

Table 4.21 illustrates the results regarding whether there is a significant difference between teachers' burnout levels in Iran according to their graduation department. The level of burnout ranged from low to moderate, according to the Department of Graduation. When the table was examined, 1 (4,3%) participant who graduated from the English Language Literature department experienced low burnout. None of the participants (0, 0%) graduated from the English Language Literature department experienced a moderate level of burnout. On the other hand, 22 (95,7%) participants who graduated from the English Language Teaching department experienced a low level of burnout. While 7 (100,0%) participants experienced moderate level of burnout. The frequency distribution of levels of burnout did not show a significant difference compared to the department of graduation (p>0.05). In other words, there was no significant relationship between the Department of Graduation of Teachers in Iran and their burnout levels.

4.1.7.14. Comparison of Turkish In-service EFL Teachers' Burnout Levels Regarding Department of Graduation Variable

Comparison of Turkish In-service EFL Teachers' Burnout Levels Regarding Department of Graduation is displayed in Table 4.22.

Table 4. 22. In-service Turkish EFL Teachers' Burnout Levels Regarding their Department of Graduation

			Department of Graduation: English Language Teaching	Total
Burnout	Low-	n	17	17
		%	100,0%	100,0%
	Moderate	n	13	13
		%	100,0%	100,0%
Total		n	30	30
		%	100,0%	100,0%

All English teachers who participated in the study in Turkey have graduated from the English Language Teaching department. Therefore, there is no statistical comparison according to the graduation department. However, most of the teachers in Turkey experienced a low level of burnout.17 (100,0%) participants experienced a low level of burnout. While 13 (100,0%) participants experienced moderate level of burnout.

4.1.7.15. Comparison of Iranian In-service EFL Teachers' Burnout Levels Regarding Teaching Workplace Variable

Comparison of Iranian In-service EFL Teachers' Burnout Levels Regarding Teaching Workplace is displayed in Table 4.23.

Table 4. 23. In-service Iranian EFL Teachers' Burnout Levels Regarding their Workplace

			Workplace (Educational Stage)			Total
			Primary School	High School	Secondary School	
Burnout	Low-	n	6	11	6	23
		%	26,1%	47,8%	26,1%	100,0%
	Moderate	n	1	6	0	7
		%	14,3%	85,7%	0,0%	100,0%
Total		n	7	17	6	30
		%	23,3%	56,7%	20,0%	100,0%
Likelihood Ratio=4,780 p=0,092						

Table 4.23 illustrates the results regarding whether there is a significant difference between teachers' burnout levels in Iran according to their workplace.

The level of burnout ranged from low to moderate according to the workplace. When the table was examined, 6 (26,1%) participants working at primary school experienced low burnout.1 (14,3%) participant experienced a moderate level of burnout. On the other hand, 11 (47,8%)participants working at high school experienced low burnout. While 6 (85,7%) participants experienced moderate level of burnout. 6 (26,1%) participants working at secondary school experienced low burnout. None of the participants 0 (0,0%) experienced a moderate level of burnout. The frequency distribution of levels of burnout did not show a significant difference compared to the workplace (p>0.05).In other words, there was no significant relationship between the workplace of teachers in Iran and their burnout levels.

4.1.7.16. Comparison of Turkish In-service EFL Teachers' Burnout Levels Regarding Teaching Workplace Variable

Comparison of Turkish In-service EFL Teachers' Burnout Levels Regarding Teaching Workplace is displayed in Table 4.24.

Table 4. 24. In-service Turkish EFL Teachers' Burnout Levels Regarding their Workplace

			Workplace (Educational Stage)			Total
			Primary School	High School	Secondary School	
Burnout	Low-	n	6	6	5	17
		%	35,3%	35,3%	29,4%	100,0%
	Moderate	n	2	3	8	13
		%	15,4%	23,1%	61,5%	100,0%
Total		n	8	9	13	30
		%	26,7%	30,0%	43,3%	100,0%
Likelihood Ratio = 3,276 p=0,194						

Table 4.24 illustrates the results regarding whether there is a significant difference between teachers' burnout levels in Turkey according to their workplace. The level of burnout ranged from low to moderate according to the workplace. When the table was examined, 6 (35,3%) participants working at primary school experienced low burnout. 2 (15,4%) participants experienced moderate burnout. On the other hand, 6 (35,3%)participants working at high school experienced low burnout. While 3 (23,1%) participants experienced moderate level of burnout. Five (29,4%) participants working at secondary school experienced low level of burnout. Eight (61,5%) participants experienced moderate level of burnout. The frequency distribution of levels of burnout did not show a significant difference compared to the workplace (p>0.05). In other words, there was no significant relationship between the workplace of teachers in Turkey and their burnout levels.

4.1.7.17. Comparison of Iranian In-service EFL Teachers' Burnout Levels Regarding Number of Students Variable

Comparison of Iranian In-service EFL Teachers' Burnout Levels Regarding the Number of Students is displayed in Table 4.25.

Table 4. 25. In-service Iranian EFL Teachers' Burnout Levels Regarding their Number of Students

			Number of Students		Total
			150 and less	151 and more	
Burnout	Low-	n	14	9	23
		%	60,9%	39,1%	100,0%
	Moderate	n	5	2	7
		%	71,4%	28,6%	100,0%
Total		n	19	11	30
		%	63,3%	36,7%	100,0%
Fisher's Exact Test=1,000					

Table 4.25 illustrates the results regarding whether there is a significant difference between teachers' burnout levels in Iran according to their number of students. The level of burnout ranged from low to moderate according to the number of students. When the table was examined, 14 (60,9%) participants with 150 or fewer students experienced low burnout. While 5 (71,4%) participants with 150 or fewer students experienced moderate burnout. However, 9 (39,1%)participants, with 151 and more students, experienced low burnout. While 2 (28,6%) participants with 151 and more students experienced moderate burnout. The frequency distribution of levels of burnout did not show a significant difference compared to the number of students ($p > 0.05$). In other words, there was no significant relationship between the number of students of teachers in Iran and their burnout levels.

4.1.7.18. Comparison of Turkish In-service EFL Teachers' Burnout Levels Regarding Number of Students Variable

Comparison of Turkish In-service EFL Teachers' Burnout Levels Regarding Number of Students is shown in Table 4.26.

Table 4. 26. In-service Turkish EFL Teachers' Burnout Levels Regarding their Number of Students

			Number of Students		Total
			150 and less	151 and more	
Burnout	Low-	n	10	7	17
		%	58,8%	41,2%	100,0%
	Moderate	n	6	7	13
		%	46,2%	53,8%	100,0%
Total		n	16	14	30
		%	53,3%	46,7%	100,0%
□2 =0,475 p=0,491					

Table 4.26 illustrates the results regarding whether there is a significant difference between teachers' burnout levels in Turkey according to their number of students. The level of burnout ranged from low to moderate according to the number of students. When the table was examined, 10 (58,8%) participants with 150 or fewer students experienced low burnout. While 6 (46,2%)participants with 150 or fewer students experienced moderate burnout. However,7 (41,2)participants, with 151 and more students, experienced low level of burnout. While 7 (46,7 %) participants with 151 and more students experienced moderate level of burnout. The frequency distribution of levels of burnout did not show a significant difference compared to the number of students (p>0.05). In other words, there was no significant relationship between the number of students of teachers in Turkey and their burnout levels.

4.1.7.19. Comparison of Iranian In-service EFL Teachers' Burnout Levels Regarding School Population Variable

Comparison of Iranian In-service EFL Teachers' Burnout Levels Regarding School Population Variable is shown in Table 4.27.

Table 4. 27. In-service Iranian EFL Teachers' Burnout Levels Regarding their School Population

			School population					Total
			101-200	201-300	301-400	400+	50-100	
Burnout	Low-	n	4	3	4	5	7	23
		%	17,4%	13,0%	17,4%	21,7%	30,4%	100,0%
	Moderate	n	2	1	1	2	1	7
		%	28,6%	14,3%	14,3%	28,6%	14,3%	100,0%
Total		n	6	4	5	7	8	30
		%	20,0%	13,3%	16,7%	23,3%	26,7%	100,0%
Likelihood Ratio = 1,051 p=0,902								

Table 4.27 illustrates the results regarding whether there is a significant difference between teachers' burnout levels in Iran according to their school population. The level of burnout ranged from low to moderate according to the school population. When the table was examined, 7(30,4%) participants with 50- 100 students experienced a low level of burnout.1(14,3%) experienced a moderate level of burnout. However, 4 (17,4%) participants, with 101-200 students, experienced a low level of burnout. While 2 (28,6%) participants with 101-200 students experienced moderate level of burnout.3(13,0%) participants, with 201-

300 students, experienced low level of burnout. In comparison, 1 (14,3%) participant with 201-300 students experienced moderate level of burnout. On the other hand, 4 (17,4%) participants with 301-400 school population experienced low level of burnout. While 1 (14,3%) participant with 301-400 school population experienced moderate burnout . Five (21,7%) participants with more than 400 school population experienced low burnout. Second (28,6%) participants with more than 400 school population experienced moderate burnout. The frequency distribution of levels of burnout did not show a significant difference compared to the school population (p>0.05).In other words, there was no significant relationship between the school population of teachers in Iran and their burnout levels.

4.1.7.20. Comparison of Turkish In-service EFL Teachers' Burnout Levels Regarding School Population Variable

Comparison of Turkish In-service EFL Teachers' Burnout Levels Regarding School Population Variable are shown in Table 4.28.

Table 4. 28. In-service Turkish EFL Teachers' Burnout Levels Regarding their School Population

			School population					Total
			101-200	201-300	301-400	400+	50-100	
Burnout	Low-	n	1	3	3	9	1	17
		%	5,9%	17,6%	17,6%	52,9%	5,9%	100,0%
	Moderate	n	0	1	1	9	2	13
		%	0,0%	7,7%	7,7%	69,2%	15,4%	100,0%
Total		n	1	4	4	18	3	30
		%	3,3%	13,3%	13,3%	60,0%	10,0%	100,0%
Likelihood Ratio = 3,284 p=0,511								

Table 4.28 illustrates the results regarding whether there is a significant difference between teachers' burnout levels in Turkey according to their school population. The level of burnout ranged from low to moderate according to the school population. When the table was examined, 1 (5,9%) participant with 50-100 students experienced a low level of burnout. 2 (15,4%) experienced a moderate level of burnout. However, 1 (5,9%) participant, with 101-200 students, experienced a low level of burnout. None of the participants 0(0,0%) with 101-200 students experienced moderate burnout.3(17,6%) participants, with 201-300 students, experienced low burnout. In comparison, 1(7,7%) participant with 201-300 students experienced moderate burnout. On the other hand, 3 (17,6%) participants with 301-400 school population experienced low burnout. While 1(7,7%) participant with 301-400 school population experienced moderate burnout.9(52,9%) participants with more than 400 school population experienced low level of burnout. Nine (69,2%) participants with more than 400 school population experienced moderate burnout. The frequency distribution of levels of burnout did not show a significant difference compared to the school population (p>0.05). In other words, there was no significant relationship between the school population of teachers in Turkey and their burnout levels.

4.1.8. Comparison of Iranian and Turkish In-service EFL Teachers' Depersonalization Levels Regarding the Demographic Variables

4.1.8.1. Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding Gender Variable

Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding Gender is displayed in Table 4.29.

Table 4. 29. In-service Iranian EFL Teachers' Depersonalization Levels Regarding their Gender

| | | | Gender | | Total |
			Female	Male	
Depersonalization	Low-	N	4	3	7
		%	57,1%	42,9%	100,0%
	Moderate	N	6	4	10
		%	60,0%	40,0%	100,0%
	High	N	4	9	13
		%	30,8%	69,2%	100,0%
Total		N	14	16	30
		%	46,7%	53,3%	100,0%
Likelihood Ratio = 2,386 p=0,303					

Table 4.29 the results regarding whether there is a significant difference between the depersonalization levels of teachers in Iran according to their gender. The level of depersonalization ranged from low to high according to gender. When the table was examined, while 4 (57,1%) female participants experienced a low depersonalization level, 6 (60,0%) female participants experienced a moderate depersonalization level. Four (30,8%) female teachers experienced a high level of depersonalization. However, 3 (42,9%) male participants experienced low depersonalization, while 4 (40,0%) male participants experienced moderate depersonalization. Nine (69,2%) male participants experienced a high level of depersonalization. The frequency distribution of levels of depersonalization did not show a significant difference compared to their gender (p>0.05). In other words, there was no significant relationship between the gender of teachers in Iran and their depersonalization levels.

4.1.8.2. Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding Gender Variable

Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding Gender is displayed in Table 4.30.

Table 4. 30. In-service Turkish EFL Teachers' Depersonalization Levels Regarding their Gender

			Gender		Total
			Female	Male	
Depersonalization	Low-	N	0	1	1
		%	0,0%	100,0%	100,0%
	Moderate	N	7	2	9
		%	77,8%	22,2%	100,0%
	High	N	13	7	20
		%	65,0%	35,0%	100,0%
Total		N	20	10	30
		%	66,7%	33,3%	100,0%
Likelihood Ratio = 2,758 p=0,252					

Table 4.30 illustrates the results regarding whether there is a significant difference between the depersonalization levels of teachers in Turkey according to their gender. The level of depersonalization ranged from low to high according to gender. When the table was examined, none of the female participants 0 (0,0%) experienced a low depersonalization level, while 7 (77,8%) female participants experienced a moderate depersonalization level. 13 (65,0%) female teachers experienced a high level of depersonalization. On the other hand,1 (100,0%) male participants experienced a low level of depersonalization, while 2 (22,2%) male participants experienced a moderate level of depersonalization.7 (35,0%) male participants experienced a high level of depersonalization. The frequency distribution of levels of depersonalization did not show a significant difference compared to their gender (p>0.05). In other words, there is no significant relationship between the gender of teachers in Turkey and their depersonalization levels.

4.1.8.3. Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding Marital Status

Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding Marital Status is displayed in Table 4.31.

Table 4. 31. In-service Iranian EFL Teachers' Depersonalization Levels Regarding their Marital Status

			Marital status		Total
			Married	Single	
Depersonalization	Low-	N	4	3	7
		%	57,1%	42,9%	100,0%
	Moderate	N	4	6	10
		%	40,0%	60,0%	100,0%
	High	N	7	6	13
		%	53,8%	46,2%	100,0%
Total		N	15	15	30
		%	50,0%	50,0%	100,0%
Likelihood Ratio = 0,623 p=0,732					

Table 4.31 illustrates the results regarding whether there is a significant difference between the depersonalization levels of teachers in Iran according to their marital status. The level of depersonalization ranged from low to high according to marital status. When the table was examined, while 4 (57,1%) married participants experienced low depersonalization level. 3(42,9%) single participants experienced low depersonalization. 4 (40,0%)married participants experienced moderate level of depersonalization. Nevertheless, 6 (60,0%) single participants experienced moderate personalization. However, 7 (53,8%) married participants experienced high depersonalization, while 6 (46,2%) single participants experienced high depersonalization. The frequency distribution of levels of depersonalization did not show a significant difference compared to their marital status (p>0.05). In other words, there was no significant relationship between the marital status of teachers in Iran and their depersonalization levels.

4.1.8.4. Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding Marital Status

Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding Marital Status is displayed in Table 4.32.

Table 4. 32. In-service Turkish EFL Teachers' Depersonalization Levels Regarding their Marital Status

			Marital status		Total
			Married	Single	
Depersonalization	Low-	n	0	1	1
		%	0,0%	100,0%	100,0%
	Moderate	n	4	5	9
		%	44,4%	55,6%	100,0%
	High	n	12	8	20
		%	60,0%	40,0%	100,0%
Total		n	16	14	30
		%	53,3%	46,7%	100,0%
Likelihood Ratio = 2,710 p=0,338					

Table 4.32 illustrates the results regarding whether there is a significant difference between the depersonalization levels of teachers in Turkey according to their marital status. The level of depersonalization ranged from low to high according to marital status. When the table was examined, none of the married participants experienced low depersonalization level. 1 (100,0%) single participant experienced a low level of depersonalization. 4 (44,4%)married participants experienced moderate level of depersonalization. However, 5 (55,6%) single participants experienced moderate personalization. However,12 (60,0%) married participants experienced high depersonalization, while 8 (40,0%) single participants experienced high depersonalization. The frequency distribution of levels of depersonalization did not show a significant difference compared to their marital status (p>0.05). In other words, there was no significant relationship between the marital status of teachers in Turkey and their depersonalization levels.

4.1.8.5. Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding Education Level

Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding Education Level is displayed in Table 4.33.

Table 4. 33. In-service Iranian EFL Teachers' Depersonalization Levels Regarding their Education Level

			Education Level							
			Bachelor's Degree (BA)	Master completed	Master Ongoing	Master's Degree (MA) (Completed)	Master's Degree (MA) (Ongoing)	PhD (Completed)	PhD (Ongoing)	Total
Depersonalization	Low-	N	2	0	0	3	1	1	0	7
		%	28,6%	0,0%	0,0%	42,9%	14,3%	14,3%	0,0%	100,0%
	Moderate	N	3	2	0	2	0	2	1	10
		%	30,0%	20,0%	0,0%	20,0%	0,0%	20,0%	10,0%	100,0%
	High	N	4	1	3	3	0	2	0	13
		%	30,8%	7,7%	23,1%	23,1%	0,0%	15,4%	0,0%	100,0%
Total		N	9	3	3	8	1	5	1	30
		%	30,0%	10,0%	10,0%	26,7%	3,3%	16,7%	3,3%	100,0%
Likelihood Ratio =13,310 p=0,347										

Table 4.33 illustrates the results regarding whether there is a significant difference between the depersonalization levels of teachers in Iran according to their education level. The level of depersonalization ranged from low to high according to education level. When the table was examined, 2 (28,6 %) participants with Bachelor's Degree (BA) experienced low depersonalization, while 3 (30,0 %) participants experienced moderate levels of depersonalization. 4 (30,8 %) participants experienced high levels of depersonalization. 3 (42,9 %) participants with master's degree experienced low depersonalization. 4 (40,0 %) experienced a moderate level of depersonalization. 4 (30,8%) participants experienced high depersonalization. 1 (14,3%) participant with the master ongoing experienced a low level of depersonalization. None of the participants with master ongoing experienced moderate depersonalization. 3 (23,1%) participants experienced high level of depersonalization. However, 1 (14,3%)

participants with PhD degree experienced low depersonalization, while 2(20,0%) participants experienced moderate depersonalization.2 (15,4 %) participants experienced a high level of depersonalization. None of the participants with Ph.D. Ongoing experienced a low level of depersonalization, while 1 (10,0%) experienced a moderate level of depersonalization. None of the participants experienced a high level of personal achievement. The frequency distribution of levels of depersonalization did not show a significant difference compared to their education level (p>0.05). In other words, there was no significant relationship between the education level of teachers in Iran and their depersonalization.

4.1.8.6. Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding Education Level

Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding Education Level is displayed in Table 4.34.

Table 4. 34. In-service Turkish EFL Teachers' Depersonalization Levels Regarding their Education Level

			Education Level					Total
			Bachelor's Degree (BA)	Master's Degree (MA) (Completed)	Master's Degree (MA) (Ongoing)	PhD (Completed)	PhD (Ongoing)	
Depersonalization	Low-	n	0	1	0	0	0	1
		%	0,0%	100,0%	0,0%	0,0%	0,0%	100,0%
	Moderate	n	6	1	1	1	0	9
		%	66,7%	11,1%	11,1%	11,1%	0,0%	100,0%
	High	n	11	3	3	2	1	20
		%	55,0%	15,0%	15,0%	10,0%	5,0%	100,0%
Total		n	17	5	4	3	1	30
		%	56,7%	16,7%	13,3%	10,0%	3,3%	100,0%
Likelihood Ratio = 4,798 p=0,779								

Table 4.34 illustrates the results regarding whether there is a significant difference between the depersonalization levels of teachers in Turkey according to their education level. The level of depersonalization ranged from low to high according to education level. When the table was examined, none of the participants with a Bachelor's Degree (BA) experienced low depersonalization, while 6 (66,7 %) participants experienced moderate levels of depersonalization. 11(55,0 %) participants experienced high levels of depersonalization. 1 (100,0 %) participant with a master's degree experienced low depersonalization. 1 (11,1 %) experienced a moderate level of depersonalization. 3 (15,0 %) participants experienced high depersonalization. None of the participants with the master ongoing experienced a low level of depersonalization. 1 (11,1%) participant with master ongoing experienced moderate depersonalization. 3 (15,0%) participants

experienced a high level of depersonalization. However, none of the participants with a Ph.D. degree experienced low depersonalization, while 1(11,1%) participant experienced moderate depersonalization. Two (10,0 %) participants experienced a high level of depersonalization. None of the participants with Ph.D. Ongoing experienced a low and moderate level of depersonalization, while 1(5,0%) participant experienced a high level of depersonalization. The frequency distribution of levels of depersonalization did not show a significant difference compared to their education level (p>0.05). In other words, there is no significant relationship between the education level of teachers in Turkey and their depersonalization.

4.1.8.7. Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding Age

Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding Age is displayed in Table 4.35.

Table 4. 35. In-service Iranian In-service EFL Teachers' Depersonalization Levels Regarding their Age

			Age		Total
			34 years and below	35 years and over	
Depersonalization	Low-	n	4	3	7
		%	57,1%	42,9%	100,0%
	Moderate	n	6	4	10
		%	60,0%	40,0%	100,0%
	High	n	9	4	13
		%	69,2%	30,8%	100,0%
Total		n	19	11	30
		%	63,3%	36,7%	100,0%
Likelihood Ratio =0,360 p=0,835					

Table 4.35 illustrates the results regarding whether there is a significant difference between the depersonalization levels of teachers in Iran according to their age. The level of depersonalization ranged from low to high according to age. When the table was examined, 4 (57,1%) participants 34 years old and below experienced a low depersonalization level, 6(60,0 %) participants experienced a moderate depersonalization level, while 9(69,2%) participants experienced a high depersonalization level. However, 3 (42,9%) participants with 35 years old and over experienced a low level of depersonalization,4 (40,0%) participants experienced a moderate level of depersonalization, and 4 (30,8%)participants experienced a high level of depersonalization. The frequency distribution of levels of depersonalization did not show a significant difference compared to their age ($p>0.05$). In other words, there was no significant relationship between the age of teachers in Iran and their depersonalization levels.

4.1.8.8. Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding Age

Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding Age is displayed in Table 4.36.

Table 4. 36. In-service Turkish In-service EFL Teachers' Depersonalization Levels Regarding their Age

| | | | Age | | Total |
			34 years and below	35 years and over	
Depersonalization	Low-	n	1	0	1
		%	100,0%	0,0%	100,0%
	Moderate	n	5	4	9
		%	55,6%	44,4%	100,0%
	High	n	12	8	20
		%	60,0%	40,0%	100,0%
Total		n	18	12	30
		%	60,0%	40,0%	100,0%
Likelihood Ratio = 1,095 p=0,578					

Table 4.36 illustrates the results regarding whether there is a significant difference between the depersonalization levels of teachers in Turkey according to their age. The level of depersonalization ranged from low to high according to age. When the table was examined, 1 (100,0%) participant 34 years old and below experienced a low depersonalization level, 5 (55,6 %) participants experienced a moderate depersonalization level, while 12 (60,0%) participants experienced a high depersonalization level. However, none of the participants with 35 years old and over experienced a low level of depersonalization. 4 (44,4%) participants experienced moderate depersonalization, while 8 (40,0%)participants experienced high depersonalization. The frequency distribution of levels of depersonalization did not show a significant difference compared to their age (p>0.05). In other words, there was no significant relationship between the age of teachers in Turkey and their depersonalization levels.

4.1.8.9. **Comparison** **of** **Iranian** **In-service** **EFL** **Teachers'** **Depersonalization Levels Regarding Department of Graduation**

Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding the Department of Graduation is displayed in Table 4.37.

Table 4. 37. In-service Iranian EFL Teachers' Depersonalization Levels Regarding their Department of Graduation

			Department of Graduation:		Total
			English Language Literature	English Language Teaching	
Depersonalization	Low-	n	0	7	7
		%	0,0%	100,0%	100,0%
	Moderate	n	1	9	10
		%	10,0%	90,0%	100,0%
	High	n	0	13	13
		%	0,0%	100,0%	100,0%
Total		n	1	29	30
		%	3,3%	96,7%	100,0%
Likelihood Ratio =2,267 p=0,322					

Table 4.37. illustrates the results regarding whether there is a significant difference between the depersonalization levels of teachers in Iran according to their graduation department. The level of burnout ranged from low to high, according to the Department of Graduation. When the table was examined, none of the participants graduated from the English Language Literature department and experienced a low level of depersonalization. One (10,0%) participant experienced a moderate level of depersonalization. None of the participants who graduated from the English Language Literature department experienced a low level of depersonalization. On the other hand, 7 (100,0%) participants who graduated from English Language Teaching department experienced a low level of depersonalization. Nine (90,0%) participants experienced moderate level of depersonalization. While 13 (100,0%) participants experienced a high level of depersonalization. The frequency distribution of levels of depersonalization did not show a significant difference compared to the graduation department (p>0.05). In other words, there was no significant relationship between the Department of Graduation of teachers in Iran and their depersonalization levels.

4.1.8.10. Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding Department of Graduation

Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding the Department of Graduation is displayed in Table 4.38.

Table 4. 38. In-service Turkish EFL Teachers' Depersonalization Levels Regarding their Department of Graduation

			Department of Graduation: English Language Teaching	Total
Depersonalization	Low-	N	1	1
		%	100,0%	100,0%
	Moderate	N	9	9
		%	100,0%	100,0%
	High	N	20	20
		%	100,0%	100,0%
Total		N	30	30
		%	100,0%	100,0%

All English teachers who participated in the study in Turkey have graduated from the English Language Teaching department. Therefore, there is no statistical comparison according to the graduation department. However, most of the teachers in Turkey experienced low level of burnout. Seventeen (100,0%) participants experienced low level of burnout. While 13 (100,0%) participants experienced moderate level of burnout.

4.1.8.11. Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding Workplace

Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding Workplace is displayed in Table 4.39.

Table 4. 39. In-service Iranian EFL Teachers' Depersonalization Levels Regarding their Workplace

			Workplace (Educational Stage)			Total
			Primary School	High School	Secondary School	
Depersonalization	Low-	n	1	3	3	7
		%	14,3%	42,9%	42,9%	100,0%
	Moderate	n	5	5	0	10
		%	50,0%	50,0%	0,0%	100,0%
	High	n	1	9	3	13
		%	7,7%	69,2%	23,1%	100,0%
Total		n	7	17	6	30
		%	23,3%	56,7%	20,0%	100,0%
Likelihood Ratio=10,529 p=0,032*						

Table 4.39 illustrates the results regarding whether there is a significant difference between the depersonalization levels of teachers in Iran according to their workplace. The level of depersonalization ranged from low to high, according to the workplace. When the table was examined, 1 (14,3%) participants working at primary school experienced low burnout. Five (50,0%) participants experienced moderate depersonalization.1 (7,7%)participant experienced a high level of depersonalization. On the other hand, 3 (42,9%)participants working at high school experienced a low level of depersonalization. While 5 (50,0%) participants experienced moderate level of depersonalization. 9 (69,2%) participants experienced a high level of depersonalization. On the other hand,3(42,9%) participants working at secondary school experienced a low level of depersonalization. None of the participants experienced a moderate level of depersonalization. Three (23,1%) participants experienced a high level of depersonalization. The frequency distribution of levels of depersonalization showed a significant difference compared to the workplace (p<0.05). In other words, there was a significant relationship between the workplace of teachers in Iran and their depersonalization levels.

4.1.8.12. Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding Department of Graduation

Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding the Department of Graduation is displayed in Table 4.40.

Table 4. 40. In-service Turkish EFL Teachers' Depersonalization Levels Regarding their Workplace

			Workplace (Educational Stage)			
			Primary School	High School	Secondary School	Total
Depersonalization	Low-	n	1	0	0	1
		%	100,0%	0,0%	0,0%	100,0%
	Moderate	n	2	4	3	9
		%	22,2%	44,4%	33,3%	100,0%
	High	n	5	5	10	20
		%	25,0%	25,0%	50,0%	100,0%
Total		n	8	9	13	30
		%	26,7%	30,0%	43,3%	100,0%
Likelihood Ratio = 3,878 p=0,423						

Table 4.40 illustrates the results regarding whether there is a significant difference between the depersonalization levels of teachers in Turkey according to their workplace. The level of depersonalization ranged from low to high, according to the workplace. When the table was examined, 1 (100,0%) participant working at primary school experienced a low level of depersonalization . Two (22,2%) participants experienced a moderate level of depersonalization. Five (25,0%) participants experienced a high level of depersonalization. On the other hand, none of the participants working at high school experienced a low level of depersonalization. While 4 (44,4%) participants experienced a moderate level of depersonalization. 5 (25,9%) participants experienced a high level of depersonalization. On the other hand, none of the participants working at secondary school experienced a low level of depersonalization. Three (33,3%) participants experienced moderate level of depersonalization. Ten (50,0%) participants experienced a high level of depersonalization. The frequency distribution of levels of depersonalization did not show a significant difference compared to the workplace (p>0.05). In other words, there was no significant relationship between the workplace of teachers in Turkey and their depersonalization levels.

4.1.8.13. **Comparison of Iranian In-service EFL Teachers'**
Depersonalization Levels Regarding Teaching Experience

Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding Teaching Experience is displayed in Table 4.41.

Table 4. 41. In-service Iranian EFL Teachers' Depersonalization Levels Regarding Teaching Experience

			Teaching Experience (Years)		Total
			Less than 10 years	11 years and over	
Depersonalization	Low-	n	4	3	7
		%	57,1%	42,9%	100,0%
	Moderate	n	7	3	10
		%	70,0%	30,0%	100,0%
	High	n	9	4	13
		%	69,2%	30,8%	100,0%
Total		n	20	10	30
		%	66,7%	33,3%	100,0%
Likelihood Ratio =0,365 p=0,833					

Table 4.41 illustrates the results regarding whether there is a significant difference between the depersonalization levels of teachers in Iran according to their teaching experience. The level of depersonalization ranged from low to high, according to teaching experience. When the table was examined, 4 (57,1%) participants with less than 10 years of teaching experience experienced low depersonalization. While 7 (70,0%)participants experienced a moderate level of depersonalization. Nine (69,2%) experienced a high level of depersonalization. On the other hand, 3 (42,9%)participants with 11 years and more teaching experienced, experienced a low level of burnout. While 3 (30,0%%) participants experienced a moderate level of depersonalization, 4 (30,8%)participants experienced a high level of depersonalization. The frequency distribution of levels of depersonalization did not show a significant difference compared to teaching experience (p>0.05). In other words, there is no significant relationship between the teaching experience of teachers in Iran and their depersonalization levels.

4.1.8.14. Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding Teaching Experience

Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding Teaching Experience is displayed in Table 4.42.

Table 4. 42. In-service Iranian EFL Teachers' Depersonalization Levels Regarding Teaching Experience

			Teaching Experience (Years)		
			Less than 10 years	11 years and over	Total
Depersonalization	Low-	n	1	0	1
		%	100,0%	0,0%	100,0%
	Moderate	n	5	4	9
		%	55,6%	44,4%	100,0%
	High	n	12	8	20
		%	60,0%	40,0%	100,0%
Total		n	18	12	30
		%	60,0%	40,0%	100,0%
Likelihood Ratio= 1,095 p=0,578					

Table 4.42 illustrates the results regarding whether there is a significant difference between the depersonalization levels of teachers in Turkey according to their teaching experience. The level of depersonalization ranged from low to high, according to teaching experience. When the table was examined, 1 (%) participants with less than 10 years of teaching experience experienced low depersonalization. While 5 (55,6%)participants experienced a moderate level of depersonalization. Twelve (60,0%)participants experienced a high level of depersonalization. On the other hand, none of the participants with 11 years and more teaching experience experienced low burnout. While 4 (44,4%) participants experienced moderate depersonalization, 8 (40,0%)participants experienced high depersonalization. The frequency distribution of levels of depersonalization did not show a significant difference compared to teaching experience (p>0.05). In other words, there was no significant relationship between the teaching experience of teachers in Turkey and their depersonalization levels.

4.1.8.15. Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding Teaching Hours

Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding Teaching Hours is displayed in Table 4.43.

Table 4. 43. In-service Iranian EFL Teachers' Depersonalization Levels Regarding their Teaching Hours

			Teaching hours in a week		
			Less than 24 hours	More than 25 hours	Total
Depersonalization	Low-	n	4	3	7
		%	57,1%	42,9%	100,0%
	Moderate	n	7	3	10
		%	70,0%	30,0%	100,0%
	High	n	7	6	13
		%	53,8%	46,2%	100,0%
Total		n	18	12	30
		%	60,0%	40,0%	100,0%
Likelihood Ratio =0,658 p=0,720					

Table 4.43 illustrates the results regarding whether there is a significant difference between the depersonalization levels of teachers in Iran according to their teaching hours. The level of depersonalization ranged from low to high according to teaching hours. When the table was examined, 4 (57,1%) participants with less than 24 teaching hours experienced low depersonalization. While 7 (70,0%) participants experienced moderate level of depersonalization. Seven (53,8%) participants experienced a high level of depersonalization. On the other hand,3(42,9%) participants with more than 25 hours of teaching hours experienced low burnout. While 3 (30,0%) participants experienced moderate depersonalization, 6(46,2%) participants experienced high depersonalization. The frequency distribution of levels of depersonalization did not show a significant difference compared to teaching hours (p>0.05). In other words, there was no significant relationship between the teaching hours of teachers in Iran and their depersonalization levels.

4.1.8.16. **Comparison of Turkish In-service EFL Teachers'**
Depersonalization Levels Regarding Teaching Hours

Comparison of Turkish In-service EFL Teachers' Depersonalization Levels
Regarding Teaching Hours is displayed in Table 4.44.

Table 4. 44. In-service Turkish EFL Teachers' Depersonalization
Levels Regarding their Teaching Hours

			Teaching hours in a week		
			Less than 24 hours	More than 25 hours	Total
Depersonalization	Low-	n	1	0	1
		%	100,0%	0,0%	100,0%
	Moderate	n	4	5	9
		%	44,4%	55,6%	100,0%
	High	n	16	4	20
		%	80,0%	20,0%	100,0%
Total		n	21	9	30
		%	70,0%	30,0%	100,0%
Likelihood Ratio= 4,270 p=0,118					

Table 4.44 illustrates the results regarding whether there is a significant
difference between the depersonalization levels of teachers in Turkey according
to their teaching hours. The level of depersonalization ranged from low to high
according to teaching hours. When the table was examined, 1 (100,0%)
participant with less than 24 teaching hours experienced low depersonalization.
While 4 (44,4%) participants experienced moderate level of depersonalization.
Sixteen (80,0%) participants experienced a high level of depersonalization. On
the other hand, none of the participants with more than 25 hours of teaching hours
experienced low burnout. While 5 (55,6%) participants experienced moderate
depersonalization, 4(20,0%) participants experienced high depersonalization.
The frequency distribution of levels of depersonalization did not show a
significant difference compared to teaching hours (p>0.05). In other words, there
was no significant relationship between the teaching hours of teachers in Turkey
and their depersonalization levels.

4.1.8.17. Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding Total Years at the Present Institution

Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding Total Years at the Present Institution is displayed in Table 4.45.

Table 4. 45. In-service Iranian EFL Teachers' Depersonalization Levels Regarding their Total Years at Present Institution

			Total Years at Present Institution		Total
			5 years and less	6 years and over	
Depersonalization	Low-	n	3	4	7
		%	42,9%	57,1%	100,0%
	Moderate	n	8	2	10
		%	80,0%	20,0%	100,0%
	High	n	9	4	13
		%	69,2%	30,8%	100,0%
Total		n	20	10	30
		%	66,7%	33,3%	100,0%
Likelihood Ratio =2,574 p=0,276					

Table 4.45 illustrates the results regarding whether there is a significant difference between the depersonalization levels of teachers in Iran according to their total years at the present institution. The level of depersonalization ranged from low to high according to the total years at the present institution. When the table was examined, 3 (42,9%) participants with 5 years or less experienced low depersonalization. While 8 (80,0%)participants experienced moderate level of depersonalization. Nine (69,2%) participants experienced a high level of depersonalization. On the other hand,4 (57,1%) participants with 6 years and more experienced low burnout. While 2(20,0%) participants experienced moderate depersonalization, 4 (30,8 %) participants experienced high depersonalization. The frequency distribution of levels of depersonalization did not show a significant difference compared to the total years at the present institution (p>0.05). In other words, there is no significant relationship between the total years at the present institution of teachers in Iran and their depersonalization levels.

4.1.8.18. Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding Total Years at the Present Institution

Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding Total Years at the Present Institution is displayed in Table 4.46.

Table 4. 46. In-service Turkish EFL Teachers' Depersonalization Levels Regarding their Total Years at Present Institution

			Total Years at Present Institution		Total
			5 years and less	6 years and over	
Depersonalization	Low-	n	1	0	1
		%	100,0%	0,0%	100,0%
	Moderate	n	6	3	9
		%	66,7%	33,3%	100,0%
	High	n	15	5	20
		%	75,0%	25,0%	100,0%
Total		n	22	8	30
		%	73,3%	26,7%	100,0%
Likelihood Ratio= 0,844 p=0,656					

Table 4.46 illustrates the results regarding whether there is a significant difference between the depersonalization levels of teachers in Turkey according to their total years at the present institution. The level of depersonalization ranged from low to high according to the total years at the present institution. When the table was examined, 1(100,0%) participant with 5 years or less experienced a low level of depersonalization. While 6 (66,7%) participants experienced moderate level of depersonalization. Fifteen (75,0%) participants experienced a high level of depersonalization. On the other hand, none of the participants with 6 years and more experienced a low level of burnout. While 3 (33,3%) participants experienced moderate depersonalization, 5 (25,0%) participants experienced high depersonalization. The frequency distribution of levels of depersonalization did not show a significant difference compared to the total years at the present institution (p>0.05). In other words, there was no significant relationship between the total years at the present institution of teachers in Turkey and their depersonalization levels.

4.1.8.19. Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding Number of Students

Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding the Number of Students is displayed in Table 4.47.

Table 4. 47. In-service Iranian EFL Teachers' Depersonalization Levels Regarding their Number of Students

			Number of Students		Total
			150 and less	151 and over	
Depersonalization	Low-	n	4	3	7
		%	57,1%	42,9%	100,0%
	Moderate	n	8	2	10
		%	80,0%	20,0%	100,0%
	High	n	7	6	13
		%	53,8%	46,2%	100,0%
Total		n	19	11	30
		%	63,3%	36,7%	100,0%
Likelihood Ratio =1,916 p=0,384					

Table 4.47 illustrates the results regarding whether there is a significant difference between the depersonalization levels of teachers in Iran according to their number of students. The level of depersonalization ranged from low to high according to the number of students. When the table was examined, 4 (57,1%) participants with 150 or fewer students experienced low depersonalization. While 8 (80,0%) participants experienced moderate levels of depersonalization.7(53,8%) participants experienced a high level of depersonalization. On the other hand, 3 (42,9%) participants, with 151 and more students, experienced low burnout. While 2 (20,0%) participants experienced moderate depersonalization, 6(46,2 %) participants experienced high depersonalization. The frequency distribution of levels of depersonalization did not show a significant difference compared to the number of students (p>0.05). In other words, there was no significant relationship between the number of students of teachers in Iran and their depersonalization levels.

4.1.8.20. Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding Number of Students

Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding the Number of Students is displayed in Table 4.48.

Table 4. 48. In-service Turkish In-service EFL Teachers' Depersonalization Levels Regarding their Number of Students

| | | | Number of Students | | Total |
			150 and less	151 and over	
Depersonalization	Low-	n	1	0	1
		%	100,0%	0,0%	100,0%
	Moderate	n	3	6	9
		%	33,3%	66,7%	100,0%
	High	n	12	8	20
		%	60,0%	40,0%	100,0%
Total		n	16	14	30
		%	53,3%	46,7%	100,0%
Likelihood Ratio= 3,078 p=0,215					

Table 4.48 illustrates the results regarding whether there is a significant difference between the depersonalization levels of teachers in Turkey according to their number of students. The level of depersonalization ranged from low to high according to the number of students. When the table was examined, 1 (100,0 %) participant with 150 or fewer students experienced low depersonalization. While 3 (33,3%) participants experienced moderate level of depersonalization.12 (60,0%) participants experienced a high level of depersonalization. On the other hand, none of the participants with 151 or more students experienced low burnout. While 6 (66,7%) participants experienced a moderate level of depersonalization, 8(40,0 %) participants experienced a high level of depersonalization. The frequency distribution of levels of depersonalization did not show a significant difference compared to the number of students (p>0.05). In other words, there was no significant relationship between the number of students of teachers in Turkey and their depersonalization levels.

4.1.8.21. Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding School Population

Comparison of Iranian In-service EFL Teachers' Depersonalization Levels Regarding School Population is displayed in Table 4.49.

Table 4. 49. In-service Iranian EFL Teachers' Depersonalization Levels Regarding their School Population

			School population					Total
			101-200	201-300	301-400	400+	50-100	
Depersonalization	Low-	n	2	0	1	2	2	7
		%	28,6%	0,0%	14,3%	28,6%	28,6%	100,0%
	Moderate	n	2	1	2	2	3	10
		%	20,0%	10,0%	20,0%	20,0%	30,0%	100,0%
	High	n	2	3	2	3	3	13
		%	15,4%	23,1%	15,4%	23,1%	23,1%	100,0%
Total		n	6	4	5	7	8	30
		%	20,0%	13,3%	16,7%	23,3%	26,7%	100,0%
Likelihood Ratio = 3,436 p=0,904								

Table 4.49 illustrates the results regarding whether there is a significant difference between the depersonalization levels of teachers in Iran according to their school population. The level of depersonalization ranged from low to high according to the school population. When the table was examined, 2 (28,6%) participants with 50-100 students experienced low depersonalization.3 (30,0%) experienced moderate depersonalization. Three (23,1%) participants experienced a high level of depersonalization. However, 2 (28,6%) participants, with 101-200 students, experienced low depersonalization. While 2 (20,0%) participants experienced a moderate level of depersonalization2(15,4%) participants experienced a high level of burnout. None of the participants, with 201-300 students, experienced low depersonalization. One (10,0%) participant experienced moderate depersonalization. While 3 (23,1%) participants with 201-300 students experienced high depersonalization. On the other hand,2(15,4%) participants with 301-400 school population experienced high level of depersonalization. While 2 (20,0 %)participants with 301-400 school population experienced moderate depersonalization.2 (15,4%) participants experienced a high level of depersonalization. Two (28,6%) participants with more than 400 school populations experienced a low level of depersonalization.2(20,0%) participants with more than 400 school population experienced moderate depersonalization. Three (23,1%) participants experienced a high level of

depersonalization. The frequency distribution of levels of depersonalization did not show a significant difference compared to the school population ($p > 0.05$). In other words, there was no significant relationship between the school population of teachers in Iran and their depersonalization levels.

4.1.8.22. Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding School Population

Comparison of Turkish In-service EFL Teachers' Depersonalization Levels Regarding School Population is displayed in Table 4.50.

Table 4.50. In-service Turkish EFL Teachers' Depersonalization Levels Regarding their School Population

			School population					Total
			0-100	201-300	301-400	400+	50-100	
Depersonalization	Low-	n	0	0	1	0	0	1
		%	0,0%	0,0%	100,0%	0,0%	0,0%	100,0%
	Moderate	n	0	1	1	6	1	9
		%	0,0%	11,1%	11,1%	66,7%	11,1%	100,0%
	High	n	1	3	2	12	2	20
		%	5,0%	15,0%	10,0%	60,0%	10,0%	100,0%
Total		n	1	4	4	18	3	30
		%	3,3%	13,3%	13,3%	60,0%	10,0%	100,0%
Likelihood Ratio = 5,142 p= 0,742								

Table 4.50 illustrates the results regarding whether there is a significant difference between the depersonalization levels of teachers in Turkey according to their school population. The level of depersonalization ranged from low to high according to the school population. When the table was examined, none of the participants, with 50-100 students, experienced a low level of depersonalization. One (11,1%) participant experienced a moderate level of depersonalization. Two (10,0 %) participants experienced a high level of depersonalization. However, none of the participants, with 101-200 students, experienced a low level of depersonalization. None of the participants experienced a moderate level of depersonalization. One (5,0%) participant experienced a high level of burnout. None of the participants, with 201-300 students, experienced a low level of depersonalization. One (11,1%) participant, with 201-300 students, experienced moderate depersonalization. While 3 (15,0 %) participants with 201-300 students experienced high depersonalization. On the other hand ,1 (100,0 %) participant with 301-400 school population experienced a low level of depersonalization. One (11,1 %) participant with 301-400 school population experienced moderate depersonalization. Two (10,0 %) participants experienced a high level of depersonalization. None of the participants with more than 400 school population experienced a low level of depersonalization. Six (66,7%) participants with more than 400 school population experienced moderate depersonalization. Twelve

(60,0%) participants experienced a high level of depersonalization. The frequency distribution of levels of depersonalization did not show a significant difference compared to the school population (p>0.05). In other words, there was no significant relationship between the school population of teachers in Turkey and their depersonalization levels.

4.1.9. Comparison of Iranian and Turkish In-service EFL Teachers' Personal Achievement Levels Regarding the Demographic Variables

4.1.9.1. Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding Gender

Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding Gender is displayed in Table 4.51.

Table 4. 51. In-service Iranian EFL Teachers' Personal Achievement Levels Regarding their Gender

			Gender		Total
			Female	Male	
Personal Achievement	Low-	n	3	9	12
		%	25,0%	75,0%	100,0%
	Moderate	n	7	4	11
		%	63,6%	36,4%	100,0%
	High	n	4	3	7
		%	57,1%	42,9%	100,0%
Total		n	14	16	30
		%	46,7%	53,3%	100,0%
Likelihood Ratio =3,978 p=0,146					

Table 4.51 illustrates the results regarding whether there is a significant difference between the personal achievement levels of teachers in Iran according to their gender. The level of personal achievement ranged from low to high according to gender. When the table was examined, while 3 (25,0%) female participants experienced low personal achievement level, 7 (63,6%) female participants experienced moderate personal achievement level. Four (57,1%) female teachers experienced high level of personal achievement. However, 9 (75,0%) male participants experienced a low level of personal achievement, while 4 (36,4%) male participants experienced a moderate level of personal achievement.Three (42,9 %) male participants experienced a high level of personal achievement. The frequency distribution of levels of personal achievement did not show a significant difference compared to their gender (p>0.05). In other words, there was no significant relationship between the gender of teachers in Iran and their personal achievement levels.

4.1.9.2. Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding Gender

Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding Gender is displayed in Table 4.52.

Table 4. 52. In-service Turkish EFL Teachers' Personal Achievement Levels Regarding their Gender

| | | | Gender | | Total |
			Female	Male	
Personal Achievement	Low-	n	12	5	17
		%	70,6%	29,4%	100,0%
	Moderate	n	5	3	8
		%	62,5%	37,5%	100,0%
	High	n	3	2	5
		%	60,0%	40,0%	100,0%
Total		n	20	10	30
		%	66,7%	33,3%	100,0%
Likelihood Ratio =0,279 p=0,870					

Table 4.52 illustrates the results regarding whether there is a significant difference between the personal achievement levels of teachers in Turkey according to their gender. The level of personal achievement ranged from low to high according to gender. When the table was examined, while 12 (70,6%) female participants experienced low personal achievement level, 5 (62,5%) female participants experienced moderate personal achievement level. Three (60,0%) female teachers experienced high level of personal achievement. However, 5 (29,4%) male participants experienced a low level of personal achievement, while 3 (37,5%) male participants experienced a moderate level of personal achievement

. Two (40,0%) male participants experienced a high level of personal achievement. The frequency distribution of levels of personal achievement did not show a significant difference compared to their gender (p>0.05). In other words, there was no significant relationship between the gender of teachers in Turkey and their personal achievement levels.

4.1.9.3. Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding Marital Status

Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding Marital Status is displayed in Table 4.53.

Table 4. 53. In-service Iranian EFL Teachers' Personal Achievement Levels Regarding their Marital Status

			Marital status		Total
			Married	Single	
Personal Achievement	Low-	n	5	7	12
		%	41,7%	58,3%	100,0%
	Moderate	n	7	4	11
		%	63,6%	36,4%	100,0%
	High	n	3	4	7
		%	42,9%	57,1%	100,0%
Total		n	15	15	30
		%	50,0%	50,0%	100,0%
Likelihood Ratio =1,307 p=0,520					

Table 4.53 illustrates the results regarding whether there is a significant difference between the personal achievement levels of teachers in Iran according to their marital status. The level of personal achievement ranged from low to high according to marital status. When the table was examined, while 5 (41,7%) married participants experienced low personal achievement level, 7 (63,6%) participants experienced moderate personal achievement level. Three (42,9%) teachers experienced high level of personal achievement. However, 7 (58,3%) single participants experienced a low level of personal achievement, while 4 (36,4%) participants experienced a moderate level of personal achievement .4 (57,1%) participants experienced a high level of personal achievement. The frequency distribution of levels of personal achievement did not show a significant difference compared to their marital status (p>0.05). In other words, there was no significant relationship between the marital status of teachers in Iran and their personal achievement levels.

4.1.9.4. Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding Marital Status

Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding Marital Status is displayed in Table 4.54.

Table 4. 54. In-service Turkish EFL Teachers' Personal Achievement Levels Regarding their Marital Status

			Marital status		Total
			Married	Single	
Personal Achievement	Low-	n	11	6	17
		%	64,7%	35,3%	100,0%
	Moderate	N	4	4	8
		%	50,0%	50,0%	100,0%
	High	N	1	4	5
		%	20,0%	80,0%	100,0%
Total		N	16	14	30
		%	53,3%	46,7%	100,0%
Likelihood Ratio =3,287 p=0,193					

Table 4.54 displays the results concerning the potential significant difference in the personal achievement levels of teachers in Turkey based on their marital status. The levels of personal achievement ranged from low to high across different marital statuses. Upon examination of the table, it was observed that among the participants, 11 (64.7%) married individuals reported a low personal achievement level, while 4 (50.0%) participants experienced a moderate personal achievement level. Additionally, 1 (20.0%) teacher reported high personal achievement. On the other hand, 6 (35.3%) single participants experienced a low level of personal achievement, while 4 (50.0%) participants reported a moderate level of personal achievement. Notably, 4 (80.0%) participants in the single category experienced high personal achievement. However, the frequency distribution of personal achievement levels did not demonstrate a significant difference in relation to marital status (p > 0.05). In other words, there was no significant correlation between the marital status of teachers in Turkey and their personal achievement levels.

4.1.9.5. Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding Education Level

Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding Education Level is displayed in Table 4.55.

Table 4. 55. In-service Iranian EFL Teachers' Personal Achievement Levels Regarding their Education Level

			Education Level							
			Bachelor's Degree (BA)	Master completed	Master Ongoing	Master's Degree (MA) (Completed)	Master's Degree (MA) (Ongoing)	Ph.D. (Completed)	Ph.D. (Ongoing)	Total
Personal Achievement	Low-	n	5	0	2	3	0	2	0	12
		%	41,7%	0,0%	16,7%	25,0%	0,0%	16,7%	0,0%	100,0%
	Moderate	n	3	2	0	4	1	1	0	11
		%	27,3%	18,2%	0,0%	36,4%	9,1%	9,1%	0,0%	100,0%
	High	n	1	1	1	1	0	2	1	7
		%	14,3%	14,3%	14,3%	14,3%	0,0%	28,6%	14,3%	100,0%
Total		n	9	3	3	8	1	5	1	30
		%	30,0%	10,0%	10,0%	26,7%	3,3%	16,7%	3,3%	100,0%
Likelihood Ratio =13,797 p=0,314										

Table 4.55 illustrates the results regarding whether there is a significant difference between teachers' personal achievement levels in Iran according to their education level. The level of personal achievement ranged from low to high according to education level. When the table was examined, 5(41,7%) participants with Bachelor's Degree (BA) experienced low personal achievement level, while 3(27,3%) participants experienced moderate levels of personal achievement .1 (14,3%) participant experienced high level of burnout.3(17,6%) participants with master's degree experienced low personal achievement level. None of the participants experienced a moderate level of personal achievement level.2(28,6) participants experienced high level of burnout. Two (16,7%) participants with the master ongoing experienced a low level of personal achievement. One (9,1%) participant with master ongoing experienced moderate personal achievement level. One (14,3%) participant experienced a high level of personal achievement. However, 2(11,8%) participants with Ph.D. degree

experienced low personal achievement, while none of the participants experienced moderate personal achievement. Two (28,6%)participants experienced a high level of burnout. None of the participants with PhD Ongoing experienced a low level of personal achievement and moderate level of burnout. One (14,3%) participant experienced a high level of personal achievement. The frequency distribution of levels of personal achievement did not show a significant difference compared to their education level (p>0.05). In summary, there was no noteworthy association between the education level of teachers in Iran and their levels of personal achievement.

4.1.9.6. Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding Education Level

Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding Education Level is displayed in Table 4.56.

Table 4. 56. In-service Turkish EFL Teachers' Personal Achievement Levels Regarding their Education Level

			Education Level					
			Bachelor's Degree (BA)	Master's Degree (MA) (Completed)	Master's Degree (MA) (Ongoing)	Ph.D. (Completed)	Ph.D. (Ongoing)	Total
Personal Achievement	Low-	n	11	3	1	2	0	17
		%	64,7%	17,6%	5,9%	11,8%	0,0%	100,0%
	Moderate	n	4	0	3	0	1	8
		%	50,0%	0,0%	37,5%	0,0%	12,5%	100,0%
	High	n	2	2	0	1	0	5
		%	40,0%	40,0%	0,0%	20,0%	0,0%	100,0%
Total		n	17	5	4	3	1	30
		%	56,7%	16,7%	13,3%	10,0%	3,3%	100,0%
Likelihood Ratio =13,617 p=0,092								

Table 4.56 illustrates the results regarding whether there is a significant difference between teachers' personal achievement levels in Turkey according to their education level. The level of personal achievement ranged from low to high according to education level. When the table was examined, 11 (64,7%) participants with Bachelor's Degree (BA) experienced low personal achievement level, while 4 (50,0%) participants experienced moderate levels of personal achievement. Two (40,0%) participants experienced a high level of personal achievement. Three (17,6%) participants with master's degree experienced low personal achievement level. None of the participants experienced a moderate level of personal achievement level. Two (40,0%) participants experienced a high level of personal achievement level. One (5,9%) participant with the master ongoing experienced a low level of personal achievement. Three (37,5%) participants with master ongoing experienced moderate personal achievement levels. None of the participants experienced a high level of personal achievement. However, 2 (11,8%) participants with Ph.D. degrees experienced low personal achievement, while none of the participants experienced moderate personal

achievement. One participant (20.0%) reported a high level of personal achievement. None of the participants with an ongoing Ph.D. experienced a low level of personal achievement. One participant (12.5%) had a moderate level of personal achievement. None of the participants achieved a high level of personal achievement. The frequency distribution of personal achievement levels did not reveal a significant difference based on their education level ($p > 0.05$). In other words, there was no significant correlation between the education level of teachers in Turkey and their personal achievement levels.

4.1.9.7. Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding Age

Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding Age is displayed in Table 4.57.

Table 4. 57. In-service Iranian EFL Teachers' Personal Achievement Levels Regarding their Age

			Age		Total
			34 years and below	35 years and over	
Personal Achievement	Low-	N	10	2	12
		%	83,3%	16,7%	100,0%
	Moderate	N	6	5	11
		%	54,5%	45,5%	100,0%
	High	N	3	4	7
		%	42,9%	57,1%	100,0%
Total		N	19	11	30
		%	63,3%	36,7%	100,0%
Likelihood Ratio =3,897 p=0,142					

Table 4.57 displays the findings concerning the potential significant difference in teachers' personal achievement levels based on age in Iran. The level of personal achievement ranged from low to high according to age. When the table was examined, 10 (83,3%) participants 34 years old and below experienced low personal achievement levels, 6 (54,5%) participants experienced moderate personal achievement level. Three (42,9%) teachers experienced high levels of personal achievement. However, 2 (16,7%) participants 35 years old and over experienced a low level of personal achievement, while 5 (45,5%) participants experienced a moderate level of personal achievement. Four (57,1%) participants experienced a high level of personal achievement. The frequency distribution of levels of personal achievement did not show a significant difference compared to their age (p>0.05). In essence, there was no notable association between the age of teachers in Iran and their levels of personal achievement.

4.1.9.8. Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding Age

Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding Age is displayed in Table 4.58.

Table 4. 58. In-service Turkish EFL Teachers' Personal Achievement Levels Regarding their Age

			Age		Total
			34 years and below	35 years and over	
Personal Achievement	Low-	N	11	6	17
		%	64,7%	35,3%	100,0%
	Moderate	N	5	3	8
		%	62,5%	37,5%	100,0%
	High	N	2	3	5
		%	40,0%	60,0%	100,0%
Total		N	18	12	30
		%	60,0%	40,0%	100,0%
Likelihood Ratio =0,991 p=0,609					

Table 4.58 illustrates the results regarding whether there is a significant difference between the personal achievement levels of teachers in Turkey according to their age. The level of personal achievement ranged from low to high according to age. When the table was examined, while 11 (64,7%) participants 34 years old and below experienced low personal achievement level, 5 (62,5%) participants experienced moderate personal achievement level. Two (40,0%) teachers experienced a high level of personal achievement. However, 6 (35,3%) participants 35 years old and over experienced a low level of personal achievement, while 3 (37,5%) participants experienced a moderate level of personal achievement .3 (60,0%) participants experienced a high level of personal achievement. The frequency distribution of levels of personal achievement did not show a significant difference compared to their age (p>0.05).In other words, there was no significant relationship between the age of teachers in Turkey and their personal achievement levels.

4.1.9.9. Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding Department of Graduation

Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding the Department of Graduation is displayed in Table 4.59.

Table 4. 59. In-service Iranian EFL Teachers' Personal Achievement Levels Regarding their Department of Graduation

			Department of Graduation:		Total
			English Language Literature	English Language Teaching	
Personal Achievement	Low-	N	0	12	12
		%	0,0%	100,0%	100,0%
	Moderate	N	1	10	11
		%	9,1%	90,9%	100,0%
	High	N	0	7	7
		%	0,0%	100,0%	100,0%
Total		N	1	29	30
		%	3,3%	96,7%	100,0%
Likelihood Ratio =2,067 p=0,356					

Table 4.59 illustrates the results regarding whether there is a significant difference between the personal achievement levels of teachers in Iran according to their department of graduation. The level of personal achievement ranged from low to high, according to the Department of Graduation. When the table was examined, none of the participants graduated from the English Language Literature department experienced low personal achievement level, 1 (9,1%) participant experienced moderate personal achievement level. None of the teachers experienced high level of personal achievement. However, 12 (100,0%) participants from the English Language teaching department experienced a low level of personal achievement, while 10 (90,9%) participants experienced a moderate level of personal achievement. Seven (100,0%) participants experienced a high level of personal achievement. The frequency distribution of levels of personal achievement did not show a significant difference compared to their department of graduation (p>0.05). In other words, there is no significant relationship between the Department of Graduation of teachers in Iran and their personal achievement levels.

4.1.9.10. Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding Department of Graduation

Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding Department of Graduation is displayed in Table 4.60.

Table 4. 60. In-service Turkish EFL Teachers' Personal Achievement Levels Regarding Department of Graduation

			Department of Graduation: English Language Teaching	Total
Personal Achievement	Low-	n	17	17
		%	100,0%	100,0%
	Moderate	n	8	8
		%	100,0%	100,0%
	High	n	5	5
		%	100,0%	100,0%
Total		n	30	30
		%	100,0%	100,0%

All English teachers who participated in the study in Turkey have graduated from the English Language Teaching department. Therefore, there is no statistical comparison according to the graduation department. However, most of the teachers in Turkey experienced low level of personal achievement. 17 (100,0%) participants experienced a low level of personal achievement. While 8 (100,0%) participants experienced moderate level of burnout. 5 (100,0%) participants experienced a high level of burnout.

4.1.9.11. Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding Workplace

Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding the Workplace is displayed in Table 4.61.

Table 4. 61. In-service Iranian EFL Teachers' Personal Achievement Levels Regarding their Workplace

			Workplace (Educational Stage)			
			Primary School	High School	Secondary School	Total
Personal Achievement	Low-	n	3	6	3	12
		%	25,0%	50,0%	25,0%	100,0%
	Moderate	n	1	8	2	11
		%	9,1%	72,7%	18,2%	100,0%
	High	n	3	3	1	7
		%	42,9%	42,9%	14,3%	100,0%
Total		n	7	17	6	30
		%	23,3%	56,7%	20,0%	100,0%
Likelihood Ratio =3,276 p=0,513						

Table 4.61 illustrates the results regarding whether there is a significant difference between the personal achievement levels of teachers in Iran according to their workplace. The level of personal achievement ranged from low to high, according to the workplace. When the table was examined, 3 (25,0%) participants working at primary school experienced low personal achievement level, 1(9,1%) participants experienced moderate personal achievement level. Three (42,9%) of the teachers experienced high level of personal achievement. However,6(50,0%) participants working at high school experienced a low level of personal achievement, while 8 (72,7%) participants experienced a moderate level of personal achievement. 3 (42,9%) participants experienced a high level of personal achievement. On the other hand, 3 (25,0%) participants working at secondary school experienced low burnout. Two (18,2%) participants experienced moderate level of burnout.1(14,3%) participant experienced a high level of burnout. The frequency distribution of levels of personal achievement did not show a significant difference compared to the workplace (p>0.05). In other words, there was no significant relationship between the workplace of teachers in Iran and their personal achievement levels.

4.1.9.12. Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding Workplace

Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding the Workplace is displayed in Table 4.62.

Table 4. 62. In-service Turkish EFL Teachers' Personal Achievement Levels Regarding their Workplace

			Workplace (Educational Stage)			
			Primary School	High School	Secondary School	Total
Personal Achievement	Low-	n	4	5	8	17
		%	23,5%	29,4%	47,1%	100,0%
	Moderate	n	2	2	4	8
		%	25,0%	25,0%	50,0%	100,0%
	High	n	2	2	1	5
		%	40,0%	40,0%	20,0%	100,0%
Total		n	8	9	13	30
		%	26,7%	30,0%	43,3%	100,0%
Likelihood Ratio =1,504 p=0,826						

Table 4.62 illustrates the results regarding whether there is a significant difference between the personal achievement levels of teachers in Turkey according to their workplace. The level of personal achievement ranged from low to high, according to the workplace. When the table was examined,4 (23,5%) participants working at primary school experienced low personal achievement level, 2 (25,0%) participants experienced moderate personal achievement level. Two (40,0%) of the teachers experienced a high level of personal achievement. However,5(29,4%) participants working at high school experienced a low level of personal achievement, while 2 (25,0%) participants experienced a moderate level of personal achievement. 2 (40,0%) participants experienced a high level of personal achievement. On the other hand, 8 (47,1%) participants working at secondary school experienced a low level of burnout. Four (50,0%)participants experienced moderate level of burnout. 1 (20,0%) participant experienced a high level of burnout. The frequency distribution of levels of personal achievement did not show a significant difference compared to the workplace (p>0.05). In other words, there was no significant relationship between the workplace of teachers in Turkey and their personal achievement levels.

4.1.9.13. Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding Teaching Experience

Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding Teaching Experience is displayed in Table 4.63.

Table 4. 63. In-service Iranian EFL Teachers' Personal Achievement Levels Regarding their Teaching Experience

			Teaching Experience (Years)		Total
			Less than 10 years	11 years and over	
Personal Achievement	Low-	n	10	2	12
		%	83,3%	16,7%	100,0%
	Moderate	n	7	4	11
		%	63,6%	36,4%	100,0%
	High	n	3	4	7
		%	42,9%	57,1%	100,0%
Total		n	20	10	30
		%	66,7%	33,3%	100,0%
Likelihood Ratio =3,396		p=0,183			

Table 4.63 illustrates the results regarding whether there is a significant difference between the personal achievement levels of teachers in Iran according to their workplace. The level of personal achievement ranged from low to high, according to their teaching experience. When the table was examined,10(83,3%)participants who have worked less than 10 years experienced low personal achievement, and 7 (63,6%) participants experienced moderate personal achievement. However, 3(42,9%) of the teachers experienced high personal achievement. On the other hand, 2(16,7%) participants have been teaching for 11 years, and more experienced a low level of personal achievement, while 4 (36,4%) participants experienced a moderate level of personal achievement. 4 (57,1%) participants experienced a high level of personal achievement. The frequency distribution of levels of personal achievement did not show a significant difference compared to the teaching experience (p>0.05). In other words, there was no significant relationship between the teaching experience of teachers in Iran and their personal achievement levels.

4.1.9.14. Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding Teaching Experience

Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding Teaching Experience is displayed in Table 4.64.

Table 4. 64. In-service Turkish EFL Teachers' Personal Achievement Levels Regarding their Teaching Experience

			Teaching Experience (Years)		Total
			Less than 10 years	11 years and over	
Personal Achievement	Low-	n	11	6	17
		%	64,7%	35,3%	100,0%
	Moderate	n	5	3	8
		%	62,5%	37,5%	100,0%
	High	n	2	3	5
		%	40,0%	60,0%	100,0%
Total		n	18	12	30
		%	60,0%	40,0%	100,0%
Likelihood Ratio =0,991 p=0,609					

Table 4.64 illustrates the results regarding whether there is a significant difference between the personal achievement levels of teachers in Turkey according to their workplace. The level of personal achievement ranged from low to high, according to their teaching experience. When the table was examined,11(64,7%) participants who have worked less than 10 years experienced low personal achievement, and 5 (62,5%) participants experienced moderate personal achievement. However, 2(40,0%) teachers experienced high personal achievement. On the other hand, 6 (35,3%) participants have been teaching for 11 years, and more experienced a low level of personal achievement, while 3 (37,5%) participants experienced a moderate level of personal achievement. Three (60,0%) participants experienced a high level of personal achievement. The frequency distribution of levels of personal achievement did not show a significant difference compared to the teaching experience ($p>0.05$). In other words, there was no significant relationship between the teaching experience of teachers in Turkey and their personal achievement levels.

4.1.9.15. Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding Teaching Hours in a Week

Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding Teaching Hours in a Week in Table 4.65.

Table 4. 65. In-service Iranian EFL Teachers' Personal Achievement Levels Regarding their Teaching Hours in a Week

			Teaching hours in a week		Total
			Less than 24 hours	More than 25 hours	
Personal Achievement	Low-	n	6	6	12
		%	50,0%	50,0%	100,0%
	Moderate	n	7	4	11
		%	63,6%	36,4%	100,0%
	High	n	5	2	7
		%	71,4%	28,6%	100,0%
Total		n	18	12	30
		%	60,0%	40,0%	100,0%
Likelihood Ratio =0,949 p=0,622					

Table 4.65 illustrates the results regarding whether there is a significant difference between the personal achievement levels of teachers in Iran according to their teaching hours. The level of personal achievement ranged from low to high, according to their teaching hours. When the table was examined, 6 (50,0%) participants with less than 24 teaching hours in a week experienced low personal achievement, and 7 (63,6%) participants experienced moderate personal achievement. However, 5 (71,4 %) teachers experienced high personal achievement. On the other hand, 6 (50,0%) participants who have more than 25 teaching hours in a week experienced a low level of personal achievement, while 4 (36,4%) participants experienced a moderate level of personal achievement .2 (28,6%) participants experienced a high level of personal achievement. The frequency distribution of levels of personal achievement did not show a significant difference compared to the teaching hours (p>0.05). In other words, there was no significant relationship between the teaching hours of teachers in Iran and their personal achievement levels.

4.1.9.16. Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding Teaching Hours in a Week

Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding Teaching Hours in a Week is displayed in Table 4.66.

Table 4. 66. In-service Turkish EFL Teachers' Personal Achievement Levels Regarding their Teaching Hours in a Week

			Teaching hours in a week		Total
			Less than 24 hours	More than 25 hours	
Personal Achievement	Low-	n	11	6	17
		%	64,7%	35,3%	100,0%
	Moderate	n	7	1	8
		%	87,5%	12,5%	100,0%
	High	n	3	2	5
		%	60,0%	40,0%	100,0%
Total		n	21	9	30
		%	70,0%	30,0%	100,0%
Likelihood Ratio =1,819	p=0,403				

Table 4.66 illustrates the results regarding whether there is a significant difference between the personal achievement levels of teachers in Turkey according to their teaching hours. The level of personal achievement ranged from low to high, according to their teaching hours. When the table was examined,11 (64,7%)participants with less than 24 teaching hours in a week experienced low personal achievement, and 7 (87,5%) participants experienced moderate personal achievement. However, 3 (60,0 %) teachers experienced high personal achievement. On the other hand, 6 (35,3%) participants who have more than 25 teaching hours in a week experienced a low level of personal achievement, while 1 (12,5%) participant experienced a moderate level of personal achievement.

Nine (30,0%) participants experienced a high level of personal achievement. The frequency distribution of levels of personal achievement did not show a significant difference compared to the teaching hours (p>0.05). In other words, there was no significant relationship between the teaching hours of teachers in Turkey and their personal achievement levels.

4.1.9.17. Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding Teaching Total Years at Present Institution

Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding Teaching Total Years at Present Institution is displayed in Table 4.67.

Table 4. 67. In-service Iranian EFL Teachers' Personal Achievement Levels Regarding their Teaching Total Years at Present Institution

			Total Years at Present Institution		Total
			5 years and less	6 years and over	
Personal Achievement	Low-	n	10	2	12
		%	83,3%	16,7%	100,0%
	Moderate	n	5	6	11
		%	45,5%	54,5%	100,0%
	High	n	5	2	7
		%	71,4%	28,6%	100,0%
Total		n	20	10	30
		%	66,7%	33,3%	100,0%
Likelihood Ratio =3,843		p=0,146			

Table 4.67 illustrates the results regarding whether there is a significant difference between the personal achievement levels of teachers in Iran according to their total years at the present institution. The level of personal achievement ranged from low to high, according to their total years at the present institution. When the table was examined, 10 (83,3%) participants working 5 years and fewer at the present institution experienced low personal achievement, and 5 (45,5%) participants experienced moderate personal achievement. However, 5 (71,4 %) teachers experienced high personal achievement. On the other hand, 2 (16,7%) participants working 6 years and more at the present institution experienced a low level of personal achievement, while 6 (54,5%) participants experienced a moderate level of personal achievement. Two (28,6%) participants experienced a high level of personal achievement. The frequency distribution of levels of personal achievement did not show a significant difference compared to the total years at the present institution (p>0.05). In other words, there was no significant relationship between the total years at the present institution of teachers in Iran and their personal achievement levels.

4.1.9.18. Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding Total Years at Present Institution

Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding Total Years at Present Institution is displayed in Table 4.68.

Table 4. 68. In-service Turkish EFL Teachers' Personal Achievement Levels Regarding their Teaching Total Years at Present Institution

			Total Years at Present Institution		Total
			5 years and less	6 years and over	
Personal Achievement	Low-	n	12	5	17
		%	70,6%	29,4%	100,0%
	Moderate	n	7	1	8
		%	87,5%	12,5%	100,0%
	High	n	3	2	5
		%	60,0%	40,0%	100,0%
Total		n	22	8	30
		%	73,3%	26,7%	100,0%
Likelihood Ratio =1,439 p=0,487					

Table 4.68 presents the findings on whether there is a significant difference in the personal achievement levels of teachers in Turkey based on their total years at the present institution. The personal achievement levels were categorized as low, moderate, and high, depending on the total years at the present institution. The table shows that 12 participants (70.6%) who had worked for 5 years or fewer at the present institution reported low personal achievement, while 7 participants (87.5%) experienced moderate personal achievement. Additionally, 3 teachers (60.0%) achieved a high level of personal achievement in this group. On the other hand, among participants who had worked for 6 years or more at the present institution, 5 (29.4%) experienced a low level of personal achievement, while 1 participant (12.5%) reported a moderate level of personal achievement. Furthermore, 2 participants (40.0%) attained high personal achievement. However, the frequency distribution of personal achievement levels did not indicate a significant difference based on the total years at the present institution (p>0.05). In other words, there was no significant relationship between the total years at the present institution of teachers in Turkey and their personal achievement levels.

4.1.9.19. Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding Number of Students

Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding Number of Students is displayed in Table 4.69.

Table 4. 69. In-service Iranian EFL Teachers' Personal Achievement Levels Regarding their Number of Students

			Number of Students		Total
			150 and less	151 and over	
Personal Achievement	Low-	n	9	3	12
		%	75,0%	25,0%	100,0%
	Moderate	n	5	6	11
		%	45,5%	54,5%	100,0%
	High	n	5	2	7
		%	71,4%	28,6%	100,0%
Total		n	19	11	30
		%	63,3%	36,7%	100,0%
Likelihood Ratio =2,399		p=0,301			

Table 4.69 showcases the results concerning whether there is a significant distinction in the personal achievement levels of teachers in Iran based on the number of students they have. The personal achievement levels were categorized as low, moderate, and high, according to the number of students. Upon analyzing the table, it is observed that 9 participants (75.0%) with 150 or fewer students reported low personal achievement, while 5 participants (45.5%) experienced moderate personal achievement. In contrast, 5 teachers (71.4%) achieved a high level of personal achievement in this group. On the other hand, among participants with 151 or more students, 3 (25.0%) experienced a low level of personal achievement, while 6 (54.5%) reported a moderate level of personal achievement. Additionally, 2 participants (28.6%) attained high personal achievement. However, the frequency distribution of personal achievement levels did not indicate a significant difference based on the number of students (p>0.05). In other words, there was no significant relationship between the number of students in Iran and the personal achievement levels of teachers.

4.1.9.20. Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding Number of Students

Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding Number of Students is displayed in Table 4.70.

Table 4. 70. In-service Turkish EFL Teachers' Personal Achievement Levels Regarding their Number of Students

			Number of Students		Total
			150 and less	151 and over	
Personal Achievement	Low-	n	10	7	17
		%	58,8%	41,2%	100,0%
	Moderate	n	4	4	8
		%	50,0%	50,0%	100,0%
	High	n	2	3	5
		%	40,0%	60,0%	100,0%
Total		n	16	14	30
		%	53,3%	46,7%	100,0%
Likelihood Ratio =0,600		p=0,741			

Table 4.70 presents the results on the existence of a significant difference in the personal achievement levels of teachers in Turkey based on the number of students they have. The personal achievement levels were categorized as low, moderate, and high, corresponding to the number of students. The table shows that 10 participants (58.8%) with 150 or fewer students reported low personal achievement, while 4 participants (50.0%) experienced moderate personal achievement. Furthermore, 2 teachers (40.0%) achieved high personal achievement in this group. On the other hand, among participants with 151 or more students, 7 (41.2%) experienced a low level of personal achievement, while 4 (50.0%) reported a moderate level of personal achievement. Additionally, 3 participants (60.0%) attained high personal achievement. However, the frequency distribution of personal achievement levels did not indicate a significant difference in the number of students (p>0.05). In other words, there was no significant relationship between the number of students in Turkey and the personal achievement levels of teachers.

4.1.9.21. Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding School Population

Comparison of Iranian In-service EFL Teachers' Personal Achievement Levels Regarding School Population is displayed in 4.71.

Table 4. 71. In-service Iranian EFL Teachers' Personal Achievement Levels Regarding their School Population

			School population					Total
			101-200	201-300	301-400	400+	50-100	
Personal Achievement	Low-	n	2	4	1	1	4	12
		%	16,7%	33,3%	8,3%	8,3%	33,3%	100,0%
	Moderate	n	3	0	2	2	4	11
		%	27,3%	0,0%	18,2%	18,2%	36,4%	100,0%
	High	n	1	0	2	4	0	7
		%	14,3%	0,0%	28,6%	57,1%	0,0%	100,0%
Total		n	6	4	5	7	8	30
		%	20,0%	13,3%	16,7%	23,3%	26,7%	100,0%
Likelihood Ratio =17,281		p=0,027*						

Table 4.71 presents the findings on whether there is a significant distinction in the personal achievement levels of teachers in Iran based on their school population. The level of personal achievement varied from low to high according to the school population. The table shows that 4 (33.3%) participants with 50-100 students experienced low personal achievement. Additionally, 4 (36.4%) participants reported a moderate level of personal achievement. None of the participants achieved a high level of personal achievement. However, among participants with 101-200 students, 2 (16.7%) experienced low personal achievement, while 3 (27.3%) reported moderate personal achievement. One participant (14.3%) attained a high level of personal achievement. On the other hand, 1 (8.3%) participant with a school population of 301-400 experienced low personal achievement. Two participants (18.2%) achieved a moderate level of personal achievement, while 2 participants (28.6%) attained a high level of personal achievement. Furthermore, among participants with a school population of more than 400, 1 participant experienced low personal achievement, while 2 (18.2%) achieved moderate personal achievement. Notably, 4 participants (57.1%) achieved high personal achievement. The frequency distribution of personal achievement levels displayed a significant difference concerning the school population (p<0.05). In other words, there was a significant relationship between the school population of teachers in Iran and their levels of personal achievement.

4.1.9.22. Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding School Population

Comparison of Turkish In-service EFL Teachers' Personal Achievement Levels Regarding School Population is displayed in Table 4.72.

Table 4. 72. In-service Turkish EFL Teachers' Personal Achievement Levels Regarding their School Population

			School population					Total
			0-100	201-300	301-400	400+	50-100	
Personal Achievement	Low-	n	1	3	2	9	2	17
		%	5,9%	17,6%	11,8%	52,9%	11,8%	100,0%
	Moderate	n	0	1	1	5	1	8
		%	0,0%	12,5%	12,5%	62,5%	12,5%	100,0%
	High	n	0	0	1	4	0	5
		%	0,0%	0,0%	20,0%	80,0%	0,0%	100,0%
Total		n	1	4	4	18	3	30
		%	3,3%	13,3%	13,3%	60,0%	10,0%	100,0%
Likelihood Ratio =4,423 p=0,817								

The outcomes presented in Table 4.72 depict the findings regarding a notable distinction in the personal achievement levels of teachers in Turkey based on the size of their school population. The level of personal achievement ranged from low to high according to the school population. When the table was examined, 2 (11,8%) participants, with 50-100 students, experienced low personal achievement. One (12,5%) participant experienced a moderate level of personal achievement. None of the participants experienced a high level of personal achievement. However, 1(5,9 %) participant with a 0-100 school population experienced low personal achievement. None of the participants reported experiencing a moderate or high level of personal achievement. Among participants with a school population of 201-300, 3 (17.6%) experienced low personal achievement. One participant (12.5%) reported a moderate level of personal achievement. No participants reported a high level of personal achievement. For participants with a school population of 301-400, 2 (11.8%) experienced low personal achievement, while 1 (12.5%) reported a moderate level of personal achievement. One participant (20.0%) experienced a high level of personal achievement. Among participants with more than 400 students, 9 (52.9%) experienced low personal achievement, while 5 (62.5%) experienced a moderate level of personal achievement. Four participants (80.0%) experienced a high level of personal achievement. The frequency distribution of personal

achievement levels did not indicate a significant difference based on the school population ($p<0.05$). In other words, there was no significant correlation between the school population of teachers in Turkey and their levels of personal achievement.

4.2. Qualitative Data Analysis
4.2.1. Do You Think That You Experience Burnout? Why Do You Think So?

The first interview question was asked to reveal whether teachers experience burnout. The replies to that question showed that most teachers experienced burnout because of the demotivated students, working hours, difficulties with the schedule, paperwork, parents' carelessness, poor economic status, and authoritarian principals. Some Turkish EFL teachers' statements are shown as follows:

"*I'm most motivated on Monday, but by Friday, I'm tired, sometimes angry, and can't stand students' behavior. Students don't want to listen to the lesson and don't make an effort. Some students even don't know what the topic is. But I usually try to encourage them. Because of this, I feel emotionally exhausted by the end of the week. As they're vocational high school students, I think they're demotivated. On the other hand, I should work extra. Because of the economic problems in my country*" (Female, 34 years old, T.1).

"*I would like to say that I like my job, but sometimes I experience burnout. For instance, I was teaching an easy subject last week. Even though it was so easy, students made it difficult because a group in front of me didn't want to listen to me, no matter how I tried to get their attention at that time or how many different things I wanted to do. Because it's just a course for them. The exam is more important for them. They are not aware of this universal language's importance. On the other hand, there is a lot of paperwork, processing, and filling some documents just for doing without an aim. I don't even have time to rest during breaks. During breaks, I have to fill out these documents and paperwork. I also want to say that I can't stand my twin babies when I get home from work. Because of these problems at school*" (Female, 42 years old, T.2).

"*Certainly, I have encountered burnout on numerous occasions. For instance, when I attempt to explain a new subject, my students often ask me to repeat it multiple times as they consistently come to class unprepared. But I feel happy and hopeful even when I see a few students' interest in the lesson, when we're getting along well if I can keep their attention, and if the lesson is useful. The other problem that leads to experiencing burnout is frequently changing schedules. Being online five days at school for almost 6-7 hours each day and unexpected meetings sometimes affect my motivation. I can say that I lose my motivation and can't tolerate students' behavior when I face all these things frequently. I admit that sometimes I might not consider that they are teenagers*" (Female, 29 years old, T.3).

As observed from the teachers' statements, it can be stated that teachers' burnout appears because the students were not interested in learning and did not desire to achieve so. Hence, students who lack the motivation to learn to impose an added burden on their teachers, resulting in their susceptibility to burnout. Furthermore, frequent changes in schedules implemented by the school administration contribute to teachers experiencing burnout. As indicated by the statements made by the teachers, the administration holds a crucial role in the progress of education, exerting a substantial influence on the academic and psychological growth of teachers.

Conversely, certain types of schools, such as vocational high schools, present additional challenges for teachers due to numerous student difficulties and low student motivation. Teachers working in these school settings were found to be considerably more susceptible to experiencing burnout. The heavy working hour is another crucial factor leading to teacher burnout; the interviewees' heavy working hours directly affect their mental and physical exhaustion. Teachers have expressed that they exert significant effort and experience exhaustion by the end of each day. Some teachers have specifically identified unfairness within the school administration as contributing to their burnout. Conflicts with principals have resulted in a lack of connection and belongingness within their respective institutions. Instead of receiving respect and support from the administration, teachers face a substantial burden, unequal distribution of work, unfair treatment, and an excessive exercise of authority, thereby creating a negative school environment. In addition to these factors, the teachers' economic circumstances intensify their stress and contribute to emotional exhaustion.

Moreover, during the observation of Iranian English teachers, it was evident that most teachers encountered burnout due to various factors, including administrative issues, inadequate financial conditions, excessive workload, burdensome paperwork, autocratic school principals, and challenging student behavior. The statements provided by Iranian teachers are presented below:

"I like to help my students. I enjoy teaching them. I'm happy when I teach them something new. I don't feel exhausted from this perspective. I have willingly chosen this profession. But the school rules don't match our rights as a teacher. These protocols are formulated by the school administration and reflect an authoritative perspective. I usually feel uncomfortable with it. Besides, some rules only exist on paper. Because of this, I am not satisfied. I have disagreed with the administrator because these rules make us feel stressed." (Male,39 years old, T.1)

"Sometimes I feel exhausted during the day. I have to work at other jobs. Working in other courses doesn't leave me any time to improve myself to ensure I can improve in the classroom. One of the biggest problems in Iran is that we don't get paid enough,

even though we work hard. The money doesn't match how hard we work. We work more hours for less money than teachers in the West, who work the same number of hours but get paid more. Furthermore, a distinct concern relates to the duration of working hours, with experiencing considerably higher levels compared to Western countries." *(Female, 37 years old, T.2)*

"Students' negative attitudes about the English language sometimes make me feel burnout. I've been trying numerous methods to get their attention, but most haven't worked. Of course, there are motivated students in the class, but when some demotivated students explain their negative comments on English learning, the other students are also affected negatively. This unwilling atmosphere towards the language learning in the classroom makes me feel burnout." *(Female, 27 years old, T.3)*

According to the teachers' statements, in both Iranian and Turkish contexts, the teachers were mostly satisfied with their profession despite their difficulties. However, some of the teachers stated that they faced some difficulties. For instance, in the Turkish context, paperwork, stress, unfairness of the manager, overcrowded classes, carelessness of parents, actions of officials, problems with the plan, students' demotivation, and authoritarian principals were some of the causes teachers to experience burnout. Working hours, economic problems, authoritarian principals, and paperwork that lead to burnout among Turkish EFL teachers have also been observed among Iranian EFL teachers. On the other hand, Iranian teachers' answers showed that, unlike Turkish EFL teachers, only a small majority of Iranian teachers experienced burnout because of the students' carelessness. In a nutshell, it can be stated that the factors, workload, crowded classrooms, and particularly organizational behaviors should be considered in English language teaching to promote teachers' motivation and reduce their burnout level.

Additionally, the study uncovered that both in Iranian and Turkish contexts, the rules and regulations set by school administrations have a notable influence on the development of burnout among EFL teachers. The teachers voiced their frustration with the substantial time and energy they have to dedicate to paperwork and administrative responsibilities, which they view as squandering their valuable time. Moreover, the rigid and strict school rules made it difficult for teachers to focus on their professional development, decreasing their motivation levels.

Another crucial factor that leads to burnout among EFL teachers is student behavior. Teachers in both Iranian and Turkish contexts reported frequently dealing with students' misbehavior and classroom management issues, which adds to their stress levels and contributes to their burnout. Moreover, the research finding discovered that teachers' economic difficulties, including meager wages,

transportation expenses, and insufficient resources, result in discontentment and decreased motivation.

In order to tackle these challenges and minimize the risk of burnout among EFL teachers, appropriate measures should be taken. Providing them with adequate support and resources, such as professional development opportunities, supportive school administrations, and manageable workloads, is essential.

Moreover, creating a positive and conducive learning environment, involving parents in the educational process, and adopting a student-centered teaching approach could promote students' motivation, which would positively impact teachers' motivation levels and reduce burnout.

4.2.2. How Do You Deal with the Problems You Face at Work?

The following section analyzes ways of dealing with burnout from the teachers' statements in the semi-structured interviews. When observing how English teachers in Iran and Turkey deal with burnout, it has been seen that they do so similarly. Some teachers expressed that spending time with hardworking, motivated, and willing students was satisfying; therefore, they spent more time with them. Some of these teachers became more enthusiastic about their profession and could better deal with the difficulties they faced throughout the day. Besides, asking for changes in the course schedule, changing the class, studying with new students, socializing, spending time with the students and talking with their colleagues, spending time with their families, and making changes to daily routine habits were some of the main strategies that EFL teachers deal with burnout. The participants expressed that spending time with their families would support them in becoming more effective teachers and dealing with exhaustion. As observed in the following statements, teachers' private life may positively affect their motivation and coping with burnout. When they feel happy with their families, they can easily forget the problems they faced at work. Some of the Turkish EFL teachers' coping strategies are shown as follows:

"When I feel hopeless and desperate during the classroom because of the demotivated students, I can suddenly begin to feel positive when there are even one or two motivated students ready for class. When I see their interest in class, I can cope with the negative feelings I experience. When I communicate effectively with them and leave the class happily." (Turkish Female Teacher,42 years old)

"When my feeling of burnout begins to negatively influence my professional achievement, asking for some changes in the course schedule, changing the class, studying with new students, talking with my friends about problems that I face with, and taking their ideas are some of the key factors that are effective in dealing with the negative situation I'm experiencing." (Turkish Female Teacher,37 years old)

"When I'm having difficulties with something related to my profession or feeling exhausted, colleagues who have experienced similar difficulties help me deal with these difficulties. Taking their suggestions into account, trying new methods in the classroom, and reading the books related to professional development that they recommend all help me feel less exhausted at school." (Turkish Female Teacher,29 years old)

"At the end of the day, taking care of my twin babies, playing with them, doing social activities with my family on weekends, and sometimes drinking coffee with my friends or having coffee with my husband during our lunchtime motivates me. Knowing that everyone can have problems at work, there are problems in every profession we communicate with people, reminding myself of these realities is very effective in dealing with my exhaustion. There are problems, of course, but it makes me feel good to remind myself that I have a private life, family responsibilities, and my babies waiting for my care and love." (Turkish Female Teacher,42 years old)

"Doing my hobbies like knitting and painting in my free time is so effective in dealing with problems that I face with. Also, my partner's support reduces the negative impact of the issues on me." (Turkish Female Teacher,41 years old)

Besides, when the Iranian English teachers were observed, it was clearly seen that most teachers dealt with burnout similarly to Turkish EFL teachers. Some of the Iranian EFL teachers' coping strategies are shown as follows:

"At this point, it's good for me to be able to break out of my daily routine. For example, I'm leaving work at 2 pm. Instead of going home right away, I like to go to a cafe with a friend to drink coffee, talk, or shop. This helps me forget about any negative events that happened that day. I realized that when I go home from work directly without socializing with my friends, negative events are always in my mind. When I directly get home, I always think about these problems. And this negativity has an adverse impact on my private life as well. If it continues, I can even get depressed."(Iranian Female Teacher,28 years old)

"I realized that I could quickly get over the negative events at work when my students gave me comments about their education, whether positive or negative. The salaries are not satisfactory. On paper, the rule at school might make us feel exhausted. But when these things happen, I remind myself that I come here to teach. I believe that everything my students learn from me demonstrates my job's significance. When I spend time with them outside of the classroom, like during breaks, I forget negative issues that I faced." (Iranian Male Teacher,43 years old)

"On the weekends, I go to the town where my family lives and see them, talk to my nephews and nieces on the phone evenings, and sometimes drink coffee with my neighbor, a teacher. These activities help me deal with problems I face during the day" (Iranian Female Teacher,39 years old).

"Every teacher can have a different personality. Some teachers have no difficulties dealing with the problems they encounter, while others can't. I also think that when I face

difficulties, I share it with a more active, creative, positive, and practical colleague to find new methods for my profession" (Iranian Male Teacher,36 years old).

"I face with problems sometimes, but I remind myself that each student has a different personality. I'm doing a doctorate as well. It helps me a lot in dealing with problems I face. While making an academic career for my professional development, I can deal with problems related to my workplace because I'm focusing on my goals" (Iranian Male Teacher,39 years old).

According to the teachers' statements, both Iranian and Turkish EFL teachers deal with the problems in a similar way. Asking for changes in the course schedule, changing the class, studying with new students, socializing, spending time with motivated students, colleague support, spending time with their families, making an academic career, and making changes to daily routine habits are some of the main strategies to deal with problems. As seen in the participants' statements, Turkish EFL teachers mostly deal with their problems with the help of their families. It is observed from the interviews that their private life's impact on dealing with problems plays a crucial role. Like Turkish EFL teachers, Iranian EFL teachers deal with problems by spending time with their families. However, making an academic career and participating in professional development activities are more effective ways to deal with their problems.

According to the findings of this current investigation, it is suggested that EFL teachers facing work-related issues should consider adopting specific strategies employed by Iranian and Turkish EFL teachers. These strategies include requesting changes in course schedules, changing classes, socializing, spending time with motivated students, seeking colleague support, and changing daily routines. It is also crucial for EFL teachers to recognize the impact of their private lives on their ability to cope with problems. Turkish EFL teachers in the study reported that their families played a critical role in helping them deal with difficulties. Thus, EFL teachers may benefit from seeking support from loved ones and engaging in leisure activities outside of work.

Additionally, Iranian EFL teachers reported that pursuing academic careers and participating in professional development activities were particularly effective strategies for dealing with problems. Therefore, EFL teachers may want to consider seeking out professional development opportunities and taking steps to advance their careers to enhance their ability to cope with challenges in the workplace.

Overall, the results of this study suggest that a combination of strategies - including seeking support from colleagues, engaging in leisure activities, pursuing professional development opportunities, and making changes to daily routines - can be effective in helping EFL teachers deal with problems in their work.

4.2.3. What Kind of Factors Lead to Burnout Among Teachers? What Is Your Opinion?

This research question sought to explore the factors that contribute to teacher burnout. Participants' main reasons were: Workload, demotivated students, administrative regulations, student behavior, school rules, economic problems, difficulties with the schedule, working hours, parents' carelessness, paperwork, principal's attitude, colleagues, classroom management incompetence, and poor financial status. Some Turkish and Iranian EFL teachers' statements are shown as follows:

Burnout poses a significant concern in education, particularly for teachers who face many daily challenges. The main focus of this study was to explore the factors contributing to burnout among EFL teachers in Iran and Turkey. The results indicated that the workload was a significant factor leading to burnout, as the participants reported feeling overwhelmed and stressed by their responsibilities. This finding is consistent with previous research that has identified excessive workload as a significant contributor to burnout in the teaching profession (Kyriacou & Sutcliffe, 1978; Maslach et al., 2001).

Another factor identified by the participants was demotivated students, which was particularly relevant in the context of EFL teaching. The teachers reported that many of their students lacked interest in learning English, which made it challenging to motivate them to participate in class and engage with the material. This finding highlights the importance of student motivation in the learning process and the need for teachers to develop strategies to encourage student engagement and interest.

Administrative regulations and school rules were also identified as factors contributing to burnout. The teachers reported feeling frustrated by the bureaucracy and paperwork associated with their job, as well as by the strict rules and regulations imposed by their schools. These factors made it difficult for teachers to focus on their core teaching responsibilities and hindered their ability to engage in professional development activities.

In addition to these factors, the participants also reported difficulties with classroom management, student behavior, and parent involvement. These challenges made it difficult for teachers to maintain a positive and supportive learning environment and contributed to feelings of burnout and stress. Finally, the participants highlighted financial problems, such as low salaries and transportation costs, as additional sources of stress and frustration.

In summary, the results of this study indicate that burnout among English as a Foreign Language (EFL) teachers is influenced by a range of factors, including workload, student motivation, administrative regulations, classroom

management, and financial problems. To address these challenges, developing strategies that promote teacher well-being and support their professional development is essential. Such strategies might include reducing administrative burdens, providing professional development opportunities, and offering financial incentives and support to teachers. By addressing these factors, it may be possible to reduce burnout among EFL teachers and promote a more positive and supportive learning environment for students.

"I observe that the students often fail to follow my instructions and struggle with behavioral issues, which requires me to address these challenges more than focusing solely on teaching English. It is disheartening to witness the lack of basic knowledge among high school students, necessitating a teaching approach similar to that of elementary or middle school levels. Many of our students, particularly the boys, display disinterest in pursuing higher education and prioritize entering the workforce as soon as possible. English holds little significance for them as they do not prioritize its value. On the other hand, the girls exhibit more enthusiasm, although most do not plan on attending university and display greater interest in Turkish lessons. While they possess a certain level of comprehension in English, they lack the motivation to speak or actively engage with the language, demonstrating a lack of enthusiasm" (Turkish Female Teacher,46 years old).

"I think the administration's attitude and our colleagues are very influential on making us feel exhausted or not. Even if I have 40 working hours per week, if there is a comprehensive and helpful school administration, there will be a solution to all kinds of problems. When I started working at this school, they welcomed me like I had been working here for years." (Iranian Female Teacher, 33 years old)

"The source of my stress doesn't come from dealing with students, but rather from the overwhelming paperwork. During our teacher training, we were primarily focused on learning effective teaching methods for English. However, upon entering the workforce, I quickly realized that only 30% of our responsibilities actually involve teaching, while a staggering 70% is devoted to various administrative and documentation tasks." (Turkish Male Teacher,29 years old)

"I generally have problems with classroom management during the lesson. I don't think I'm very good at administering the class. Trying to keep control of the class by saying I will give low scores is one of the factors that makes me feel burnout." (Turkish Female Teacher,33 years old)

"My school's rules are so strict and hard to follow. If I want to succeed, get something done, make a change, and do my job well, I must follow the rules carefully. In addition, I can't focus on my professional development by thinking about issues such as paperwork and frequently changing school rules. I think the problems I have with school administration as a teacher lead to burnout. Until it comes to teaching students a language, I have to deal with these problems. (Iranian Female Teacher,36 years old)

On the other hand, my salary is so low that even sometimes it's not worth it to come to school. Because of transportation fees." (Iranian Female Teacher,27 years old)

The results highlight some common issues faced by EFL teachers in Iran and Turkey. One common problem reported by teachers is students' lack of interest and motivation in learning English, particularly among boys in Turkey. Teachers in both countries also face behavioral issues and struggle with classroom management, which can lead to burnout. In addition to student-related challenges, paperwork and administrative tasks were reported as sources of stress for Turkish teachers, while Iranian teachers faced challenges with strict school rules that hindered their professional development. Interestingly, the study found that the impact of private life on dealing with problems plays a crucial role for Turkish EFL teachers, as they mostly deal with problems with the help of their families. Iranian EFL teachers, on the other hand, reported making an academic career and participating in professional development activities as more effective ways to deal with their problems.

These findings suggest that teacher burnout is a complex issue that is influenced by various factors, including student motivation and behavior, administrative support, paperwork, and personal life. To address teacher burnout, schools, and education policymakers need to take into account these multifaceted issues and develop comprehensive strategies that support teachers in dealing with them. Providing professional development opportunities, improving administrative support, and creating a supportive school environment can help reduce teacher burnout and improve teacher well-being and job satisfaction.

The interviews indicated that EFL teachers in Iran and Turkey faced a variety of difficulties, such as disruptive students, workload, demotivated students, administrative regulations, school rules, difficulties with the schedule, parents' carelessness, paperwork, principal's attitude, colleagues, classroom management and poor financial status all of leading to experience burnout. The issues that EFL teachers addressed in the interviews might cause burnout and poor interaction with others, influencing whether the teachers stay or leave their current professions.

5.   DISCUSSION AND CONCLUSION

The current dissertation aimed to investigate the EFL teachers' burnout levels in various economic and socio-cultural situations working at state schools in Iran and Turkey, the reasons which lead to burnout in Turkish and Iranian EFL teachers, and how they cope with burnout. The study mainly focuses on some demographic features of EFL teachers, such as marital status, gender, number of students, age, type of school, educational background, workload, and years of experience on the burnout level. This chapter provides a discussion of the findings obtained from both quantitative and qualitative data, addressing the four research questions. The data collection involved the use of the Maslach Burnout Inventory, which measures depersonalization, emotional exhaustion, and reduced personal accomplishment. The research involved a sample of 30 English language teachers from Iran and an additional 30 English language teachers from Turkey. The study aimed to address the following research questions:

1. What is the level of burnout among in-service EFL teachers in Iran and Turkey?
2. How do in-service teachers of English in Iran and Turkey cope with their burnout?
3. Are there any significant differences between Iranian and Turkish in-service English teachers' burnout levels regarding gender, age, number of children, marital statuses, educational background, work experience, extra responsibilities, total years at the present institution, and workload?
4. What are the possible reasons for burnout among in-service Iranian and Turkish EFL teachers?

5.1. What Is The Level of Burnout Among In-Service EFL Teachers In Iran And Turkey?

This question examined in-service EFL teachers' burnout level regarding emotional exhaustion, depersonalization, and personal accomplishment. Maslach Burnout Inventory was used to address the level of burnout. Results obtained from Maslach Burnout Inventory (MBI) revealed that burnout among in-service EFL teachers in Iran and Turkey ranged from low to moderate. The burnout level of 23 (57,5%) and 7 (35,0%) participants in Iran was respectively low and moderate. On the other hand, the burnout level of 17 (42,5%) participants in Turkey was low, and 13 (65,0%) of the participants was moderate. It was found that the frequency distributions of burnout levels did not show a significant difference compared to the English teachers in Iran and Turkey ($p>0.05$). In other words, the frequency distributions of Iranian and Turkish EFL teachers were

similar. The depersonalization subscale result reported that the depersonalization sub- dimension level ranged from low to high. While 7 (87,5%) of the Iranian participants experienced low depersonalization, only 1 (12,5%) Turkish participants experienced low depersonalization. Ten (52,6%) of the Iranian participants experienced moderate depersonalization, while 9 (47,4%) of the Turkish participants experienced moderate depersonalization. However, 13 (39,4%) of the Iranian participants experienced a high level of depersonalization, while 20 (60,6%) Turkish participants experienced a high level of depersonalization. The frequency distribution of levels of depersonalization has been found to differ significantly between teachers of English in Iran and Turkey (p<0.05). In other words, the frequency distribution of English teachers' depersonalization in Iran and Turkey differed. The result of the Personal Accomplishment sub-dimension ranged from low to high. 12 (41,4%) Iranian English teachers experienced low personal achievement, while 17 (58,6%) from Turkey experienced low personal achievement levels. The personal achievement sub-dimension level of the 11 (57,9%) Iranian English Teachers was moderate. Besides, 8 (42,1%) English teachers from Turkey experienced moderate personal achievement. 7 (58,3%) Iranian participants' high personal achievement sub-dimension level was observed. Similarly, 5(41,7%) Turkish participants' achievement level was also high. The frequency distribution of levels of personal achievement did not show a significant difference compared to the English teachers in Iran and Turkey (p>0.05). In other words, the frequency distribution of levels of personal achievement in Iran and Turkey was similar.

Numerous studies have been conducted on sub-dimensions of burnout. The findings derived from the analysis of quantitative data are consistent with the existing body of literature. A study was conducted by Özdemir (2007) to investigate teacher burnout and its sub-dimensions in relation to demographic variables. The study involved the participation of 523 individuals from Turkey. The findings of the study revealed that emotional exhaustion was predicted by classroom management, teaching experience, and marital status. Depersonalization, on the other hand, was predicted by classroom management efficacy and marital status. Additionally, personal accomplishment was found to be associated with factors such as gender, teaching experience, and classroom management. The study conducted by Baran et al. (2010) aimed to ascertain the prevalence of burnout among teachers in kindergarten, primary school, and private education settings. The educators who participated in the present investigation were of moderate economic status. The findings of the study indicate that there were significant variations in personal accomplishment and depersonalization across different teaching fields. However, no significant

differences were observed in emotional exhaustion. The research findings suggest that the occupational domain, economic situation, and educational environment exerted a significant influence on the degree of burnout experienced by educators. A study was conducted by Shen et al. (2015) in the United States with the aim of investigating the levels of burnout experienced by teachers and the potential impact on their students' motivation. The findings of the study indicate a notable prevalence of burnout, particularly in the emotional exhaustion domain, and a significant correlation between teachers' burnout and students' motivation. Goswami (2013) conducted a study to investigate the correlation between teachers' burnout, job satisfaction, and demographic factors such as work area, gender, and age . The study's findings indicate a statistically significant correlation between age and occupational domain with regards to emotional exhaustion. The study found a significant correlation between depersonalization and the work area, while personal accomplishment was found to be correlated solely with age. No statistically significant correlation was observed between the dimensions of burnout and gender.

The study conducted by Özkanal and Arıkan (2010) aimed to examine the extent of burnout experienced by English as a Foreign Language (EFL) educators who were teaching at the University of Eskisehir Osmangazi, located in Turkey.

The study involved the participation of 28 instructors. The results of the study revealed that all three dimensions of burnout were experienced by five English as a Foreign Language (EFL) instructors. Three of the instructors exhibited a moderate level of proficiency across all three dimensions, whereas two instructors demonstrated a low level of proficiency across the same dimensions. Five participants exhibited higher Emotional Exhaustion levels and diminished Personal Accomplishment. Two instructors exhibited greater degrees of emotional exhaustion while concurrently displaying low to moderate levels of burnout in the remaining two dimensions. Two of the instructors exhibited a significant deficiency in Personal Accomplishment and demonstrated low to moderate levels of burnout in the remaining two dimensions. Hismanoğlu and Ersan (2016) conducted a study to investigate the extent of burnout among Turkish English language instructors, with a focus on demographic variables. The findings of the study revealed that Turkish educators exhibited a significant degree of burnout in terms of personal accomplishment, while their level of emotional exhaustion was moderate. Their depersonalization burnout level was low. The study conducted by Laiou (2018) aimed to examine the levels of burnout and motivation among English as a Foreign Language (EFL) teachers in Greece. The results of the study indicate a significant degree of emotional exhaustion, while depersonalization was found to be relatively low. Nonetheless, a significant

proportion of educators indicated a dearth of personal fulfillment. Jabbarpoor (2016) conducted a study to examine the degree of burnout experienced by Iranian English as a Foreign Language (EFL) instructors who teach at high schools, private institutions, and universities. According to the findings, educators working in universities exhibited lower levels of burnout, while those teaching in junior high schools reported the highest degree of reduced personal accomplishment. Additionally, senior high school instructors reported the highest levels of depersonalization, emotional exhaustion, and total burnout. The study conducted by Khezerlou (2013) investigated the role of self-efficacy in predicting burnout among teachers of English as a foreign language in Iran and Turkey. The findings of the study indicate that Turkish educators experienced a higher degree of burnout, with emotional exhaustion being the most notable point of differentiation between the two groups. The findings of the study indicate that Turkish educators exhibited a lower level of proficiency in addressing their students' challenges and demonstrated a lack of motivation to incorporate novel approaches in resolving their students' academic or behavioral difficulties.

In a nutshell, the level of burnout and its dimensions were examined concerning many demographic variables. According to quantitative analysis results, although there was no significant relationship between burnout and dimensions, Iranian teachers felt a higher degree of depersonalization than Turkish participants. The level of burnout appears to be consistent with previous literature. However, some variables affect a sense of burnout concerning the participants' answers obtained from the qualitative data results.

5.2 How Do In-Service Teachers of English In Iran and Turkey Cope with Their Burnout?

The second research question explored coping strategies the participants used to face their sense of burnout. Semi-structured interview data revealed that various coping strategies could be divided into two categories. The first category consisted of self-initiated coping strategies, while the second category of coping strategies was provided extrinsically. As an instance of the first category, some teachers noted that they attempted to refresh their skills by taking a break in an atmosphere of burnout. Other teachers described that they attempted to teach different classes to escape their monotonous daily routine, which caused them to feel burned out. Teachers additionally reported that sharing more time with motivated and knowledgeable students would help them become more passionate about teaching. Some teachers also suggested that getting support from colleagues with greater expertise was one of the crucial ways to cope with burnout. Furthermore, most participants reported that spending more time with

their families and doing more social activities with their children, friends, or partners were substantially effective in coping with their burnout. Concerning the second category of coping strategies, teachers suggested that training, academic studies, and conferences towards teachers' professional development could assist them in coping. Some teachers reported that this academic development training makes them more successful at managing challenging assignments, relieves and encourages them to improve their sense of accomplishment, and improves their education quality. This study confirms earlier studies which have shown that problem-solving strategies assist people in obtaining information about what to do and acting accordingly to change the situation (Lazarus, 1999). Coping methods can be a significant factor concerning burnout. In particular, a constructive approach to the problem, task methods, and problem-solving abilities all indicate a significant degree of personal achievement, while ignoring the problem is an indicator of depersonalization and emotional exhaustion. Also, solution-focused coping contributed to teachers' low levels of emotional exhaustion and depersonalization. Numerous studies have linked teacher burnout to coping methods (Betoret & Artiga, 2010). The results are consistent with these findings. As previously stated, continuous development, academic training, creating a positive connection with students, tolerance, and dedication to teaching, examining problems with administrators and colleagues, interacting with others for rest and reflection, spending time with families, and managing the classroom were effective methods teachers used to avoid or deal with burnout. Several ways of coping have been previously identified. The process of conversing about issues with superiors and other individuals, in addition to seeking solace in communication with others, has been identified by scholars such as Berry (1998) as social interaction. This can entail obtaining assistance and emotional backing from others, as described by Laugaa et al. (2008) in their concept of the pursuit of social support, or cultivating supportive connections with both supervisors and colleagues, as outlined by Leiter and Maslach (1998) in their notion of collegiality. The provision of social support offers individuals with targeted information and direction to manage a stressful circumstance or avert stress. For instance, addressing problems with administrators and others and interacting with others for relief are examples of what Berry (1998) refers to as interpersonal communication, i.e., receiving support and psychological assistance from others, or what Laugaa et al. (2008) refer to as looking for social assistance, or what Leiter and Maslach (1998) refer to as collaboration, which consists of positive interactions with colleagues and managers. This social assistance provides individuals with particular advice and guidance for coping with or minimizing stressful situations. In the literature, establishing relationships with

students is also called providing students with positive encouragement (Laugaa et al., 2008). They clearly designated this as a category of coping. Millward (2005) refers to patience and ignoring problems as emotionally focused strategies, which he characterizes as "used when we believe there is nothing we can do to manage or change the situation" (p.399). Laugaa et al. (2008) refer to this form of coping as avoidance coping. The current study's findings correspond with previous research (Küçükoğlu, 2013) that described ways of coping for English language teachers feeling burnout. The participants in the current study are already familiar with and utilizing some of these strategies, such as addressing their difficulties or problems as well as expressing their thoughts and emotions with those who are going through similar experiences, vacations, taking breaks addressing problems, seeking assistance from colleagues, and dedicating more attention to particular tasks.

In a nutshell, it can be interpreted that, in this present study and previous investigations conducted in the literature, it was found that teachers who feel burnout to some extent receive individual or extrinsic coping strategies to deal with the sense of burnout.

5.3 Are There Any Significant Differences Between Iranian and Turkish In- Service English Teachers' Burnout Levels Regarding Gender, Age, Number Of Children, Marital Statuses, Educational Background, Work Experience, Extra Responsibilities, Total Years At The Present Institution, and Workload?

The third research query aimed to investigate the association between demographic variables and burnout levels among EFL teachers. The findings indicated that there was no noteworthy disparity in burnout levels among teachers concerning gender. (p>0.05). While 12 (52,2%) female participants experienced low burnout levels, 2 (28,6%) female participants experienced moderate burnout. On the other hand, in Turkey, while 10 (58,8%) female participants experienced low burnout levels, 10 (76,9%) female participants experienced moderate burnout. In other words, as well as, there was no significant relationship between the gender of teachers in Turkey and their burnout levels. The findings of this study were in line with the results found by Shamsafrouz and Haghverdi (2015). Shamsafrouz and Haghverdi conducted a study to examine the impact of burnout on the teaching performance of male and female English as a foreign language (EFL) teachers in Iran. The study included thirty EFL teachers (15 males and 15 females), as well as 150 students who were taught by the same teachers. The findings revealed no significant difference in the level of burnout between male and female English teachers. Similarly, Hismanoglu and Ersan (2016)

investigated the burnout levels of Turkish English language instructors, considering various demographic variables. The results of the study indicated no effect of gender on burnout. In their study, Budak and Sürgevil (2005) concluded no significant results regarding gender on burnout dimensions. Moreover, this investigation's results are consistent with the research carried out by Comber and Cormack (2007). According to their findings, there was no significant impact of gender on the degree of burnout experienced by teachers. Furthermore, a study carried out by Al-Qaryoti and Al-Khateeb (2006) examined a sample of 447 teachers (129 males, 318 females) in Jordan and found no statistically significant gender-based differences in their levels of burnout.

According to the data obtained from the Maslach Burnout Inventory, which is the scale of the current study's quantitative data analysis, there was no correlation between gender and teachers' level of burnout. Nonetheless, the qualitative data analysis revealed that female participants expressed their burnout and emotional exhaustion more to some extent than male participants. This striking result is in parallel with previous studies on gender and burnout. The study conducted by Mukundan and Khanderoo (2009) aimed to examine the burnout levels of 120 EFL teachers with respect to gender. The findings of the study indicate a statistically significant prevalence of burnout among teachers. Furthermore, the results suggest that female teachers exhibit higher levels of Emotional Exhaustion compared to their male counterparts in terms of gender. According to Antoniov et al. (2013), Female educators reported experiencing higher levels of stress and lower levels of personal achievement in relation to their gender in comparison to their male counterparts. Moreover, Mousavy and Nimehchisalem (2014) demonstrated that female educators exhibited a statistically significant increase in burnout levels, considering Emotional Exhaustion, Personal Achievement, and Depersonalization. In another investigation, the study conducted by Cihan (2011) investigated the levels of job burnout among physical education teachers employed in various cities. The study revealed that females experienced higher levels of Emotional Exhaustion and lower levels of Depersonalization compared to males. The study conducted by Lau et al. (2005) investigated the correlation between burnout and demographic factors of teachers. The research was carried out by administering the Maslach Burnout Inventory questionnaire to a sample of 1797 participants from 45 secondary schools in Hong Kong. Significant gender disparities were observed across all three sub-dimensions of burnout.

Additionally, It was found that there was no significant difference between age and burnout level of EFL teachers in this study. 15 (65,2%) Iranian participants aged 34 and below experienced low burnout levels, and 4 (57,1%)

participants experienced moderate burnout. However, 8 (34,8%) participants aged 35 years old and over experienced low burnout, while 3 (42,9%) participants experienced moderate burnout. On the other hand, 9 (52,9%) Turkish participants aged 34 years old and below experienced low burnout levels. While 9 (69,2%) participants experienced moderate burnout. 8 (47,1%) participants aged 35 and over experienced low burnout, while 4 (30,8%) experienced moderate burnout. Nonetheless, the qualitative data analysis revealed that younger participants expressed their burnout more to some extent than older participants. The findings obtained from the qualitative part of the study were in line with the study carried out by Lackritz (2004). A study was done by Lackritz (2004) wherein 265 teachers were examined, and the results indicated that emotional exhaustion is significantly influenced by age. The present study reveals that, as per Lackritz's (2004) findings, younger educators demonstrated a greater prevalence of burnout in comparison to their elder coworkers.

Likewise, Bryne (1991) and Sünbül (2003) revealed the same results. Additionally, older instructors were more burned out, according to Mousavy and Nimehchisalem (2014). The study conducted by Rostami et al. (2015) investigated the relationship between teacher burnout and variables such as years of experience, age, and gender. A total of 120 educators, comprising sixty teachers from secondary schools and sixty EFL teachers from institutions, participated in the survey by responding to the Maslach Burnout Inventory questionnaire. The findings indicate that teacher burnout is significantly influenced by years of experience and age. A study conducted by Allodi and Fischbein (2012) examined burnout among high school teachers. The study involved the participation of 749 high school teachers from Sweden. The findings indicate the presence of gender disparities, with female educators exhibiting higher levels of exhaustion and expressing greater dissatisfaction with their workload in comparison to their male counterparts. Additionally, the study revealed that younger teachers experienced lower levels of academic management.

When the other variable marital status, was considered, there was no significant difference between participants' burnout level and marital status regarding the subdimensions. This result was obtained from quantitative data analysis of the research in line with a study conducted by Asgari (2012). Asgari (2012) found no correlation between burnout level and exhaustion. Similarly, Pınar (2018) examined EFL instructors' burnout by demographics. The survey involved 73 EFL instructors from 6 high schools in Iğdır, Turkey. The result of this study showed that there were no significant differences between marital status and subdimensions of burnout. Emotional Exhaustion, Depersonalization, and

Personal Accomplishment. Findings obtained from semi-structured interviews supported the previous literature.

However, despite comparable levels of burnout between married and single participants, the data obtained from semi-structured interviews revealed that married individuals with family responsibilities expressed a slightly higher degree of burnout than their unmarried counterparts. In Malaysia, a research study conducted by Mousavy and Nimehchisalem (2014) investigated 315 English teachers' burnout levels, considering factors such as age, gender, and marital status. In their study, married teachers experienced higher burnout than their single ones. Additionally, Mukundan and Khandehroo (2009) pointed out that among female teachers, those who were married exhibited moderate levels of emotional exhaustion, low levels of depersonalization, and high levels of personal accomplishment. On the other hand, single female teachers demonstrated higher levels of emotional exhaustion and lower levels of depersonalization.

It can be inferred that unmarried teachers experience a higher degree of burnout compared to their married counterparts. As per the findings of Goutas (2008), unmarried teachers are more susceptible to experiencing burnout as compared to their married counterparts. Consistent with existing literature, it was found that unmarried teachers exhibited a greater degree of depersonalization and emotional exhaustion compared to their married and divorced counterparts. The current study has likewise indicated that there is no notable distinction between married and single teachers in terms of burnout levels, aligning with Al-Qaryoti and Al-Khateeb's (2006) results. Their research also revealed that the marital status of Arab teachers has no significant impact on their burnout level.

Similarly, the results of the research done by Bayram et al. (2010) showed that marital status had no significant effect on the burnout level of teachers. In a nutshell, it can be concluded from numerous studies on burnout regarding marital status that teachers' marital status affects their level of burnout and subdimensions of burnout to a large extent. The research conducted by Al-Khateeb (2006) demonstrated that the level of burnout among Arab teachers is unaffected by their marital status, whether they are married or single. Similarly, the findings of the study conducted by Bayram et al. (2010) indicated that the burnout level of teachers is not significantly influenced by their marital status.

Upon examining the impact of teaching experience as a variable, no significant disparity was found between participants' level of burnout and their teaching experience in relation to the subdimensions. This result was obtained from quantitative data analysis of the research in line with a study conducted by Öztürk (2013). Öztürk (2013) conducted a study to examine the degree of burnout among English as a Foreign Language (EFL) instructors employed at state

universities. The study involved the participation of 139 instructors from various universities. According to the results, there was no impact of years of experience on instructors' burnout. In other words, teaching experience had no statistical effect on their burnout level. The results indicated that novice instructors exhibited lower levels of burnout compared to experienced instructors, as evidenced by the lower mean scores in burnout. Conversely, Rostami et al. (2015) explored the impact of gender, age, and years of experience on teacher burnout, involving a sample of 120 teachers. The study revealed that teaching experience significantly influences the level of burnout among teachers.

However, the findings of the present study contradicted previous research outcomes. In a study conducted by Ceylan and Mohammadzadeh (2016) to investigate the burnout levels of EFL instructors, a combination of the Maslach Burnout Inventory (MBI) and personal information questionnaires was utilized. The study involved 37 instructors and examined variables such as gender, marital status, teaching experience, working hours, and workplace. The results revealed a significant difference in burnout levels among the variables, except for teaching experience.

Workplace, regarding the type of school, was another determiner for burnout in the current study. The study's findings demonstrated a significant variation in the burnout levels of Iranian EFL teachers concerning Depersonalization, depending on the types of schools they worked in. Data obtained from quantitative data analysis revealed that the level of Depersonalization ranged from low to high, according to the workplace among ian EFL teachers. One (14,3%) participant working at primary school experienced low burnout.5(50,0%) participants experienced moderate depersonalization. One (7,7%) participant experienced a high level of Depersonalization. On the other hand, 3 (42,9%) participants working at high school experienced a low level of Depersonalization. While 5 (50,0%) participants experienced moderate levels of Depersonalization. Nine (69,2%) participants experienced a high level of Depersonalization. On the other hand, 3 (42,9%) participants working at secondary school experienced a low level of Depersonalization. None of the participants experienced a moderate level of Depersonalization. Three (23,1%) participants experienced a high level of Depersonalization. As a result of the quantitative analysis, a significant difference was found between the depersonalization levels of teachers compared to the workplace ($p<0.05$). In other words, there was a significant relationship between the workplace of teachers in and their level of Depersonalization. Findings also support previous literature in the sense that type of school affected the teachers' burnout level. The impact of school type on burnout among English as a Foreign Language (EFL)

instructors was examined by Kimsesiz (2019). This study involved the participation of 74 English as a Foreign Language (EFL) instructors, comprising 21 males and 53 females, who are currently employed in public schools located in Kırşehir. The age range of the participants was between 28 and 63 years. The findings indicate that primary school as a school type had a more pronounced impact on EFL teachers' burnout compared to secondary school and high school. The phenomenon of burnout among educators in primary school was found to be significantly high in the domain of Depersonalization, with the secondary school following suit. The study revealed a low incidence of burnout among high school students.

On the contrary to the findings among Iranian teachers, there was no significant difference between burnout level and school type regarding the subdimensions among Turkish EFL teachers. The study's results align with existing literature, suggesting that the type of school impacted teachers' burnout levels. Mukundan et al. (2015) revealed that Emotional Exhaustion and Depersonalization did not vary by school type for language instructors. On the other hand, Turkish EFL teachers did not show any significant relationship regarding the type of school. Qualitative data obtained via semi-structured interviews revealed a slight relationship between participants' workplace and their level of burnout. Some participants expressed that they could quickly feel exhausted since they work at a vocational high school.

When the other variable, workload, was considered, there was no significant difference between participants' workload and burnout level regarding the subdimensions in Iranian and Turkish contexts. Regarding Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment, workload did not significantly affect teachers' burnout. Similarly, Girgin (2010) discovered a substantial difference between teachers' workload burnout and Depersonalization, but not Emotional Exhaustion or Reduced Personal Accomplishment. However, in this current study, via semi-structured interviews, participants stated that teacher inequality regarding workload and unfair workload at the workplace lead them to feel burnout. The study conducted by Uguz (2016) examined the extent of burnout experienced by English as a Foreign Language (EFL) instructors in Turkey who were employed at high school. The study aimed to examine the teachers' burnout across three sub-dimensions, namely reduced personal accomplishment, depersonalization, and emotional exhaustion, with respect to several variables, including educational background, teaching experience, marital status, gender, and age. The study revealed that 50% of the teachers exhibited a significant degree of personal accomplishment and emotional exhaustion, while the remaining 50% experienced depersonalization at

a low level. In qualitative analysis, financial problems, demotivated students, colleagues, stressful work atmosphere, and excessive workload were reasons for teachers' burnout.

Another variable was the educational background. In this investigation, regarding educational background, there was no significant relationship between participants' educational background and sub-dimensions of emotional exhaustion, depersonalization, and personal accomplishment. However, in qualitative analysis, the teachers of English with higher education or studying in a master's program or doctorate stated clearly that they could tolerate students' behavior patiently and easily cope with their burnout as they improve themselves professionally. This finding is contrary to Farshi and Omranzadeh's (2014) findings, which revealed that teachers with a higher level of education exhibited a greater degree of burnout compared to their counterparts with a lower level of education. The study findings indicate a noteworthy association between teachers' burnout and education level. Specifically, the results demonstrate that teachers with higher education levels experience burnout at higher levels compared to their counterparts with lower education levels.

The results related to the number of students revealed no significant relationship between participants' number of students and their level of burnout both in Iran and Turkey. However, the qualitative part of this study revealed that participants teaching in crowded classrooms stated their sense of burnout to some extent. In line with this result, Girgin (2010) revealed that overcrowded students are essential to teacher burnout. Chang (2009) delineated various factors that contribute to educators' burnout, including inadequate, unsatisfactory relationships with colleagues and parents, overcrowded classes, limited resources, concerns regarding abuse, uncertainty in job responsibilities, support from the administration, insufficient chances for career advancement, learner misconduct, and the organizational atmosphere. Furthermore, Kyriacou (2001) emphasized crowded classrooms among the frequent causes of burnout.

The findings about occupational status within the educational institution indicate that additional duties do not yield a statistically significant impact on the burnout level experienced by educators in terms of Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment. The findings are corroborated by the research conducted by Hismanoğlu and Ersan (2016). Their studies examined burnout levels of English teachers' with respect to demographic variables. The study involved the participation of 230 Turkish English as a Foreign Language (EFL) teachers, comprising 93 males and 137 females of different ages. The Maslach Burnout Inventory-Educators' Survey (MBI-ES) was utilized as a tool to assess the levels of burnout among English as a Foreign

Language (EFL) teachers in Turkey. According to the findings, workload, added duties, educational background, gender, and age had no significant effect on the burnout levels of Turkish EFL instructors. According to the findings of Hismanoğlu and Ersan's (2016) study, there was no statistically significant correlation observed between English as a Foreign Language (EFL) teachers who held administrative responsibilities and those who did not hold such responsibilities in relation to Depersonalization and Emotional Exhaustion.

5.4. What Are The Possible Reasons For Burnout Among In-Service Iranian and Turkish EFL Teachers?

The fourth research question focused on uncovering the underlying causes of burnout among English language teachers. The interviews highlighted some matters on possible reasons for burnout. Semi-structured interviews were conducted to gather data, and the subsequent analysis revealed a range of difficulties that contributed to burnout. These difficulties included dealing with disruptive students, heavy workload, lack of motivation among students, adherence to administrative regulations and school rules, challenges with scheduling, negligence of parents, excessive workload and long working hours, excessive paperwork, negative attitudes from principals, problematic relationships with colleagues, issues related to classroom management, and financial strain. These factors collectively played a significant role in leading to burnout among English language teachers. These factors increase those teachers' burnout since they may not update themselves.

The present study's findings aligned with the outcomes of previous research conducted among English language teachers. It was revealed that a variety of difficulties, such as disruptive students, workload, demotivated students, administrative regulations, school rules, difficulties with the Schedule, parents' carelessness, workload, working hours, paperwork, principal's attitude, colleagues, classroom management and poor financial status were identified as crucial contributors to EFL teachers' burnout.

Within the literature, many research studies have examined burnout among in-service teachers of English in different educational contexts, including schools, universities, and institutes. Among these studies, Lou and Chen (2016) conducted a notable investigation aiming to uncover the levels of burnout and the underlying factors contributing to Chinese EFL teachers' burnout. In this study, a questionnaire and an interview were conducted on English instructors' burnout. Seventy-nine English instructors participated in this research. EFL teachers' workloads were significantly different, yet respondents experienced burnout at low and medium. The interviews showed five burnout reasons: family, teacher

development, management, students, and employment. No significant variation was found in gender differences. According to the results of the research, English instructors experienced burnout at a moderate level, along with emotional exhaustion and depersonalization at a lower level. Notably, It was found that there were considerable variations regarding the workload experienced by in-service English teachers. When considering burnout reasons, teachers mentioned their family circumstances, professional development, students, management practices, and job.

Furthermore, content analysis regarding the reasons for burnout in this current study revealed that administration affects teachers' psychological and academic development. Most participants stated that the administration's unfair attitude and not being rewarded by the administration for their achievements significantly impacted their burnout.

The majority of the teachers who were interviewed emphasized poor economic conditions as one of the reasons for burnout. This financial problem made teachers feel tired as they could not meet their personal needs well. Hence, some looked for extra jobs in other courses or sectors besides their teaching, which made the teachers feel more emotionally exhausted. Moreover, the additional workload left teachers with insufficient time to enhance their academic abilities and stay updated. Teachers expressed that when students showed little interest in acquiring knowledge and solely focused on obtaining good grades in exams, it resulted in emotional exhaustion for the teachers. They were required to invest extra effort in motivating their students, often resorting to various teaching methods, which may not always yield successful outcomes. This carelessness by the students affected the teachers' morale and caused exhaustion among teachers. In the research conducted by Maslach and Leiter (1997), various factors were identified as causes of burnout. These factors include excessive workload, insufficient rewards, a lack of control over setting and following daily priorities leading to a constant demand to achieve more with fewer resources, a diminished sense of community resulting in impersonal relationships and compromised teamwork, a perceived absence of fairness characterized by a lack of trust, openness, and respect, and conflicting values where management decisions contradict the organization's mission and core values.

This study's results regarding the possible reasons for burnout align with the previous literature. In a nutshell, numerous studies in the literature have been conducted among EFL teachers to investigate teacher burnout reasons that lead to feelings of burnout. The factors contributing to burnout among teachers of English can be categorized within job burnout. These factors include limited opportunities for promotion, fear of violence, feelings of isolation, time pressure,

work overload, lack of teacher autonomy, minimal involvement in decision-making, limited feedback and praise, lack of social support, role conflict and ambiguity, organizational fairness, and values, working conditions, concerns about salary, low professional prestige, long tenure in the same position, large schools with overcrowded classrooms, insufficient staff and resources, excessive paperwork, interpersonal dynamics and problems relating to student problems. Notably, positive teacher-student relationships have been found to mitigate burnout. Given the significance of these factors, it is crucial to research burnout, its causes, and its consequences in the specific contexts of EFL teachers.

5.5. Conclusion, Suggestions and Implications

The current dissertation aimed to explore the EFL teachers' burnout levels in various economic and socio-cultural situations working at state schools in Iran and Turkey and the reasons which lead to burnout in Turkish and Iranian EFL teachers and how they cope with it. The main emphasis of the study was placed on exploring how certain demographic factors, including age, school type, student number, marital status, number of students, type of school, educational background, workload, and years of experience, influenced EFL teachers' burnout level. The quantitative data analysis gathered through semi-structured interviews identified a range of challenges that contributed to burnout among EFL teachers. These challenges included issues with disruptive students, high workload, demotivated students, administrative regulations, school rules, scheduling difficulties, parents' lack of involvement, excessive working hours, paperwork, negative attitudes from principals, challenging relationships with colleagues, classroom management issues, and financial constraints. All of these factors collectively contributed to teachers' burnout.

Furthermore, it was aimed to investigate how burnout affected EFL teachers who maintained their profession and the methods they employed to combat or minimize their burnout experiences in the workplace. Various coping strategies emerged through the analysis of semi-structured interview data, which could be categorized into two distinct groups. The initial category consisted of self-initiated coping strategies, while the second category provided extrinsically. As an instance of the first category, some teachers noted that they attempted to refresh their skills by taking a break in an atmosphere of burnout. Some teachers shared their experiences of attempting to alleviate their feelings of burnout by teaching different classes, which served to break away from their monotonous daily routines. Teachers additionally reported that sharing more time with motivated and knowledgeable students would help them become more passionate about teaching. Some teachers also suggested that getting support from

colleagues with greater expertise was one of the crucial ways to cope with burnout.

Additionally, most participants reported that spending more time with their families and doing more social activities with their children, friends, or partners were substantially effective in coping with their burnout. Concerning the second category of coping strategies, teachers suggested that training, academic studies, and conferences towards teachers' professional development could assist them in coping. Some teachers reported that this academic development training makes them more successful at managing complex assignments, relieves and encourages them to improve their sense of accomplishment, and improves their education quality.

In a nutshell, factors such as disruptive students, workload, demotivated students, administrative regulations, and poor financial status contribute to burnout. Teachers may employ self-initiated coping strategies and seek support from colleagues to manage burnout. Spending time with family and engaging in social activities can be effective in coping. In light of the findings, the researcher suggests the need for addressing student misbehavior, improving school support and fair treatment for teachers, reducing administrative demands, and providing favorable working conditions. Further research can explore the role of teacher-administrator and teacher-colleague relationships, conduct separate studies for different educational levels, and replicate the research in different contexts.

This research has various implications for minimalizing burnout among EFL teachers and enhancing the quality of education in Iranian and Turkish contexts. Based on the responses of the participants in the semi-structured interviews, it is observed that student misbehavior and unmotivated students are the primary cause of their feeling of burnout. This could be considered, and the necessary precautions could be taken to meet the requirements of teachers and students. Furthermore, school management must demonstrate heightened attentiveness towards teachers in their schools. This involves implementing fair and equitable policies and procedures to prevent discord among the collaborating teachers. It is important to recognize that every teacher relies on social support from colleagues and administrators, as well as the need for commendation, appropriate compensation, and a fair work environment. To foster a positive and productive school atmosphere, supervisors and administrators should actively consider and incorporate the insights and suggestions provided by the teachers. Increasing administrative demands negatively impact teachers' physical and mental health and indirectly affect students' health due to teachers' reflections on their students.

Furthermore, teachers can not improve themselves professionally due to their excessive burden and redundant paperwork; they have no time to rest, even

during break times. Additionally, it is necessary to provide favorable working conditions, such as adequate salaries, class sizes, and equal workloads. Finally, the study identified coping strategies that were initiated and even devised by the teachers themselves. Other teachers can apply these strategies, providing valuable assistance in addressing the challenges they encounter. This would significantly reduce their exhaustion and improve their ability to manage it. The investigation discovered numerous potential avenues for further studies. The findings indicate that further investigations might be undertaken to explore a further factor that is associated with burnout among teachers, namely their interactions with coworkers and authorities. Accordingly, an analysis of the issue's causes could be conducted, followed by the proposal of potential remedies. There is potential for extensive studies to be done regarding the topic of burnout among English as a Foreign Language instructors at the elementary, middle, and high school levels. Furthermore, based upon the educators' feedback, it has been determined that the primary cause of their emotional exhaustion is attributed to learner misconduct. The subject matter warrants a thorough examination, and appropriate measures can be implemented to address the requirements of both educators as well as learners.

On the other hand, this research can be replicated in all schools and universities. This will provide a distinct picture of the extent and reasons for burnout in research. Based on the findings, it is feasible to conduct comparative investigations among teachers from different subjects to ascertain whether the conditions in Iran and Turkey have a similar effect on them. In a nutshell, it would be worthwhile to replicate the study with English language teachers from other regions and contexts. Researchers can consider modifying the Maslach Burnout Educator Survey to suit better other nations' specific cultural, economic, social, and political characteristics to accomplish this goal. This adjustment would ensure the measurement is more meaningful and accurate in those contexts.

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