



ISTANBUL MEDENİYET UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION ENGLISH
LANGUAGE EDUCATION

**Well-Being, Burnout, and Teaching Anxiety Among
EFL Teachers**

Master's Thesis

Ayşe Mine Onan

July 2023



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Supervisor

Prof. Dr. Selami Aydın

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THESIS JURY APPROVAL

This MA thesis titled “Well-Being, Burnout, and Teaching Anxiety Among EFL Teachers” written by Ayşe Mine ONAN at the Department of Foreign Language Education was accepted by our jury.

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STATEMENTS

Style and Reference Manual Statement

Having reviewed this thesis written under my supervision, I confirm that it has been written in accordance with APA (7th edition) Manual of Style and used its (in text) reference format consistently throughout the entire text.

Prof. Dr. Selami Aydın

Declaration of Originality

I hereby declare that all information in this thesis has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conducts, I have fully cited and referenced all the material and results that are not original to this work.

Ayşe Mine Onan

GENİŞ ÖZET

İngilizce Öğretmenlerinin İyilik Hali, Tükenmişlik Duygusu ve Öğretme Kaygısının İncelenmesi

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Yüksek Lisans Tezi, Eğitimi Bilim Dalı

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Yabancı dil öğretmenleri interaktif ve iletişimsel metotlar kullanarak öğrencilerin dili edinmesini sağlarlar. Çeşitli öğrenme stillerine ve farklı motivasyonlara sahip öğrencilerin derse aktif katılımını sağlayabilmek için de öğretmen derse iyi hazırlanmalı ve yeterince nitelikli olmalıdır.

Bu çalışmada, İngilizce öğretmenlerinin duygu durumlarını etkileyen en temel faktörlerden iyilik halleri, tükenmişlik durumları ve yabancı dil öğretme kaygı düzeylerinin belirlenmesi ve bu üç duygu durumu arasındaki ilişkinin incelenmesi amaçlanmaktadır. Türkiye'deki ilköğretim, ortaöğretim ve üniversite düzeyindeki İngilizce öğretmenleri ile ilgili gelecekte yapılacak araştırmalar için de bir temel oluşturmak amaçlanmıştır. Çalışmadan elde edilecek bulgular ışığında gelecekte yapılacak araştırmalara da yöne verilebilecek, literatüre katkı sağlanacaktır.

Bu araştırmada nicel veri toplama tekniklerinden olan betimsel araştırma deseni kullanılmıştır. Betimsel araştırma, halihazırdaki durumu içinde bulunan koşullar çerçevesinde inceleyip, sorulara cevap bulmak için veri toplamayı gerektirir. İngilizce öğretmenlerinin iyilik halleri, tükenmişlik duygusu ve yabancı dil öğretme kaygısı düzeylerinin var olduğu şekilde betimlenmesi ve bu 3 değişken arasındaki olası ilişkinin saptanması amaçlandığı için, betimsel ve korelasyonel araştırma modeli tercih edilmiştir.

Araştırma için gerekli olan verileri elde etmek için, Seidman ve Zager (1987) tarafından geliştirilen “Öğretmen Tükenmişlik Ölçeği”, Seligman ve diğerleri, (2005) tarafından geliştirilmiş olan “Gerçek Mutluluk Envanteri” ve Aydın ve Uştuk (2020) tarafından geliştirilen “Yabancı Dil Öğretme Kaygısı” ölçeği kullanılmıştır. Toplanan nicel veriler, istatistiksel analiz yöntemleri ile analiz edilmiştir. Araştırmanın örneklemini, 2022-2023 eğitim-öğretim yılında resmi ve özel eğitim kurumlarında ve üniversitelerin hazırlık programlarında İngilizce öğretmeni olarak görev yapan ve rastgele örneklem yöntemiyle araştırmaya katılan 257 kadın ve 56 erkek olmak üzere 313 İngilizce öğretmeni oluşturmaktadır. Katılımcıların yaş ortalaması 37,9 olup, en genç katılımcı 22, en yaşlı katılımcı ise 70 yaşındadır.

İdeal bir dil öğrenme ortamına ve öğretme deneyimine ulaşmada çeşitli faktörler rol oynamaktadır. İlk olarak, öğretmenlerin iyilik halleri, sınıftaki performanslarını ve öğrenme sürecini etkileyen en önemli unsurlardandır. Bu nedenle, öğretmenlerin mutluluğunu neyin artırdığını ve iyilik haline nasıl ulaşabileceklerini anlamak büyük önem taşımaktadır. Literatürde, öğretmenlerin iyilik halleri farklı açılardan incelenmiştir. Viac ve Fraser (2020), öğretmenlerin mesleki iyilik hallerini, onların meslekleriyle ilgili bilişsel, duygusal, sosyal durumları ve sağlıklarıyla ilişkili durumlara tepkileri olarak tanımlar. Bu kavramsal çerçevenin amacı, öğretmenlerin iyilik hallerini etkileyen faktörleri ve öğretmenlerin sınıf içi ve sınıf dışı performansları üzerindeki etkilerini belirlemektir. Day ve Kington (2008), öğretmenlerin iyilik halini etkileyen üç unsur olduğunu ifade etmektedir: durumsal, mesleki ve kişisel. Durumsal faktörler, sosyal kimliğe bağlı olarak, farklı ortamdaki şartlara, alınan geri bildirimlere ve verilen desteğin düzeyine göre değişir. Buna karşın mesleki faktörler öğretmenlik mesleğini şekillendiren beklenti ve normları ifade eder. Son olarak, kişisel değişkenler ise bir öğretmenin sınıf dışındaki yaşamı, aile yaşamı veya diğer sosyal roller gibi, iyilik halini etkileyebilecek yönlerini ifade eder.

İngilizce öğretimi ile ilgili ikinci sorun ise, öğretmenlerin iş yerindeki beklenmedik değişiklikler, ulaşılması kolay olmayan hedefler ve beklentiler nedeniyle yaşadıkları tükenmişlik hissidir. Okul ortamında yaşanan bu zorlayıcı süreçlerden, verilen eğitimin kalitesi ve öğretmenlerin kişisel yaşamı oldukça olumsuz etkilenir.

Öğretmenler, öğrencilerin çok yönlü bir kişilik geliştirmelerini ve öğrenmeyi sevmelerini desteklemek için mesleki bilgilerini ve deneyimlerini kullanırlar. Ancak, hissettikleri stres baş edemeyecekleri noktaya geldiği zaman bu niteliklerini kaybederler. Bu nedenle, tükenmişliğin altında yatan sebeplerin ve mevcut durumun ortaya çıkarılması büyük önem arz etmektedir. Türkiye'de İngilizce öğretmenlerinin psikolojik durumları ile ilgili araştırmalar son yıllarda artmış olsa da yeterli değildir. Tükenmişlik kavramı ise, 50 yılı aşkın bir süredir çalışılmasına rağmen, 1974 yılına kadar sosyal bilimlerde gerekli önemi kazanamamıştır. Freudenberger (1974), bu terimi ilk olarak, çalışanların işleri gereği karşılaştıkları kişilerle yaşadıkları yoğun etkileşim sonucunda hissettikleri fiziksel ve psikolojik çöküntü olarak açıklamıştır. Chan (2007) ile Swider ve Zimmerman (2010) ise tükenmişliği, kişinin kariyerini, sürdürmekte olduğu sorumluluklarını, birlikte çalıştığı kişileri, ailesini ve kişisel yaşamlarını etkileyen psikolojik bir sendrom olarak tanımlamıştır. Kısaca tükenmişlik, çalışmaktan bitkin düşme halidir. Özellikle olumsuz çalışma koşullarına uzun süre maruz kalmak, bu fiziksel ve zihinsel yorgunluk sendromunun şiddetinin artmasına yol açar. Üçüncü olarak, yabancı dil öğretme kaygısı, öğretmenlerin zaman zaman onları zorlayan olumsuz bir duygusal boyuttur. Ancak başarısızlığa, akademik başarıda düşüşe, işe odaklanma isteksizliğine, kişisel bağlantılardan ve sosyal ortamlardan kaçınmaya ve içe kapanmaya yol açtığına, bir sorun olarak karşımıza çıkmaktadır (Eisen ve Kearney, 1995; Kunt ve Tüm, 2010). Kral'ova (2016), günümüzde öğretmenlik mesleğinin duygusal ve entelektüel olarak zorlayıcı

bir meslek olduğunu, özyeterlilik de dahil olmak üzere çeşitli duyuşsal unsurların, insanlarda kaygılı düşüncelere ve gerginliğe sebep olduğunu ifade etmiştir. Kısacası kaygı, birey süresi ve şiddeti değişen dalgalı bir huzursuzluk duygusuyla karşı karşıya kaldığında ortaya çıkar (Young, 1998). Sapir ve Aronson (1990) ayrıca kaygının beklenti, belirsizlik, stres, korku, umutsuzluk ve ölüm veya kontrol kaybı korkusu ile karakterize edildiğini vurgulamaktadır. İkinci bir dili öğrenirken veya kullanırken duyulan huzursuzluk ve olumsuz psikolojik tepki ise dil öğrenme kaygısı olarak adlandırılır (McIntyre, 1998). Horwitz ve diğerleri (1986)'ne göre, yabancı dil kaygısının üç biçimi iletişim kaygısı, olumsuz değerlendirilme korkusu ve sınav kaygısıdır. Yabancı dil öğretmenlerinin hissettiği kaygı sebeplerinin ve bu kaygının dil öğrenme süreci ve çıktıları üzerindeki sonuçlarının da dil edinimi süreçlerine etkisi büyük olsa da yabancı dil öğretmenlerinin yaşadığı kaygıdan çok, öğrencilerin kaygıları üzerine yapılan çalışmalar daha yaygındır (İpek, 2006). Türkiye'de yapılan çalışmalar ağırlıklı olarak yabancı dil öğretme kaygısı ve tükenmişliği ile ilgilidir (Demirel, 2014; Deneme, 2021; Eren, 2020; İpek, 2016; Kimsesiz, 2019; Mızrak, 2019; Özcan, 2021; Yorulmaz, 2016). Ancak öğretmenlerin kaygı durumlarının iyilik halleri ile olan olası ilişkileri üzerine yeterli sayıda çalışma bulunmamaktadır.

Çalışmaya katılan öğretmenlerden toplanan veriler, SPSS 25.0 istatistik analiz programına aktarılmış ve analizler yapılmıştır. İlk olarak, araştırmaya katılan öğretmenlerin demografik özelliklerini belirlemek için bazı değişkenlerin frekans, yüzde dağılımları ve aritmetik ortalamaları hesaplanmıştır, ancak araştırma soruları bu verilerin kapsamlı analizini kapsamamaktadır. İleri çalışmalarda, bu demografik verilerle daha detaylı istatistiksel analizler yapılması planlanmıştır. İyilik halleri, mesleki tükenmişlik ve öğretmenlik kaygısı boyutunun düzeyini belirlemek için ise, öğretmenlerin ilgili puanlarının ortalama (M) ve standart sapma (SD) değerleri hesaplanmıştır. Öğretmenlerin mesleki tükenmişlik düzeylerinin, iyi oluşlarını anlamlı bir şekilde yordayıp yordamadığını belirlemek için çoklu doğrusal regresyon

analizi uygulanmıştır. Pearson çarpım-moment korelasyon katsayıları, öğretmenlerin iyi oluşları, mesleki tükenmişlikleri ve öğretme kaygıları arasında anlamlı bir ilişki olup olmadığını belirlemek için hesaplanmıştır.

Bu çalışmanın bulgularına göre, İngilizce öğretmenlerinin iyilik hallerinin 'orta' düzeyde, tükenmişlik düzeylerinin de 'düşük' olduğu ortaya çıkmıştır. Yabancı dil öğretme kaygısı açısından bakıldığında ise, araştırmaya katılan İngilizce öğretmenlerinin öğretme kaygılarının düşük olduğunu söylemek mümkündür. Bu üç duygusal boyut arasındaki ilişki açısından değerlendirildiğinde ise, öğretmenlerin iyilik halleri ile mesleki tükenmişlik boyutları arasında 'orta' ile 'güçlü' arasında değişen anlamlı ve pozitif ilişkilerin olduğu bulunmuştur. En güçlü ilişki, öğretmenlerin iyilik halleri ile tükenmişlik alt boyutu olan iş stresi ile baş etme arasında bulunmuştur. Bu bulguların yanında, öğretmenlerin iyilik halleri ve tükenmişlik alt boyutlarından biri olan kariyer doyumları ve algılanan idari destekle arasında da güçlü bir ilişki bulunmuştur. Öğretmenlerin mesleki tükenmişlik boyutlarındaki baş etme becerileri ile ilgili alt boyutlarda artış, iyilik halleri düzeylerinde de artışa da neden olmaktadır. Ayrıca öğretmenlerin iyilik halleri ile öğretme kaygısı boyutları arasında da anlamlı, negatif ve 'orta' düzeyde bir ilişki olduğu anlaşılmıştır. En güçlü ilişki, öğretmenlerin iyilik halleri ile öğretmenlik deneyimleri arasında, en zayıf ilişki ise, iyilik hali ile yabancı dil öğretme kaygısı alt boyutlarından olan öğrencilerin derse karşı ilgisizliği arasında tespit edilmiştir. Öğretmenlerin kaygı düzeylerinin artması, iyilik hali düzeylerinin düşmesine neden olmaktadır.

Bu çalışmadan çıkarabilecek birkaç sonuç vardır. İlk olarak, tükenmişlik durumları İngilizce öğretmenlerinin motivasyonlarını ciddi oranlarda düşürmektedir (Brouwers ve Tomic, 2000). Öğretmenler, üzerinde çok az kontrole veya etkiye sahip oldukları olumsuz durumlardan endişe duymaktadır (Ross ve Mirowsky, 2003). Okul yöneticileri stresi azaltmak ve öğretmenlerin başarılarını desteklemek için öğretmenlere sağlıklı bir ortam

sağlamalıdır. Kyriacou (2001), sınıflarını doğrudan etkileyen müfredat geliştirme ve öğretimi planlama konusunda öğretmenlerle iş birliği yapmayı, öğretmenlere öğretim uygulamalarını desteklemek için gerekli materyalleri ve imkanları sağlamayı, belirsizlikten dolayı yaşanabilecek gerginliklerden, sıkıntılardan kaçınmak için iş tanımlarının mutlaka özel olarak yapılmasını önermektedir.

Bununla birlikte, tükenmişlik yaşayan öğretmenler, diğer mesleklerdeki gibi, ülser, mide ağrısı, aile anlaşmazlıkları gibi psikosomatik semptomlarla baş etmek zorunda kalmaktadır (Cherniss ve Cherniss, 1980; Freudenberger ve Richelson, 1980; McGuire, 1979). Tükenmişlik, işte devamsızlığı ve psikolojik rahatsızlıkları artırabilmektedir (Leiter ve Maslach, 2003). Pearson ve Moomaw (2005), öğretmenlerin daha fazla özerklik ve profesyonellik hissettiklerinde, iş stresinin azaldığını ve iş tatmininin arttığını bulmuşlardır. Ayrıca, İngilizce öğretmenlerine yönetimden gelecek destek ve öğretmenle iletişimde kalınarak yapılacak performans değerlendirmeleri, öğretmenlerin stresini azaltabilmektedir.

Son olarak, Horwitz'e (1996) göre, eğitimcilerin, zor duygu durumlarıyla baş edebilmeleri için yabancı dil öğretme kaygısını tanıması, sebep ve sonuçlarını bilmesi gerekir. Dil öğretmeni yetiştiren programlar, müfredatlarına yabancı dil öğretme kaygısını dahil etmelidirler. Program geliştirme uzmanları, öğretmenler için kaygı süreçlerine dair seminer ve hizmet-içi eğitim düzenleyebilirler. Bu tarz çalışmalar, yabancı dil öğretme kaygısına neden olabilecek durumlar hakkında farkındalık yaratmalı ve öğretmenlere kaygılı hissettiklerinde üstesinden gelebilmeleri için çözüm yolları sunmalıdır. Sınıfta kaygı boyutlarından birisi de yabancı dil yeterliliği algısıdır. Bu kaygıyı azaltabilmek için, öğretmenler yaşam boyu öğrenmeyi benimseyerek, dil yeterliliklerini artırmak için sürekli öğrenmeye açık olmalı, bu konudaki özgüvenlerini iyileştirmeye, yeterlilikleri kadar sunacakları dersin içeriğine ve

o içeriğin nasıl öğretilbileceğine de odaklanmalıdırlar (Aydın ve Uştuk, 2020; Mercer, 2018).

Son olarak; öğretmenlerin kendilerini içinde buldukları pozitif duygu durumu, sağlıklı ve üretken okullar oluşturmaya yardımcı olur. Arens ve Morin'e (2016) göre, iş yerindeki iyilik hali düşük olan öğretmenler düşük performans gösterebilir ve kariyer planlarında değişiklik yapma ihtiyacı hissedebilir. Süreci iyileştirmek için, öğretmenlerin mesleki ve duygusal ihtiyaçlarının analizinin mutlaka yapılması gereklidir. Öğretmenler, daha fazla geliştirici faaliyete, bilgi ve becerilerini kullanabilecekleri özerk bir çalışma ortamına veya daha fazla geri bildirim ihtiyacı duyabilir. Bu ihtiyaçlar kurum içi ya da kurum dışı destek programlarıyla giderilmeye çalışılmalıdır.

Anahtar kelimeler: Yabancı dil olarak İngilizce; Öğretmenlik; Öğretmenlerin tükenmişlik düzeyi; Öğretmenlerin iyilik hali; Yabancı dil öğretme kaygısı

ABSTRACT

Well-Being, Burnout, and Teaching Anxiety Among EFL Teachers

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Master's Thesis, Department of Foreign Language Education

Supervisor: Prof. Dr. Selami Aydın

July 2023

EFL teachers play a crucial role in foreign language education since they connect themselves to their students, their students to each other, and each student to the topic addressed in the target context. They employ various techniques to deliver engaging, easy-to-understand, and appealing lessons while bolstering students' confidence regardless of their proficiency level (Safari, 2020). Even though teachers endeavor to satisfy the needs of students and accomplish other demanding job responsibilities, they also work hard to establish a positive rapport with students and demonstrate a high level of professionalism. Teachers become more susceptible to anxiety and burnout without emotional regulation and social and psychological support. This thesis studies the well-being, burnout, and teaching anxiety levels among English teachers in Turkey and their interrelationships. 313 English teachers from diverse educational settings contributed to the study. The data were gathered through four scales to collect information on demographics, teachers' well-being, burnout, and foreign language instruction. The study revealed that the well-being of English teachers is moderate, while their levels of burnout and anxiety are both low. There is a positive correlation between the levels of occupational burnout dimensions experienced by teachers and their level of well-being. Increased levels of teaching anxiety among educators are inversely related to their overall well-being.

There is also a significant relation between the levels of occupational burnout dimensions experienced by teachers and their levels of teaching anxiety. The findings highlight the importance of addressing burnout and teaching anxiety to foster an optimal language learning environment and enhance the well-being of teachers. Policymakers and administrators should provide support, encourage autonomy for teachers' tension, and boost their professional success.

Keywords: English as a foreign language; Teaching; Well-being; Burnout; Foreign language teaching anxiety

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I would also like to extend my deepest gratitude to my father for his encouragement in pursuing my academic goals. Although he is no longer with us, his memory and legacy continue to guide me on this journey.

I wish to thank my heartfelt appreciation to my husband, Kivanç, for his unwavering love, support, and faith. His never-ending encouragement has always served as the driving force behind my achievements. Without his assistance during times of difficulty, I could not have undertaken this path.

I am incredibly fortunate to have a family supporting my quest for knowledge and success. I am grateful to my mother and brother, Ömer, who have always stood by me during challenging times, and their love has been a pillar of strength for me in my father's absence.

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Ayşe Mine Onan

To the memory of my beloved father

TABLE OF CONTENTS

LIST OF TABLES	xix
LIST OF FIGURES	xx
LIST OF ABBREVIATIONS	xxi
1. INTRODUCTION.....	1
1.1. BACKGROUND OF THE STUDY	1
1.2. STATEMENT OF THE PROBLEM.....	3
1.2.1. Problems Related To Teaching EFL	3
1.2.2. Problems Affecting Well-Being Among Teachers	4
1.2.3. Problems Causing Burnout Among Teachers	4
1.2.4. Problems Causing Teaching Anxiety	5
1.3. AIMS OF THE STUDY	6
1.4. SIGNIFICANCE OF THE STUDY	6
1.5. RESEARCH QUESTIONS	8
1.6. LIMITATIONS	8
2. RELATED LITERATURE	10
2.1. THEORETICAL BACKGROUND.....	10
2.1.1. Introduction.....	10
2.1.2. Well-being.....	10
2.1.3. Types Of Occupational Well-Being.....	12
2.1.4. Theories Related To Well-Being	12
2.1.4.1.1. Subjective and objective well-being.....	12
2.1.4.1.2. Hedonism.....	13
2.1.4.1.3. The desire fulfillment theory	13
2.1.4.1.4. The objective list theory	13
2.1.4.1.5. The human nature fulfilment theory	14
2.1.5. Teacher's occupational well-being	15

2.1.6.	Burnout.....	16
2.1.6.1.1.	Teacher burnout.....	16
2.1.6.1.2.	Dimensions of teacher burnout.....	17
2.1.6.1.3.	Emotional exhaustion	18
2.1.6.1.4.	Depersonalization	18
2.1.6.1.5.	Reduced personal accomplishment	19
2.1.6.1.6.	Factors related to teacher burnout	19
2.1.6.1.7.	Personal factors.....	20
2.1.6.1.8.	Demographic factors.....	20
2.1.6.1.9.	Personality factors	21
2.1.6.1.10.	Organizational factors.....	21
2.1.6.1.11.	Coping strategies	22
2.1.7.	Anxiety	22
2.1.7.1.1.	Foreign language anxiety.....	23
2.1.7.1.2.	Foreign language teaching anxiety	25
2.2.	LITERATURE REVIEW	27
2.2.1.	Teachers' Well-being.....	27
2.2.2.	Teacher Burnout.....	28
2.2.3.	Language Teaching Anxiety	31
2.2.4.	Conclusion.....	33
3.	METHODOLOGY.....	35
3.1.	RESEARCH DESIGN.....	35
3.2.	PARTICIPANTS	36
3.3.	TOOLS	38
3.4.	PROCEDURE	40
3.5.	DATA ANALYSIS.....	41
4.	FINDINGS	42
4.1.	RQ1: WHAT IS THE LEVEL OF WELL-BEING AMONG EFL TEACHERS?	42

4.2. RQ2: WHAT IS THE LEVEL OF BURNOUT AMONG EFL TEACHERS?	44
4.3. RQ3: WHAT IS THE LEVEL OF TEACHING ANXIETY AMONG EFL TEACHERS?	46
4.4. RQ4: DOES BURNOUT PREDICT WELL-BEING AMONG EFL TEACHERS?	48
4.5. RQ5: DOES TEACHING ANXIETY PREDICT WELL-BEING AMONG EFL TEACHERS?	49
5. CONCLUSION AND DISCUSSION	52
5.1. CONCLUSIONS.....	52
5.2. IMPLICATIONS.....	53
5.3. PRACTICAL RECOMMENDATIONS	54
5.4. RECOMMENDATIONS FOR FURTHER RESEARCH.....	57
REFERENCES.....	59
APPENDICES	72
APPENDIX A Approval Form Received From Istanbul Medeniyet University Educational Sciences Ethics Committee	72
APPENDIX B The Authentic Happiness Inventory	73
APPENDIX C The Teacher Burnout Scale.....	77
APPENDIX D The Foreign Language Teaching Anxiety Scale	78

LIST OF TABLES

Table 1. Detailed Demographic Information About Participants	37
Table 2. Reliability Values of the Scale in Other Studies	40
Table 3. Well-Being Level of the EFL Teachers	43
Table 4. Descriptive Statistics of 1EFL Teachers' Well-Being Scale	43
Table 5. Burnout Level of the EFL Teachers	44
Table 6. Descriptive Statistics of EFL Teachers' Burnout Scale	45
Table 7. Teaching Anxiety Level of the EFL Teachers	46
Table 8. Descriptive Statistics of EFL Teachers' Foreign Language Teaching Anxiety Scale	47
Table 9. Multiple Regression Analysis Summary for Burnout Predicting Teaching Anxiety Level of the EFL Teachers	48
Table 10. Multiple Regression Analysis Summary for Teaching Anxiety Predicting Teaching Anxiety Level of the EFL Teachers	49
Table 11. Correlations Among EFL Teachers' Well-Being, Burnout and Teaching Anxiety Levels	51

LIST OF FIGURES

Figure 1. Theories of Well-being	14
Figure 2. The conceptual framework for Teachers' Well-being.....	15
Figure 3. Maslach& Leiter's Proposed Model of Burnout	19

LIST OF ABBREVIATIONS

ELT: English Language Teaching

FLTA: Foreign Language Teaching Anxiety

AHI: Authentic Happiness Inventory

EFL: English as a Foreign Language

TWB: Teacher Well-being

FNE: Fear of Negative Evaluation

1. INTRODUCTION

This section introduces the background, states the problem, reveals the aims of the study, and lists the research questions. First, the importance of EFL teaching in language learning is highlighted in the background. Next, concerns about teachers' feelings that affect their teaching, such as their well-being, burnout, and teaching anxiety, are discussed. Following that, the aims of this study and its significance are stated. Finally, the research questions are given.

1.1. BACKGROUND OF THE STUDY

EFL teaching is of vital importance due to several reasons. First, English teachers play a prominent role in the age of globalization. Learners spend considerable time acquiring a foreign language with differing needs. In this respect, the primary source of learning becomes the interaction between the learners and the teacher. Taking the idea that “human behavior relies on reciprocal interactions among thoughts and beliefs, behaviors, and environmental factors” (Schunk & Zimmerman, 1997, p. 35) into account, language teachers facilitate learning by incorporating all those elements into a lesson plan (Abarca, 2004). Through this interaction, teachers convey linguistic features and cultural and social aspects to their classrooms using their background knowledge and pedagogical techniques (Champeau de Lopez, 1989). Second, EFL teachers have a major role in foreign language education because they relate to their students, their students to each other, and every student to the subject covered in the target context. In addition, they are aware that they can teach effectively as long as the tasks they provide are engaging and appealing to their interests. Moreover, they employ various techniques to present interactive, comprehensible, and attractive content while enhancing students' self-confidence no matter their proficiency level (Safari, 2020).

Having said that, while the teachers strive to meet their students' needs and satisfy the other stringent requirements of the job, they try hard to establish a good rapport with students and present a high level of professional performance. Furthermore, this complexity brings on so much stress and emotional exhaustion in the lives of teachers that they cannot appraise themselves positively regarding their work with their students (Teles et al., 2020). Unless negative emotions are regulated, and teachers are supported socially and psychologically, they become more prone to anxiety and burnout. Besides, they become more likely to suffer from damaged well-being and decreased quality of life. That is to say, exhaustion, if not handled well, might hinder teachers' ability to work properly and lower their motive to share their expertise (Teles et al., 2020).

Teachers' well-being is significant for a few reasons in the EFL context. First, teachers need to have positive emotions to maintain their enthusiasm for life to teach professionally. Teachers can confront the negative emotions in their lives and accomplish their responsibilities efficiently in society when they are in a positive state of mind (Herman et al., 2018). Secondly, well-being is always reflected in students' overall performance. In other words, teachers' well-being breeds positive feelings and attitudes toward the learning environment, the teacher, and the course, and enhanced motivation to learn a new language (Dewaele et al., 2020). Last, the promotion of teachers' well-being is crucial. A teacher manages to possess a positive sense of their own identity only if they involve in continuous professional development activities that will help them arouse their enthusiasm and maintain their satisfaction.

Burnout is another factor worth considering in terms of the occupational health of the EFL teachers. First, emotional exhaustion affects the teacher's job satisfaction (Martínez et al., 2020). At the very beginning of their career, EFL teachers can create new ways of thinking and implement innovative ideas to guide their students throughout their foreign language learning journey, thanks to their motivation and willingness. Nevertheless, when this enthusiasm fades away, teachers do not feel satisfied with their job and eventually encounter burnout. In other words, unless those teachers cope with the job-related daily teaching stress, their relationship with the students is likely to be affected adversely, resulting in poor performance of both the teacher and the students and a decreased quality of learning. The second importance of burnout is the detrimental effect on teachers' overall well-being and health. Namely,

teachers' diminished motivation and low performance may trigger further physical, psychological and occupational issues (Akbari, 2015).

Teaching anxiety is also thought to influence foreign language learning significantly. First, teachers who experience foreign language teaching anxiety (FLTA) might negatively affect teachers and their presence in the classroom. In other words, when teachers are not comfortable with their language teaching, they will perform ineffectively, and this might result in an unsatisfactory learning environment (Ameen et al., 2002). The second importance of teaching anxiety in EFL is that it might lead to teachers' avoidance. To illustrate, teachers may refrain from using innovative instructional techniques (Thomas, 2006) and prepare good lesson plans to satisfy the demands of their students. As for the quality of foreign language teaching, Horwitz, (1996) suggests that anxious teachers are reluctant to employ the target language. They abstain from using the target language and follow the coursebook precisely as it is, increasing the risk of unfavorable circumstances (Aydın, 2021). The last reason anxiety is crucial in a foreign language classroom is that, as put forward by Austin et al. (2005), anxious teachers can transfer their stress onto some of their students since they are known to be sensitive to their teachers' behaviors.

1.2. STATEMENT OF THE PROBLEM

1.2.1. Problems Related To Teaching EFL

There are potential problems in the EFL teaching context. First, one of the discouraging factors for teachers in an EFL classroom is the students with various needs and learning styles. Namely, only some individuals are motivated to study English for the same reasons. Some regard English as merely a course to be completed, ignoring its significance as a tool of communication through which they might adapt to new technological and scientific advances. Some other students deem learning English a tedious chore— something they must do but do not want to do. The level of motivation can determine their success and failure in language learning, and the pupils have no urge to participate in class and are only interested in passing the course (Akbari, 2015). The teacher must ensure that the tasks presented in the class cater to their unique needs through differentiation. However, the teachers should be well-

prepared and sufficiently qualified to achieve the inclusion of diverse students and enable their language acquisition.

1.2.2. Problems Affecting Well-Being Among Teachers

Since teachers' psychology plays a crucial role in the success of teaching activities, teachers' well-being needs to be scrutinized for several reasons. First, the stress the language teachers face affects their mental well-being and results in decreased occupational performance. This pressure might stem from multiple tasks they need to manage, such as performing various duties and activities, including teaching and training, adhering to civil service laws, conducting lessons regularly, carrying out responsibilities, and adjusting to the differences they face (Çetin, 2017). In addition, the teacher's quality of teaching can only be enhanced when their professional and psychological well-being is maintained to boost their teaching skills and enjoy teaching with those positive emotions (Mercer, 2018). Second, the teachers must include all the individuals in the learning process with enthusiasm and passion for learning. That is to say, language teachers who keep a positive manner and support students enhance student performance in language learning classrooms. Likewise, teachers' well-being is positively influenced by high self-efficacy, positive thinking, and perseverance (Dodge et al., 2012). Their interest in work and job satisfaction will also increase (Benevene et al., 2018). Conversely, teachers lose faith in their capabilities under unpleasant conditions and lose their inspiration.

1.2.3. Problems Causing Burnout Among Teachers

One of the problems that EFL teachers suffer from is teachers' burnout which is one of the major obstacles affecting the quality of their instruction. First, there is a mismatch between what the teachers expect and what they encounter in the classroom (Su & Reeve, 2011). This gap might also give birth to some mental issues (Leiter & Maslach, 2015). That is to say, EFL educators might find themselves in a condition of burnout, which is an unwelcome but significant conviction leading to decreased individual effectiveness, emotional weariness, and depersonalization due to ongoing professional inconveniences (Maslach & Leiter, 2016). Similarly, when teachers are mentally exhausted, they cannot "give of themselves to pupils as they formerly could" (Maslach et al., 1996, p. 28). Second, professionally burnt-out teachers have poor school attendance and difficulty executing their teaching obligations, and they make

little attempt to improve their pupils' academic progress (Egyed & Short, 2006). They may lose motivation, dedication, and excitement for their work (Kyriacou, 2001) negatively impacting their learners' rapport. Also, they become less concerned about their students, do not participate much in teaching, and avoid interaction with them (Wisniewski & Gargiulo, 1997). As a result, those teachers may develop feelings of uselessness and reduced job satisfaction, which can affect their life quality in terms of motivation and performance at work and more physiological, mental, and psychological issues (Kimsesiz, 2019). Therefore, some professionally burnt-out teachers might make little effort to improve their pupils' academic progress and think they cannot positively impact them (Egyed & Short, 2006). Eventually, this might lead the teachers to leave the field of education and quit their careers (Miller et al., 1999).

1.2.4. Problems Causing Teaching Anxiety

Anxiety is another destructive feeling that educators may confront during education is foreign language teaching anxiety. First, this type of anxiety might influence the way a teacher delivers the course. Managing class time, offering directions, reacting to students' diverse needs, and measuring students' learning can be difficult, especially for inexperienced teachers (Numrich, 1996). That is to say, more worried teachers are not as likely to adopt the target language as the non-stressed teachers. So these worried teachers tend to use the subjected language less in the classroom when teaching methods (Horwitz, 1996). Second, teaching anxiety may prevent teachers from effectively connecting with students and serving as positive role models, thereby sending out negative messages about language learning. Third, the teachers' stress can have detrimental consequences for pupils and the students might be affected adversely and lose their motivation and interest in learning.

To sum up, emotions play a vital role in English instruction and education, and EFL educators' beliefs and opinions significantly affect how they perform in their profession. Although teachers face many obstacles, such as overwhelming workloads, misbehaviors in class, interpersonal relationships, or mobbing, they need to have positive beliefs about themselves, their students, and the learning environment (Fathi et al., 2021). To begin with, the well-being of teachers is important due to vital consequences for students and schools. To give an example, teachers who are unsatisfied in their workplace may be less productive and more likely to quit their career (Boyd et al., 2006). Likewise, mentally content teachers who can control their

feelings will achieve levels of involvement and satisfaction (Fathi et al., 2021). Second, teachers burnout happens when teachers experience cognitive, emotional, physical, and social symptoms like constant and severe fatigue caused by continuous occupational stress and interaction (Johnson et al., 2005). To teach productively, teachers must be freed of burnout syndrome (Demirel & Cephe, 2015). Anxiety is the third destructive emotion that teachers may experience when teaching. EFL teachers believe they must compose grammatically correct sentences or accurately enunciate every single word in their native language, and this feeling triggers their anxiety. Horwitz (1996) added that when teachers are nervous, they become more likely to provide wrong messages to their students about language learning. In short, if this tension is not resolved, it may jeopardize teachers' careers.

1.3. AIMS OF THE STUDY

This study primarily aims to explore the factors behind teachers' emotions. First, the study attempts to investigate how experience, working dynamics, and complexities affect their well-being from the perspective of language teachers. Secondly, shedding light on the factors influencing teacher burnout adversely and how it is reflected in the classroom atmosphere is another issue to be analyzed for the future of EFL classrooms. Next, the reasons that cause teaching anxiety will be explored, and certain conclusions for improved language acquisition will be drawn to reveal teachers' level of teaching anxiety. Furthermore, the present study seeks to determine possible relationships between the abovementioned variables pertaining to teachers' opinions. Eventually, the researcher intends to contribute to the scant scientific background on language teachers' well-being, burnout, and teaching anxiety by considering practical consequences and future research ideas.

1.4. SIGNIFICANCE OF THE STUDY

Several things can be considered in achieving the desirable language education experience. The first factor is well-being of English teachers which may have a cascading effect on teachers' classroom performance. Therefore, understanding what elevates teachers' happiness and how to attain wellness is of great importance and

worth considering. After that, the sources of anxiety in FL teachers and the consequences of anxiety on the language learning process and outcomes must be examined well to achieve an ideal learning atmosphere. Nonetheless, there is little research on FL teachers' anxiety (İpek, 2006). Most studies reveal the reasons and their possible impact on a learning environment. The third vital issue related to teaching English is teachers' burnout due to critical changes in the workplace, expectations, and goals in numerous aspects of life; it impacts the quality of work and teachers' personal life. For this reason, uncovering the underlying factors and current status of burnout is indispensable. Despite the number of studies cited so far, have not focused on teacher emotions concurrently in the language classroom. The current study investigates these emotions in the classroom to fill this gap in the literature. There are significant gaps in the previous scientific papers studying the psychology of language teachers in Turkey, and the current study demonstrates its significance in multiple aspects. First, Turkish studies are mainly concerned with foreign language teaching anxiety and burnout (H. Demirel, 2014; Deneme, 2021; Eren, 2020; Farhadi, 2021; Fidan Mızrak, 2019; İpek, 2006; Kimsesiz, 2019; Özcan, 2021; Yorulmaz, 2016) whereas there are only a few studies on well-being among EFL teachers. Therefore, a thorough study of Turkish EFL teachers would contribute to the literature by offering an excellent grasp of the matter and presenting essential data on the issue by creating a basis for further studies concerning teachers' emotions. The other prominent aspect of the current study is that the available studies do not concurrently focus on these three dimensions: well-being, burnout, and teaching anxiety. The previous studies take one or two of the affective factors and investigate those notions separately. The final significant aspect of the study is that most studies examine the conditions related to teachers' psychology, mostly at higher public and private schools. In contrast, most of the studies focusing on teaching anxiety involve Turkish EFL teachers working at universities. As a result, the school administrators, teacher trainers, and language teachers will benefit and gain insight relative to teachers' working dynamics to offer more outstanding educational facilities.

1.5. RESEARCH QUESTIONS

This study investigated burnout, well-being, and foreign language teaching anxiety among EFL teachers employed at primary schools, high schools, and tertiary-level institutions in Turkey, and the research questions are listed below:

1. What is the level of well-being among EFL teachers?
2. What is the level of burnout among EFL teachers?
3. What is the level of teaching anxiety among EFL teachers?
4. Does burnout predict well-being among EFL teachers?
5. Does teaching anxiety predict well-being among EFL teachers?

1.6. LIMITATIONS

The present study has a number of limitations. First, the study explored the teachers' perceptions using quantitative tools. However, the teachers' feelings might change over time depending on the workplace, the student profiles they have and their capacity to cope with stress. Consequently, the level of teachers' well-being, exhaustion, and teaching anxiety may fluctuate over time. Second, only quantitative data were collected for this descriptive and correlational study, using a background questionnaire and three Likert-type scales to gather data regarding teachers' emotional states. When qualitative research is combined with quantitative methods, it allows the researcher to present a deeper understanding of research questions and provide additional information to better explain a phenomenon (Creswell, 2008). Third, only 58 of the 313 teachers were men, which might not be a sufficient representation of the group. More than half of the participants (196) were employed by university preparatory programmes whereas the rest of group were working at elementary and secondary schools. One of the reasons for this uneven distribution based on the level of instruction was that it was difficult to collect the contact information of elementary and secondary school teachers. Fifth, when the number of EFL instructors with whom the link was shared is considered, the response rate (313) may be attributed to the duration of the three-scaled survey. The researcher could have gathered more data if the survey was shorter. Finally, the demographic information that was gathered was

not explored in this study since it was outside of the scope of the research questions. They are intended to be examined in more in-depth research, nevertheless.

2. RELATED LITERATURE

The second section of this thesis, the related literature, comprises two subsections: Theoretical framework and literature review. In the first subsection, the theory which this study is based on, affective states of teachers, namely Well-being, Burnout, and Teacher Anxiety, is described. The second subsection examines all the relevant research. The reviewed literature in the world and Turkey is summarized by theme.

2.1. THEORETICAL BACKGROUND

2.1.1. Introduction

The key notions relating to the well-being of foreign language teachers are thoroughly reviewed in this section. Each emotional construct is investigated, considering theoretical considerations, definitions, and pertinent concepts offered by academic researchers. The first four sections concentrate on different facets of well-being. First, the term well-being is defined, then several ideas on well-being, professional well-being, and particularly, the well-being of teachers are examined. The term "burnout" is introduced in the section that follows. There is discussion of the definitions and kinds of burnout with a focus on teacher burnout. The latter two parts provide insight into anxiety, particularly as it relates to teaching foreign languages. The concept and characteristics of anxiety are discussed throughout the work, with a special emphasis on foreign language teachers and their personal encounters with anxiety in the classroom.

2.1.2. Well-being

Numerous attempts have been made to define and explain what constitutes well-being (Ryan & Deci, 2001). Dodge et al. (2012) show an increasing focus on the topic of well-being in academic research. However, the precise definition of this concept remains unresolved. The present multi-disciplinary review examines previous

endeavours to conceptualize well-being. It presents a comprehensive summary of the principal theoretical frameworks, ranging from the contributions of Aristotle to modern times. The article posits that numerous endeavors to articulate the essence of well-being have primarily concentrated on its various dimensions, rather than its precise delineation. This study emphasizes the relevance of three theoretical perspectives, namely the dynamic balance theory of well-being (Headey & Wearing, 1989), the impact of life challenges on stability (Cummins, 2010), and the lifelong model for growth (Hendry & Kloep, 2002). Thus, it can be inferred that a revised conceptualization of well-being should revolve around stability or harmony that may be influenced by various circumstances or obstacles. The article concludes by presenting a novel definition deemed uncomplicated, broadly applicable, positive, and a fundamental metric. The definition effectively captures the complex and diverse dimensions of well-being, thereby facilitating the comprehension of this ubiquitous concept by both individuals and policymakers. According to Dodge et al. (2012), the experience of well-being is reliant upon the availability of mental, interpersonal, and physical resources that enable individuals to effectively confront and overcome emotional, interpersonal, or physical difficulties. In other words, once individuals have more obstacles than they have opportunities, their well-being declines, and vice versa. Hull (2008) argues that a fundamental need, whether it be psychological or physiological, is an energizing condition that, if met, contributes to well-being and eventually to overall health, but, if not met, leads to psychological problems and poor health. For a person to continue feeling accountable and have satisfactory well-being during their lifetime, or what is known as eudaimonia which is their basic requirements for competence, independence, and connection must be met (Ryan & Frederick, 1997). Ryff (1989) stated that psychological well-being is characterized by accepting oneself, social skills, independence, a good social life, personal growth, and a having a goal in life. Keyes (2002) later incorporated emotional, psychological, and social well-being in order to define mental health. McCallum and Price (2010) add that well-being is fluid and dynamic; it is affected by relationships, situatedness, creativity, and involvement in life experiences. When it comes to teachers' occupational well-being, Acton and Glasgow (2015) say that teacher well-being is a person's sense of intention, pleasure, and personal fulfilment that is created by collaboration with friends, family, and coworkers as well as learners. Furthermore, Collie et al. (2016) defined work-related well-being as positive views of teachers and their proper performance.

2.1.3. Types Of Occupational Well-Being

For Seligman (2011) well-being consists of five components, PERMA, formed by the initials of the following notions as follows: positive feeling, involvement, relationships, meaning, and accomplishment.

1. Pleasure, warmth, and comfort are examples of positive feelings.
2. Being in a state of flow and feeling immersed fully into the moment is what is meant by engagement immersed at the moment.
3. Positive relationships give life meaning and purpose.
4. Meaning implies having a greater purpose in life than oneself.
5. Achievement is a sensation of competence in attaining one's objectives.

In addition, according to (Holmes, 2005), there are three primary sorts of well-being that humans may experience: emotional, spiritual, physical, and mental or intellectual. Firstly, physical well-being refers to the state of health in the sense of balancing mind and body. In the school context, teachers' physical well-being is associated with the capability of teachers to maintain their health while coping with schoolwork responsibilities effectively. Second, emotional well-being refers to recognizing, understanding, and expressing emotions and having the necessary skills to handle one's emotions, stay motivated, and understand others' emotions emphatically (Goleman, 1995). Additionally, the emotional well-being of teachers is essential not just for themselves but also to the students, given that teachers play a significant role in helping students solve their problems and giving them life lessons (Jiang et al., 2015). Third, mental and intellectual well-being is the state of emotions in which teachers feel improving in the workplace. This type of well-being is expected to diminish when emotional elements are not involved due to the schools' restricting institutional views towards personal and professional development (Viac & Fraser, 2020).

2.1.4. Theories Related To Well-Being

2.1.4.1.1. Subjective and objective well-being

Forgeard et al. (2011) indicated that across disciplines, well-being could be divided into two major classes: Objective well-being can be evaluated and monitored by others (e.g., economic resources, political situations, physical health conditions etc.) while subjective well-being reveals an individual's subjective experience. Desire fulfilment

theories idealize objective restrictions while ignoring subjective, so-called unreliable components (Thorburn, 2017). This creates the issue of ensuring consistency between personal principles and aspirations or goals.

2.1.4.1.2. Hedonism

According to hedonism, the good life for a person is the one that has the most pleasure and the minor pain (Crisp, 2006). From the hedonist perspective, happiness is a desired balance of pleasure over suffering. In other words, hedonists claim that people's lives improve most efficiently when they have the most fun. Nevertheless, hedonism is viewed as a weak idea since people do not always feel joyful and fulfilled after completing their obligatory responsibilities in life. Consequently, it is essential to recognize that well-being comprises the experience of flourishing rather than mere enjoyment (Thorburn, 2017).

2.1.4.1.3. The desire fulfillment theory

Beyond hedonism's emphasis on feelings and pleasure, desire theory identifies goals as desires. Following the philosophy of well-being based on desire fulfilment, happiness is when she achieves her most meaningful goals throughout a lifetime (Heathwood, 2006). In other words, fulfilling a person's desires makes their life go smoothly. Most vital is that a desire has been fulfilled rather than how one feels or experiences it. The theories of desire satisfaction acknowledge that desires vary in degree and intensity. That is to say, some aspirations may be relatively transient, while others may be more enduring and life-altering. Consequently, desire fulfilment theories allow individual variation just as remaining consistent with an underlying unifying theory is a strength; for instance, some students may have only a fleeting interest in playing the violin or participating in a drama club (Thorburn, 2017).

2.1.4.1.4. The objective list theory

Hedonism and desire theories do not claim to apply different methodologies; they describe a single element of well-being, like satisfying desires and happiness, whereas objective list theories result in several elements. According to all objective list theories, some products improve a person's life whether they do enjoy or not. Wealth, reputation, perfect health, and the presence of like-minded individuals are at the top of this list. The elements on the list are considered objective since they are beneficial

regardless of how people see them. This list applies to everyone despite different lives having different rewards (Chappell & Meissner, 2023).

2.1.4.1.5. The human nature fulfilment theory

The idea behind this theory is founded on the notion of functionality, and Nussbaum (2000) capabilities framework seeks to define the necessary functional outcome-based characteristics. She identifies ten attributes that determine how successful and satisfied a person is and how well a person's life is thriving compared to others. These are life (living until the end of one's life span), bodily health (good physical health), bodily integrity (being free from violence), senses (being able to think and create), imagination and thought, emotions (relationships and attachments), practical reason (being able to make one's life plan), affiliation (forming groups), other species, play and control over ones' political and material environment. According to these critical measures, one can compare their progress in terms of well-being and satisfaction from life (Thorburn, 2017).

In practice, hedonism, desire theories, and objective list theories of happiness coincide considerably (Figure 1). Human beings keep modifying how they desire the things they desire depending on their happy and satisfactory life experiences. Consequently, qualities like pleasure and desire fulfilment are only instrumental if they do not accompany what actually matters (Chappell & Meissner, 2023).

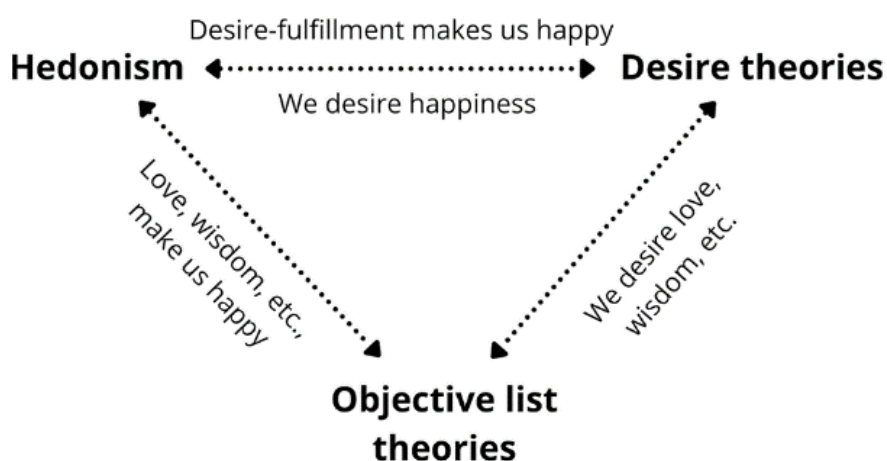


Figure 1. Theories of Well-being (Chappell & Meissner, 2023, p.10)

2.1.5. Teacher's occupational well-being

In the literature, the well-being of teachers can be conceptualized in terms of a vast number of characteristics. Day & Kington (2008) propose three elements influencing teachers' well-being: situational, professional, and personal. Situational factors are considered specific issues. Situated or socially located identity is realized in a particular school setting and determined by the local conditions. In contrast, professional factors refer to the expectations and norms that shape the teaching profession. Finally, personal variables refer to those aspects of a teacher's life outside of the classroom, such as their family life or other social roles, that may impact their well-being.

Viac & Fraser (2020) define the conceptual framework (Figure 2) regarding teachers' occupational well-being as teachers' reactions to a job and profession-related cognitive, emotional, health, and social situations. The conceptual framework's goal was to understand the elements that influence teachers' occupational well-being and to create a path for investigating the effects of high/low levels of well-being on teachers' performance.

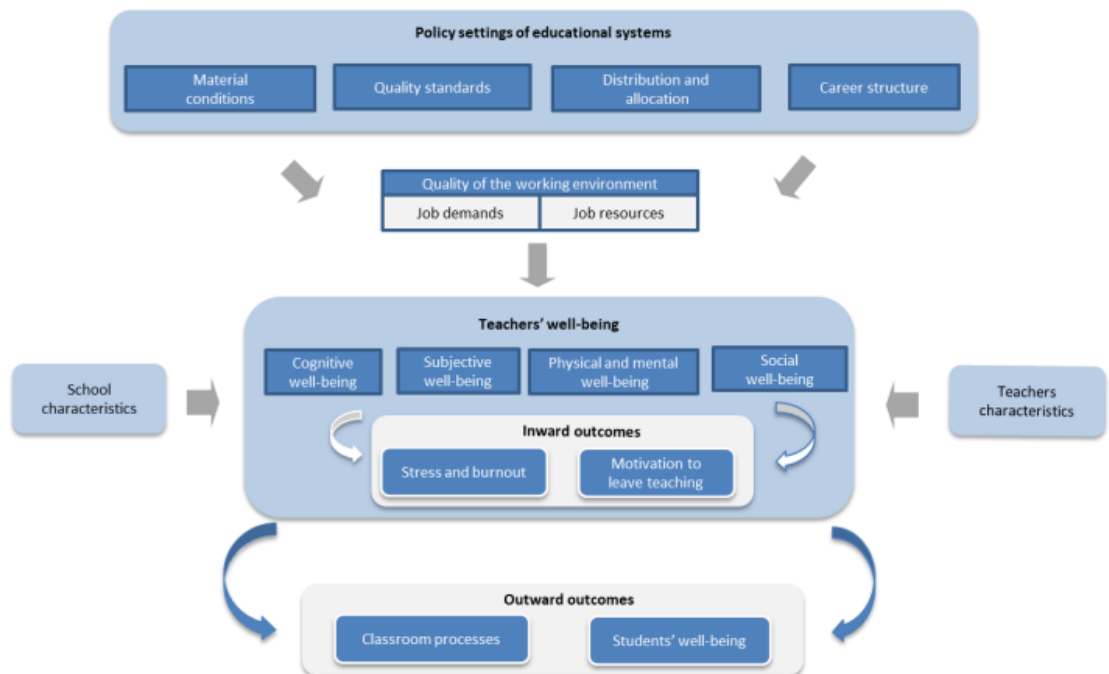


Figure 2. The conceptual framework for teachers' well-being (Viac & Fraser, 2020, p. 19)

According to the framework in Figure 2, job demands and resources are two main factors that are affected by the quality of the working environment and significantly impact teachers' occupational well-being. The framework specifies the occupational well-being of teachers based on four primary areas. The first type is the cognitive well-being which refers to the capacity to retain new information and focus. The second type is subjective well-being which explains certain feelings and work-related fulfilment. The third type is physical and mental well-being, which gives rise to psychosomatic problems and potential consequences if not experienced at an adequate level. The last type is social well-being demonstrates to what extent the individual has strong ties with people at the workplace.

The key aspects of teachers' occupational well-being have two crucial outcomes for teachers. Inward outcomes are associated with teachers' work engagement, such as their stress and burnout levels and the likelihood of remaining in the profession. On the other hand, the outward outcomes are the classroom processes and students' well-being which is also determined by teachers' feelings (Viac & Fraser, 2020).

2.1.6. Burnout

Although "burnout" has been studied for over 50 years, it was not presented to the social sciences until 1974. Freudenberger (1974) first used the term to characterize the occurrence of physical and psychological depletion with related negative attitudes resulting from extensive encounters with individuals at work (Chan, 2007). Swider & Zimmerman (2010) described burnout as a psychological syndrome that impacts a person's career, responsibilities, clients, family, and personal lives. This unpleasant condition is observed when individuals work in occupations that require extensive interpersonal interaction and stress management (Maslach & Jackson, 1981). In brief, burnout is the state of becoming exhausted by labor. Especially long-term exposure to unfavorable working conditions leads to this syndrome of physical and mental exhaustion. Maslach argues that burnout comprises three elements: emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach et al., 2001).

2.1.6.1.1. Teacher burnout

While they seek to meet the standards and requirements, teachers have always been essential to the educational system. However, teachers may experience daily stress due

to encounters with children, parents, and school administration and teaching is the most significant among all other areas due to the excessive workload and personal and occupational stress (Maslach & Goldberg, 1998).

Teacher burnout becomes one of the most significant factors that adversely affect job engagement and performance (Azeem, 2010). Besides, Demirel and Cephe (2015) stated that teachers' burnout is a menace to both sides of the learning and teaching process and that teachers must be devoid of burnout syndrome to enhance the quality of education. Additionally, teachers who experience professional burnout have low student attendance levels and difficulty carrying out their teaching responsibilities. It should be noted that professionally burned-out teachers put little effort into helping their pupils succeed academically because they do not think they can positively impact children (Egyed & Short, 2006). As a result, they show less compassion for their kids, contribute less to the classroom, and avoid interacting with them (Wisniewski & Gargiulo, 1997).

Once the causes of professional burnout are defined, the proper steps can be taken to avoid these severe and unpleasant consequences. That is to say, teachers will be able to perform their professions more competently only if those steps essential to prevent occupational burnout are implemented. Likewise, the quality of education would benefit from teachers executing their duties in a professional manner.

2.1.6.1.2. Dimensions of teacher burnout

Individuals feel engaged with excitement, involvement, and efficiency by developing a sense of belonging at the workplace. According to Maslach & Jackson (1981) burnout is a complicated syndrome with three components: emotional weariness, depersonalization, and a diminished sense of personal accomplishment. Emotional exhaustion is characterized by the loss of an individual's mental and emotional reserves and willingness to teach. In contrast, depersonalization indicates an individual's withdrawal from the work environment and the development of negative attitudes toward learners instead, which undoubtedly leads to inefficiency (Kulavuz, 2006). As regards to reduced personal accomplishment, people tend to lose confidence and motivation, and eventually, they are likely to confront intense self-criticism and emotional devastation (Soleimani & Bolourchi, 2021). Maslach (1998) considers this

period of burnout as a breakdown in one's ability to cope with stress, reduced performance, demoralization, and detachment.

There exists a direct correlation between the mental and emotional state of educators and their effectiveness in the realm of education. Educators who exhibit positive behaviours possess an understanding of their students' needs and expectations and cultivate an environment that is conducive to positive learning outcomes. On the contrary, educators who exhibit unfavorable behaviours tend to evoke apprehension and nervousness among students, thereby creating an important obstacle to the acquisition of knowledge.

2.1.6.1.3. Emotional exhaustion

According to Maslach et al. (2001) the primary reaction to work-related stressors is fatigue, with emotional exhaustion being the first manifestation of this fatigue. Undeniably, the vocation of teaching is a strenuous undertaking, and educators are among the occupational cohorts that experience the most elevated degrees of occupational tension and exhaustion. The main symptom of burnout syndrome was described by Maslach and Jackson (1981) as psychological exhaustion. In this initial phase of burnout, teachers feel overwhelmed, and the exhaustion they experience in their professional lives has a negative impact on their emotions (Altıntuğlu, 2021). Similarly, Maslach depicts the matter as "the feelings of being emotionally overextended and depleted of one's emotional resources" (Maslach, 1999 p.215). Many teachers resign early due to this weariness (Stoeber & Rennert, 2008). Since the exhausted teachers start to believe that they lack the stamina to devote themselves to their students and professions, they tend to quit their job.

2.1.6.1.4. Depersonalization

The second type of exhaustion is depersonalization. As Farber (1984) suggests, depersonalization is a survival technique developed by overwhelmed teachers whose pessimistic attitudes against students and teaching allow them to remain in the profession, even with diminished performance. Under overwhelming circumstances, teachers develop a negative, selfish, apathetic, and indifferent attitude toward colleagues and students. Furthermore, the dehumanizing views they adopt against others might harm their health and relationships with others (Maslach et al., 1997).

2.1.6.1.5. Reduced personal accomplishment

The last dimension of job-related exhaustion is reduced personal accomplishment, defined as teachers' perceptions of their incompetence and inefficiency at work. Remarkably, that is a kind of unfavorable appraisal of one's accomplishments (Byrne, 1991; Maslach & Jackson, 1981; Maslach, 1993). The indicators of decreased sense of personal achievement in teachers are feeling discontent and dissatisfaction with their overall performance; thus, they lose faith in their capacity to make a difference. According to Maslach et al. (1997) once they lose trust in themselves as professionals, so do others.

2.1.6.1.6. Factors related to teacher burnout

People whose jobs require social interaction with others are susceptible to burnout if they are overworked and underappreciated. In their burnout model, Maslach and Leiter (2016) defined burnout as a factor that contributes to both teachers' and students' behavior and experiences, as well as one that is influenced by many factors, ranging from qualities inherent to the social environment (social support) and the school setting (e.g., ecology of the school) to the nature of the work itself and the personal attributes of teachers and students all of which in turn influences teacher behavior.

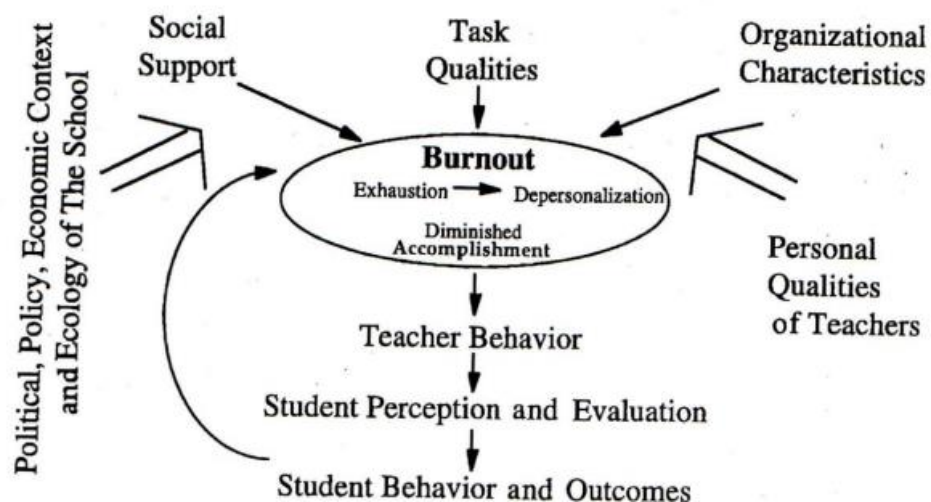


Figure 3. Maslach& Leiter's Proposed Model of Teacher Burnout (Maslach & Leiter, 1999, p. 297)

In Figure 3, it can be seen that the attitudes of teachers are then associated with student perception and evaluation, which lead teachers to burnout, thereby triggering an endless cycle. Simply put, teachers' personality characteristics, demographic characteristics, and organizational (situational) factors are categorized as factors contributing to teacher burnout (Maslach and Leiter, 2016). The central focus of teaching lies in the individual roles of "the teacher" and "the student," who are engaged in interaction and mutual contact. Based on the model, it can be inferred that burnout consists of three dimensions, with two of these dimensions exhibiting concurrent development (Maslach and Leiter, 2016).

2.1.6.1.7. Personal factors

The personal factors leading a teacher to feel burnt out entail demographic features such as age, marital status, gender, personality traits, and family traits. To start with, teachers' gender and age might contribute to this debilitation caused by work-related stress. Second, the level of burnout might be determined by the teacher's age and experience. When the teacher is experienced enough, they can overcome their pessimism and feel more enthusiastic than the less experienced ones. Finally, teachers' personalities and how they deal with stress are significant factors interconnected with burnout and their intention to quit the job.

2.1.6.1.8. Demographic factors

Several demographic factors contribute to teacher exhaustion. Age is a primary factor associated with varying degrees of burnout. According to Collings & Murray (1996), older individuals are more likely to experience burnout syndrome than younger individuals. In contrast, women had higher burnout scores than men regarding emotional exhaustion (Byrne, 1991; Lackritz, 2004).

Marital status affects the burnout experience as well. Single individuals experience greater emotional exhaustion and depersonalization levels than married individuals (Maslach et al., 2001). However, married individuals demonstrated higher levels of burnout regarding personal accomplishments (Dericioğulları et al., 2007).

Teaching experience is another factor that influences teacher burnout. According to Bivona's (2002) findings, teachers who have less than ten years of experience exhibit more negative beliefs toward their profession compared to those who have been in the

field for more than a decade. However, educators with a decade or more of professional experience exhibit a greater degree of positivity for their careers.

2.1.6.1.9. Personality factors

Personality traits are supposed to have a more significant impact on teachers. The first distinguishing personal effect is the locus of control. In Rotter's, (1954) theory of social learning, locus of control refers to the degree to which humans assume that their actions determine the consequences of occasions. Individuals with an external locus of control believe that external forces, such as destiny, chance, or powerful individuals drive the consequence of incidents. According to research, exterior locus of control teachers are much more inclined to experience exhaustion than inner locus of control teachers (Maslach et al., 2001).

Secondly, a person's coping strategies in stressful situations can also influence the severity of burnout. Those with protective and weak coping strategies are more likely to experience burnout than those who adopt more proactive strategies. According to Bandura & Walters' (1977) Social Cognitive Theory, self-efficacy is a person's confidence in their ability to plan, organize, and execute successful activities. (Bandura, 2006) asserts in his theory that there is a connection between self-efficacy and stress. Those with greater self-efficacy experience less stress at work, which could be evidence of the connection between self-efficacy and burnout.

In their study, Friedman and Farber (1992) discovered that when teachers are satisfied with their work, they experience less burnout; conversely, when they are dissatisfied with their work, they suffer more from burnout. In addition, they state that burnout can cause teachers to have lower self-esteem. Friedman and Farber (1992) note that teachers are less likely to experience burnout if they feel valued, respected, and appreciated in the workplace.

2.1.6.1.10. Organizational factors

Not only individuals but also organizations are damaged by burnout. The term refers to high hierarchical order, strict social atmosphere, and negative communication patterns among colleagues and between employees and principals. High tension between employees and employers is linked to burnout since employees do not feel that their performance is appreciated, supported, and rewarded. For the work to be meaningful, they need to match their values with organizational values. When this

expectation is unmet, they become susceptible to burnout due to weak organizational commitment.

An individual's performance may cause a decline in an organization's overall performance, resulting in monetary or potency loss. Since dealing with burnout can be more complex than avoiding it, organizations must pay adequate attention to organizational factors of burnout and work on prevention strategies long before it appears. (Maslach, 1998) defines six main organizational factors contributing to burnout: overwork, loss of control, little encouragement, community collapse, unfairness, and opposing ideals. Some people's demographics or personalities can cause burnout from even one of these causes.

2.1.6.1.11. Coping strategies

Numerous remedies have been suggested in the literature to prevent teacher burnout. It is easier to eliminate early signs of burnout than negative attitudes against the profession, the art of teaching, pupils, colleagues, and contextual problems. As Zehm Kottle (1993) stated, "Most of all, a journal is a place where you can talk to yourself" (p. 132). Thus, self-reflection through journal writing, a method of self-reflection and a stress-management strategy, is the first approach to reducing stress in a teacher's work environment. Pursuing learning opportunities through continuous professional development activities is a second method to overcome burnout. Burnout symptoms are reduced in settings where teachers experience professional growth, self-efficacy, and perceived career advancement success (Kelchtermans & Strittmatter, 1999). Also posited by Kraft (2006) coping strategies are to include both organizational and individual modules, such as assistance programs, training, and interventions with the help of problem-based and appraisal-based approaches.

Keeping in mind the personal, organizational, and academic factors, Friedman (1999) implies three stages for establishing healthier schools in order to reduce teacher burnout: establishing a friendly relationship between teachers and students, enhancing the school's atmosphere and culture, and involving parents in the teaching and learning processes.

2.1.7. Anxiety

When all definitions of anxiety are considered, it is often associated with anxious thoughts, tension, and specific symptoms in humans. Anxiety is the sensory experience

of stress, dread, uneasiness, and worry, stimulated by the autonomous nervous system in environments perceived as dangerous (Horwitz et al., 1986; Spielberger et al., 1970). It emerges when the individual faces a fluctuating sensation of unease that varies in duration and severity (Young, 1998). Sapir and Aronson (1990) also emphasize that anxiety is characterized by anticipation, ambiguity, stress, dread, hopelessness, and a fear of death or loss of control.

Anxiety has been divided into three psychological categories: trait anxiety, state anxiety, and situation-related anxiety (Spielberger, 1983).

1. **Trait anxiety:** The term "trait anxiety" is related to the first form of anxiety. It is a stable aspect of a person's personality. In other words, anxiety persists throughout time since it is a trait of an individual's personality and does not change in reaction to various stimuli. Under any circumstance, the individual is likely to feel worried. This characteristic attitude emerges when an individual desires to stay constantly anxious (Scovel, 1978).

2. **State anxiety:** This is the second type of anxiety. It arises from an unpleasant physical or emotional state and is experienced at a particular time. In contrast to state anxiety, trait anxiety is often a stable response to given stimuli. Spielberger (1983) argues that "state anxiety may vary in intensity and fluctuate over time as a function of the amount of stress that impinges upon the person." (p. 6). However, state anxiety tends to be low, particularly when there is no perceived threat of existing danger by the individual.

3. **Situation-specific anxiety:** Situation-specific anxiety emphasizes the persistent and diverse nature of some anxieties. This type of anxiety, according to MacIntyre and Gardner (1991), is situation-dependent yet consistent over time. To illustrate, when the people are faced with certain situations, such as taking a test, speaking in front of an audience, or filling in the blanks on an exam paper, their anxiety is automatically triggered (Bekleyen, 2004). Kayaoğlu & Sağlamel (2013) hypothesized that foreign language anxiety might be classified as situation-specific anxiety in general.

2.1.7.1.1. Foreign language anxiety

Language anxiety is significantly related to learning a foreign language (Horwitz et al., 1986; MacIntyre & Gardner, 1989). The uneasiness and negative psychological

response are called language anxiety when learning or utilizing a second language (McIntyre, 1998). In addition, MacIntyre and Gardner (1994) defined *language anxiety* as "the sensation of tension and dread associated with second language situations, such as speaking, listening, and learning" (p. 284). According to Horwitz et al. (1986), Foreign Language Anxiety can appear in three distinct forms: communication anxiety, fear of negative evaluation, and test anxiety.

Communication apprehension: Communication apprehension (CA) is described as a person's level of nervousness or anxiety connected with actual or prospective communication with another individual or group (McCroskey, 1984). According to Daly (1985), communication apprehension is the fear or uneasiness a person experiences when talking audibly. Learning a foreign language is a complex initiative (Hassan, 2009), especially for non-native learners. Learners abandon segments of their oral performance to make accurate utterances or mistakes. According to Ellis (2005), oral production challenges are, by far, the most common issue that practically every language learner faces. Compared to other language abilities such as reading, writing, and listening, speaking or oral communication provokes language learners' anxiety. Idris (2014) determined the six reasons for communication anxiety: inadequate preparation, wrong self-expectations, fear of assessment, excessive emphasis on the issue, and fear of the audience's reactions.

Fear of Negative Evaluation: Students generally experience anxiety because they are unclear of how their performance will be appraised by others and fear being criticized or publicly mocked by other students or the course teacher if they deliver an inaccurate answer. Watson and Friend (1969) initially described fear of negative evaluation (FNE) 1969 as "apprehension about others' evaluations, distress over their negative evaluations." (p.3) Put another way; it is a student's fear of being negatively judged while engaging in a social setting (Weeks et al., 2005). Fear of negative evaluations is strongly associated with anxiety, submissiveness, and social avoidance. Fear of unfavorable appraisal impedes an individual's attempts to engage with others, which could negatively impact social interaction and cause increased feelings of loneliness (Jackson et al., 2002).

Test Anxiety: So many students suffer from anxiety. Students with test anxiety endure elevated tension, uneasiness, and apprehension during the exam and the evaluation setting, severely impairing their performance, mood, behavioral well-being, and

school attitudes (Cizek & Burg, 2006). Test anxiety is characterized by a number of factors, including the relatedness of the test result with a person's worth, fear of rejection by parents or friends, time pressure, and fear of losing control. Physical manifestations include a quick heartbeat, dry mouth, heavy perspiration, stomachache, vertigo, and frequent urination. In this respect, some researchers have classified test anxiety as a chronic disease, which requires them to face unsatisfactory bad results that do not adequately represent their level of knowledge (Sterian & Nicoara, 2022). Test anxiety's adverse effects on attention, concentration, and memory performance make it harder to recall test-related material (Sullivan, 2002).

2.1.7.1.2. Foreign language teaching anxiety

Affective experiences, unique ideas, physiological changes in the body, physical reactions, and emotional responses define emotions. Anxiety is regarded as an ordinary human emotion. Aydın (2020) argued that FLTA is “an emotional and affective state that a teacher feels tension due to personal, perceptual, motivational and technical concerns before, during and after teaching activities” (p. 639). Mercer (2018) suggested that non-native foreign language teachers may experience anxiousness as an adverse teacher reaction as a result of their low language competency and self-efficacy, which may result in unfavourable outcomes such as academic underperformance, reduced work productivity, rejection of social interactions, and more reserved tendencies (Kearney et al., 1995; Kunt & Tüm, 2010). Kráľová (2016) asserted that the teaching profession is emotionally and intellectually challenging today, and various affective elements, including efficacy beliefs, motivation, and attitudes, working with other teachers, have been linked to the overall performance of teachers. Feeling anxious is inevitable when teaching and attempting to address multiple concerns simultaneously. Fuller (1969) has proposed a pattern of development of teacher worries, in which she asserts that teachers develop diverse anxieties at various periods of their professions. That is to say, teaching anxiety is a significant affective disorder affecting learning and teaching practices. Evaluating the impact of teaching anxiety on both parties: teachers and students, is essential.

Teachers might experience anxiety in three different ways, according to Coates and Thoresen (1976). The first cognitive symptom of anxiety is negative or worrisome thoughts. Secondly, anxiety is physiologically characterized by a rapid heartbeat, breathing, and sweating. The final group of symptoms is the motoric signs of anxiety:

stuttering, increased muscle tension, and trembling. In addition, stress indicators that are detectable throughout the teaching process are difficult to cope with, voice loss and fear.

Anxiety creates a hostile work environment and job situations. Teaching should be addressed, resulting in undesired and unproductive practices (Ameen et al., 2002). Furthermore, it is possible that this could have an adverse effect on the preparation and implementation of educational tasks and could potentially be a source of apprehension for some teachers (Gardner & Leak, 1994). This may also indicate actual or potential deficiencies in instructional materials and capabilities (Levine, 1993).

Today, language teaching anxiety has attracted attention, particularly in which researchers must investigate the emotional condition of language teachers who teach a foreign language (Merç, 2015). Jedynak (2011) argued that teachers with idealistic perspectives and insufficient resources to address a specific situation tend to feel more worried after some time. If this concern persists, it may endanger the teachers' careers. Although Horwitz (1996) attempted to uncover elements that create anxiety in teachers, FLTA was disregarded. She stated that teachers with elevated anxiety tend to transmit their pupils' negative messages about language acquisition.

Horwitz (1996) provides methods for alleviating this strain. Teachers can use some of these methods, while administrators can implement others. First, according to Horwitz (1996), teachers should have reasonable expectations for their student's language performance and proficiency. Second, it is common for EFL teachers as a foreign language to believe that they must compose grammatically faultless sentences and pronounce every word correctly, just as they do in their native language. Teachers with an educational and cultural background that places a premium on flawless grammar and correct pronunciation may be more prone to worry. Hence, the EFL teachers should acknowledge and appreciate their accomplishments in the foreign language and "get acquainted" with relaxation techniques such as breathing exercises, visualizing themselves speaking fluently when confronted with classroom conundrums. Additionally, improving one's English skills may be an effective method for reducing anxiety.

The debilitating anxiety in FL instruction may be detrimental to the student and teachers. It is worthwhile to investigate the causes of this anxiety, avoid its potential

harm to foreign language teachers' mental health and job satisfaction, and compare it across groups so that teachers can implement techniques to lessen or manage it.

2.2. LITERATURE REVIEW

2.2.1. Teachers' Well-being

The level of well-being has an impact on the extent to which students derive satisfaction from their educational experience with their teachers. Despite the lack of empirical evidence examining the association between stress perception, sources of stress, and psychological well-being within instructors at the university level, particularly in monolingual settings, several studies have explored the link between teacher well-being and educational quality. The impact of teachers' emotions on the standards of language education and academic performance of students was examined by Alqarni (2021). The data were collected through a virtual survey of 53 EFL instructors at the university level in Saudi Arabia. The findings indicate a significant inverse relationship between subjective well-being and perceived stress levels. The study also showed a strong positive correlation between the well-being of EFL teachers and their physical health due to severe workload and financial problems. Talbot & Mercer (2018) aimed at ascertaining the emotional well-being of language instructors and the coping mechanisms they employ. The study involved carrying out interviews with ESL/EFL instructors at the tertiary level in Austria, Japan, and the United States, with the aim of identifying the factors that positively or negatively impact their emotional well-being. Instructors with high levels of well-being are more likely to be successful teachers who are found to be more involved with their language teaching practice and better prepared to tackle problems as they arise. Wenjing Han's (2022) study aimed to examine the link between the work satisfaction, resilience, and well-being of Chinese EFL teachers. The study found that work satisfaction and resilience may collectively explain 56,4 percent of the variation in psychological health. Both categories were key indicators of well-being, but work satisfaction was the stronger predictor, explaining 29.6% of the variance in well-being.

In recent years, well-being has also been explored in the Turkish setting, resulting in limited published studies. One of the studies conducted by Akpınar (2020) aimed to investigate the link between teachers' lifelong learning habits, well-being, and self-

efficacy views. The research revealed a clear and somewhat statistically significant correlation between instructors' lifelong learning habits, degrees of well-being, and self-efficacy views. Aytek (2020) investigated the relationship between teachers' job-related affective well-being and the school culture. The study included 357 public elementary, middle, and high school teachers. It was demonstrated that teachers' perceptions of school culture significantly impacted their emotional well-being at work. In addition, there was a link between teachers' education and their emotional well-being at work. These findings emphasize the need to address teachers' psychological well-being. It is time to understand better which psychological and non-psychological resources enable language teacher well-being across locations and time. The study by Kurt et al. (2021) investigated the subjective well-being of pre-service teachers (PTs) and its correlation with their teaching effectiveness beliefs and occupational anxiety. The study involved a total of 261 participants who were registered as English Language Teaching students in five universities located in Turkey. The research findings indicate that (PTs) exhibited a considerable degree of perceived subjective well-being (SWB). Notably, female PTs demonstrated a statistically significant higher level of SWB compared to their male counterparts. Moreover, the study identified self-efficacy beliefs and occupational anxiety as significant predictors of PTs' SWB. In another study, these findings were also supported by Altınay (2022), who assessed pre-service teachers' interaction anxiety and mental health. In his study, two hundred thirty-two teacher candidates from Bursa Uludag University participated in the study. The research findings suggest that the teacher applicants' interpersonal anxiety levels grow, and their psychological well-being decreases.

2.2.2. Teacher Burnout

Teachers' energy contributes to the process of learning and teaching. For effective education, schools of foreign languages must have highly motivated teachers. Their job satisfaction has a significant impact on language teaching activities. Burnout, which affects teachers emotionally, physically, and psychologically, may impair their performance and negatively influence their attitude toward students or co-workers. In order to uncover the impact of teacher burnout on education, the issue has been discussed by a significant number of authors in the literature. Ramberg et al. (2019) examined whether the levels of teacher-reported stress, exhaustion, and depressive

mood at a school are connected with students' perceptions of school satisfaction and teacher care, respectively. Results revealed negative relationships between school-level teachers' stress, exhaustion, and sad mood and students' school satisfaction and perceptions of teacher care. The results also indicated that teacher stress might have adverse effects on students. Soleimani and Bolourchi (2021) analyzed the association between EFL teachers' job satisfaction and burnout in Iran's public and private schools and institutions. The findings revealed a significant inverse relationship between job satisfaction and burnout among EFL teachers. Teles et al. (2020) investigated the phenomenon of teacher burnout and perceived stress in Higher Education Institutions. The Maslach exhaustion Inventory (MBI) and the Perceived Stress Scale (PSS) were used to gauge weariness and perceived stress, respectively. The sample consisted of 520 university professors. University instructors who are 60 years old or older demonstrated decreased levels of perceived stress, like the instructors with extensive teaching experience (30 years or more). Roohani and Dayeri (2019) conducted a study to identify certain Iranian EFL teachers' burnout and motivation profiles, examined the potential link between their burnout and motivation to teach, and investigated motivating elements that may predict teacher burnout. There were 15 EFL teachers from language schools participated. Contrary to the previous findings, it was revealed that EFL teachers had minimal degrees of burnout and were self-motivated in their teaching.

Studies in Turkey validate these findings by revealing the factors determining burnout levels. For instance, Demirel and Cephe (2015) examined the burnout levels of English 70 language instructors to identify the variables that contribute to burnout and determine if there is a correlation between their burnout levels and teaching experience. The results indicated that the less experience they had, the more their rate of their burnout is. It was also shown that academic aspects such as teaching hours, student competency, and the offices teachers work in, such as testing, materials, and teacher development, have a significant role in the development of burnout among teachers. In her study, Mızrak, (2020) sought to examine the burnout levels and self-efficacy beliefs of English teachers currently teaching at a School of Foreign Languages, as well as the relationship between teachers' self-efficacy beliefs and burnout levels and the extent to which self-efficacy beliefs differ in teachers experiencing burnout. The study revealed that teachers experience moderate degrees

of burnout in terms of Emotional Exhaustion and Personal Accomplishment but high levels of burnout in depersonalization. In addition, age and gender did not significantly predict burnout, although the workload strongly predicts the Emotional Exhaustion component. Deneme (2021) explored the occupational burnout levels of Turkish EFL teachers based on several criteria. According to the study's findings, there was no correlation between the degrees of burnout among Turkish EFL teachers and the factors of gender, marital status, and socioeconomic position. On the other hand, it was observed that professional seniority and receiving support from colleagues and administrators influenced teachers' burnout levels. Tavi and Erdağ (2021) investigated the how burnout affects EFL teachers working in primary schools in Turkey and how they deal with it, as well as to see if there was a correlation between the teachers' degrees of burnout and the coping mechanisms they used. 108 EFL teachers took part in the study. The results showed that the teachers had low levels of burnout. Both emotion-focused and problem-focused coping techniques are found to be less effective for instructors with high burnout levels. Hismanoğlu and Ersan (2016) looked at the burnout rates of 230 Turkish EFL instructors according to demographic factors. The participants were given the Maslach Burnout Inventory-Educators' Survey. The study's findings indicated that there was no correlation between Turkish EFL instructors' burnout levels and age, gender, educational background, or weekly course load. However, there was a correlation between teaching experience and institution, as well as the subscales of emotional exhaustion and personal accomplishment and the burnout levels of Turkish EFL instructors. There was a substantial correlation between monthly income and residing in a large or small city and Turkish EFL instructors' burnout levels. According to the subscale of Personal Accomplishment, there was a strong correlation between these factors and Turkish EFL instructors' burnout levels with regard to department and administrative duties. İlya (2023) carried out another study to determine if four variables (age, gender, duration of teaching experience, and type of school) may accurately predict the amount of burnout that EFL teacher experience 132 EFL teachers participated in the study They were given a survey on demographic data and the Maslach's Burnout Inventory-Educators Survey. The findings implied that the majority of teachers had high levels of reduced personal accomplishment. Age was the most accurate predictor of burnout among the four factors interacting significantly with depersonalization.

2.2.3. Language Teaching Anxiety

Anxiety has been a significant element in language learning and teaching. Although there are many papers on anxiety associated with studying a foreign language, there is a lack of literature on anxiety associated with teaching a foreign language (FLTA). Numerous scholars are interested in anxiety during the process of acquiring a new language. Few studies have studied the anxiety experienced by teachers of English as a foreign language (EFL) when instructing the target language. Most of these studies mainly focus on why teachers feel anxious while teaching a foreign language. In contrast, some others investigate how the teachers, the students, and their overall work-life are affected by this negative state. Cowie (2011) investigated the impact of emotions on the working life of experienced EFL teachers. The teachers stated that they had very positive feelings of emotional warmth for their students. In contrast, teachers portrayed their interactions with colleagues and institutions in far more negative emotional terms. Two implications for teacher development are suggested: the need to explain the emotional effect of teaching and the necessity to explore the moral objective of EFL instruction. Alraishidi (2022) aimed to investigate the causes of foreign language teaching anxiety among non-native pre-service English teachers. Fourteen pre-service Saudi EFL teachers enrolled at a public university during their teaching practicum participated in this research. The results indicated five significant reasons for anxiety: fear of making errors, fear of negative evaluation, unfamiliar teaching topics, lack of preparation, and many students in one classroom. Liu and Wu, (2021) looked into the link between the individual features of 151 Chinese college English teachers and their teaching anxiety and foreign language anxiety (FLA). Concerns about classroom teaching, research, other work, and promotion, as well as a lack of interest and confidence in teaching were uncovered by data analyses as causes of teaching anxiety. Furthermore, the significant apprehension of speaking English, worry about adverse outcomes, and confidence in English competence were significant predictors of teaching anxiety and teacher foreign language anxiety levels.

In the Turkish EFL context, little research has examined EFL teachers' foreign language anxiety, which is widely associated with students, even though most teachers experience significant anxiety as language teachers and language users when teaching. For instance, Aydın and Uştuk's (2020) study employs a descriptive approach to examine foreign language teaching anxiety. Specifically, the study utilizes the Foreign

Language Teaching Anxiety Scale (FLTAS) and data obtained from 156 teachers of diverse nationalities to identify the various components of this type of teacher's emotional state. The findings suggest that foreign language instruction anxiety is not restricted to the linguistic proficiency of educators. Rather, circumstances such as learners' disinterest and the presence of peers, mentors, or supervisors during instruction may also trigger instances of anxiety. Dişli (2020) sought to investigate the teaching anxiety and anxiety causes of in-service, non-native, and high school EFL teachers. It was found that EFL teachers feel moderate teaching anxiety. Using the target language, teaching skills, making errors, teaching students at a certain level, learners' attitudes, and using technology were among the six variables that led to their teaching anxiety. İpek's study (2006) consisted of two parts. Phase 1 investigated EFL teachers' foreign language anxiety. A total of 32 English teachers who were not native speakers participated in the study. Teachers exhibited signs of anxiety in diverse situations, such as when instructing a particular skill, expressing apprehension regarding the proficiency level of the language they are studying, committing errors, being evaluated in comparison to peers, and communicating in their mother tongue. In Phase 2, based on the data collected in the first phase, she developed a foreign language teaching anxiety scale (FLTAS) which did not exist in the literature before.

(2016) conducted another study focusing on the reasons for anxiety in foreign language teaching (FLTA). The study's sample consisted of sixty pre-service educators. Qualitative data were collected using a background questionnaire, interviews, reflections, and essay papers. The study found that the roots of FLTA are the teachers' personality, perceptions of low language competence, fear of negative evaluation, teaching demotivation, teaching inexperience, and technological issues. In Özcan's (2021) study, twenty pre-service teachers participated. Three types of teaching anxiety were identified: self-centered, task-centered, and student-centered. The results showed that personal, teacher training-related, and career-related factors contribute to this concern. Lack of experience and feelings of inadequacy, inconsistency between theory and practice, shortage of opportunities for practice teaching, a negative reputation of the profession, and high expectations of teachers are the most often shared characteristics amongst each group. To investigate the variables connected to teaching anxiety, Aydın (2021) employed a systematic review technique in its research design to summarize the current research on teaching anxiety. In the

study, 108 papers were evaluated. The study concluded that teaching experience, topic understanding, and instruction successfully reduce teaching anxiety. In addition, the results revealed that teacher and student characteristics, teaching styles, time and classroom management, planning, school atmosphere, and technology use significantly influenced language teachers' teaching anxiety.

2.2.4. Conclusion

The scholarly works pertaining to the three constructs being examined in this research offer multiple findings. Upon examination of the publications scrutinized in the study, a number of inferences can be drawn with respect to the concept of well-being. The majority of research on teacher well-being posits that well-being is a complex construct with multiple dimensions. However, there remains a lack of consensus on how to precisely define or classify the variables that contribute to teacher well-being, despite some efforts to develop models of well-being in the literature, such as the PERMA model. The significance of teacher well-being is progressively recognised not only at an individual level but also from the standpoint of society. There exists an inadequate number of theoretical frameworks concerning Teacher Well-Being (TWB) that explicitly account for the unique characteristics of the teaching profession. In those studies, it is commonly assumed that only those teachers who experience a sense of personal satisfaction are deemed successful teachers (Branand & Nakamura, 2016). The underlying factors need to be investigated further to improve the quality of education by addressing the specific context, challenges, and demands of teachers' work and providing insight into the essence of the teaching profession. Third, considering specific and societal working conditions as well as the professional years experienced by teachers, there is a significant degree of heterogeneity across countries and contexts due to the diversity of approaches and cultural differences.

The second phenomenon examined is teacher burnout which has been studied for years. Considering the numerous instructional roles language teachers should perform in the classroom, psychosocial and societal factors contribute to burnout. Some conclusions were drawn when the reviewed studies' findings were considered. First, burnout was considered one of the most significant occupational risk factors. Although threesome studies have attempted to cover the underlying reasons and consequences of teacher burnout, thoroughly exploring the issue at various educational levels is still necessary. Second, even though various research has been carried out to study

teachers' burnout regarding factors like age, gender, educational background, teaching experience, institution weekly course load, administrative duty, and monthly income, few research has been conducted to study the affective attributes of teachers and the potential relationship among them. It is evident that burnout has detrimental impacts on the health and efficacy of educators, such as psychological, psychosocial, and somatic disorders, and consequently on the quality of classroom instruction.

An examination of relevant studies indicates that the scholarly discourse on teacher anxiety, which is the third construct under investigation in the present study, has been progressively expanding in recent times. The aforementioned deductions pertain to matters concerning teachers. The subsequent deductions pertaining to educators can be proffered. Primarily, the majority of research attempts are carried out with trainee educators, thereby limiting the generalizability of findings to encompass all EFL teachers. In addition, despite the vast body of research on English as a Foreign Language (EFL) learners, there is not plenty of extensive research into the unique psychology of EFL teachers. Upon reviewing the available literature, it becomes apparent that there is a lack of comprehensive and methodical narrative reviews pertaining to Foreign Language Teaching Assistants (FLTA). The research aims are primarily structured to provide an overview of the subject matter. Research designs that are commonly preferred at a moderate level include correlational, qualitative, and experimental designs, whereas mixed-method, quasi-experimental, and action research designs are less frequently employed. Thirdly, despite the existence of multiple studies that suggest a detrimental effect of anxiety on the acquisition of a foreign language, there is presently no definitive proof regarding the origins and outcomes of pedagogical anxiety in a structured academic environment. In addition, several studies indicate a very high prevalence of stress, anxiety, and depression among teachers, necessitating research and interventions to address this significant issue to determine which factors play a significant role in causing anxiety symptoms in educators and the relationship between burnout, stress and anxiety, and depression caused by the workplace. Hence, more systematic research is needed to understand further workplace factors to improve teacher health.

3. METHODOLOGY

This section explains the methodology of the study in five subsections: research design, participants, tools, procedure, and data analysis. The first subsection on research design provides a concise overview of the study's design, whereas the second subsection briefly summarizes the study's participants. Further, the tools section describes the questionnaire and assessments utilized for data collection, and the procedure section summarizes the steps taken to conduct this research. The last section on the data analysis clarifies the reasoning behind why and how the data were analyzed.

3.1. RESEARCH DESIGN

The present study focuses on teachers' well-being, burnout, and teaching anxiety levels. In addition, it seeks to find whether negative emotional states, such as burnout and anxiety, can predict teachers' well-being. In other words, the study aims to precisely define, outline, or depict the naturally existing phenomena and investigate the nature of the relationship between these variables. In the present study, deductive research is used with an analytical approach. It is analytic because it investigates the components of three phenomena separately and in-depth. It also has a deductive purpose as it begins with research questions restricting the study's scope and permitting a systematic examination of the three constructs: well-being, burnout, and anxiety based on underlying beliefs and expectations regarding the variables to be examined. This research design is descriptive (Seliger et al., 1989) because it does not involve manipulation but examines the variables. Thus, a descriptive and correlational study design was adopted to better understand the variables' characteristics and examine the positive or negative relationship among them. While descriptive research focuses on existing conditions or relationships, usual behaviors, firmly held perspectives, or attitudes, continuous procedures, felt impacts, and emerging trends (Cohen et al., 2017), in correlational research, the researcher only measures and observes the relationship between the variables without any modification. For those reasons, an online survey approach was utilized. Surveys and questionnaires are practical tools for gathering data from many participants (Seliger et

al., 1989). According to Evans and Mathur (2018) the online survey method for data collection is practical since it facilitates the collection of data in an effective and timely way, reducing the time required for survey application and data collection. Additionally, they enable participation of the subjects who may be geographically remote and difficult to access through traditional means. Moreover, web-based surveys exhibit flexibility. These surveys can be administered through various formats, including electronic mail that contains embedded links to the survey. Ultimately, they exhibit cost efficiency with regards to both their preparation and administration (Bakla et al., 2013).

3.2. PARTICIPANTS

The study sample consists of 313 lecturers, 257 females and 56 males, who teach in elementary schools, secondary schools, and university preparatory programs of public and private schools in the 2022-2023 academic year. They participated in the study by the random selection method. The mean age of the participants was calculated as 37.9, with the youngest participant being 22 and the oldest being 70 years old. Regarding their educational backgrounds, 167 teachers, almost half of the teachers (53.4%), possess MA degrees, 92 teachers, nearly a third (29.4%) hold a bachelor's degree, and the remainder, 52 teachers (16.6%), hold Ph.D. degrees. The most experienced participants had 42 years of experience, while the least experienced had been teaching for less than a year, with a mean score of 14.1. As for the weekly teaching hours, teachers taught an average of 21 hours per week, within a range of 3 to 42 hours. Moreover, 199 (63.6%) teachers worked at public institutions, while 114 (36.4%) worked for private institutions. In addition, 252 of the teachers (80.5%) had no administrative duty. Table 1 below provides additional demographic information about the participants.

Table 1. Detailed demographic information about participants

	<i>F</i>	<i>%</i>
Gender		
Male	58	18.2
Female	261	81.8
Highest level of education		
BA	92	29.4
MA	167	53.4
PhD	52	16.6
Missing	2	
Teaching Level		
University	196	62.6
High School	53	16.9
Elementary	64	20.4
Weekly hours of teaching	3	42
School type		
Public	199	63.6
Private	114	36.4
Administrative duty		
Yes	60	20.1
No	252	79.9
Missing	1	

3.3. TOOLS

In the study, four tools were used to obtain data regarding demographic information, teachers' well-being, burnout, and foreign language teaching. The questions were formulated to extract teachers' emotions about their jobs and current satisfaction levels. Through a random selection of participants who were EFL teachers from Turkish educational institutions, it is considered that the population employed in the research is representative of the broader community.

The background questionnaire: This part of the tool included questions to gather data regarding the participants' background information. In the questionnaire, participants were required to provide their age, gender, highest level of education, the department from which they graduated, years of experience teaching English, the level at which they teach, and the type of school they work at.

The Authentic Happiness Inventory: The Authentic Happiness Inventory (AHI) (Peterson et al., 2005; Seligman et al., 2005) looks at the shifts in happiness that result from the emergence of favorable feelings (a pleasant life), participation in activities that facilitate the utilization of one's strengths (the engaged life) and serving a purpose more significant than the self's pleasures (the meaningful life). The AHI is a self-report scale comprising 24 items that the respondent scores on a scale (*My mood is usually ...1=a bad mood., 2=a neutral mood, 3=a good mood, 4=a great mood, 5=an unbelievably great mood*) according to the extent to which they agree or disagree with each statement. Cronbach's Alpha values were .87 (Peterson et al., 2005); .93 (Zabihi et al., 2014) and the variance value was 56% (Zabihi et al., 2014).

The Teacher Burnout Scale: The teacher burnout scale developed by Zager and Seidman (1983) assessed the burnout experienced by EFL teachers. The scale comprises 21 items grouped into four subscales: perceived administrative support, coping with job-related stress, career satisfaction, and attitudes toward students. During the survey developing process, Zager and Seidman (1983) conducted two tests of the scale with 390 and 490 teachers. The teacher burnout questionnaire inquiries about teachers' opinions on teaching on a 5-point scale ranging from strongly agree to strongly disagree. Since the questions were reverse scored, a high score from one of the scale's four dimensions indicates the low-level occupational burnout of teachers in

that dimension. The scores obtained from the dimensions vary between 1 and 5. Each subsection's burnout scores varied from 6 to 36. According to Zager and Seidman (1983), a higher score denotes extreme burnout emotions. The teacher burnout scale shows strong internal consistency, with four components accounting for 60% of the variation and a Cronbach alpha coefficient of above .70 for each subscale. More specifically, the administrative support alpha value was .84, and the career satisfaction alpha coefficient was .89. The Cronbach alpha was .80 for managing work-related stress and .72 for attitude towards pupils, demonstrating adequate internal consistency (Mamo, 2022; Moreno Jimenez et al., 1997; Schaufeli, 1996).

The Teacher Anxiety Scale: The study conducted by Aydın and Uştuk (2020) aimed to assess the levels of Foreign Language Teaching Anxiety (FLTA) among 156 English as a Foreign Language (EFL) teachers. To achieve this, they developed and utilized the Foreign Language Teaching Anxiety Scale (FLTAS). In the scale, Aydın (2016) identified factors that can trigger anxiety, such as personality traits, perceived proficiency, and language skills. The instrument comprised of 27 items that were rated on a Likert scale ranging from 1 to 5. Each subscale was rated on a 5-point scale, where 1 represented "never," 2 represented "rarely," 3 represented "sometimes," 4 represented "usually," and 5 represented "always." Cronbach's alpha yielded an internal consistency of .95, while the FLTAS Cronbach's alpha reliability coefficient was .95. The reliability coefficients pertaining to Cronbach's alpha for the sub categories of FLTAS are as follows: Self-perception of language proficiency .93, teaching inexperience. .87, lack of student interest .82, fear of negative evaluation .85, difficulties with time management .76. The variables and underlying constructs explained a total of 69.09% of the variance.

Table 2. Reliability values of the scale in other studies

Reliability Coefficients in Cronbach's Alpha (α)			
The Authentic Happiness Inventory .93	Meaningful and Purposeful	.89	(Zabihi et al., 2014)
	Pleasures and Positive Emotions	.81	
	Engagement in Life Activities	.80	
	Interpersonal Connectedness	.93	
The Teacher Burnout Scale .70	Career satisfaction	.89	(Seidman & Zager, 1987)
	Administrative support	.84	
	Coping with job-related stress	.80	
	Attitudes toward students	.72	
The Teacher Anxiety Scale .95	Self-perception of language proficiency	.93	(Aydın & Uştuk, 2020)
	Teaching inexperience	.87	
	Lack of student interest	.81	
	Lack of student interest	.85	
	Fear of negative evaluation	.76	
	Difficulties with time management		

3.4. PROCEDURE

The data-gathering procedure was initiated once approval was received from the Faculty of Educational Sciences at Istanbul Medeniyet University's ethics committee. After the necessary approvals, the survey containing four scales was converted to Google Forms and shared with the English teachers at primary schools, secondary schools, and preparatory schools in higher education institutions throughout Turkey via e-mail and social media posts. The participants were informed of the study's objective, importance, and methodology. The confidentiality of their personal information and responses was assured before their participation. To verify the validity of the survey, all items of the demographic questionnaire and the remaining three subscales were presented together, and including a consent form at the beginning of the Google Forms survey ensured that participation was voluntary and that respondents were free to exit at any time. A four-month data collection procedure was completed in February 2023, and the online survey was deactivated when the data

collection section ended. Ultimately, collected data were analysed using statistical software. During the data collection period, participants were sent personalized invitation letters since personalized invitation letters are found to be a feasible and cost-effective method for increasing participation rates by increasing the appreciation among the target participants (Edwards et al., 2009).

3.5. DATA ANALYSIS

The data collected from the teachers participating in the study with AHI, TBS, and FLTA were transferred to the SPSS 25.0 statistics program, and statistical analysis was made. Before the analysis of the data, errors and missing data were checked first, and then statistical analyses were conducted to answer the research questions:

To determine the demographic characteristics of the teachers participating in the study, the frequency, percentage distributions, and arithmetic averages of some variables were calculated. The mean (*M*) and standard deviation (*SD*) values of the relevant scores of the teachers were calculated to determine the level of well-being, professional burnout, and teaching anxiety dimension. Multiple linear regression analysis was applied to investigate whether teachers' occupational burnout levels significantly predicted their well-being. Pearson product-moment correlation coefficients were calculated to determine whether there was a meaningful relationship between teachers' well-being, professional burnout, and teaching anxiety.

4. FINDINGS

This section of the study examined the general levels of English teachers' well-being, burnout, and teaching anxiety. Then the findings of the statistical analyses made to examine the relationship between these variables were included. In the *first* part of the findings, the demographic characteristics of the teachers participating in the study were presented. Then the analysis results were tabulated, and their comments were presented following the order of the research questions.

4.1. RQ1: WHAT IS THE LEVEL OF WELL-BEING AMONG EFL TEACHERS?

Values in Table 3 shows EFL *teachers'* well-being levels. The results indicate that EFL teachers' well-being was between a minimum of 2.00 (low) and a maximum of 5.00 (very high), and their general well-being was at a 'moderate' level ($M_{\text{Well-Being}}=2.97\pm.60$).

The EFL teachers' well-being scores for the items of the scale were between 1.98 and 3.57 (Table 4). While item 22 scored 'low' (1.98 ± 1.27), items 2, 3, 5, 6, 7, 8, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21, 23 and 24 (20 items) scored 'moderate'. On the other hand, items 4, 9 and 13 were scored 'high'. The highest scored item was "04. When I think about my life's purpose, I feel like ..." ($3.57\pm.97$).

Table 3. Well-being level of the EEL teachers

Score	N	Min.	Max.	Mean	Std. Dev.
A meaningful and purposeful life	313	1.00	5.00	3.14	0.61
Pleasures and positive emotions	313	1.00	5.00	2.68	0.80
Engagement in life activities	313	1.00	5.00	2.92	0.68
Interpersonal connectedness	313	1.00	5.00	2.71	0.72

Table 4. Descriptive statistics of EFL teachers' well-being scale

Items	Mean	Std. Dev.
01. When I think about my life	2.86	.67
02. My mood is usually	2.63	.82
03. When I am working, I	2.82	.91
04. When I think about my life's purpose, I feel like	3.57	.97
05. When I want things in life,	3.11	.98
06. When I think about my own happiness, I feel like	2.99	.99
07. Most of the time, I feel	2.69	1.18
08. I usually feel	2.80	.86
09. By objective standards,	3.41	.81
10. When I think about my self-image, I am	3.05	.79
11. I believe time passes	3.04	1.00
12. I believe my existence	3.13	.58
13. When I think of my achievements, I feel like	3.47	.88
14. When I think about my motivation,	2.82	1.01
15. When I consider my work life,	3.24	1.08
16. When I think about the future,	2.65	1.03
17. I have accomplished	3.25	.95
18. When I think about my life,	2.96	.88
19. My skills are	3.04	.87
20. I spend	3.17	.85
21. If I was keeping score in life,	2.96	.97
22. When I think about the pleasure and pain in my li	1.98	1.27
23. When I think about my day,	2.75	.98
24. Overall my life	2.98	.86

4.2. RQ2: WHAT IS THE LEVEL OF BURNOUT AMONG EFL TEACHERS?

Table 5 demonstrates that the levels of career satisfaction ($M_{\text{Career satisfaction}}=3.54\pm0.73$), perceived administrative support ($M_{\text{Perceived administrative support}}=3.48\pm0.70$), and coping with work-related stress ($M_{\text{Coping with job-related stress}}=3.46\pm0.76$) of EFL teachers were 'high,' and their attitudes towards students were 'moderate' ($M_{\text{Attitudes towards students}}=3.28\pm0.73$). When the average scores of the dimensions were evaluated together, it was revealed that the occupational burnout levels of the teachers were low.

The EFL teachers' burnout scores for the items on the scale were between 2.88 and 3.87 (Table 6). The lowest score was found for item 20 (1.98 ± 1.27). While item 22 scored 'low' ($2.88\pm.97$), items 4, 5, 6, 7, 8, 14, 16, 20, and 21 (9 items) scored 'moderate', and items 1, 2, 3, 9, 10, 11, 12, 13, 15, 17, 18 and 19 (12 items) were scored 'high' by the EFL teachers. The highest scored item was "18. The students act like a bunch of animals. * " (3.87 ± 1.08) .

Table 4. Burnout level of the EFL teachers

Score	N	Min.	Max.	Mean	Std. Dev.
Career Satisfaction	313	1.00	5.00	3.54	.73
Perceived Administrative Support	313	1.00	5.00	3.48	.70
Coping With Job-Related Stress	313	1.00	5.00	3.46	.76
Attitudes Towards Students	313	1.00	5.00	3.28	.73

Table 5. Descriptive statistics of EFL teachers' burnout scale

Items	Mean	Std. Dev.
01. I look forward to teaching in the future.	3.51	1.12
02. I am glad that I selected teaching as a career.	3.80	1.11
03. Teaching is more fulfilling than I had expected.	3.51	1.12
04. If I had it to do all over again, I would not become a school teacher.*	3.26	1.28
05. I look forward to each teaching day.	3.15	1.02
06. I get adequate praise from my supervisors for a job well done.	3.07	1.18
07. I feel that the administrators are willing to help me with the classroom problems, should they arise.	3.23	1.09
08. I believe that my efforts in the classroom are unappreciated by the administrators.*	3.17	1.15
09. My supervisors give me more criticism than praise.*	3.65	1.08
10. I feel that the administrators will not help me with classroom difficulties.*	3.45	1.11
11. The administration blames me for classroom problems.*	3.85	1.02
12. I feel depressed because of my teaching experiences.*	3.84	1.02
13. The teaching day seems to drag on and on.*	3.50	1.02
14. My physical illnesses may be related to the stress of this job.*	3.34	1.12
15. I find it difficult to calm down after a day of teaching.*	3.63	0.97
16. I feel that I could do a much better job of teaching if only the problems confronting me were not so great.*	3.03	1.09
17. The stresses in this job are more than I can bear.*	3.66	0.99
18. The students act like a bunch of animals.*	3.87	1.08
19. Most of my students are decent people.	3.75	1.00
20. My students come to school ready to learn.	2.88	0.97
21. Students come to school with bad attitudes.	3.37	1.00

**Reverse coded.*

4.3. RQ3: WHAT IS THE LEVEL OF TEACHING ANXIETY AMONG EFL TEACHERS?

Table 7 shows that teachers' *self-perception of language proficiency* ($M_{\text{Self-perception of language proficiency}} = 1.68 \pm 0.54$) and *teaching inexperience* anxiety levels ($M_{\text{Teaching inexperience}} = 1.46 \pm 0.54$) were 'very low.' On the other hand, teachers' *fear of negative evaluation* ($M_{\text{Fear of negative evaluation}} = 2.11 \pm 0.90$) and *difficulties with time management* anxiety levels ($M_{\text{Difficulties with time management}} = 1.98 \pm 0.74$) were 'low.' At the same time, *lack of student interest concerns* was 'moderate' ($M_{\text{Lack of student interest}} = 2.75 \pm 0.87$). When all dimensions were evaluated together, it was possible to say that the EFL teachers who participated in the study had low levels of teaching anxiety.

Table 6. Teaching anxiety level of the EFL teachers

Score	N	Min.	Max.	Mean	Std. Dev.
Self-perception of language proficiency	313	1.00	5.00	1.68	.54
Teaching inexperience	313	1.00	5.00	1.46	.54
Lack of student interest	313	1.00	5.00	2.75	.87
Fear of negative evaluation	313	1.00	5.00	2.11	.90
Difficulties with time management	313	1.00	5.00	1.98	.74

The EFL teachers' foreign language teaching anxiety scores for the items of the scale were between 1.29 and 2.97 (Table 8). The lowest score was found for the items 4 ($1.29 \pm .62$) and 16 ($1.29 \pm .65$). While items 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17 and 26 (15 items) scored 'very low', items 1, 5, 10, 19, 22, 23, 24, 25 and 2 (9 items) scored 'low' and, items 18, 20 and 21 were scored 'moderate' by the EFL teachers. The highest scored item was "20. I feel discouraged when students lose interest in the activities " (2.97 ± 1.03).

Table 7. Descriptive statistics of EFL teachers' foreign language teaching anxiety scale

Items	Mean	Std. Dev.
01. When I feel anxious in class, I have difficulty using English.	2.00	0.93
02. I feel embarrassed when some students speak English better than me.	1.56	0.86
03. I feel embarrassed because I am not good at English.	1.40	0.65
04. It makes me nervous to use English in class.	1.29	0.62
05. Unfamiliar topics in the textbook confuse me.	1.95	0.79
06. I feel embarrassed when I think I am not good at English.	1.60	0.85
07. Pronunciation mistakes while I am speaking make me nervous.	1.75	0.89
08. Making mistakes while I am speaking makes me feel embarrassed.	1.70	0.85
09. I am bothered when I have difficulty teaching the cultural content of English.	1.80	0.89
10. Unexpected questions from students put pressure on me.	1.81	0.84
11. I forget almost everything while I am teaching.	1.73	1.08
12. I feel tense when I have difficulty teaching grammar.	1.58	0.81
13. I feel tense when I am in the classroom.	1.48	0.74
14. I feel worried before entering the classroom.	1.53	0.73
15. I feel anxious when I teach in the classroom.	1.43	0.68
16. I think my lack of teaching experience makes me nervous.	1.29	0.65
17. I fear making mistakes while I am teaching in the classroom.	1.59	0.77
18. I feel stressed when students do not participate in the activities.	2.61	1.07
19. I feel upset because my students are bad at learning languages.	2.55	1.06
20. I feel discouraged when students lose interest in the activities.	2.97	1.03
21. I feel tense when students are not interested in the activities.	2.87	1.00
22. My mentors' observations make me nervous.	2.06	1.02
23. I feel panicked when my mentor-teacher observes me.	2.01	1.02
24. Students' negative comments about me make me nervous.	2.26	1.01
25. I feel panicked when I cannot finish the class on time.	1.81	0.86
26. I am nervous when I finish the activities before the class ends.	1.67	0.83
27. I feel tense when I am not prepared for the class.	2.47	1.13

4.4. RQ4: DOES BURNOUT PREDICT WELL-BEING AMONG EFL TEACHERS?

The ANOVA test shows that teachers' occupational burnout levels can be used to predict their well-being together [$F(4, 308) = 37.17; p < .001$]. As a result of the multiple regression analysis, it was found that only *coping with job-related stress* levels ($\beta = .30; p = .001$) had a significant and positive effect on their well-being level. The R^2 value, the degree of explaining the teachers' occupational burnout levels on their well-being level together, was calculated as .317. In other words, teachers' occupational burnout levels/scores explain their well-being by 31.7% (at $p < .001$ significance level).

Table 8. Multiple regression analysis summary for burnout predicting teaching anxiety level of the EFL teachers

Independent Variables	B	SE B	β (Beta)	t	p
Career Satisfaction	.09	.08	.11	1.17	.245
Perceived Administrative Support	.08	.08	.09	1.02	.311
Coping With Job-Related Stress	.24	.07	.30	3.39	.001**
Attitudes Towards Students	.11	.06	.13	1.74	.082
(Constant)	1.23	.15		8.18	.000***

Note: $R^2 = .317; F(4, 308) = 37.17, p < .001$

Dependent Variable: Well-being

** $p < .01$, *** $p < .001$

4.5. RQ5: DOES TEACHING ANXIETY PREDICT WELL-BEING AMONG EFL TEACHERS?

The ANOVA test shows that teachers' teaching anxiety can be used to predict their well-being together [$F(5, 307) = 20.12; p < .001$]. The multiple regression analysis found that *teaching inexperience* levels ($\beta = -.21; p = .001$) and *fear of negative evaluation* levels ($\beta = -.20; p = .003$) significantly and negatively affected their well-being. The R^2 value, which is the degree of explaining the teachers' teaching anxiety on their well-being level together, was calculated as .235. In other words, teachers' teaching anxiety levels/scores explain their well-being by 23,5% (at $p < .001$ significance level).

Table 9. Multiple regression analysis summary for teaching anxiety predicting teaching anxiety level of the EFL teachers

Independent Variable	B	SE B	B (Beta)	t	p
Self-perception of language proficiency	-.09	.07	-.08	-1.27	.204
Teaching inexperience	-.24	.07	-.21	-3.22	.001**
Lack of student interest	-.07	.04	-.11	-1.80	.073
Fear of negative evaluation	-.13	.04	-.20	-2.97	.003**
Difficulties with time management	-.03	.06	-.03	-.46	.647
(Constant)	4.00	.12		34.24	.000***

Note: $R^2 = .235$; $F(5, 307) = 20.12, p < .001$

Dependent Variable: Well-being

** $p < .01$, *** $p < .001$

In terms of the relationship between these three constructs, it was found that there were significant and positive relationships between teachers' well-being and occupational burnout dimensions, varying from 'moderate' to 'strong'. The strongest relationship was between teachers' well-being and coping with work-related stress ($r_{\text{Well-being} \times \text{Coping With Job-Related Stress}} = .547; p < .001$), while the weakest relationship was between well-being and attitudes towards students ($r_{\text{Well-being} \times \text{Attitudes towards students}}$

Students $=.487$; $p<.001$). Other than these, teachers' well-being and career satisfaction ($r_{\text{Well-being*Career Satisfaction}}=.510$; $p<.001$) and, with perceived administrative support ($r_{\text{Well-being* Perceived Administrative Support}}=.505$; $p<.001$) relationships were also to be 'strong'. An increase in teachers' levels of occupational burnout dimensions also causes an increase in their well-being level.

It was also understood that there were significant, negative and 'moderate' relationships between teachers' well-being and teaching anxiety dimensions. The strongest relationship was between teachers' well-being and teaching inexperience ($r_{\text{Well-being* Teaching inexperience}}=-.421$; $p<.001$), while the weakest relationship was between well-being and lack of student interest ($r_{\text{Well-being* Lack of student interest}}=-.343$; $p<.001$). Additionally, teachers' well-being and Self-perception of language proficiency ($r_{\text{Well-being*Self-perception of language proficiency}}=-.356$; $p<.001$), fear of negative evaluation ($r_{\text{Well-being* Fear of negative evaluation}}=-.407$; $p<.001$) and, with difficulties with time management ($r_{\text{Well-being*Difficulties with time management}}=-.354$; $p<.001$) relationships were also to be 'moderate'. An increase in teachers' levels of teaching anxiety causes a decrease in their well-being level.

Finally, the results indicated that there were significant and negative relationships between teachers' occupational burnout dimensions and teaching anxiety dimensions varying from 'very weak' to 'moderate'. The strongest relationship was between attitudes towards students ($r_{\text{Attitudes towards Students*Lack of student interest}}=-.402$; $p<.001$), while the weakest relationship was between coping with job-related stress and self-perception of language proficiency ($r_{\text{Coping With Job-Related Stress*Self-perception of language proficiency}}=-.141$; $p=.013$). An increase in teachers' levels of occupational burnout dimensions also causes an increase in their teaching anxiety.

Table 10. Correlations among EFL teachers' well-being, burnout and teaching anxiety levels

Variables	Burnout				Teaching Anxiety					
	Career Satisfacti on	Perceived Administrati ve Support	Copin g With Job- Relate d Stress	Attitud es Toward s Student s	Self- perceptio n of language proficien cy	Teaching inexperien ce	Lack of student interest	Fear of negative evaluati on	Difficultie s with time managemen t	
Well-being	r	.510***	.505***	.547** *	.487** *	-.356***	-.421***	-.343** *	-.407***	-.354***
	p	.000	.000	.000	.000	.000	.000	.000	.000	.000
Career Satisfaction	r					-.179**	-.312***	-.306** *	-.222***	-.159**
	p					.001	.000	.000	.000	.005
Perceived Administrati ve Support	r					-.173**	-.319***	-.356** *	-.250***	-.198***
	p					.002	.000	.000	.000	.000
Coping With Job-Related Stress	r					-.141*	-.280***	-.257** *	-.203***	-.163**
	p					.013	.000	.000	.000	.004
Attitudes Towards Students	r					-.231***	-.342***	-.402** *	-.211***	-.180**
	p					.000	.000	.000	.000	.001

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

*** Correlation is significant at the 0.001 level (2-tailed).

5. CONCLUSION AND DISCUSSION

This section consists of four subsections discussing the study's findings and the teachers' perspectives on three affective states of the EFL teachers. First, the conclusions were clarified. Second, the current study's findings were compared to the existing literature on this topic. Next, some recommendations for teachers, school administrations, professional development units, and students are provided. Finally, recommendations for future research are provided.

5.1. CONCLUSIONS

The primary purpose of this study was to explore the levels of English Language teachers' well-being, burnout, and teaching anxiety and whether teachers' well-being predicts their burnout and anxiety. For doing so, teachers' well-being, burnout, and anxiety levels were initially identified, and then the associations between these and several variables was studied. Regarding the research questions, this study has several conclusions. First, the teachers maintain their well-being at a moderate level. Overall, based on the scores in each dimension of well-being, it can be concluded that the EFL teachers in the study demonstrate a moderate level of well-being across various aspects, including meaningful and purposeful life, pleasures and positive emotions, engagement in life activities, and interpersonal connectedness. Furthermore, university teachers experience additional stressors such as role conflicts and ambiguity (R Richards & Levesque-Bristol, 2016) and difficulties keeping work-life balance (Flaxman et al., 2012; Hogan et al., 2016; Kinman & Jones, 2008). Second, similar to the previous studies (Kinman & Jones, 2008; Ozkara, 2019), EFL teachers experience low levels of burnout in different aspects of their work, and they can cope with the stress in the workplace at moderate levels. Nevertheless, the data collated indicate that the EFL teachers reflect a moderate level of burnout regarding their attitudes toward

students. Third, the level of FLTA is low in general. The teacher participants are not anxious due to their language proficiency levels, years of teaching, fear of being negatively evaluated, or time management issues. The only dimension that might have provoked their anxiety was the lack of student interest which was perceived at a more moderate degree.

Fourth, this research concludes that some of this study's dimensions are positively or negatively interrelated. To give an example, the strongest relationship exists between teachers' well-being and coping with work-related stress. In contrast, a very slight relationship exists between well-being and teachers' attitudes towards students. An increase in the dimensions of teachers' occupational burnout correlates with a rise in their well-being. The well-being of teachers had a strong negative correlation with their lack of teaching experience. In contrast, the weakest negative correlation is between well-being and student disinterest. Also, a subsequent increase in teachers' teaching anxiety is associated with a decline in their sense of well-being. Furthermore, the last negative and significant relationship is between attitudes towards students and absence of student interest, while the weakest relationship is between coping with job-related stress and self-perception of language proficiency. A rise in the levels of teachers' occupational exhaustion dimensions also results in a rise in their teaching anxiety.

5.2. IMPLICATIONS

In light of the study's findings, it is possible to draw some pedagogical conclusions about how teachers view their affective states, such as well-being, burnout, and teaching anxiety. First, the current study confirms previous research concerning the relationship between years of teaching and well-being (Herman et al., 2018; Jepson & Forrest, 2006). Second, this study provides additional evidence, compared to previous research, that an increase in the dimensions of teachers' occupational burnout, such as career satisfaction, perceptions of administrative support, and the ability to cope with job-related stress, also results in an improvement in their well-being (Benevene et al., 2018; Ryan & Deci, 2001). Third, the results in this current study illustrate that the more the lack of student interest, the more teachers' attitudes toward students are influenced adversely. Similar results were also reached in the previous studies

(Manasia et al., 2020; S. W. Ross et al., 2012). Fourth, given the findings of the present study, it can be concluded that there is no significant correlation between perceived language proficiency and the capacity to deal with stress at work. In other words, the participants' perceived language proficiency did not contribute to their teachers' burnout. Moreover, the present study also confirmed the existing literature that the fear of negative evaluation, which is a predictor of anxiety, contributed to teachers' overall well-being by decreasing the joy they get from the workplace. In this way, it will be detrimental to the quality and effectiveness of the teaching and learning atmosphere (Aydin, 2016; Horwitz, 1996). Fifth, the current findings illustrate that perceived administrative support positively impacts teachers' well-being, which was confirmed in similar studies in the literature (Kinman & Jones, 2008; Larson et al., 2019; Skaalvik & Skaalvik, 2018). Last, the participants of the present study were satisfied with their careers at a moderate level which correlated positively with their well-being. When teachers' occupational stress decreases, their job satisfaction rises since their perceptions of autonomy and professionalism improve. Put another way, the results show that the more teachers are satisfied with their careers, the better they feel about their well-being. To illustrate, a productive workplace reduces attrition, fatigue, emotional exhaustion, and teacher turnover by enhancing job satisfaction, happiness, and retention (Ortan et al., 2021; Saaranen et al., 2007).

5.3. PRACTICAL RECOMMENDATIONS

Teachers use their intelligence, patience, and expertise to cultivate a well-rounded personality in those they teach, nurturing their intellect and capacity for learning. If teachers are stressed or overwhelmed, these qualities will diminish. In this regard, this research has multiple practical implications. First, teachers' confidence in motivating students to learn diminishes with exhaustion (Brouwers & Tomic, 2000). In their daily professional lives, teachers encounter numerous potentially adverse events over which they have little or no control or influence, which causes them to feel distressed (C. E. Ross & Mirowsky, 2003). In order to alleviate the strain and pressure inevitable in their profession, school administrators must provide a healthy environment for their teachers that promotes their well-being and leads to the ultimate success of both students and teachers. Along with this, Kyriacou (2001) provides recommendations to alleviate the stress of EFL teachers working in educational institutions by collaborating

with teachers on curriculum development and planning for instruction that have a direct impact on their classrooms, providing the teachers with the necessary materials and facilities to support their instructional practices, and providing specific job descriptions to avoid vague roles and tensions.

Second, even though the results of the current study demonstrate that the selected group of teachers do not feel either overwhelmed or burnt out, most of the teachers' attitudes towards students as a factor determining the teachers' feelings for the students received the lowest scores. In other words, they had difficulty maintaining their relationship moderately. Teachers can be given some in-service training on how to motivate students, maintaining their rapport and keeping their well-being and self-motivation high.

Like other professionals, burnt-out teachers experience psychosomatic symptoms like ulcers and family conflicts (Cherniss & Cherniss, 1980; Freudenberger & Richelson, 1980; McGuire, 1979). Burnout is believed to increase the incidence of sickness, absenteeism, and psychological issues (Leiter & Maslach, 2003). In addition, research has demonstrated that active engagement in interpersonal relationships with colleagues (Ryan & Deci, 2001) family, friends, companions (Hartney, 2008) is essential for reducing teachers' tension, anxiety, and burnout. In order to achieve this kind of engagement in the workplace, teachers should be encouraged to involve in professional growth activities such as mentoring and networking. Pearson and Moomaw (2005) reported that when teachers sense greater autonomy and professionalism, their job tension decreases, and job satisfaction rises. Besides, establishing open lines of communication between EFL teachers and administrators for offering managerial support and performance evaluation is an alternative stress-reduction method.

Third, regarding Foreign Language Teaching Anxiety (FLTA), as Horwitz (1996) recommends, educators must acknowledge its presence as a primary step in managing it. Based on the findings of this study, it was observed that the FLTA program had the most significant impact on teachers' self-perceived language proficiency and teaching experience. Another factor contributing to the participants' experience of anxiety during teaching is the fear of receiving unfavorable evaluations. It is recommended that program developers incorporate training sessions into the program, mainly aimed at prospective teachers. These sessions should aim to increase awareness of incidents that may lead to Foreign Language Teaching Anxiety (FLTA) and provide strategies

for overcoming such moments in the classroom. In addition, as Aydın (2016) has indicated, providing a comprehensive guide on time management, planning, and preparation procedures can help alleviate the high levels of anxiety experienced by educators prior to their teaching career. Furthermore, since the perception of low proficiency in a foreign language can lead to FLTA, teachers must act as educators and as lifelong learners. To clarify, it is recommended that EFL teachers prioritize their language and content knowledge prior to conducting classes and remain receptive to ongoing learning throughout their professional journey to enhance their self-assurance in their language proficiency (Mercer, 2018). By adopting this approach, individuals can effectively reduce their anxiety levels that may arise due to fear of receiving unfavorable evaluations in their academic sessions.

Finally, the well-being of teachers is crucial as it significantly contributes to promoting healthy and productive school environments. According to Arens and Morin (2016), teachers have low levels of well-being in their work environment may exhibit reduced effectiveness and a higher likelihood of leaving their profession. Conversely, teachers who experience greater well-being are better equipped to establish meaningful connections with their students. They are less likely to leave their profession or seek alternative employment and are more likely to facilitate improved student learning and achievement outcomes. Attaining a state of well-being is contingent upon possessing psychological, physical, and social resources that enable individuals to confront environmental challenges effectively. In order to enhance overall well-being, it is crucial to ascertain whether individuals require additional demands and challenges or if they would benefit from increased support, autonomy, or feedback to attain a state of stability.

In a nutshell, enhanced comprehension of anxiety, burnout, and their impact on the well-being of EFL teachers can aid policymakers, teacher educators, researchers, syllabus designers, and practitioners in recognizing the underlying dynamics of negative emotions and their correlation with language teaching and learning. Such a perspective can provide valuable insights into developing effective interventions or strategies to enhance the quality of teaching and learning outcomes.

5.4. RECOMMENDATIONS FOR FURTHER RESEARCH

The present research collected data from 313 EFL teachers from all over Turkey. This study's scope was restricted to the quantitative data obtained from four measures. In order to determine how teachers' emotional states are reflected in their classroom pedagogies, it is crucial to conduct qualitative studies using data collection instruments such as interviews, reflective diaries, and extensive classroom observations.

More descriptive and experimental research is required for curriculum development, particularly for in-service teaching programs, for recognizing the factors that trigger teachers' negative emotions, such as burnout or FLTA, while teaching and how these factors contribute to teachers' career satisfaction and well-being in the classroom. Policymakers and school administrators can be more proactive with the aid of such monitoring. For instance, the relation between teachers' gender, educational background or the level they teach and their well-being, burnout or foreign language teaching anxiety can be explored.

Furthermore, since this study presents the findings of the study on teachers' well-being, burnout, and FLTA, longitudinal studies could be conducted to develop an understanding of how teachers' negative feelings and level of satisfaction are shaped over time, with or without intervention, and to determine whether teachers' personality traits or their work environment have an impact on teachers' feelings.

One of the strongest relationships diagnosed as a result of the present study was found to exist between the lack of students' interest and teachers' attitudes towards students representing the possible correlation between teachers' burnout and anxiety. Because the ultimate objective of the education system is to help students reach their full potential in the classroom, the factors investigating teachers' burnout and their attitudes toward students, and the reasons for students' disinterest in learning a foreign language could be examined in further studies. In other words, the two-way interaction and relationship between teacher and student merits further investigation. Mercer (2018) contends that teacher psychology profoundly influences the learners emotionally, individually, and collectively, thereby increasing the need for measurements to reduce uncertainties among EFL teachers. In particular, students' perceptions of their EFL teachers' psychological state influence their attitudes and emotions toward the teacher.

Future studies might focus on the underlying causes of students' burnout and demotivation during their language-learning journey.

Last, even though the research participants were pleased with the administrative support they received, It is important to stress that school management should place a priority on teachers' health and take the initiative to foresee potential hazards of teacher burnout that might result in burnout. Hence, because the data are not representative of all Turkish schools, the study can be expanded to include a more significant number of teachers to investigate the level of administrative support provided by school administration and how teachers perceive this support and feedback. As a contribution to the body of knowledge, comparing teachers' ratings of work organization and school leadership practices could shed light on the underlying causes of teacher dissatisfaction.

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APPENDICES

APPENDIX A Approval Form Received from Istanbul Medeniyet University Educational Sciences Ethics Committee

 İSTANBUL MEDENİYET ÜNİVERSİTESİ	T.C. İSTANBUL MEDENİYET ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ETİK KURULU KARARI
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Tarihi 13/02/2023	Sayısı 2023/02-05
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ARAŞTIRMA BAŞLIĞI	İngilizce öğretmenlerinin iyilik hali, tükenmişlik duygusu ve öğretme kaygısının incelenmesi
ARAŞTIRMANIN TÜRÜ	Nicel
ARAŞTIRMACI(LAR)	Ayşe Mine ONAN
KARAR	Etik açıdan uygundur.

Görevi	Kurul Üyeleri	İmza
Başkan	Prof. Dr. Halil İbrahim SAĞLAM	
Üye	Prof. Dr. Ahmet AKIN	
Üye	Prof. Dr. Özlem FEDAI	
Üye	Prof. Dr. Selami AYDIN	
Üye	Prof. Dr. Yeşim GÜLEÇ ASLAN	
Üye	Doç. Dr. Özge CENGİZ	
Üye	Doç. Dr. Özcan Erkan AKGÜN	
Üye	Av. Fevziye DOĞRUER	

APPENDIX B The Authentic Happiness Inventory

Seligman, M. E. P., Steen, T. A., Park, N., & Peterson, C. (2005). Positive psychology progress: Empirical validation of interventions. *The American Psychologist*, 60(5), 410–421.

Items	
1. When I think about my life,	a. I feel like a failure.
	b. I do not feel like a winner.
	c. I feel like I succeeded more than most people.
	d. All I see are victories.
	e. I feel I am extraordinarily successful.
2. My mood is usually ...	a. a bad mood.
	b. a neutral mood.
	c. a good mood.
	d. a great mood.
	e. an unbelievably great mood.
3. When I am working, I ...	a. pay more attention to what is going on around me than to what I am doing.
	b. pay as much attention to what is going on around me as to what I am doing.
	c. pay more attention to what I am doing to what is going on around me.
	d. rarely notice what is going around me.
	e. pay so much attention what I am doing that the outside world practically ceases to exit.
4. When I think about my life's purpose, I feel like ...	a. My life does not have any purpose or meaning.
	b. I do not know the purpose or meaning of my life.
	c. I have a hint about my purpose in life.
	d. I have a pretty good idea about the purpose or meaning of my life.
	e. I have a very clever idea about the purpose or meaning of my life.
5. When I want things in life,	a. I rarely get them.
	b. I get them sometimes and sometimes not.
	c. I get them somewhat more often than not.
	d. I usually get them.
	e. I always get them.
6. When I think about my own happiness, I feel like ...	a. I have sorrow in my life.
	b. I have neither sorrow nor joy in my life.
	c. I have more joy than sorrow in my life.
	d. I have much more joy than sorrow in my life.
	e. my life is filled with joy.
7. Most of the time, I feel ...	a. bored.
	b. neither bored nor interested in what I am doing.

	c. interested in what I am doing.
	d. quite interested in what I am doing.
	e. fascinated by what I am doing.
8. I usually feel ...	a. cut off from other people.
	b. neither close to nor cut off from other people.
	c. close to friends and family members.
	d. close to most people, even if I do not know them well.
	e. close to everyone in the world.
9. By objective standards,	a. I do poorly.
	b. I do neither well nor poorly.
	c. I do rather well.
	d. I do quite well.
	e. I do amazingly well.
10. When I think about my self-image, I am ...	a. ashamed of myself.
	b. not ashamed of myself.
	c. proud of myself.
	d. very proud of myself.
	e. extraordinarily proud of myself.
11. I believe time passes ...	a. slowly during most of the things that I do.
	b. quickly during some of things that I do and slowly for other things.
	c. quickly during most of the things that I do.
	d. quickly during all of the things that I do.
	e. so quickly all of the things that I do that I do not even notice it.
12. I believe my existence ...	a. may hurt the world in the grand scheme of things.
	b. neither helps nor hurts the world.
	c. has a small but positive effect on the world.
	d. makes the world a better place.
	e. has a lasting, large, and positive impact on the world.
13. When I think of my achievements, I feel like ...	a. I do not do most things very well.
	b. I do OK at most things I am doing.
	c. I do well at some things I am doing.
	d. I do well at most things I am doing.
	e. I do really well at whatever I am doing.
14. When I think about my motivation,	a. I have little or no enthusiasm.
	b. My enthusiasm level is neither high nor low.
	c. I have a good amount of enthusiasm.
	d. I feel enthusiastic doing almost everything.
	e. I have so much enthusiasm that I feel I can do most anything.
15. When I consider my work life,	a. I do not like my work.
	b. I feel neutral about my work.
	c. I like my work for the most part.
	d. I really like my work.

	e. I truly love my work.
16. When I think about the future,	a. I am pessimistic.
	b. I am neither pessimistic nor optimistic.
	c. I feel somewhat optimistic.
	d. I feel quite optimistic.
	e. I feel extraordinarily optimistic.
17. I have accomplished ...	a. little in life.
	b. no more in life than most people.
	c. somewhat more in life than most people.
	d. more in life than most people.
	e. a great deal more in my life than most people.
18. When I think about my life,	a. I am unhappy with myself.
	b. I am neither happy nor unhappy by myself. I am neutral.
	c. I am happy with myself.
	d. I am very happy with myself.
	e. I could not be any happier with myself.
19. My skills are ...	a. never challenged by the situations I encounter.
	b. occasionally challenged by the situations I encounter.
	c. sometimes challenged by the situations I encounter.
	d. often challenged by the situations I encounter.
	e. always challenged by the situations I encounter.
20. I spend ...	a. all of my time doing things that are unimportant.
	b. a lot of time doing things that are neither important nor unimportant.
	c. some of my time every day doing things that are important.
	d. most of my time every day doing things that are important.
	e. Practically every moment every day doing things that are important.
21. If I was keeping score in life,	a. I would be behind.
	b. I would be about even.
	c. I would be somewhat ahead.
	d. I would be ahead.
	e. I would be far ahead.
22. When I think about the pleasure and pain in my life,	a. I experience more pain than pleasure.
	b. I experience pain and pleasure in equal measure.
	c. I experience more pleasure than pain.
	d. I experience much more pleasure than pain.
	e. My life is full with pleasure.
23. When I think about my day,	a. I do not enjoy my daily routine.
	b. I feel neutral about my daily routine.
	c. I like my daily routine, but I am happy to get away from it.

	d. I like my daily routine so much that I rarely take breaks from it.
	e. I like my daily routine so much that I almost never take breaks from it.
24. Overall my life ...	a. is a bad one.
	b. is an OK one.
	c. is a good one.
	d. is a very good one.
	e. is a wonderful one.

APPENDIX C The Teacher Burnout Scale

Seidman, S. A., & Zager, J. (1987). The Teacher Burnout Scale. *Educational Research Quarterly*, 11(1), 26–33.

Items	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1. I look forward to teaching in the future.					
2. I am glad that I selected teaching as a career.					
3. Teaching is more fulfilling than I had expected.					
4. If I had it to do all over again, I would not become a school teacher.					
5. I look forward to each teaching day.					
6. I get adequate praise from my supervisors for a job well done.					
7. I feel that the administrators are willing to help me with the classroom problems, should they arise.					
8. I believe that my efforts in the classroom are unappreciated by the administrators.					
9. My supervisors give me more criticism than praise.					
10. I feel that the administrators will not help me with classroom difficulties.					
11. The administration blames me for classroom problems.					
12. I feel depressed because of my teaching experiences.					
13. The teaching day seems to drag on and on.					
14. My physical illnesses may be related to the stress in this job.					
15. I find it difficult to calm down after a day of teaching.					
16. I feel that I could do a much better job of teaching if only the problems confronting me were not so great.					
17. The stresses in this job are more than I can bear.					
18. The students act like a bunch of animals.					
19. Most of my students are decent people.					
20. My students come to school ready to learn.					
21. Students come to school with bad attitudes.					

APPENDIX D The Foreign Language Teaching Anxiety Scale

Aydin, S., & Ustuk, O. (2020). The Foreign Language Teaching Anxiety Scale: Preliminary Tests of Validity and Reliability. *Journal of Language and Education*, 6(2), xxx-xxx. <https://doi.org/10.17323/jle.2020.10083>

PART 1: Background Questionnaire

Your gender: Female () Male () Your age ()

PART 2. The Teaching Anxiety Scale

	Items	Never	Rarely	Sometimes	Usually	Always
	When I feel anxious in class, I have difficulty using English.	(1)	(2)	(3)	(4)	(5)
	I feel embarrassed when some students speak English better than me.	(1)	(2)	(3)	(4)	(5)
	I feel embarrassed because I am not good at English.	(1)	(2)	(3)	(4)	(5)
	It makes me nervous to use English in class.	(1)	(2)	(3)	(4)	(5)
	Unfamiliar topics in the textbook confuse me.	(1)	(2)	(3)	(4)	(5)
	I feel embarrassed when I think that I am not good at English.	(1)	(2)	(3)	(4)	(5)
	Pronunciation mistakes while I am speaking make me nervous.	(1)	(2)	(3)	(4)	(5)
	Making mistakes while I am speaking make me feel embarrassed.	(1)	(2)	(3)	(4)	(5)
	I am bothered when I have difficulty teaching the cultural content of English.	(1)	(2)	(3)	(4)	(5)
	Unexpected questions from students put pressure on me.	(1)	(2)	(3)	(4)	(5)
	I forget almost everything while I am teaching.	(1)	(2)	(3)	(4)	(5)
	I feel tense when I have difficulty teaching grammar.	(1)	(2)	(3)	(4)	(5)
	I feel tense when I am in the classroom.	(1)	(2)	(3)	(4)	(5)
	I feel worried before entering the classroom.	(1)	(2)	(3)	(4)	(5)
	I feel anxious when I teach in the classroom.	(1)	(2)	(3)	(4)	(5)
	I think my lack of teaching experience makes me nervous.	(1)	(2)	(3)	(4)	(5)
	I fear making mistakes while I am teaching in the classroom.	(1)	(2)	(3)	(4)	(5)
	I feel stressed when students do not participate in the activities.	(1)	(2)	(3)	(4)	(5)
	I feel upset because my students are bad at learning languages.	(1)	(2)	(3)	(4)	(5)

	I feel discouraged when students lose interest in the activities.	(1)	(2)	(3)	(4)	(5)
	I feel tense when students are not interested in the activities.	(1)	(2)	(3)	(4)	(5)
	My mentors' observations make me nervous.	(1)	(2)	(3)	(4)	(5)
	I feel panicked when my mentor-teacher observes me.	(J)	(2)	(3)	(4)	(5)
	Students' negative comments about me make me nervous.	(1)	(2)	(3)	(4)	(5)
	I feel panicked when I cannot finish the class on time.	(1)	(2)	(3)	(4)	(5)
	I am nervous when I finish the activities before the class ends.	(I)	(2)	(3)	(4)	(5)
	I feel tense when I am not prepared for the class.	(I)	(2)	(3)	(4)	(5)