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**Exploring Program Directors' and Faculty's Perception and Factors Leading to
Burnout in Higher Education Institutions in Azerbaijan**

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BURNOUT



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Abstract

Exploring Program Directors' and Faculty's Perception and Factors Leading to Burnout
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Burnout, which may have negative effects on employees' well-being and the quality of work, is one of the concerning issues in education. The present paper aimed to explore the concept of burnout among program directors and faculty working in three higher education institutions (HEIs) in Azerbaijan. The researcher intended to explore how program directors and faculty working in HEIs perceived the concept of burnout and identify the factors contributing to burnout and the possible consequences of this syndrome on research participants' professional and personal life. The researcher believed that if the concept of burnout was defined precisely and explored among more faculty, administration, and educational institutions, university leadership may have looked for the ways to support program directors and faculty, which would increase job satisfaction and decrease turnover. An exploratory qualitative research design was chosen for this study. The conceptual framework of this study was based on the Maslach Burnout Inventory. The instruments of the research were semi-structured interviews, observation, and document review. Three EFL (Teaching English as a Foreign Language) instructors and three program directors of the English Language Department working in three higher educational institutions in Azerbaijan participated

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in this study. The major findings of this study showed that both program directors and faculty suffered from burnout. Though they were aware of the factors that caused burnout, they did not know how to deal with this feeling. While research participants had a high feeling of Emotional Exhaustion and Depersonalization, they had a low feeling of Personal Accomplishment. This research provided a foundation for the concept of burnout in higher educational institutions in Azerbaijan. The researcher suggests that further research is important to measure the level of burnout and to enable HEIs to increase the productivity of program directors' and faculty's work as well as decrease the rate of retention in future. Also, in order to help program directors and faculty to cope with burnout, the research recommends the university leadership to meet their psycho-social needs, emotional-physical needs, and personal-intellectual needs.

Keywords: burnout, emotional exhaustion, factors, well-being, higher education.

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Chapter 1

Introduction

Language teachers strive to be effective teachers who provide their students with an opportunity to learn and to enhance their knowledge (Burns, 2009). Teaching English as a Foreign language (EFL) requires instructors to be enthusiastic and patient, communicate effectively with students, have an interest in teaching, and know how to raise students' interest in the target language (Waites, 1999). EFL instructors should teach the 21st century skills like innovation, collaboration, critical thinking, communicational skills, and leadership and practice those skills with students in their daily classes (Trilling & Fadel, 2009; Larson & Miller, 2011; Saavedra & Opfer, 2012).

Regarding teaching load, by the decree of the Cabinet of Ministers of the Azerbaijan Republic dated November 27, 2013 ("Teachers' Workload", 2015), in comparison with 2010, it was increased from 24 to 36 hours for secondary school teachers. According to the same decree, teaching load of full-time instructors working in HEIs equals to 500 hours per academic year ("Teachers' Workload", 2015). Instructors have to spend hours looking for authentic teaching materials, teach 60-80 students in a day, prepare for teaching 3-4 classes, grade several papers, prepare teaching materials, participate in meetings and conferences, and undergo peer and administrative observations. All these responsibilities can lead to stress and burnout (Kyriacou, 2001; Ghanizadehand & Jahedizadeh, 2015).

Maslach and Jackson (1986) define burnout as emotional tiredness, depression, and decreased personal achievement. Akbaba (2014) states that burnout is a syndrome of feeling depressed, hopeless, and exhausted. According to World Health Organization,

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burnout is a syndrome caused by chronic workplace stress which has not been reduced on time (Montgomery et al., 2019).

Since burnout is one of the concerning issues in education, the present paper aimed to explore the concept of burnout among three HEIs program directors and faculty in Azerbaijan and identify the factors which contributed to burnout. The researcher intended to explore the possible consequences of this syndrome on program directors' and instructors' professional and personal lives. The research conducted by Malik et al. (2017) revealed that not having conducive working condition, lack of social support at work, and less opportunities for promotion may lead to burnout among instructors.

Problem Statement

Though the concept of burnout was introduced in 1974, it has not been explored in Azerbaijan so far. Burnout may impact not only instructors but also other stakeholders in higher education (HE) in Azerbaijan. Given the importance of the impact of burnout, the senior administration in higher education institutions (HEIs) need to understand this concept and find ways to support both program directors and faculty. The study aimed to explore how program directors and faculty perceived the concept of burnout and to identify the factors which contributed to burnout among program directors and faculty in one large public university, one average size public university, and one small private university in Baku.

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Purpose of the Study

The overarching aim of this study was to provide a foundation to research on the concept of burnout in Azerbaijan. The explicit purpose of this exploratory qualitative research was to explore how program directors and faculty perceived the concept of burnout and identify the factors contributing to burnout among program directors and instructors in three HEIs in Baku.

In this study, the Maslach Burnout Inventory was used to explore how program directors and faculty perceived burnout and the factors contributed to it. The researcher believed that if the concept of burnout was defined precisely and explored among more program directors and faculty in HEIs, the university leadership may have looked for the ways to support them, to increase their job satisfaction, and decrease the rate of turnover (Boe, Barkanic, & Leow, 1999; Miller, Brownell, & Smith, 1999).

Research Questions:

1. How do program directors working in three higher education institutions (HEIs) in Baku perceive the concept of burnout?
2. How do faculty working in three HEIs in Baku perceive the concept of burnout?
3. What factors contribute to burnout among program directors and faculty in three HEIs in Baku?

Keywords: burnout, higher educational institutions, stress, factors, well-being.

Database: ProQuest, Taylor & Francis online, Organizational research methods, Google Scholar, JSTIR, Google Books

Chapter 2

Literature Review

Introduction

When conducting research on burnout, it is essential to find out how this concept was described and explained by different researchers. Although many definitions have been construed by researchers (Kahn & Byosiere, 1992; Troman & Woods, 2001; Brewer & McMahan-Landers, 2003; Maslach & Lieter, 1997, etc.), the term burnout does not have a single definition. For this reason, identifying factors that cause burnout and its consequences are important to comprehend this term. Burnout is a concept that is related to various fields; yet, this study focuses on burnout among program directors and faculty in the field of education. Literature review of this research paper includes definitions for burnout, research findings based on three countries, the relationship between stress and burnout, reasons, causes, and symptoms of burnout, its influence on students' learning achievement, and the measures which can prevent burnout.

Burnout is a syndrome that has detrimental effects on people and organizations (Kahn & Byosiere, 1992). If there is a discrepancy between work environment and a person's understanding of the work environment, stress will begin (Brewer & McMahan-Landers, 2003), and if the stress lasts for a long period, it causes burnout (Troman & Woods, 2001). While Maslach and Lieter (1997) argue that imbalance in workload, management, bonus, community, fairness, and values may provoke burnout, Dillon and Tanner (1995) emphasize workload and stress as a source of burnout. M. Leiter (2017) states that burnout is a crisis in one's life; it is a loss of energy, enthusiasm, and confidence. Because of burnout, instructors feel emotional and physical

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exhaustion (Farber, 1991; Leiter, 2017), passion for the job is replaced by pessimism; energy or motivation is lost, and a person does not want to perform well (Leiter, 2017). Undoubtedly, it is quite challenging to complete the task if there are time and work pressure, and when a person realizes that it is impossible to fulfill all the responsibilities, burnout emerges.

Origin of Burnout

The term burnout was first used by a psychologist H. Freudenberger in 1974. While he was working in a clinic, he observed volunteers in service and defined burnout as loss of motivation, emotional depletion, and decreased devotion to work. Since that time, the term burnout began to be used in relation to the human service sector (Maslach & Jackson, 1981). Until the 1980s, burnout was studied only in the United States. Later, it began to be explored in some English-speaking countries, and after 1985, some books and articles on burnout, and the Maslach Burnout Inventory (MBI) was translated into other languages (Schaufeli, et al., 2017).

Theoretical Framework

The theoretical framework of this study was based on the Multidimensional Theory (Maslach, 1993; Maslach and Jackson, 1981, 1986). According to this theory, burnout is conceptualized into three core components:

1. Emotional Exhaustion
2. Depersonalization
3. Reduced Personal Accomplishment

Maslach et al. (1996) note that burnout has become a concerning issue of today's world due to major alterations in jobs people perform. The researchers argue

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that today economic values have become to be valued more than human values, which lead to burnout.

Maslach and Jackson (1981) claim that the most widely used instrument for measuring burnout is the Maslach Burnout Inventory because it covers three areas: emotional exhaustion, depersonalization, and lack of personal accomplishment.

Considering those three areas, emotional overload is argued to be the foundation of burnout syndrome (Maslach et al.,1996). When people are heavily involved in work, they put all their efforts; consequently, they do not want to begin a new day and lose their emotional resources.

Maslach et al. (1996) note that depersonalization causes individuals to distance themselves from their jobs. Work overload, over-commitment, lack of meaningful work, and role conflict can cause depersonalization (Frederick & Dunbar, 2019). When people have an unclear work –role expectation, they do not know what is expected from them and what is their job responsibilities. On the contrary, when they realize that their jobs affect the whole organization, they consider their work to be meaningful. Individuals who seek to be approved put more effort to perform their responsibilities, all of which cause depersonalization (Frederick & Dunbar, 2019).

According to Maslach et al. (1996), decreased personal accomplishment occurs when people cannot solve problems related to job performance and responsibilities. When people feel that they are not able to perform their roles and fulfill their job responsibilities, they begin to feel unhappy about themselves, lose confidence, and become dissatisfied with their accomplishments (Maslach et al.,1996).

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Kanste et al. (2007) argue that the only instrument which can assess all three components, emotional exhaustion, depersonalization, and decreased personal accomplishment, is the Maslach Burnout Inventory (MBI). The same idea was supported by the researchers Greenglass et al. (2001), and Hastings et al. (2004).

MBI consists of three versions. MBI-Human Services survey, MBI-HSS, (Maslach & Jackson, 1981, 1986) was constructed for people working in human services and health care systems. MBI-Educators Survey, or MBI-ES, was designed for people working in the educational sector (Maslach & Jackson, 1986). MBI-General Survey, or MBI-GS, was developed for people who are not necessarily involved in demanding social interactions (Schaufeli, Leiter, Maslach, & Jackson, 1986).

The researcher used the Maslach Burnout Inventory-Education Survey (MBI-ES) consisting of 22 items scale grouped into three sub-scales which are Emotional Exhaustion (EE), Depersonalization (DP), and decreased Personal Accomplishment (PA). As each sub-scale has its own questions, the researcher generalized some questions related to each subscale and designed interview questions based on these subscales.

Geographical Frame

Many studies have been conducted on burnout. For this exploratory qualitative study, the researcher reviewed some studies conducted in four countries: Turkey, Iran, Pakistan, and Finland. The researcher has focused on the studies conducted in Iran and Turkey as they are neighboring countries, and also the concept of burnout has recently been investigated in both countries. Needless to say, Finland is one of the countries with a strong education system for its employees' well-being, safety, and work-life

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balance (OECD, 2015). A comparative study between Finish and Pakistani instructors in higher education provided insight into whether burnout was experienced by Pakistani instructors or not. The findings of that study would later contribute to the improvement of Pakistani higher education system.

A descriptive study on burnout was carried out among 160 EFL teachers working in 40 junior high schools, 40 senior high schools, 40 private English institutes, and Azad University English instructors in Iran. The main instrument of the research was the MBI questionnaire. The research aimed to identify whether there was any significant difference between instructors' and teachers' attitudes on burnout. The study revealed that EFL teachers working in senior high school had the highest degree of emotional exhaustion (33.63). The indicator for junior high school teachers was 29.03, for private institute teachers 27.73, and for university instructors 21.3. In terms of depersonalization, the highest level belonged to senior high school teachers, 27.25, and the lowest level for university instructors, 20. On the contrary, junior high school teachers had the highest degree of decreased personal accomplishment (28.48) while the university instructors had the lowest degree. (16.52). Thus, according to this study, Iranian EFL university instructors had the lowest degree of burnout compared to junior high school, senior high school, and private institutions. Burnout was mainly experienced among teachers at lower educational levels which was because of students' misbehavior, high expectation from the teachers by parents, students, and administration, and not having high status. (Jabbarpoor, S. 2016).

Onal and Tatar (2017) conducted research in Turkey among EFL instructors working in 15 public and private universities in Istanbul. The researchers concluded that

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EFL instructors working in public universities had more emotional exhaustion and depersonalization than instructors working in private universities. Besides, EFL instructors in private universities participated in more professional learning activities and had a higher sense of personal accomplishment than EFL instructors in public universities. The findings of this study revealed that a supportive work environment and professional learning activities could alleviate instructor burnout.

A similar study was conducted by Hismanoglu and Ersan (2016). The participants of the research were 93 males and 137 females EFL instructors working in public, private, and charity universities in seven regions of Turkey. The results of three sub-scales, emotional exhaustion, depersonalization, and personal accomplishment were calculated by the researchers. The study revealed that Turkish EFL instructors suffered from burnout due to monthly income, teaching experience, institution, and administrative duty. While they had a high level of burnout in terms of personal accomplishment, they had a moderate level of burnout in terms of emotional exhaustion and depersonalization.

A comparative study on sick leave due to burnout was carried out among part - and full -time instructors working in 15 different Pakistan and Finland public universities. While 18,3% of instructors in Pakistan were on sick leave due to burnout, this percentage was 9.4% for their Finnish colleagues. In Pakistan instructors aged over 56 were not on sick leave because of burnout whereas in Finland 10% of the same aged instructors were. This study revealed that Finish university instructors had better working conditions, more social support at work, and more opportunities for promotion that resulted in a low level of burnout. In comparison with Finland, Pakistani instructors

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may have suffered from burnout because of lacking social support and opportunities (Malik et al., 2017).

Relationship between Stress and Burnout

Vandenberghe et al. (1999) note that burnout does not evolve in a short time; it mostly appears after 15 years of working in this field. The author adds that dedicated instructors are primarily subject to burnout because the main motive of their jobs is “help”. Love for children, multiple attempts to help weak students, and advice to overcome their challenges are examples of this motive. When instructors realize that it is impossible to meet high expectations, disappointment begins. A burned-out instructor may continue working; however, the person does not have any passion for work (Vandenberghe et al., 1999). Novak and Chappell (1996) agree that stress is a part of our life, nevertheless, they add workload as one of the main factors of burnout. The authors state that instructors have to fulfill various responsibilities; for this reason, they can feel stressed.

Symptoms of Burnout

While Work Health Promotion Publication (1995-98) identified three signs of burnout, physical, behavioral, and psychological, Kunkel (1998) divided the symptoms into physical, social, mental, emotional, and spiritual. Physical signs include headaches, feeling exhausted, weak, and sleepless, and being out of breath. Behavioral and psychological signs include dissatisfaction, lack of motivation and concentration, forgetfulness, taking work home, achieving less despite hard work, (Khan, 2005; Kunkel, 1998); hopelessness, pessimism, and absenteeism (Kadushin & Harkness, 2014). Social signs of burnout are being irritated, hasty, and not being involved in social

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activities because of workload. Lack of self-confidence, loss of goals, depression, and escapism is the emotional signs of burnout (Kunkel, as cited in Khan, 2014).

Causes of Burnout:

Procter and Procter (2013) classify two types of people who are chiefly prone to burnout:

1. People who are diligent, careful, and motivated with achievements.
2. People who care about others, who have high goals and can sacrifice themselves for helping others.

According to Maslach and Jackson (1981), people who attribute achievements to luck and fate experience burnout more than people who relate their achievements to their own effort. The same idea was supported by Rotter (1966) who argued that individuals who consider that some events are the result of their actions believe in internal control while those who think the events to be out of their control believe in external control. Instructors who display external locus of control suffer from burnout more; they complain instead of taking actions and blame others for what happens to them (Vandenberghe, et al., 1999; Cadavid, & Lunenburg, 1991; Brock & Grady, 2002). On the contrary, people with an internal locus of control feel that they are responsible for their lives, and they can make the circumstance better for them. These individuals have less stress and are less likely to have burnout (Brady, 1989; Lennon, 1993).

Procter and Procter (2013) state that internal and external pressures are the main sources of burnout. External factors are divided into educational and occupational factors, such as frustration, poor students, inadequate training, stress, expectations, resources, accountability, and power. For instance, when a boss, colleagues, family, or friends

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demand something, it is considered as external pressure. However, in some cases, people can burden themselves because of their expectations. They work more, ignore other responsibilities, dedicate all their time to their jobs as they expect more from themselves. As a result, internal factors make people more vulnerable to burnout (Procter & Procter, 2013).

Factors Leading to Burnout:

Insufficient support, feedback, control and transparency, overload, teaching-related and non-teaching related workload, disrespect, and work pressure (Cherniss, 1980; Ghanizadehand & Jahedizadeh, 2015) ; the length of the workday, contact with students and wage, low salary, insufficient in-service training, and low self-esteem (Eripek, 2001; Ataman, 2001); discipline in the classroom, demotivated students, administration, evaluation, role conflict, working conditions, and time pressure (Kyriacou, 2001); lack of autonomy in the job (Maslach & Pines, 1977; Pines et al., 1981), and absence support group (Pines et al., 1981) are main sources of burnout. In his study, Morris (1991) found that the size of the organization is important as teachers who work in big schools and teach more students have a higher rate of burnout than teachers working in small schools (Khan, 2005). A survey conducted by Winefield and Jarrett (2001) revealed that university teachers who were involved both in teaching and research work were satisfied with social support and autonomy though they were under constant stress because of teaching loads. In a similar vein, Lackrits (2004) finds that when the faculty is involved in research and professional development activities, they do not feel emotional exhaustion and depersonalization. On the contrary, because of teaching load and the number of students in a class, faculty members were stressed.

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Teacher Attrition

Otto and Arnold (2005) argue that if a job is prestigious, high paid, and well respected, employees rarely will have burnout or turnover. People usually have unrealistic expectations about the work environment, colleagues, benefits, bonuses, career development before they start new jobs, and when their expectations are not met, burnout emerges (Kohler, 2012). Given the unrealistic expectations, one of the negative consequences of burnout is teacher attrition. According to Hill and Barth (2004), teacher attrition is a concerning issue in education. The main reason for teacher turnover and teacher stress was identified as insufficient leadership support. (Boe, Barkanic, & Leow, 1999; Miller, Brownell, & Smith, 1999). Negative consequences of burnout can influence both the organization and the staff. (Maslach & Jackson; Jackson & Maslach, 1982; Schwab et al., 1986). Different researchers have identified several reasons for teacher turnover: wage, compensation, bonuses (Clofelter et al., 2008; Feng, 2009; Changyinh, 2007), and students' character (Hanushek et al, 2004). Vilson (2014) claims that even good teachers can leave their jobs due to a lack of respect and influence, tests, and misbehaving students. Billingsley and Mcleskey (2004) note that instructors continue working and have less stress if they have administrative support. The same idea is supported by Ingersoll (2001) who states that lack of administrative support and low wage plays a critical role in instructor burnout. Furst and Cable (2008) highlight that insufficient support from administration leads to job dissatisfaction and frustration.

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Students' Learning Achievement

Burned out instructors are reluctant to teach creatively; they form a barrier between themselves and students, and significant decline can be noticed in teaching effectiveness (Farber, 1991; Weiskopf, 1980). According to Cephe (2010), the effect of burnout is not only noticed on instructors, but on the learning process as well, and for teaching effectively, instructors should not have burnout (Demirel & Cebhe, 2015). Odden et al. (2002) note that effective training programs assist teachers and lead to student learning. The researchers Heidari and Gorjian (2017) conducted research and tried to identify how burnout affected English language learners' general achievement. The study revealed that English language instructors' level of burnout had a dramatic influence on students' language achievement.

Strategies to Prevent Burnout

Gold and Roth (2013) mention that three types of needs should be met to cope with burnout: psycho-social needs, emotional-physical needs, and personal-intellectual needs. Tomlinson (2004) describes Emotional-physical needs as the feeling of security, harmony, self-confidence, dignity, and fitness; Psycho-social needs as a sense of belonging, achievement, assurance, love, and close relationship; Personal –intellectual needs include innovation, courage, critical thinking, optimism, creativity, and desire to learn and achieve something. Gold and Roth (2013) argue that instructors have to realize their feelings and learn how to react to these feelings as emotional stress has a significant influence on instructors' well-being. The authors claim that it is because of emotional stress, novice teachers leave this profession. After a while, emotional stress

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leads to physical pain. Nevertheless, when a person is motivated by the idea of teaching, other factors stimulate intellectual involvement. Freudenberger (1989) linked burnout not only to individuals but to the specific working environment. The author suggested reducing working hours, rotation of teachers, training, and regular supervision for coping with burnout. Likewise, Eastmen (1984) argues that the more caring and open the work environment, the less workers suffer from burnout.

Summary

In conclusion, the purpose of this literature review was to help the reader clearly understand the concept of burnout because there was not a single definition of this term and to identify the causes and the factors which may have contributed to it. Some studies in various countries, like Turkey, Iran, and Pakistan, and Finland, have already been conducted on this topic, and the findings were that burnout was a serious problem that had a negative impact on the instructors and the organization where they worked. Understanding the concept of burnout is important for helping program directors and faculty to notice its symptoms and overcoming them to avoid its negative consequences.

Chapter 3

Research Methodology:

Research Design

An exploratory qualitative research design was chosen for this study. The purpose of exploratory research design was to search new knowledge, understanding, and meaning, and to study what had not been studied before (Yin 2018; Merriam, 2007; Brink, 1998; Zikmund, 2003; Stebbins, 2001, Majumdar, 2007). This study aimed to understand instructors' and program directors' perceptions of burnout and the factors contributing to burnout in three higher educational institutions in Baku.

Selection of Participants

Study participants were three EFL instructors and three program directors working in public and private higher education universities in Baku. The researcher conducted this study in two public and one private HEIs. The researcher did not want to restrict the research site to a single HEI. In selecting these HEIs, the researcher considered access to the targeted population. The researcher chose one instructor and one program director from each university in order to identify how program directors and instructors working in different public and private HEIs perceived the concept of burnout and what factors led to it. For selecting EFL program directors and faculty, the researcher used purposeful sampling. (Creswell, 2012; Seidman, 2006). Seidman (2006) states that random sampling cannot be employed for interviews because the research participants have to sign up consent forms. According to Patton (2002), the main goal of purposeful sampling is to find people who can give detailed information to

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research questions. For this reason, the researcher contacted some program directors whose contact numbers she received from her colleagues and supervisor. For contacting three EFL instructors, the researcher used convenience sampling. The researcher received the e-mail addresses of the instructors from the program directors, contacted them, and explained them the research procedure thoroughly.

Description of Participants and Venue of Interviews

Participants in this study were three EFL program directors and instructors working at three higher education institutions (HEIs) in Baku, one large public HEI, one average size public HEI, and one small private HEI. All six participants were female and were currently employed as full- time program directors and faculty. As a part of their job responsibilities, all three program directors had teaching and administrative responsibilities. Four interviews took place from the middle of February till the beginning of March. Those interviews were conducted face-to -face at two universities where the participants were working. Due to COVID-19 enforced lockdown, the researcher had to interview two participants online via WhatsApp.

Research Instruments

The researcher collected qualitative data in three higher education institutions (HEIs) in Baku through semi-structured interviews, observing three EFL program directors and faculty, and document review. Seidman (2006) notes that interviews do not aim to get answers to the questions or to judge; on the contrary; it serves to understand the lived experience people have undergone, and what meaning they attached to that experience. By interviewing, the action becomes more understandable

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as behavior is put into context (Seidman, 2006). According to Lodico et al. (2010), in order to carry out a semi-structured interview, an interview protocol should be developed. Semi-structured interviews allow the researcher to ask additional questions to receive more detailed answers (Mitchell & Jolley, 2012) and to change the order of question, delete questions, or change some words if it is necessary (Lodico et al., 2010; Galletta, 2013).

To measure program directors and faculty burnout in three HEIs in Baku, the researcher used the Maslach Burnout Inventory consisting of 22 item scale grouped into three sub-scales, which are Emotional Exhaustion (EE), Depersonalization (DP), and decreased Personal Accomplishment (PA). As each sub-scale has its questions, the researcher generalized some questions related to each subscale and prepared two interview protocols, one for program directors, and one for instructors (See Appendix B; Appendix C). In face-to-face interviews, the researcher asked these questions to research participants to identify their perception of burnout. The questions included in the interviews aimed to find out program directors' and instructors' perceptions of burnout and the factors that the participants thought may have lead to burnout. Each interview lasted approximately 50-60 minutes. All six interviews were audio-recorded using the digital recording for being used in the transcribing process.

Sharp (2012) defines observation as a data collection method that enables the researcher to gather information about what people are doing by watching and listening to them. As a secondary method to collect the data, the researcher employed semi-structured observation which enabled her to identify main issues before beginning the

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observation and note-taking. The researcher observed the research participants at work in one day and identified some factors which may have caused burnout.

For the last phase, the researcher reviewed documents. Document review can strengthen the content of interviews and observation (Merriam, 2007; Baudah, 2011). For it, the researcher should choose the documents which are related to research questions and search the ways of finding these documents. The importance of document review as a data collection method is emphasized by Yin (2018) who states that documents allow the researcher to find evidence that something exists. The researcher looked at some program directors' and faculty' job descriptions in three HEIs, which was helpful in terms of identifying the factors which may have caused burnout (Burton, Brundrett & Jones, 2014; Sharp, 2012).

Data Collection

The researcher sent an e-mail to six participants' e-mail accounts, describing the research process thoroughly (Creswell, 2012). Though all six participants agreed to be a part of this study, the researcher could arrange face-to-face meetings and distribute consent forms to only four participants. Due to COVID-19 pandemic, the researcher had to organize two online interviews via WhatsApp. The researcher sent the consent forms to two research participants' e-mail accounts and received the electronic versions of the forms (See Appendix A).

Data Analysis

This study employed a qualitative exploratory design to answer the research questions. In a qualitative study, analyzing the data starts while the data is collected

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(Bryman, 2012; Rubin & Rubin, 2012). Creswell (2014) states that there is too much information in a qualitative study; yet, not all collected information is useful.

Winnowing the data (Guest et al., 2012) is a process of focusing on the most important part of the data. The researcher should take several steps to analyze the data that is interpreting the meaning of themes, interrelating themes, coding the data, reading through all the data, organizing, and preparing data for analysis (Creswell, 2014). The researcher followed the aforementioned steps while analyzing the data.

Interviews

The first method of data collection was interviews. The researcher started data analysis by listening to the tapes and transcribing the interviews. Seidman (2006) argues that who transcribes the interviews knows the interviews better. Schuts (1967) notes that it is impossible to understand other people perfectly, and the researcher can only comprehend their actions. As the researcher was writing the transcripts, she had a general feeling and idea of what program directors and faculty expressed. In search of the most striking themes, the researcher read the transcripts many times. To be as accurate as possible, the researcher created a data analysis chart where she added the answer to each question. After reading each interview for several times, the researcher color-coded the responses based on similarities and differences and categorized the factors contributing to burnout into five themes (See Appendix: D). Later, the researcher created mind mapping based on the responses of program directors and faculty (See Appendix E; Appendix F).

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Observation

The secondary method for collecting data was observations (Sharp, 2012). Pawar (2004) highlights that observation is an important data collection method since it shows what cannot be obtained through interviews and to gain rich and useful data in a natural setting. The researcher could observe two program directors and two instructors in the field. While observing the participants, the researcher took field notes about their working condition and their behavior with the students or their colleagues.

The researcher noted some factors which may have led to burnout. Not having private offices and enough space for putting their personal belongings and other stuff, too many job responsibilities, not well-equipped classrooms, and interpersonal relationships were the factors that emerged from observation which may have caused burnout among program directors and faculty.

Document Review

Given the importance of the documentation information, the researcher also conducted document review (Creswell, 2012). Bowen (2009) highlights that document analysis is an effective way of data gathering because it is less time consuming and regardless of the researcher's influence, it remains stable. The researcher read the job descriptions of two program directors and one instructor which assisted her to reveal new insight into the concept of burnout (Merriam, 2002).

When the researcher reviewed the documents, she identified some factors that may have led to burnout. Job descriptions of two program directors revealed that the one working in an average size public university and the other one representing a small size private university had many responsibilities, such as developing, planning,

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distributing class syllabi, evaluating faculty, and teaching. Fulfilling administrative duties (i.e. attending staff and university meetings, participating in the doctoral qualifying examination, reviewing doctoral students' theses, and giving feedback) and teaching are the factors that could cause burnout among program directors.

Three data collection methods, interviews, observations, and document review, enabled the researcher to triangulate the data from various sources and establish the validity and reliability of this study findings (See Appendix G).

Trustworthiness

In qualitative research, the terms internal and external validity is replaced by trustworthiness (Matthews & Kostelis, 2011). Yin (2015) notes that for making qualitative research credible and trustworthy, research procedures ought to be transparent. All obtained data should be available for analysis, and research procedures should be understandable to other people. Trustworthiness does not imply that the reader should agree with what the researcher has done; rather it shows how the researcher had come to the conclusion (Bailey, 1996). The researcher maintained trustworthiness by triangulation (Sensing, 2011; Stake, 2010;). To ensure the trustworthiness of the findings (See Appendix G), the researcher used the following techniques:

- 1) building rapport with the participants
- 2) focusing on others (Eikenberry, 2007)
- 3) member checking (Lincoln & Guba, 1985)

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Eikenberry (2007) argues that for influencing others, one should build good a relationship with participants. Yin (2015) states that while interviewing, the researcher cannot harm people; on the contrary, the researcher should choose words carefully in order not to hurt others. Beyond coding participants' names, the researcher also reported participants' responses without distorting the meaning or including any personal opinion. The researcher should be interested in and consider the concerns of participants because everyone wants to be heard and understood (Eikenberry, 2007). Leavy (2014) highlights that for accuracy, it is important to ask research participants to read and check their transcribed interviews. Member checking is paraphrasing or summarizing the participants' words. It allows the readers to correct their mistakes which they did during the interview and prove that the researcher has presented the data as it was obtained. (Lincoln & Guba, 1985). To maintain the validity of this study, all six participants received a copy of their transcripts after the researcher transcribed the interviews. The researcher asked the participants to read their transcripts carefully and make the necessary changes if they thought it was needed.

Ethical Procedures

Creswell (2012) notes that while collecting data, participants' rights and privacy should be protected. Research participants must know how their confidentiality will be guaranteed, and what will happen to the data after the research. According to Wiles (2012), confidentiality implies that the collected data will not be disclosed, the rights of the participants will be respected, and if participants refuse to participate in the research, all the collected data will be deleted. All recorded information, transcripts, consent forms, audiotapes should be kept in a confidential place to avoid being revealed

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accidentally (Seidman, 2006). To assure research participants' anonymity, the researcher coded their names, and the names or the responses of the participants would not be revealed to any individual or be shared with anyone.

Chapter 4

Findings

The main purpose of this research was to explore whether the program directors and faculty working at higher education institutions (HEIs) perceive the concept of burnout or not. The second aim of this study was to identify the factors that may have caused burnout in the job places where program directors and faculty worked and its possible consequences. This study was guided by three research questions:

1. How do program directors working in three higher education institutions (HEIs) in Baku perceive the concept of burnout?
2. How do faculty working in three HEIs in Baku perceive the concept of burnout?
3. What factors contribute to burnout among program directors and faculty in three HEIs in Baku?

Before beginning the research, I had certain assumptions that proved to be wrong. I expected that research participants may not have been acknowledged with the concept of burnout. Nevertheless, I found out that they were not only familiar with this concept but also could define it. I also expected the program directors and faculty to name different factors leading to burnout. Yet, I did not notice any considerable difference in the contributing factors, which prove that the causes of burnout were nearly the same for both program directors and instructors.

Research Question 1: How do program directors working in three higher education institutions (HEIs) in Baku perceive the concept of burnout?

The purpose of the first research question was to reveal whether program directors were able to define burnout or not. When one of the program directors was asked to define burnout, due to the level of English language proficiency, she required some clarification. Eventually, all three program directors defined burnout as feeling depressed, trying to control feelings, quitting, and being involved in other activities. The response from a program director, Fidan, working in a large public higher education institution, strongly supported this definition.

Feeling depressed. Depressed definitely. It is like feeling under depression. You do not want to do anything. You do not want to continue. You want to say that I stopped and will be busy with another thing.

Clearly, burnout was not a response to one problem as it did not emerge suddenly. The program directors experienced it every day though they may have been unaware of its existence. Burnout had a negative influence on program directors' feelings and attitudes to their everyday work.

Research Question 2: How do instructors working in three higher education institutions (HEIs) in Baku perceive the concept of burnout?

The second research question aimed to identify whether instructors understood what burnout was. Analysis of responses to the interview question indicated that all three interviewed instructors perceived this concept and had experienced burnout at

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some stages of their careers whereas only one instructor was not aware of it. Given the definitions provided by the instructors, burnout was defined as being indifferent, tired, unmotivated, and inability to perform desired activities. To support the provided definition Aysu, an instructor working in a small private higher education institution, stated:

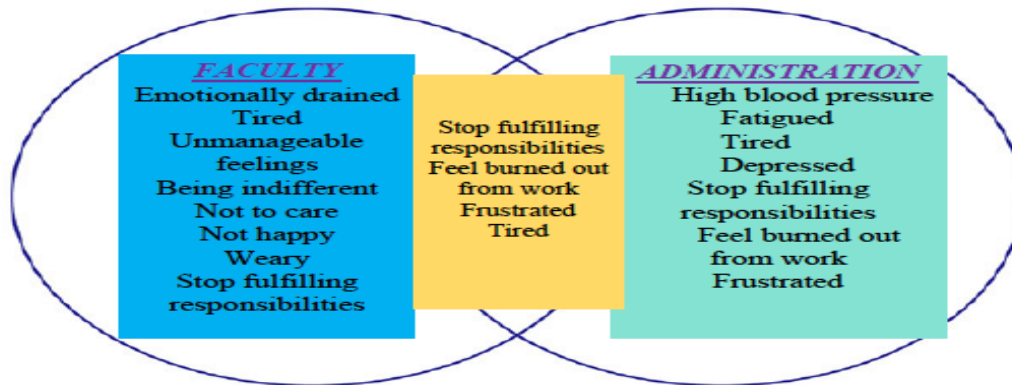
Having no interest to do anything, and do not care about. Being indifferent to everything. The only word like that. I feel indifferent to study. I feel indifferent to students. I feel indifferent to teaching.

Regardless of the fact that burnout was a new concept and not a single study had been conducted in Azerbaijan, all three instructors still perceived and could define it using their own words.

Another significant finding emerged from this study was that both program directors and faculty acknowledged what burnout was and had experienced it personally.

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Figure 1. Examples of words used to describe burnout.



Research Question 3: What factors contribute to burnout among program directors and faculty in three HEIs in Baku?

Overall, triangulation of analyzed data obtained from interview transcripts, observation and field notes, and document review emerged into five themes, such as fear of consequence, internal pressure, organizational climate, not having a conducive work environment, and poor burnout prevention strategies. Those five themes were grouped into two categories, too high workload and a sense of inadequacy.

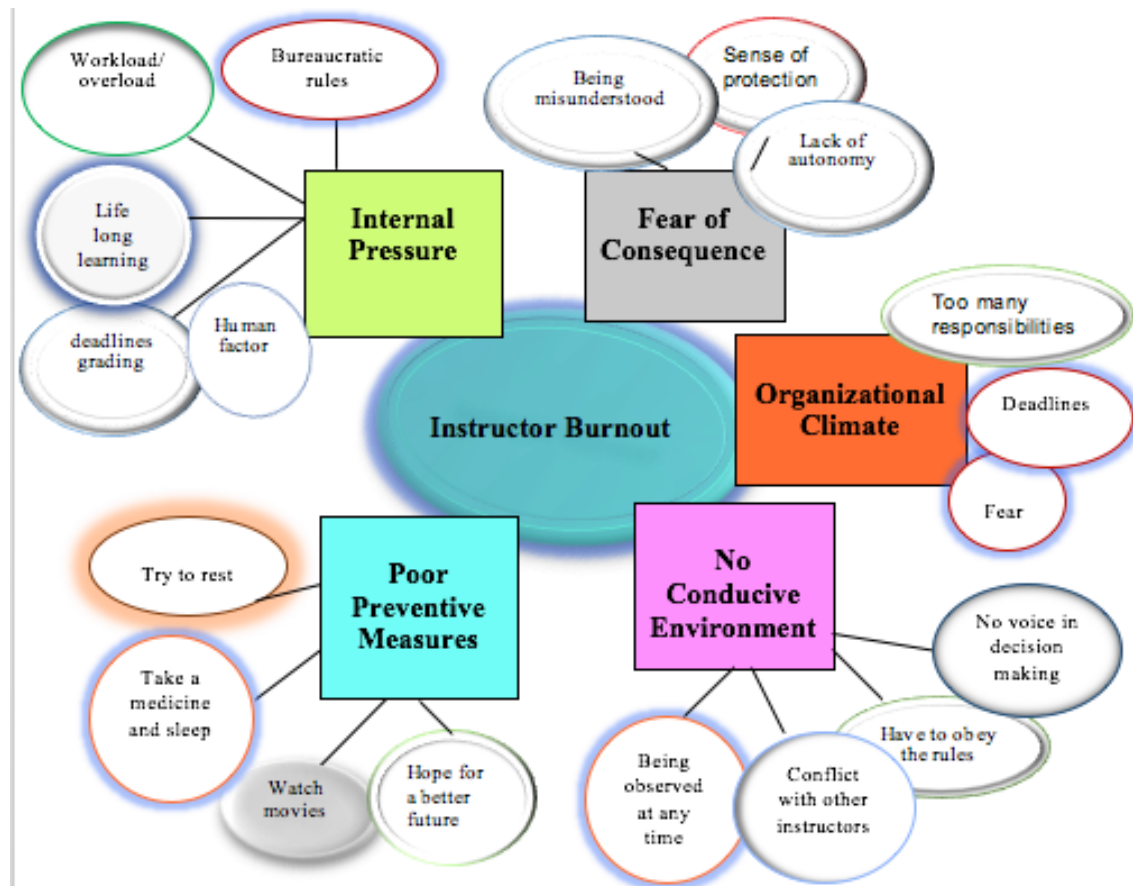
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Figure 2: Mind Mapping-Administrator Burnout



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Figure 3: Mind Mapping-Instructor Burnout



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Theme 1. Fear of Consequences.

Research participants were experienced professionals with minimum 12 years of working experience, yet, fear was noticed in their responses. They feared that their words or actions could be misinterpreted by the administration which may have negative consequences. Not being able to express her thoughts openly and hiding her feelings made Gunel, an instructor working in an average size public higher education institution, experience burnout.

Whenever you want to say something, you feel that they will accept it wrong; they will not understand me because there were cases they did not understand me. That's why, after it, I feel somehow suspicious, or I do not know, I feel worried to tell it.

Likewise, Laman, a program director working in an average size public higher education institution, shared her concerns saying that as a program director sometimes it was difficult for her to be sure in the correctness of her decision, which was one of the causes of burnout. The analysis of the data revealed that both the program directors and the instructors feared at some points of their career. Sometimes they were not confident or even afraid to express their feelings and thoughts because they feared being misunderstood or make a wrong decision. Undoubtedly, the fear of being misunderstood and being uncertain in the given decision may make a person emotionally tired, which can cause burnout.

Theme 2. Internal pressure.

According to the preliminary data, the main factors that cause internal pressure among program directors and faculty were the following: deadlines, grading, workload, overload, bureaucratic rules, worrying what others will say about them, and trying to keep everything under control.

Gunel, an instructor working in an average size public higher education institution, complained that she had to hurry all day long because she did not want to hear complaints.

I have to be in a hurry all day long. You have to be quick in everything. You have to because of deadlines. If you miss this one and keep it for tomorrow, you will lose. You will hear complaints about it, maybe from students, from the administration, if it is about personal life from children, from the husband.

That's why, you have to meet all deadlines, all things which you have to do in a day.

The thought that externally imposed deadline is approaching, and you have plenty of work may cause internal pressure, lead to burnout, and put a person under constant stress. The response of one of the program directors working in a small private higher education institution, Sabina, that she was worried all the time despite being successful in her job and fulfilling all her responsibilities confirms that internal pressure may cause burnout among administration as well. From the comments, it becomes clear that participants were aware of the factors that may cause internal pressure, which is one of the causes of burnout.

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Definitely, if there is overload and many deadlines, it will make a person be under constant stress and feel tense and may affect the quality of the work negatively.

Theme 3. Organizational Climate

The findings of the present study indicate that organizational climate may cause burnout among faculty and administration. Instructors reported that they had a lack of autonomy, underwent too much observation, had to keep deadlines, and complete extra work which was not related to their job responsibilities. Interestingly, despite working diligently, they were blamed when their students had poor academic achievement, which caused disapproval between administration and instructors.

Gunel, an instructor working in an average size public higher education institution, described her feelings:

You are responsible for the students' behavior; you are even responsible for students' grades. It also makes our job stressful. In one of my meetings, I told that sometimes students are too lazy, and we cannot encourage them to study. But the administration said to me, "It is not their fault. It is your fault that they are lazy". But there are some students in class whom we cannot encourage. Whatever you do, it does not help them to study and to succeed in the program. This also makes me tired. It also makes teaching challenging for me. Whatever I do, I will not satisfy the administration. If I do not satisfy them, why I'm killing myself here?

Despite hard work, the feeling of being an underachiever and holding the responsibility for students' grades may cause instructors to lose their motivation at work.

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Similarly, Sabina, a program director working in a small private higher education institution, complained about deadlines because she was asked to solve the problem in a short period of time. From participants' comments, it became apparent that if program directors and faculty were kept under constant pressure and are expected to do something which was beyond their control or power, they will be dissatisfied. Some instructors could hardly share their feelings and ideas with administration, and they were worried that even if they said something, they would be misunderstood. In order to avoid it, both the faculty and administration remained calm but suffered from burnout.

Theme 4. Not having a conducive work environment.

The data collected from six participants supported a theme that emerged throughout this study; not having a conducive work environment may cause burnout among faculty. All instructors loved their profession and considered students' progress as the main source of their motivation. However, due to the environment that did not maintain their well-being, they had a lower sense of belonging to their organization where they worked. Both program directors and faculty said that they loved their jobs and students. Fidan, a program director working in a large public higher education institution, expressed her love to her students saying "I live, even I would say, I breath with my students". Nevertheless, burnout may be one or even the most crucial reason for resigning. One instructor said that she would not work as a faculty in the future, whereas two instructors noted that they could change their job places depending on the offer. Though two administrators answered that they had never thought about quitting their jobs before, all of them mentioned that they would not work as a program director in 5-7 years.

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Feeling judged caused anxiety and put stress on instructors. Aysu, an instructor working in a small private higher education institution, felt anxious and stressed out when the administration asked her to change the teaching resources.

The administration is trying to change your methodology. Do not do it or try to use this instead of that, or I want you to change the textbook. How can you do it? How can you tell me that this is not good?

Consequently, if instructors do have enough autonomy at job places, it may dissatisfy them and create conflict between administration and faculty.

Likewise, the workload is one of the factors that lead to burnout. Being obliged to grade other instructor's papers made Aysu feel disappointed. She did not like to grade her colleague's students' papers because she was aware of its negative consequences.

Grading the papers, it can be a bit tiring. If you are teaching the same classes, we have to grade different students' papers, and sometimes you do not know what to put there because you do not know what the teacher taught them. The administration asked me to check some papers and write the grades. So, I felt very sorry, very bad after that. It was a kind of conflict between me and the instructor. I had no choice; I had to grade, and it made me tired.

The quotes shared by Aysu supported the idea that an environment that did not value employees' autonomy, forced them to complete extra tasks, and judged instead of considering their concerns and viewpoints may have caused burnout among instructors.

Unfavorable work environment may also be one of the reasons why program directors and faculty blamed each other. Fidan, a program director working in a large

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public higher education institution, blamed the instructors for always complaining and being demotivated. In a like manner, Aysu, an instructor working in a small private higher education institution, noted:

I am doing some extra work that is not related to my position, to my responsibility, but I have to do it. It makes you feel like it is not your work. Why do I need to do it? It takes my time, my energy, and it has no result. But it affects my classes, my money, and my family.

From the responses, it is obvious that lack of autonomy, not being able to say “No”, and being obliged to do something maybe crucial factors that lead to burnout among program directors and faculty.

Theme 5: Poor burnout prevention strategies.

Due to the fact that both program directors and faculty did not have enough information on this topic, they did not know how to overcome burnout. During the interviews, participants were asked how they managed their feeling of burnout. Gunel, an instructor working in one average size public higher education institution, replied that taking a medicine for relieving stress was the only way for her. The similar answer was given by Laman, a program director working in one average size public higher education institution:

Just making sure that you do not get out of control during the workplace. Going back to your office, closing your door, and trying to come down there.

From the responses, it is obvious that participants do not have any effective strategy to cope with burnout. Strategies mentioned by participants, like taking medicine, controlling oneself, closing the door, and trying to come down, may yield

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temporary results; however, for avoiding burnout, they remain to be weak. Maybe because of it, the faculty wanted the administration to help them and understand their concerns. Although instructors and program director used different strategies to cope with burnout, the faculty verbalized the need for support as the following:

“We want to hear some good words and praised by the administration”.

“They must have the patience to listen to us till the end, not show emotions from the first sentence”.

“The administration should create suitable circumstances for instructors”.

Program directors and faculty may remain at their jobs without knowing how to cope with it. However, the effects of burnout will be visible in the quality of their work, and if not helped, will worsen with the time. For this reason, it is important to identify why program directors and faculty suffer from burnout and help to deal with it.

The theoretical framework of this research was based on the Maslach Burnout Inventory, represented in three subscales: emotional exhaustion, decreased personal accomplishment, and depersonalization. According to the research findings, out of three subscales, feeling of Emotional Exhaustion (EE) was mainly emphasized by the research participants, whereas they had a lower sense of decreased Personal Accomplishment.

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Summary

In summary, the findings of this study have shown that both program directors and faculty had burnout, and they did not know how to deal with these feelings. While participants had a high feeling of Emotional Exhaustion and Depersonalization, they had a low feeling of decreased Personal Accomplishment. Research participants had participated in many courses and professional development programs, and some of them had a PhD degree. Even though they were qualified program directors and instructors and loved their profession and cared about their students, they were burned out. They were suffering from burnout and did not know how to overcome it, yet, they were still passionate and dedicated.

Chapter 5

Discussion and Implications

Summary of Major Findings

Evidence from this research proves that burnout is one of the concerning issues for program directors and faculty. Even though it is not defined in the national education glossary, program directors and instructors experience it in their professional lives. Burnout is not a new concept though not a single research has been conducted in Azerbaijan in this field so far. Despite the fact that various factors may lead to burnout and participants have experienced it, they may not be aware of it.

Discussion in Relationship to the Literature on Burnout

The reviewed literature suggests that emotional overload is the foundation of burnout syndrome (Maslach et al.,1996). When people have many responsibilities, they do their best to fulfill their duties; as a result, they lose their emotional resources. According to this study findings, program directors and instructors were mostly suffering from Emotional Exhaustion. The participants reported that they did not want to begin a new day and felt exhausted at the end of the workday.

Supporting Furst and Cable's (2008) claim that insufficient support from administration leads to job dissatisfaction and frustration, this study illustrates that the instructors' opinions are underestimated by the administration (Billingsley and Mcleskey, 2004). The instructors felt cautious about expressing opinions in departmental meetings, which proved that there was a mistrust between them and program directors. As a result, this factor remains as one of the main reasons why some instructors tend to find a different job or change their job positions.

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Internal pressure is mentioned as the main source of burnout (Procter & Procter, 2013). In line with this idea, it must be pointed out that all six participants were aware of the fact that teaching is a challenging profession. Yet, lack of autonomy in the job, low self-esteem, workload, and work pressure (Maslach & Pines, 1977; Pines et al., 1981; Eripek, 2001; Ataman, 2001), are important factors that correlate to burnout. As stated previously, participants may have felt frustrated because they were dictated what to teach. In spite of the fact that they loved teaching, because of internal pressure, they were stressed and demotivated.

The literature review shows workload and stress as a source of burnout (Dillon and Tanner, 1995). This idea is supported by the researchers Brewer and McMahan-Landers (2003) who state that if there is any inconsistency between the work environment and a person's understanding of work environment, stress begins, and if the stress lasts for a long period, it causes burnout (Troman & Woods, 2001). These results concur with what has been found in this study. Program directors felt stressed because it was difficult for them to teach and to fulfill administrative responsibilities and to complete the work which was not related to their job responsibilities. Because of grading and deadlines, instructors did not get enough sleep and had to hurry all the time. Undoubtedly, it is quite challenging to complete the task if there are time and work pressure in the place, and when there is so much pressure, burnout is inevitable.

Three symptoms of burnout, physical, behavioral, and psychological, identified by Work Health Promotion Publication (1995-98) were noticed in research participants. This is consistent with what has been found in this study's findings. All six participants reported having headaches, feeling exhausted, depressed, and dissatisfied, being hasty,

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and having a lack of self - confidence. Both program directors and faculty felt exhausted at the beginning of the day, had to hurry in order to meet deadlines, felt dissatisfied when they were blamed for students' academic progress, and had a lower sense of confidence because they were misunderstood. Rodriguez (2007) notes that burned out instructors may seem normal; however, their responses and comments reveal their rage and concern. These are the warning signals of burnout which should be taken seriously because these symptoms are likely to build up gradually.

Burnout does not emerge suddenly; on the contrary, it appears after some years of working (Vandenberg et al.,1999). All six research participants had a minimum 10 years of teaching experience. They had participated in many courses and conferences, and some of them had a Ph.D. degree. They were diligent, competent, and qualified program directors and faculty; however, they did not know how to deal with burnout. Instructors did not receive any administrative support that would help them to handle it. For them, the best strategy for managing the feeling of burnout was motivating themselves and hoping for a better future. According to Gold and Roth (2013), Psycho-Social needs, Emotional-Physical needs, and Personal-Intellectual needs are important in dealing with burnout. The analysis of the data in response to research questions yielded that program directors and faculty were just dealing with the symptoms of burnout. Yet, the factors which led to burnout were sometimes unnoticed or disregarded, but accumulated. They found the solution in quitting or finding another job since no one met their needs. Thus, program directors and faculty may find a way to manage their feelings of burnout; nevertheless, to expect that they will recover from burnout without any help is unrealistic.

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Demirel and Cebhe (2015) argued that for effective teaching, instructors should not have burnout. Likewise, Farber (1991) and Weiskopf (1980) claimed that an instructor who was suffering from burnout could not teach creatively, and the negative effects would be observed in students' achievements. One of the most significant findings was that instructors who participated in this study were enthusiastic and ready to teach their students. Although the findings are generally compatible with the literature review, the idea that for effective teaching instructors should not have burnout differ from it. Though the research participants were suffering from burnout, they were able to teach with passion, which proves that burnout cannot stop an instructor who is enthusiastic to teach. Enthusiastic instructors know how to transmit the knowledge and instead of forming barriers between their students and themselves, they will put all their efforts to teach them effectively.

Limitations and Gaps in the Research

The limitation of the study is a small sample size. I could interview only three instructors and three program directors. In addition, all participants were female, which did not allow me to compile a demographically representative sample.

Moreover, I used convenience sampling, which is problematic in terms of involving the instructors who were enthusiastic to participate in this research.

In addition, while interviewing, one of the participants answered the research questions in Azerbaijani. As all interview questions were in English, I had to translate the interview transcript into English so that I would be able to analyze and convert the text into codes, and it took some time.

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Furthermore, because of the outbreak of COVID-19, the educational institutions were closed, and I had to conduct two interviews online via WhatsApp. Also, I was not able to receive a job description from two instructors and one administrator for the document review.

Though the Maslach Burnout Inventory (MBI) is a reliable and valid measure for burnout used by many researchers, it only reveals the symptoms of burnout, not the causes. The literature review has revealed that many researchers used MBI in a quantitative study. Designing interview questions created some challenges as I used MBI in a qualitative study and prepared interview questions based on three subscales: emotional exhaustion, depersonalization, and decreased personal accomplishment.

Lastly, being an instructor and not having enough experience as a researcher may impact this study in a particular way. I recognized that I may have been biased while analyzing and interpreting the data owing to a lack of experience. However, I tried to deem my presence and be as objective as possible during the whole process.

Significance of the Research

In particular, not a single study to date has explored the concept of burnout in Azerbaijan. This research provided a foundation for the concept of burnout in HEIs in Azerbaijan. Notwithstanding these limitations, the present study suggests that further research is important to measure the level of burnout among program directors and faculty to increase the productivity of the work, help novice instructors, and decrease the rate of instructor attrition in the future. A mixed study may be conducted to understand the concept of burnout among program directors and faculty working at universities at deeper levels and understand the importance of leadership support. Such

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a study may provide sufficient information on the level of burnout program directors and faculty experience and assist in finding the strategies that would ameliorate it. A mixed study would further enable the administration to find ways of supporting instructors rather than complaining about the low quality of their work.

Chapter 5

Conclusion

Summary and Recommendations

As a University instructor, I have noticed that the majority of research participants suffered from burnout. Constant complaints and dissatisfaction of program directors and instructors proved that they had burnout. Being qualified in their fields, participants may continue working by motivating themselves, however, it will not last forever. By identifying the main factors leading to burnout, this research aimed to help program directors and faculty find the strategies to manage their feeling of burnout. Years of experience do not help to overcome burnout; on the contrary, it makes the situation worse. To make teaching a prestigious profession and attracting more graduates to this field, instructors' well-being should be maintained by senior administration.

University leadership should acknowledge the existence of burnout though it is a new concept in Azerbaijan and its negative effects on program directors' and faculty's personal and professional lives. Leaders should realize how burnout can be dangerous within the organization and find some strategies to prevent it. For providing individualized support, it is important for the leaders to respect program directors and faculty and show concern for their personal feelings and needs, which is one of the main characteristics of transformational leadership. If university leadership act as transformational leaders, they may be able to build a conducive work environment, promote collaboration among staff, and maintain effective communication. Applying

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transformational leadership may lead to creating shared norms, values, and beliefs, increase program directors' and faculty's self-confidence, and provide them with opportunities to participate in the decision-making process.

Two action programs suggested by Kyriacou (1987) and Gmelch (1983), direct action programs and palliatives action programs, could be considered as effective measures for dealing with burnout. Direct action programs deal with the causes of burnout and include strategies such as decreasing the number of students in a class or increasing students' motivation.

Palliatives action programs focus on the strategies for reducing tension and fatigue among staff. These programs techniques may be grouped into mental and physical. Mental techniques focus on changing perception of the work environment and existing circumstances while physical techniques involve relaxing exercise and workshops on a healthy lifestyle (Vandenberghe et al., 1999).

By investing in professional development training, senior administration may support program directors and faculty helping them to cope with burnout.

Appendix A

Informed Consent Form

Date:

Name of Participant:

Study Name: Burnout among EFL Language Instructors in Higher Educational Institutions in Azerbaijan

Researcher: *Gunay Imanguliyeva, Room: A 326, gimanguliyeva@ada.edu.az*

Purpose of the Research: to explore the concept of burnout among Higher ED teachers, identify the factors leading to teacher burnout and possible consequences of this syndrome on teachers' professional and personal life.

Participants' responsibilities: The participants will be asked to participate in an in-depth interview, which will last 40 minutes and answer the questions given by the researcher. In addition, the instructors will fill shadowed by the researcher in order to find out the factors contributing to teacher burnout.

Research Benefits: The researcher believes that if burnout concept is defined precisely and explored among more teachers and educational institutions, the deans and program directors may look for the ways to support teachers, to find ways to increase teacher job satisfaction and decrease teacher turnover.

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Withdrawal from the Study: You have a right to stop your participation in the study at any time, for any reason. If you decide to stop participation, or not answer a specific question, it will not impact on your relationship with the researcher or with ADA University and all information will be destroyed.

Confidentiality: The researcher will record the interviews with your consent only. Your identity will be protected, and all responses will be kept anonymously. Research data will only be accessible by the researcher.

Questions About the Research? If you have questions about the research, please feel free to contact Gunay Imanguliyeva by e-mail (gimanguliyeva@ada.edu.az).

Legal Rights and Signatures:

I, (fill in your name here), consent to participate in (insert study name here) conducted by (Gunay). I have understood the purpose of this project and want to participate. By signing below, I indicate my consent.

Signature _____

Date _____

Participant

Signature _____

Date _____

Principal Investigator

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, *(fill in your name here)*, agree to allow video and/or [digital images or photographs] in which I appear to be used in teaching, scientific presentations and/or publications with the understanding that I will not be identified by name. I am aware that I may withdraw this consent at any time without penalty.

Signature _____

Date _____

Participant

Appendix B

Instructors' Protocol

Hello. Let me introduce myself. My name is.... I work at ADA University as an English language instructor. Thank you for taking the time to participate in this study. The goal of this research is to explore the concept of burnout among instructors working in higher educational institutions in Baku, Azerbaijan. Please understand you have the opportunity to remove yourself from this study at any time. Are you comfortable with me recording your responses for my review later? Yes _____ or No _____

Before the interview, two consent forms had been sent to you (one to sign and return and one to keep). This interview will last approximately 60 minutes and will be semi-structured interview.

Do you have any questions before we begin? If there are no questions, we can start the interview.

1. Introduce yourself, please.
2. How long have you been teaching English?
3. What are your responsibilities as a faculty? In addition to teaching, are you responsible for any other duties, if yes, what are they?
 - Is it research, community service, or anything else?
4. Can you describe me your typical work day?
5. How do you manage your time in terms of lesson preparation, grading, staff meetings, and collaboration with your colleagues?
6. How do you feel when you get up in the morning?
 - Do you feel motivated, ready for beginning the workday or tired?

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7. How do you feel at the end of the work day?
 - Do you feel energetic, tired, or exhausted at the end of the workday? Why?
 8. Do you think your job is emotionally hardening? If yes, what makes you think so? If no, what makes it emotionally satisfied?
 - Can you identify 3 key factors that make your job emotionally hardening/emotionally satisfied?
 9. Do you think your job is stressful? If yes, what makes you think so?
 - Can you identify 3 key factors that make your job stressful?
- One can claim that teaching is challenging and may lead to burn out, which is believed to be a significant problem in educational settings. Even some teachers think to leave or have already left this profession because they feel exhausted.
10. Do you also find teaching challenging? If so, can you identify 3 key factors that make teaching challenging?
 11. Have you ever experienced burnout? If yes, what is burnout? How can you define it?
 12. Do you think job related factors may lead to burnout? If yes, what are the most important factors that may lead to burnout at work, particularly in teaching?
 13. Do you feel burned out all the time or when there is a pressure?
 - E.g., time pressure, too much grading after the tests/exams?
 14. Who helps you when you have job related problems?
 - Is it your colleagues, administrator, or you yourself?
 15. How do you manage your feelings of burnout? Is there any strategy you use to deal with burnout?

BURNOUT

16. What do you think the university administration should do to help faculty to handle burnout?

- Does the program director provide you the opportunities to deal with burnout?

E.g., professional development, rewarding system, courses contributing to emotional, mental, physical, and/or psychological, well-being.

17. What are worthwhile things in your career you have accomplished so far?

- Could you name at least two or three worthwhile things?

18. Have you ever thought about quitting? What have stopped you?

19. Do you think that you will be teaching at University after 5-7 years?

- If yes, as a faculty r as an administrator?

-If no, is it because of burnout or of experiencing something new?

20. Is there anything that I have not covered that you think is relevant to add?"

Thank you very much for talking with me. Your responses are greatly appreciated. I will call you once your interview is transcribed so you can read it over.

Appendix C
Program Director's Protocol

Hello. Let me introduce myself. My name is... I work at ADA University as an English language instructor. Thank you for taking the time to participate in this study. The goal of this research is to explore the concept of burnout among instructors working in higher educational institutions in Baku, Azerbaijan. Please understand you have the opportunity to remove yourself from this study at any time. Are you comfortable with me recording your responses for my review later? Yes _____ or No _____

Before the interview, two consent forms had been sent to you (one to sign and return and one to keep). This interview will last approximately 60 minutes and will be semi-structured interview.

Do you have any questions before we begin? If there are no questions, we can start the interview.

1. Introduce yourself.
2. How long have you worked as a program director/manager/ dean?
3. What are your responsibilities as a program director/manager/dean?
-Is it administrative responsibilities, research, supervising, or teaching as well?
4. Can you describe me your typical work day?
5. How do you manage your time in terms of decision making, guiding, staff meetings, and collaboration with your staff and colleagues?

BURNOUT

6. How do you feel when you get up in the morning?
 - Do you feel motivated, ready for beginning the workday or tired?
7. How do you feel at the end of the work day?
 - Do you feel energetic, tired, or exhausted at the end of the workday? Why do you feel so?
8. Do you think your job is emotionally hardening? If yes, what makes you think so?
 - Can you identify 3 key factors that make your job emotionally hardening?
 - If no, what makes it emotionally satisfied?
9. Do you think your job is stressful? If yes, what makes you think so?
 - Can you identify 3 key factors that make your job stressful?
10. One can claim that teaching is challenging and may lead to burn out, which is believed to be a significant problem in educational settings. Even some teachers think to leave or have already left this profession because they feel exhausted. Do you also find teaching challenging? If so, can you identify 3 key factors that make teaching challenging?
11. Have you ever experienced burnout? If yes, what is burnout? How can you define it?
12. How do you manage your feelings of burnout? Is there any strategy you use to deal with burnout?
13. Do you feel burned out all the time or when there is a pressure?
E.g., time pressure, too much grading after the tests/exams?

BURNOUT

14. Do you think your job responsibilities or the faculty is the main source of your burnout?
15. Do you think job related factors may lead to burnout? If yes, what are the three most important factors that may lead to burnout at work, particularly in teaching?
16. As a dean/program director how do you help the faculty to avoid or to handle burnout?
17. What do you think can be done to help teachers to deal with burnout?
 - Can you share any strategy that may help teachers to handle burnout?
15. Does the senior administration provide you the opportunities to deal with burnout?
 - E.g., professional development, rewarding system, courses contributing to emotional, mental, physical, and/or psychological well-being?
 - If no, how do you think that these above mentioned examples could be helpful in dealing with burnout?
16. Have you ever thought about quitting? What have stopped you?
17. Do you think that you will be a program director//manager at University after 5-7 years?
 - If yes, what can help you to stay at this position? Is it because you care about teachers or you can create a stress-free work environment?
 - If no, is it because of burnout or of experiencing something new?
18. Is there anything that I have not covered that you think is relevant to add?

Appendix D:

Research Questions in Relation to Interview Questions

Research Questions:

1. How do program directors working in three higher education institutions (HEIs) in Baku perceive the concept of burnout?
2. How do faculty working in three HEIs in Baku perceive the concept of burnout?
3. What factors contribute to burnout among program directors and faculty in three HEIs in Baku?

Based on the research questions the interview questions are designed in the following areas:

- G. What is burnout
- N. Job responsibilities
- K. External and internal pressure
- Y. Managing the feeling of burnout
- Z. Help from others to handle burnout

Faculty Interview Protocol	Supervisor Interview Protocol
<p><u>What is burnout?</u> 1.How long have you been teaching English? 2.How do you feel when you get up in the morning? Do you feel motivated, ready for beginning the workday or tired? 3.How do you feel at the end of the work day?</p>	<p><u>What is burnout?</u> 1.How long have you worked as a program director/manager/ dean? 2.How do you feel when you get up in the morning? Do you feel motivated, ready for beginning the workday or tired? 3.How do you feel at the end of the work day?</p>

BURNOUT

<p>Do you feel energetic, tired, or exhausted at the end of the workday? Why?</p> <p>4. Have you ever experienced burnout? If yes, what is burnout? How can you define it?</p> <p>5. Do you feel burned out all the time or when there is a pressure? E.g., time pressure, too much grading after the tests/exams?</p> <p>6. What are worthwhile things in your career you have accomplished so far? Could you name at least two or three worthwhile things.</p> <p>7. Have you ever thought about quitting? What have stopped you?</p> <p>8. Do you think that you will be teaching at University after 5-7 years? - If yes, as a faculty or as an administrator? - If no, is it because of burnout or of experiencing something new?</p> <p><u>Job responsibilities</u></p> <p>9. What are your responsibilities as a faculty? In addition to teaching, are you responsible for any other duties, if yes, what are they?</p> <p>10. Can you describe me your typical work day?</p> <p>11. How do you manage your time in terms of lesson preparation, grading, staff meetings, and collaboration with your colleagues?</p> <p>12. Do you think job related factors may lead to burnout? If yes, what are the most important factors that may lead to burnout at work, particularly in teaching?</p> <p><u>External and internal pressure</u></p> <p>13. Do you think your job is emotionally hardening? If yes, what makes you think so? If no, what makes it emotionally satisfied? Can you identify 3 key factors that make your job emotionally hardening</p>	<p>Do you feel energetic, tired, or exhausted at the end of the workday? Why?</p> <p>4. Have you ever experienced burnout? If yes, what is burnout? How can you define it?</p> <p>5. Do you feel burned out all the time or when there is a pressure? E.g., time pressure, too much grading after the tests/exams?</p> <p>6. Have you ever thought about quitting? What have stopped you?</p> <p>7. Do you think that you will be a program director//manager at University after 5-7 years? If yes, what can help you to stay at this position? Is it because you care about teachers or you can create a stress-free work environment? - If no, is it because of burnout or of experiencing something new?</p> <p><u>Job responsibilities</u></p> <p>8. What are your responsibilities as a program director/manager/dean? Is it administrative responsibilities, research, supervising, or teaching as well?</p> <p>9. How do you manage your time in terms of decision making staff meetings, and collaboration with your colleagues?</p> <p>10. Can you describe me your typical work day?</p> <p>11. Do you think job related factors may lead to burnout? If yes, what are the most important factors that may lead to burnout at work, particularly in teaching?</p> <p><u>External and internal pressure</u></p> <p>12. Do you think your job is emotionally hardening? If yes, what makes you</p>
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BURNOUT

<p>14. Do you think your job is stressful? If yes, what makes you think so? Can you identify 3 key factors that make your job stressful?</p> <p>15. Do you find teaching challenging? If so, can you identify 3 key factors that make teaching challenging?</p> <p><u>Managing the feeling of Burnout</u></p> <p>16. How do you manage your feelings of burnout? Is there any strategy you use to deal with burnout?</p> <p><u>Help from others to handle Burnout?</u></p> <p>17. Who helps you when you have job related problems? Is it your colleagues, administrator, or you yourself?</p> <p>18. What do you think the university administration should do to help faculty to handle burnout? Does the program director provide you the opportunities to deal with burnout? E.g., professional development, rewarding system, courses contributing to emotional, mental, physical, and/or psychological, well-being.</p>	<p>think so? If no, what makes it emotionally satisfied? Can you identify 3 key factors that make your job emotionally hardening?</p> <p>13. Do you think your job is stressful? If yes, what makes you think so? Can you identify 3 key factors that make your job stressful?</p> <p>14. Do you find teaching challenging? If so, can you identify 3 key factors that make teaching challenging?</p> <p><u>Managing the feeling of Burnout</u></p> <p>15. How do you manage your feelings of burnout? Is there any strategy you use to deal with burnout?</p> <p><u>Help from others to handle Burnout?</u></p> <p>16. As a dean/program director how do you help the faculty to avoid or to handle burnout? What do you think can be done to help teachers to deal with burnout? Can you share any strategy that may help teachers to handle burnout?</p> <p>17. Does the senior administration provide you the opportunities to deal with burnout? E.g., professional development, rewarding system, courses contributing to emotional, mental, physical, and/or psychological well-being? If no, how do you think that these above mentioned examples could be helpful in dealing with burnout?</p> <p>18. What do you think can be done to help teachers to deal with burnout? Can you share any strategy that may help teachers to handle burnout?</p>
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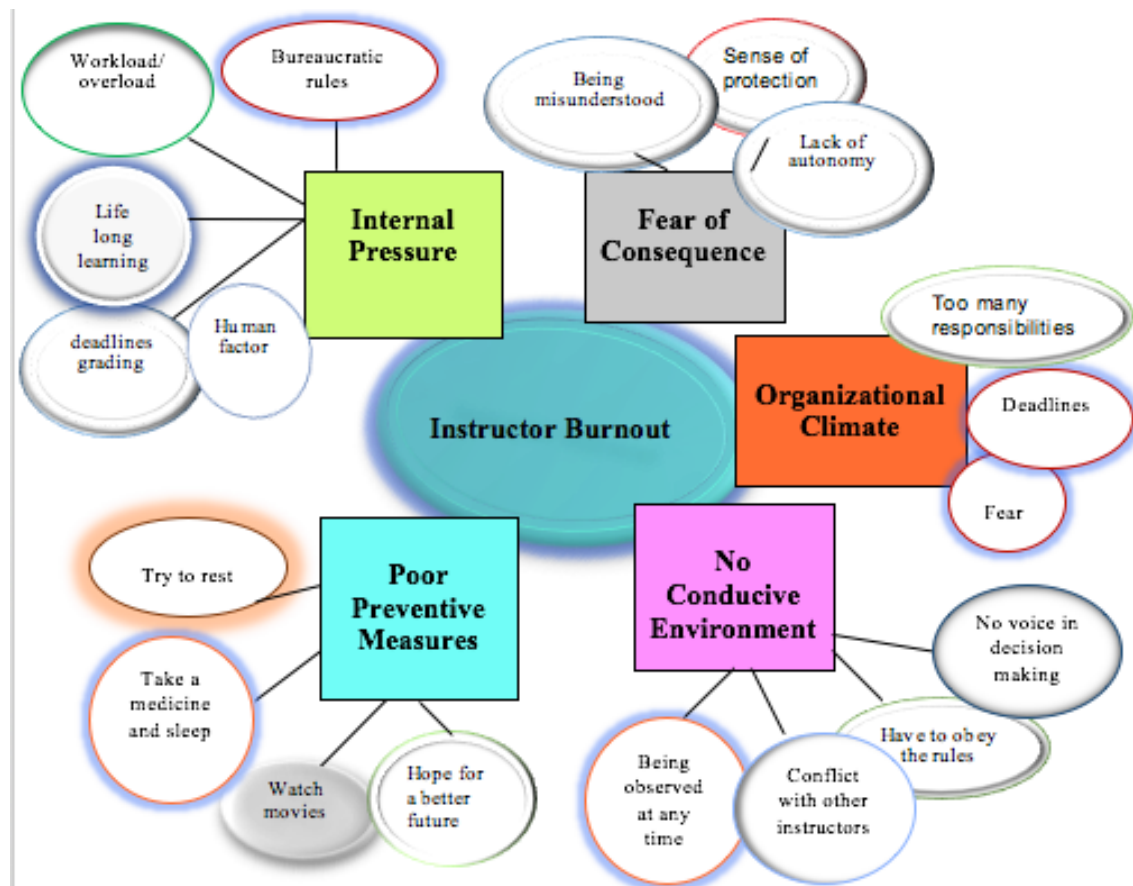
BURNOUT

Research Questions in Relation to Interview Questions

Research Questions	Interview Questions	
	Faculty	Program Director
1. How do program directors working in three higher education institutions (HEIs) in Baku perceive the concept of burnout?	G1, G2, G3,G4, G5, G6,G7, G8, Y16,	
2. How do faculty working in three HEIs in Baku perceive the concept of burnout?		G1, G2, G3, G4, G5, G6, G7, Y15
3. What factors contribute to burnout among program directors and faculty in three HEIs in Baku?	N9, N10, N12, K 12, K13, K14, K15,Z17, Z18	N8,N10, N11, K12, K13, K14, Z16,Z18

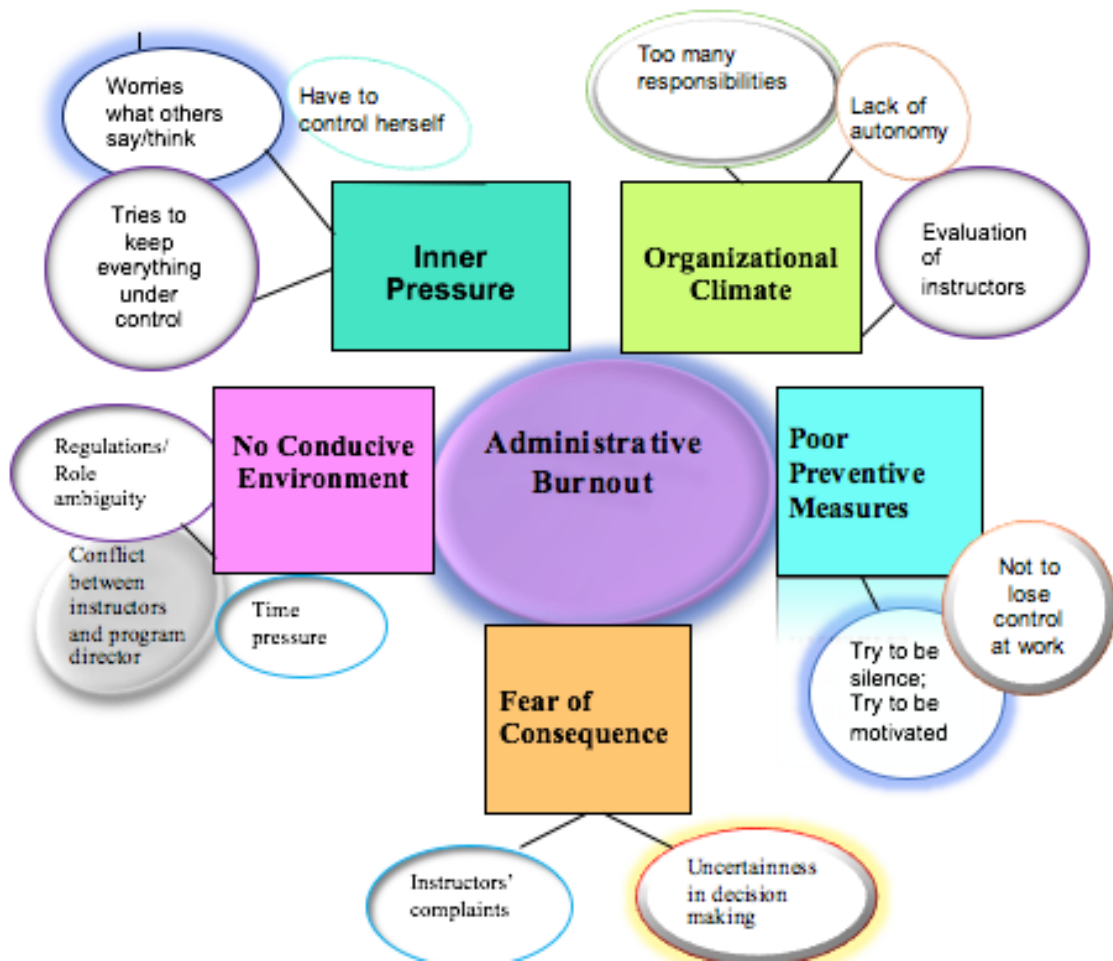
Appendix E:

Mind Mapping-Instructor Burnout



Appendix F

Mind Mapping-Program Director Burnout



Appendix G

Matrix of Findings and Sources for Data Triangulation

[Table 3

Matrix of Findings and Sources for Data Triangulation

Major Findings	Source of Data		
	I	O	D
Theme 1: Fear of Consequence	V	V	
Theme 2: Internal pressure	V	V	V
Theme 3: No Conducive Work Environment	V	V	
Theme 4: Organizational Climate	V	V	V
Theme 5: Poor Preventive Measures	V	V	

Note: I=Interview, O=Observation, D=Document

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