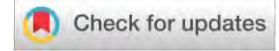


Preservice English teachers' burnout levels and motivations to choose the teaching career

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ABSTRACT This study aims to investigate preservice English teachers' motivations for choosing the teaching career, and their student burnout levels. The correlation between these variables, and the participants' perspectives about student burnout reasons in English Language Teaching departments were examined. The sample consisted of 466 preservice English teachers at two different state universities in Türkiye. This study adopted a concurrent mixed method study design, and the data were gathered via a questionnaire, an inventory, and a structured interview. The quantitative data were analyzed through descriptive and correlation analyses, while qualitative data were subjected to qualitative content analysis. The findings suggested that the participants' most frequent motivations for choosing the teaching career were intrinsic motivations, yet their burnout levels were high. The participants' career motivations correlated negatively with their burnout levels. Participants mostly reported assignments, difficulty of courses, and oral presentations as their burnout reasons. At the end of this paper, the individuals desiring to study ELT were recommended to have strong motivations to study ELT and be aware of its heavy workload.

Keywords: Career motivations, English language teaching, Preservice English teachers, Student burnout, Teaching career

Hizmet öncesi İngilizce öğretmenlerinin tükenmişlik seviyeleri ve öğretmenlik kariyerini seçme motivasyonları

ÖZ Bu çalışma hizmet öncesi İngilizce öğretmenlerinin öğretmenlik kariyerini seçme motivasyonlarını, tükenmişlik seviyelerini, bu değişkenler arasındaki korelasyonu ve hizmet öncesi İngilizce öğretmenlerinin İngilizce Öğretmenliği (ELT) bölümlerindeki tükenmişlik sebepleri hakkındaki görüşlerini araştırmayı hedeflemektedir. Çalışmanın örneklemini Türkiye'de iki farklı devlet üniversitesinde eğitim görmekte olan 466 hizmet öncesi İngilizce öğretmeninden oluşmaktadır. Çalışmada sayısal ve metinsel verilerin bir anket, bir envanter ve bir yapılandırılmış görüşme enstrümanı ile tek bir oturumda toplandığı eş zamanlı karma yöntem kullanılmıştır. Nicel veriler betimsel analiz ve korelasyon analizi yöntemleriyle, nitel veriler ise nitel içerik analizi yöntemiyle incelenmiştir. Çalışmanın bulguları doğrultusunda katılımcıların en yüksek sıklıkta belirttiği öğretmenlik kariyerini seçme motivasyonlarının içsel motivasyonlar olduğu ve katılımcıların tükenmişlik seviyelerinin yüksek olduğu sonucuna ulaşılmıştır. Buna ek olarak katılımcıların kariyer motivasyonları ve tükenmişlik seviyeleri arasında negatif korelasyon gözlemlenmiştir. Hizmet öncesi İngilizce öğretmenleri çoğunlukla ödevleri, derslerin zorluğunu ve sözlü sunumları tükenmişlik sebebi olarak belirtmişlerdir. ELT bölümünü tercih edecek bireylerin bu bölümü seçerken güçlü motivasyonlara sahip olması ve bölümün ağır iş yükünün farkında olmaları önerilmiştir.

Anahtar Sözcükler: Kariyer seçme motivasyonları, İngilizce öğretmenliği, Hizmet öncesi İngilizce öğretmenleri, Öğrenci tükenmişliği, Öğretmenlik kariyeri

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INTRODUCTION

Teachers' longevity in their careers has attracted considerable attention in the relevant literature as they are adversely affected by the classroom and school environments, which leads them to experience negative psychological conditions and eventually drop out of their profession (Madigan & Kim, 2021; Skaalvik & Skaalvik, 2011). Teacher attrition and permanence are essential issues in teaching contexts as these issues cause various problems, such as a decrease in the quality of education, student achievement, and, more directly, a serious shortage of practitioners (Banegas & del Pozo Beamud, 2022; Milanowski & Odden, 2007; United Nations Educational, Scientific and Cultural Organization, 2013). According to previous research, approximately 50% of teachers tend to quit their profession within the first five years of their teaching career (henceforth TC), demonstrating the graveness of teacher attrition (Gallant & Riley, 2014; Struyven & Vanthournout, 2014). In Türkiye, 13% of the teachers consider dropping out of their career in the next five years (Organisation for Economic Co-operation and Development, 2018). Although the picture appears more optimistic in Türkiye, 7% of the teachers in Türkiye are reported to be three to four times more likely to drop out of their profession in the next five years (Organisation for Economic Co-operation and Development, 2018).

Stress, personal characteristics, work environment, government policies, workload, and emotional burden of teaching were reported to be among the most critical factors leading to teacher attrition (Borman & Dowling, 2008; Day & Gu, 2010; Heinz, 2015; Kim et al., 2019; Skaalvik & Skaalvik, 2011; Steinhardt et al., 2011; Struyven & Vanthournout, 2014). In addition to these factors, teachers' motivations to choose the TC and teacher burnout appear as other crucial factors (Alexander et al., 2020; Hong, 2010). In-service teachers' motivations to choose the TC and teacher burnout also gathered substantial attention in the Turkish educational context. In-service teachers, especially the EFL teachers, appear to choose the TC with several motivations such as working conditions, opportunity to work with more educated colleagues, pays/benefits, and their students (Erkaya, 2013). Moreover, Turkish EFL teachers appear to lose their sense of personal accomplishment over time in their profession, which may be a sign of teacher burnout (İlya, 2023). Previous studies exploring teachers' career motivations and their burnout reported a negative relationship between teachers' motivations to choose the TC and their burnout levels. Drawing on this relationship, many researchers echoed the importance of career motivations and the concept of burnout in terms of teacher attrition (Atmaca et al., 2020; Fernet et al., 2017).

In-service teachers' dropout rates are affected not only by their various reasons for choosing the TC but also by their expectations, burnout, and prior teaching and learning experiences before they start their careers (Kelly et al., 2019; McLean et al., 2019). These claims may direct one's attention to preservice teacher training. In line with these claims, it has been stated in previous research that the quality of teacher training programs affects preservice teachers' motivations for choosing teaching as a career, and these motivations can influence preservice teachers' burnout levels and mental wellbeing (Holzberger et al., 2021; Slemp et al., 2020). Therefore, for a better understanding of teachers' longevity in their careers, preservice teachers' career motivations, prior experiences as students and thoughts about the TC must be taken into account and investigated in detail (Wang & Zhang, 2021). Further, there is a call for more research studies which will shed light on different teacher education contexts in terms of preservice teachers' motivation to choose the TC, their student burnout levels, and the relationship between these motivations and student burnout (Heinz, 2015; McLean et al., 2019). Therefore, this study focused on the motivations of preservice English teachers (henceforth PSETs) from Türkiye and the situation of student burnout in this diverse context. In addition, for a detailed analysis of the variables discussed in this paper, quantitative data would fall short in explaining all the variables. Also, as Heinz (2015) stated, there is the "predominance of quantitative questionnaire" in the related studies (p. 272). Therefore, it is possible to refer to a need for qualitative studies to gather detailed responses from the participants on their motivations to choose the TC, their student burnout levels, and their perceived reasons for student burnout in their departments. Thus, to have a more powerful and more precise results, the study took advantage of both quantitative and qualitative data in terms of the participants' motivations to choose the TC, their student burnout levels, and their perceived reasons for student

burnout in the ELT department. To gain a deeper insight on PSETs' career motivations and their student burnout levels, this study also aimed to investigate the correlation between PSETs' motivations to choose teaching as a career and their student burnout levels. In this way, this study is thought to offer a more complete picture of the first steps into the TC, career motivations, and student burnout in the preservice English teacher education context.

Preservice Teachers' Motivations to Choose the Teaching Career

An individual's career choices may depend on numerous factors. Drawing on the constructivist perspective of career development, Maslow (1954), in his Theory of Needs Gratification, suggests that an individual chooses a career by first taking unmet lower-level needs, such as access to food and shelter or achieving job security and emotional security. After the lower-level needs are met, an individual would turn to fulfilling higher-level needs, such as feeling of achievement, achieving life goals, or self-actualization. When the hierarchy of needs is examined closely, one can notice the similarity between the motivations to choose a career and an individual's needs. For instance, in the TC context, job security may correspond to extrinsic motivations, and achieving life goals or self-actualization may refer to intrinsic motivations (Warin et al., 2006). Similarly, loving other people and showing affection to them, which refer to love and social belonging needs in the hierarchy of needs, may correspond to altruistic career motivations (Barmby, 2006). As adverted briefly above, built on the factors affecting individuals' career choices, several categorizations were offered to describe teachers' motivations to choose the TC. In this sense, Warin et al. (2006) categorized teachers' motivations to choose the TC as extrinsic rewards, which refer to financial income, holidays, status, and prestige in society, and intrinsic rewards, including affection toward young learners, enjoyment by interacting with people, and positive attitudes toward the subject matter. Additionally, Barmby (2006) contributed to this categorization by suggesting the category of altruistic reasons, which include the desire to help young learners and help society to make progress.

Taking the TC motivation categories into account (Barmby, 2006; Warin et al., 2006), a growing body of research reported different career motivations for educators in different contexts. This can also be observed in preservice teachers' motivations to choose the TC, which also differ from each other in different contexts. These differences among diverse preservice teaching departments and geographical locations might be due to the levels of the needs (Maslow, 1954). For instance, a preservice teacher (henceforth PST) from a family with low socioeconomic opportunities may choose to be a teacher with the aim of acquiring a secure income. Meanwhile, another PST who has already met their lower levels needs, such as a secure income or being loved and respected may prefer to be a teacher with the aim of helping others or achieving their self-actualization (Maslow, 1954). To offer empirical evidence, Hungarian PSTs were reported to choose the English TC with more frequent intrinsic motivations than altruistic and extrinsic motivations (Smid, 2018), while Swedish primary, middle and upper secondary school PSTs chose the TC with higher intrinsic and altruistic motivations than the extrinsic motivations (Bergmark et al., 2018). Moreover, preservice Chinese as a second language teachers held stronger intrinsic and altruistic motivations than extrinsic motivations (Zhang et al., 2020). These differing motivations might be a sign of different needs levels of the PSTs in different contexts.

Regarding PSTs in Türkiye, they were reported to hold more frequent extrinsic and altruistic motivations than intrinsic motivations (Yüce et al., 2013). Similarly, in a broader Turkish sample of PSTs, including eight different teacher training departments and four different universities in Türkiye, the participants were reported to hold extrinsic and altruistic reasons to choose the teaching profession more frequently than intrinsic reasons (Balyer & Özcan, 2014). However, in another study, intrinsic motivations to choose the English TC were reported to be more frequent than altruistic and extrinsic motivations (Subaşı, 2010). Drawing on the previous studies, PSTs' motivations to choose the TC appear to vary from context to context. Therefore, the context of PSETs needs attention to better understand the nature of PSTs' motivations for choosing the TC and to have an implicit insight into the PSTs' needs. However, this study is limited only with PSETs' motivations for choosing the TC to shed light on the context of English language teacher education in Türkiye.

Student Burnout among Preservice Teachers

The term burnout was defined as “a persistent negative, work-related state of mind in ‘normal individuals’ that is primarily characterized by exhaustion, a sense of reduced effectiveness, decreased motivation, and the development of dysfunctional attitudes and behaviors at work” (Schaufeli & Enzmann, 1998, p. 36). Based on these definitions, one may conclude that burnout is mostly a negative work-related situation and affects only individuals who work in very stressful work environments. However, PSTs, who are students and trained to become in-service teachers, are likely to suffer from burnout and deserve attention in burnout-related studies as well (Dirghangi, 2019).

The first symptoms of burnout in teachers might be observed during their training as university students, and the student burnout experienced in teacher training might lead to teacher burnout (Hong, 2010). Student burnout is defined as a syndrome experienced by students due to demands of their studies, cynicism toward their studies, and thoughts of insufficiency for their studies (Meier & Schmeck, 1985; Schaufeli et al., 2002). Although job-related issues are reported to cause burnout, being a student is also considered a job because students are also expected to accomplish certain duties and responsibilities under stressful conditions (Hu & Schaufeli, 2009; Meier & Schmeck, 1985; Schaufeli & Taris, 2005). Additionally, requirements to pass courses and graduate cause some students to experience student burnout in certain stressful periods (Pines et al., 1981). As PSTs are also considered students, they might experience student burnout as well (Balkıs et al., 2011; McLean et al., 2019).

Preservice Teachers' Student Burnout Levels

Although student burnout among college students has been a hot topic in the relevant literature (Jacobs & Dodd, 2003; Peterka-Bonetta et al., 2019), studies investigating student burnout among PSTs appear to be limited. Among these limited number of studies, Goddard and O'Brien (2007) specify that PST training is essential for avoiding teacher burnout in the earlier years of the TC in that it provides teacher candidates with the abilities and resources to meet the demands of the stressful school environment. Therefore, the investigation of the intensity of student burnout among PSTs may provide an understanding of how teachers are dragged on being burned out or how their experiences as undergraduate students in teacher education programs influence their motivations and may offer an unprecedented starting point for finding solutions to teacher burnout and dropouts. The investigation of student burnout levels of PSTs from different teacher education departments may constitute a first step toward obtaining insight into teacher burnout and solutions, depending on the diverse natures of different teacher education departments and fields (Engin, 2019; Igbokwe et al., 2019).

Regarding the student burnout levels of the PSTs from different teacher training departments, Balkıs et al. (2011) focused on prevalence of student burnout in PSTs at a Turkish university. They reported that 60.4% of the PSTs suffered from moderate level of student burnout, and 17% suffered from high level of student burnout. Furthermore, Engin (2019) investigated student burnout levels of senior PSTs from guidance and psychological counselling, social studies education, primary education, preschool education, Turkish language education, science teaching and computer and instructional technology departments at a university in Türkiye. The PSTs were reported to have a moderate level of student burnout. It was also concluded in the study that PSTs' student burnout levels differed according to their departments. In the English education undergraduate context, Igbokwe et al. (2019) reported a high student burnout level among Nigerian English education undergraduates. Although there has been research investigating student burnout among PSTs, previous studies called for the investigation of student burnout in different teacher education contexts as the intensity of PSTs' student burnout appears to change depending on the teacher training context (Engin, 2019; McLean et al., 2019).

Preservice Teachers' Motivations to Choose the Teaching Career and Their Burnout Levels

Focusing only on student burnout among PSTs to obtain some insight and offer solutions might not be sufficient for having a deeper understanding of the phenomenon of student burnout among PSTs. Hence,

the complex relationships between student burnout among PSTs and other variables might be of great value for more elaborate understanding of teacher burnout and dropouts (McLean et al., 2019). Tang et al. (2020) also appear to support this claim reporting that PSTs' intrinsic motivations to choose the TC, namely interest in the subject matter and lifelong learning opportunities, were suggested to affect their professional learning. Thus, the examination of the relationship between PSTs' burnout levels and their motivations to choose the TC may contribute to the literature in terms of focusing on one of the complex relationships between PSTs' student burnout levels and other factors.

Regarding the relationship between PSTs' motivations to choose the TC and student burnout among PSTs, Reichl et al. (2014) conducted a study investigating the effect of motivations for choosing the TC on first-year teacher students' risk for burnout. The findings suggested that there was a negative relationship between freshman PSTs' burnout levels and their career motivations. In addition, McLean et al. (2019) examined the relationship between career choice motivations and burnout levels of freshman PSTs from early childhood education, elementary education, and special education departments at a university in the United States. The authors reported that higher intrinsic motivations led to less burnout in the TC, and extrinsic motivations negatively correlated with depersonalization. In another recent study, Sato et al. (2022) focused on the relationship between Chilean in-service and preservice EFL teachers' career motivations and their perceived burnout. The results indicated that teachers' career motivations negatively predicted their perceived burnout.

In the Turkish PST context, Atik and Çelik (2021) investigated the relationship between Turkish PSTs' academic motivation and student burnout and stated that academic motivation negatively predicted student burnout. As a more recent study, Dikmen et al. (2023) examined the predictive power of burnout on Turkish prospective physical education and sports teachers' motivation to teach. They reported that burnout predicted the motivation to teach in a negative way. They also concluded that motivation to teach may reduce the negative influence of burnout on prospective teachers.

Considering the studies investigating the relationship between PSTs' motivations to choose the TC and their burnout levels, one can observe that studies examining this relationship in diverse contexts, such as PSETs in Türkiye are limited in numbers. The literature also appeared to call for more studies investigating that relationship in different teacher education contexts. In this regard, McLean et al. (2019) stated that "The patterns detected here might be different among groups with more diverse characteristics and from different geographic locations or programs and addressing this should be a goal of future work in this area" (p. 212) referring to the relationship between PSTs' motivations to choose the TC and their burnout.

Reasons for Student Burnout among Preservice Teachers

Although the intensity of the student burnout may appear as one of the determiners of teacher attrition in the succeeding years of PSTs' careers, the reasons leading to student burnout among PSTs also deserve attention to gain insight on the possible reasons for teacher attrition. As burnout experienced in teacher education programs was suggested as an important factor leading to teacher burnout or dropouts (Hong, 2010), detecting the reasons for student burnout among PSTs may offer concrete coping strategies against burnout among PSTs or teachers (Goddard & O'Brien, 2007; Tang et al., 2020). In this sense, heavy workload, lesson plans, assignments (Miller & Flint Stipp, 2019), exposure to stressful teacher training environments and lower motivations to become a teacher (Reichl et al., 2014) have been reported to be the reasons for burnout among PSTs in several studies. In the Turkish PST context, the reasons for student burnout were reported as some demographic variables such as gender and grade level (Balkıs et al., 2011), lack of motivation to teach (Dikmen et al., 2023), school environment (Taşkın & Bahadır, 2021) and negative experiences in the teaching practicum (Atik & Çelik, 2021).

As can be observed in the previous studies, each study came up with different reasons for student burnout among PSTs. When these studies are closely examined, one can easily infer that these studies were conducted in different departments and contexts. Therefore, taking into account the lack of studies

examining why preservice English teachers experience student burnout (Reichl et al., 2014; Taşkın & Bahadır, 2021), obtaining an insight into the student burnout reasons in this context is expected to significantly contribute to the related literature. Also, as student burnout may lead students to prefer absenteeism or dropping out of school ultimately (Madigan & Curran, 2021), the investigation of the reasons for student burnout among PSTs might offer insight regarding how to cope with student burnout in teacher education departments.

The Present Study

Considering the issues, limitations and recommendations suggested in previous research, this study first aims to investigate PSETs' motivations to choose the TC and the level of their student burnout to better understand their career motivations and the intensity of their burnout. Another aim of this study is to investigate the correlation between these two variables. In this way, the present study attempts to offer a more complete picture about career motivations and student burnout in ELT departments and their relationship. Last but not least, to have a deeper insight into the reasons for student burnout and possibly offer implications for avoiding student burnout in the preservice English teacher context, the present study consults the participants' perspectives on the issue. The present study also takes advantage of a larger sample size gathered from two different universities in Türkiye, adds a qualitative side to the research and reports the validity and reliability of the instruments where appropriate and possible.

The present study aims to answer the following research questions and fill an important gap in the teaching career and burnout studies:

1. What are the participating preservice English teachers' most frequent types of motivation for choosing the teaching career?
2. To what extent are the participating preservice English teachers burned out?
3. Is there a significant relationship between the participating preservice English teachers' motivations for choosing the teaching career and their burnout levels?
4. What are the participating preservice English teachers' perceptions on the reasons for student burnout in the ELT department?

METHOD

Research Design

The present study adopted a concurrent mixed methods study design as it took advantage of both quantitative and qualitative data collection instruments in one session and analyzed both types of data in combination with each other (Creswell, 2007). In other words, both numbers and words would support each other to provide a more powerful framework, especially for the first and second research questions. For the third research question, numerical data were foregrounded, while the fourth research question required an iterative analysis of the participants' perspectives. In other words, both numbers and words would support each other to provide a more powerful framework, especially for the first and second research questions. For the third research question, numerical data were foregrounded, while the fourth research question required an iterative analysis of the participants' perspectives. When these data collection methods were combined, the data were triangulated, and the design of the study was hoped to lead to more reliable and valid findings. The findings are eventually combined in the discussion session as the nature of the concurrent mixed methods study design required (Creswell, 2007).

Participants

The sample of the study consisted of 470 PSETs from two different large public universities in Türkiye. However, four participants were excluded from the study since they were considered outliers. Therefore,

the remaining 466 participants were considered eligible for the study. One of the universities where the data were gathered was located in the Central Anatolia region (University 1, 39.9% of the participants), and the other university was located in the Aegean region of Türkiye (University 2, 60.1% of the participants). The participants were chosen among PSETs from different grade levels: freshmen (n : 156, 33.5%), sophomores (n : 105, 22.5%), juniors (n : 114, 24.5%), and seniors (n : 91, 19.5%). Two hundred ninety-two participants (62.7%) were females, 171 participants (36.7%) were males, and three participants (0.6%) did not specify their genders.

Both universities had similar syllabi, and the PSETs are required to do similar tasks and duties to pass their courses and graduate from their departments. Throughout their education in the ELT department, the PSETs are required to do research about specific topics and report their findings in academic essays. They also prepare lesson activities (e.g. grammar exercises, audio recordings, listening exercises) and materials (e. g. puppets, board games, models, realia) for some courses by supporting their rationale for these with the related literature. In both universities, most of the courses require the PSETs to teach the content of the course. Each week's content is assigned to different students, and they do research about the topic of the lessons, prepare presentations and teach the lesson to their peers in English. In this process, the lecturers grade the PSETs' presentations. They also contribute to the topic, compensate the missing information, correct the PSETs' mistakes in the presentations and content and lead discussions about the lesson content. For some courses, the PSETs are required to teach demo lessons in which they teach a topic or a specific skill in English as if they were in a real classroom environment. While preparing their demo lessons, they draw on what they learn in those courses and the relevant literature. For demo lessons, they are also required to prepare lesson plans, get feedback on their lesson plans and correct their mistakes in the lesson plans before their demo lessons. The lecturers also grade the PSETs' demo lessons, provide feedback and lead discussions after the demo lessons. A similar procedure is also applied in the PSETs' teaching practicum, and they are required to prepare detailed lesson plans for each week and teach English during teaching practicum. The PSETs also prepare different types of tests for measuring their future students' English skills and the outcomes of their courses. They also take exams once or twice for each course they take. The assignment of all the tasks and the due dates for these tasks depend mostly on the lecturers' preferences. In addition to those tasks, some PSETs also cope with the challenges of living in a different city and take control of their lives as young adults. Considering the responsibilities of the PSETs, they can be first defined as students, who are expected to do homework and complete certain assignments. On the other hand, they can also be identified as teacher candidates, who are trained to become teachers and teach English to gain experience, especially in the last year of their training. However, as the aim of the study requires the examination of PSETs' experiences as students, the instruments focused on student burnout.

During the data collection process, the convenience sampling method was employed, and only the participants from English Language Teaching departments who were within the researcher's easy reach participated in the study (Dörnyei, 2007; Fraenkel et al., 2012). The participants were asked to fill and sign a consent form informing them of the purpose of the study, the potential risks and benefits before they participated in the study.

Data Collection

In this concurrent mixed methods study, both quantitative and qualitative data were gathered simultaneously to elaborate on each other and triangulate the data (Creswell, 2007). The numerical data regarding the participants' motivations for choosing the TC were gathered via the questionnaire of motivations for becoming an English teacher (QoM), which was developed by Subaşı (2010). The QoM consists of 85 items referring to three major motivation categories such as intrinsic, altruistic, and extrinsic motivations. Subaşı (2010) also assigned subcategories to these categories by aggregating and ruling out the subcategories defined in the previous literature. She also depended on the findings of her study while aggregating and pruning the subcategories. In this respect, the intrinsic motivations include five subcategories: interest (in the subject matter), talent (for learning the subject matter or the subject matter itself), satisfaction (to teach), challenge-creativity (promoting PSETs to improve themselves and

use their creativity), and lifelong learning (opportunities to learn something new throughout their career). The altruistic motivations category consists of four, such as children (love toward children or teaching children), adolescents (love toward adolescents or teaching adolescents), improving the educational system (desire to change the educational system for the better), and betterment of society (desire to improve the society they live in), and extrinsic motivations contain three categories: income security (earning regular income to make their living), influence (other people's influence/encouragement on the PSETs to become a teacher), and advantages (of speaking English). All the items were completed on a 5-point Likert-type scale from strongly disagree (1) to strongly agree (5), requesting participants' self-evaluation on each item. In her study, including a large sample of 500 participants, Subaşı (2010) reported strong reliability (α : .96) for the whole questionnaire. This instrument was reported to be a reliable and appropriate means for measuring PSETs' motivations for choosing the TC in the Turkish context (Subaşı, 2010). The instrument also displayed a strong internal consistency for the whole questionnaire (α : 0.97) in the present study.

The other numerical data regarding PSETs' student burnout levels were gathered via Maslach Burnout Inventory – Student Survey (MBI-SS), which was originally developed by Maslach and Jackson (1981) and was adapted to student context by Schaufeli et al. (2002). When the previous studies in PST contexts are examined, it can be observed that many of the studies utilized this instrument for measuring PSTs' burnout levels. Further, PSTs are considered to hold the student identity besides their teacher identities (Hong, 2010; Wang & Zhang, 2021). Thus, MBI-SS was utilized in the present study to measure the intensity of student burnout among PSETs. MBI-SS consists of 15 items measuring three burnout dimensions: emotional exhaustion (five items), cynicism (four items), and professional (in)efficacy (six items). The participants were requested to complete each item on a 7-point Likert-type scale including discrete frequencies from never (0) to every day (7). MBI-SS was reported to be a valid and reliable instrument in previous studies (Hu & Schaufeli, 2009; Schaufeli et al., 2002). Specifically, Çapri et al. (2011) reported a sufficiently high construct validity in the Turkish context ($\chi^2/df=2.87$, $TLI=.97$, $CFI=.98$, $RMSEA=.049$). Moreover, a strong internal consistency for emotional exhaustion (α : 0.76) and cynicism (α : 0.82) and average internal consistency for professional (in)efficacy (α : 0.61) was reported in a study aiming to translate MBI-SS into Turkish language and conducted on Turkish undergraduate students from different departments. Similarly, the original version of MBI-SS (α : 0.91) displayed a strong internal consistency in the present study as well as emotional exhaustion (α : 0.89), cynicism (α : 0.93) and professional (in)efficacy (α : 0.86) dimensions.

In addition to the quantitative data, qualitative data were gathered via written interview questions (WIQ), prepared by the author (See Appendix 1). In this sense, the author prepared the WIQ based on the relevant literature, and an assistant professor in the ELT department of University 2 checked the suitability, wording and layout of each written interview question to provide expert opinion. The author and the expert also discussed whether to include, exclude or change some of the WIQ items in three major feedback sessions. In each feedback session, there were think-aloud protocols to develop the WIQ so that it could gather as much appropriate data as possible. The WIQ consisted of 10 open-ended structured interview questions (Dörnyei, 2007), investigating the participants' perspectives regarding their motivations to choose the TC and student burnout. Structured interview questions ensured that the participants focused on motivations for choosing the TC and burnout as the interviews were applied in a written format, and the researchers could not direct the participants to the main topics if the interviewees digressed from these topics (Dörnyei, 2007). As gathering qualitative data from 470 participants and analyzing all the qualitative data would require immense effort from the researcher, for the sake of practicality, the researcher preferred to gather the qualitative data in the written form.

Besides the numerical and qualitative data collection instruments, a personal information form gathering data about the participants' grade levels, ages, GPAs, and genders was also applied along with the consent letter form. For the data collection process, ethical approval was obtained from Pamukkale University Social and Human Sciences Research and Publication Ethics Committee (Date: 23/09/2020, No: 08-4).

Data Analysis

To prepare the data for further analyses, the professional efficacy dimension options were reverted to reach an overall burnout score for each participant and provide integrity in the MBI-SS. After the reversion process, normality tests were applied to the data collected via the QoM and MBI-SS. Following the assumption of normality, the internal consistencies for each dimension of the QoM and MBI-SS were computed. In addition to the quantitative data, the WIQ were analyzed through qualitative content analysis in which the data gathered from the participants were first pre-coded for emerging themes and then coded for emerging categories by the researcher and the expert, who supported the researcher in the preparation of WIQ (Dörnyei, 2007). The intercoder reliability for precoding was calculated as 92.86%, and both researchers agreed on the final form of emerging themes in the whole WIQ after negotiating the data coding (Miles & Huberman, 1994). After the precoding process, the QoM data were analyzed in-depth manner for the emerging categories. The intercoder reliability for the coding of emerging categories was over 90% in the first discussion session. Thus, relying on the high coherence between the researchers, another discussion session was not held, and the researchers coded the data accordingly (Miles & Huberman, 1994).

For answering the research questions, descriptive analyses, in which frequencies and mean scores for the study variables were computed, were applied to QoM and MBI-SS. Pearson's r correlation analysis was applied to QoM and MBI-SS data after the linearity was assumed. The qualitative data from WIQ were utilized to support the descriptive analysis results from QoM and MBI-SS. WIQ also provided data for the fourth research question, which refers to the perceived reasons for student burnout in the ELT department.

RESULTS

Motivations for Choosing the Teaching Career

After the normality was assumed and internal consistency was found to be strong for each dimension of and overall QoM, analyses for the first research question were executed. To analyze the most frequent motivations for choosing the TC among the participants, mean scores for each item and each dimension in the QoM were calculated.

Intrinsic motivations

It can be seen in Table 1 that the intrinsic motivation subcategories with the highest mean scores were interest, lifelong learning, and talent, and the least popular subcategories were satisfaction and challenge-creativity (see Data Collection section for more details). However, it should be noted that the intrinsic motivation subcategories had an overall mean score of 4.18, which may be a sign that the participants had high intrinsic motivations for choosing the TC. When the intrinsic motivation subcategory with the highest mean score is considered, it is possible to suggest that the participants appear to choose the TC thanks to their interest in English.

Altruistic motivations

As demonstrated in Table 1, the highest mean scores for altruistic motivation subcategories belonged to betterment of society and improving educational system subcategories. On the contrary, the lowest mean scores belonged to adolescents and children subcategory (see Data Collection section for more details). Again, it should be noted that the overall mean score for altruistic motivation subcategories was 4.08, signifying the participants' high altruistic motivations. When the altruistic motivation subcategory with the highest mean score was perused, it appeared the participants who chose the TC with altruistic motivations had a higher motivation to contribute to and improve the society in which they live.

Table 1.*Mean Scores of Motivation Subcategories*

Category	Subcategory	\bar{x}	<i>SD</i>
Extrinsic	Advantage	4.35	0.74
Intrinsic	Interest	4.29	0.82
Altruistic	Betterment of Society	4.27	0.76
Intrinsic	Lifelong Learning	4.22	0.84
Intrinsic	Talent	4.22	0.86
Intrinsic	Challenge-Creativity	4.20	0.82
Altruistic	Improving Educational System	4.15	0.81
Intrinsic	Satisfaction	3.99	0.94
Altruistic	Adolescents	3.97	0.94
Extrinsic	Influence	3.97	0.95
Altruistic	Children	3.91	1.00
Extrinsic	Income Security	3.87	0.94

Extrinsic motivations

As shown in Table 1, the extrinsic motivation subcategory with the highest mean score was advantage. On the other hand, the lowest mean score belonged to income security and influence subcategory (see Data Collection section for more details). The mean score for overall extrinsic motivations was 4.06, denoting a high overall extrinsic motivation among the participants. Focusing on the extrinsic motivation subcategory with the highest and lowest mean score, it may be suggested that the participants chose the TC more frequently due to the different advantages of the English language.

Overall motivations to choose the teaching career

When the Table 1 is examined closely, it becomes visible that intrinsic motivations had an overall mean score of 4.18, altruistic motivations had an overall mean score of 4.08, and extrinsic motivations had an overall mean score of 4.06. Drawing on these results, intrinsic motivations were more popular among PSETs than altruistic motivations and extrinsic motivations. Hence, it is possible to suggest that PSETs chose the TC with stronger intrinsic motivations than altruistic and extrinsic motivations although they possess altruistic and extrinsic motivations besides the intrinsic motivations, and the advantages of knowing English was considered an important motivation.

Interview results

After the quantitative analysis of the most frequent motivations to choose the TC, the participants' responses to WIQ were analyzed. Although the first question in the WIQ was meant to gather data about the participants' five most important reasons for choosing the TC, only the first answer given to the related written interview question was analyzed due to practicality issues. Furthermore, the participants were asked to write their most important motivation to choose the TC in the first place; thus, it was assumed that the other motivations written by the participants were not as essential as the first answer. The results regarding the qualitative content analysis are presented in Table 2.

When Table 2 is examined, it can be observed that some motivations seem very similar to each other. However, the participants used meaningfully different words for these similar-looking motivations. For example, interest in teaching and interest in teaching English are basically the same except for the word English. However, in the former one, the participants stated that they love teaching people new information or any subject while in the latter, participants asserted that they would like to teach English specifically rather than any other information or subject matter. Therefore, the other similar-looking motivations in Table 2 must be examined carefully, especially in terms of their wording choices.

Table 2.*The Most Frequent Motivations for ELT Students to Choose ELT Department in WIQ*

Motivation	Reason to Choose ELT Department	n	%
Intrinsic	Interest in foreign languages	140	30.04
Intrinsic	Ability and suitability for the ELT department	53	11.37
Intrinsic	To learn and teach English	41	8.8
Extrinsic	Job opportunities	32	6.87
Intrinsic	Interest in teaching	31	6.65
Intrinsic	Interest in teaching English	25	5.36
Extrinsic	Other people's influence	24	5.15
Extrinsic	University entrance exam scores	22	4.72
Intrinsic	To improve language proficiency	12	2.58
Altruistic	To improve the society	10	2.15
Altruistic	Love for kids	9	1.93
Altruistic	To help/affect young people	7	1.5
Intrinsic	Further/lifelong education	6	1.29
Extrinsic	Job advantages (holidays, working hours, etc.)	6	1.29
Extrinsic	Advantages of knowing English	6	1.29
Extrinsic	Financial advantages	5	1.07
Extrinsic	Social status	5	1.07
Intrinsic	To live / travel / study abroad	4	0.86
Intrinsic	Self-improvement	4	0.86
Intrinsic	Diploma	2	0.43
Intrinsic	The university itself	1	0.21
	Missing / Irrelevant	21	4.51
TOTAL		466	100

According to the interview results, there were 11 categories for intrinsic motivations, three categories for altruistic motivations and 7 categories for extrinsic motivations to choose the TC. The most frequent intrinsic motivation suggested by the participants was interest in foreign languages (30.04%), while the second was personal ability and suitability for the ELT department (11.37%), and the third most frequent intrinsic motivation was to learn and teach English (8.80%). Drawing on these results, the participants with intrinsic motivations appeared to have chosen the TC for their interest in English, their personal or professional abilities to teach English, and with the aim of learning English and teach it to their future students. The participants who were interested in foreign languages stated that they “always wanted to do something about English” (Participant 36), or they “like to learn English since [their] childhood” (Participant 64). The participants who stated that they had the personal ability and suitability for the ELT department highlighted that they have “always been good at learning English.” (Participant 97), and “Being an English teacher is the most suitable job for [them] (Participant 95). Regarding the aim of learning and teaching English, Participant 319 asserted “I want to learn English properly and I want to teach it,” and Participant 7 stated “Learning and teaching foreign languages is just the best job for me” referring to their desire to improve others' English skills following the improvement of their own English language skills.

Regarding the altruistic motivations, the most frequent altruistic motivation stated by the participants was to improve the society (2.15%), and the second was the love toward kids (1.93%). The participants who had the motivation to improve the society stated that they can have a “chance of changing the future of [their] country for the better” (Participant 177). The participants with the motivation to love kids stated that they “like being with children and teaching them” (Participant 188). Considering the low percentages in the altruistic motivations suggested by the participants, most of the participants did not appear to have chosen the TC with high levels of altruistic motivations.

Concerning the extrinsic motivations stated by the participants, job opportunities (6.87%), other people's influence (5.15%), and university entrance exam scores (4.72%) were the most frequent extrinsic motivations for choosing the TC. The participants also elaborated on their extrinsic motivations in their comments. For instance, regarding the job opportunities, Participant 355 highlighted the convenience of finding a job as an English teacher by stating “It is easier to find a good job as an English

teacher". Regarding the other people's influence on their career choices, Participant 397 regarded their "English teacher at high school" as an inspiration, and other participants referred to their families or relatives, such as their "father" (Participant 390), "grandpa" (Participant 206), or their "family" (Participant 392) and their influence on them. It appears that the participants with extrinsic motivations mostly chose the TC due to the job opportunities enabled by graduating from the ELT department with the influence of other people, such as their teachers, families, or relatives and as a result of their scores on the university entrance exam.

When the interview results were examined, intrinsic motivations to choose the teaching profession covered 71.69% of all the motivations suggested by the participants. Moreover, altruistic motivations covered 5.83% of the motivations, while extrinsic motivations covered 22.48%. According to the results, it may be suggested that the participants chose the TC with higher intrinsic motivations than extrinsic and altruistic ones.

Preservice English Teachers' Student Burnout Levels

MBI-SS results

Before attempting to answer the second research question, the normality of the burnout data was assumed, and the internal consistency levels were found to display strong reliability ($\alpha > 0.70$) for each dimension of the MBI-SS and the whole MBI-SS data. To find the participants' student burnout levels, mean scores for each MBI-SS category were computed for each participant. After the computations, descriptive analyses were applied to the data to analyze the participants' student burnout levels. A mean score for all the participants was computed for each category. The results are displayed in Table 3.

Table 3.

Mean Scores for Burnout Dimensions

Burnout Dimensions	\bar{x}	<i>SD</i>
Emotional Exhaustion	3.33	1.57
Cynicism	2.33	1.76
Professional Inefficacy	1.84	1.17

Maslach et al. (1996) suggested that an emotional exhaustion score equals or above the level of 3.20 represents a high level of emotional exhaustion while a mean score of 2.20 and above in the cynicism dimension refers to a high burnout level. Maslach et al. (1996) also suggested a mean score of 4.00 as the limit for low professional efficacy. It should be noted here that a high score in professional efficacy corresponds to a high level of professional inefficacy, while a low score refers to high professional efficacy in this paper. According to the descriptive analyses, the participants' emotional exhaustion level was found to be high (\bar{x} : 3.33). When the participants' cynicism level was analyzed, it was found that the participants also had a high level of cynicism (\bar{x} : 2.33). Considering the professional inefficacy, the participating PSETs were found to have a high level of professional efficacy (\bar{x} : 1.84).

Interview results

In addition to the MBI-SS, the participants were asked whether they had experienced student burnout in the ELT department in the fourth written interview question. The data were analyzed by the researcher and an expert through qualitative content analysis (Dörnyei, 2007). The results are presented in Table 4.

According to the interview results, 247 participants asserted that they experienced student burnout in the ELT department while 135 stated that they did not experience any sign of student burnout. Four participants responded with ambivalent opinions, stating that they were unsure whether they experienced student burnout, or they somehow handled the burnout issue. The remaining participants either did not answer the question or gave irrelevant answers. The irrelevant answers either were not about student

burnout or were complaints unrelated to student burnout. As the findings demonstrated, almost two thirds of the PSETs (63.99% of the valid answers) propounded that they experienced student burnout, while they were studying in the ELT department. On the contrary, around a third of the participants (34.97% of the valid answers) reported that they did not experience student burnout in the ELT department.

Table 4.

Participants' Burnout in WIQ

Participants' Answers	N	%
Yes	247	53.00
No	135	28.97
Ambivalent	4	0.86
Missing	80	17.17
TOTAL	466	100

The participants who felt burned out highlighted that it was "... hard for [them] to find any reason to leave ... bed" or they "don't even want to come to school classes anymore. [They] just want to skip the classes, stop all [their] studies and do nothing" (Participant 398) and they "really felt like dropping out..." (Participant 52). Moreover, they stated that they "don't even have a time period [for themselves]" (Participant 78), and they "feel like [their] lessons are more than [they] could handle" (Participant 89). Examining these participants' comments, it can be observed that the participants were struggling to handle the emotional pressure stemming from their studies leading them to sacrifice their own personal time and consider dropping out of their studies. Participant 281's comment appeared to summarize the burnout issue in the ELT department and provide a foreshadowing of the reasons for burnout in the ELT department:

I have felt burned out many times. I felt intense pressure on me because of the many assignments given. The expectations of my family, friends, teachers and people around me have worn me down more. This could have caused me to leave the department. (Participant 281)

The participants alleging that they were not burned out appeared to be mostly satisfied with their department and its components, such as courses and instructors. For instance, Participant 339 stated that she/he likes the "classes and instructors," and Participant 341 demonstrated that she/he loves the "department." Further, Participant 383 also uttered his/her affection toward the English language as follows: "English was enjoyable for me, all the time." The participants appear to demonstrate their affection toward English and the ELT department. This might be a sign for the relationship between motivations to choose the TC and student burnout. The relevant results are reported in the next section.

In addition, some participants were not sure whether they experienced student burnout or stated that they somehow overcame it. These participants stated that they experienced student burnout, "but when [they] imagine that [they] would be a good teacher in the future, this feeling does not exist anymore" (Participant 106), possibly referring to their motivations and the positive effect of their motivation on their burnout.

Relationship between Motivations to Choose the Teaching Career and Burnout

To find an answer to the third research question, mean scores for each dimension of the QoM and MBI-SS and overall QoM and MBI-SS were computed for each participant. When the normality and the linearity were assumed, a correlation analysis was applied to the mean scores of the QoM categories, the MBI-SS categories and overall QoM and MBI-SS. The results are demonstrated in Table 5 in correlation matrix format.

Table 5.*Correlation between Motivations to Choose the Teaching Career and Burnout*

	IM	AM	EM	OM	EE	CY	PE	OB
IM	1							
AM	.842**	1						
EM	.825**	.723**	1					
OM	.972**	.925**	.884**	1				
EE	-.244**	-.221**	-.178**	-.237**	1			
CY	-.346**	-.295**	-.228**	-.324**	.602**	1		
PI	-.494**	-.438**	-.423**	-.491**	.316**	.417**	1	
OB	-.433**	-.380**	-.324**	-.419**	.827**	.880**	.662**	1

** $p < .01$, IM: Intrinsic Motivations, AM: Altruistic Motivations, EM: Extrinsic Motivations, OM: Overall Motivations, EE: Emotional Exhaustion, CY: Cynicism, PI: Professional Inefficacy, OB: Overall Burnout

According to the correlation analysis results, all the variables were in significant correlation with each other. Each motivation category and the overall motivations positively correlated with each other, while each burnout dimension and overall burnout were also positively correlated. Moreover, motivation categories and overall motivations negatively correlated with burnout categories and overall burnout in different magnitudes. As the third research question focuses on the relationship between PSETs' motivations to choose the TC and their student burnout, only the correlations related to this relationship were reported in this paper. For more details about the interrelationships among motivation categories and burnout dimensions, see Table 5. Regarding the effect sizes of correlations between variables, Huck (2012) suggests that Pearson's r at .1 level is considered a small-sized correlation, and a .3 level is considered a medium-sized relationship, while an r level of .5 and higher refers to a large-sized correlation.

Examining the correlation between the motivations to choose the TC and student burnout, it was observed that intrinsic motivations and emotional exhaustion was in significant negative correlation with a small-to-medium effect size, $r(n: 466) = -.244, p < .01$. In addition, intrinsic motivations negatively correlated with cynicism with a medium effect size, $r(n: 466) = -.346, p < .01$. Medium-to-large-sized significant negative correlations were also encountered among intrinsic motivations, professional inefficacy, and overall burnout, $r(n: 466) > -.500, p < .01$. There was also another significant negative relationship with a small effect size among altruistic motivations, emotional exhaustion, and cynicism, $r(n: 466) > -.300, p < .01$. Besides, another significant negative correlation with a medium-to-large effect size was found between altruistic motivations and professional inefficacy, $r(n: 466) = -.438, p < .01$. Altruistic motivations were also in negative correlation with overall burnout with a medium effect size, $r(n: 466) < -.380, p < .01$. Regarding the extrinsic motivations, they were in negative relationship with emotional exhaustion with a small effect size, $r(n: 466) = -.178, p < .01$. Further, they correlated negatively with cynicism with a small-to-medium effect size, $r(n: 466) = -.228, p < .01$. Extrinsic motivations were found to be in negative correlation with professional inefficacy with a medium-to-large effect size, $r(n: 466) = -.423, p < .01$. There was also a negative correlation between extrinsic motivations and professional inefficacy with a medium effect size, $r(n: 466) = -.324, p < .01$. In addition to the motivation categories and burnout dimensions, overall motivations were in negative correlation with emotional exhaustion with a small-to-medium effect size, $r(n: 466) = -.237, p < .01$. Overall motivations also negatively correlated with cynicism with a medium effect size, $r(n: 466) = -.324, p < .01$ while they also negatively correlated with professional inefficacy with a medium-to-large effect size, $r(n: 466) < -.491, p < .01$. Most importantly, there was a negative correlation between overall motivations to choose the TC and overall burnout with a medium-to-large effect size, $r(n: 466) = -.419, p < .01$.

Considering the related results, it is possible to suggest that all the variables analyzed in this study influenced each other to some extent. Therefore, it would be more logical and practical to examine the overall motivations and overall burnout. From this perspective, PSETs with strong motivations to choose the TC would probably have a lower student burnout level than those with weak and low motivations to choose the TC. The exact opposite case also applies to the participants in that a preservice English teacher with a high student burnout level would have weak motivations to choose the TC.

Reasons for Student Burnout among Preservice English Teachers

To find an answer to the fourth research question, the participants were requested to state their perspectives on student burnout reasons in the ELT department. These reasons stated by the participants were coded into 15 different categories according to their frequencies and types following the qualitative content analysis process. As many participants stated more than one reason for student burnout, all the reasons were counted and analyzed separately, which led to a higher number of reasons than the number of participants. Moreover, the answers which were considered unrelated to burnout were not taken into account and were categorized under irrelevant category. The frequency of each category is presented in Table 6.

The most frequently stated student burnout reason in the ELT department with an overwhelming frequency was assignments: 33.99% of all the relevant answers when missing answers were excluded. Regarding the abundance and heaviness of the assignments in the ELT department, participants “think the most important reason is assignment overload. Some teachers give too [many] assignments, and this case causes students [to] get stressed too much” (Participant 395). In addition to Participant 395, Participant 42 elaborated on the situation by stating, “I must [do] homework almost every night ... my roommates have free time while I [do] homework [the] whole night. But I have lots of homework which need[s] to be done” referring to the pressure of meeting the deadlines for their assignments, which causes distress and leads to lack of personal time for themselves.

Although it was not stated as frequently as assignments, courses were stated as another student burnout reason with a high frequency among the participant answers (13.88% of the relevant answers). The word “courses” may have appeared as a very general term for a whole category. However, Participant 363 elaborated on its content quite well, referring to the reasons for burnout:

The first one is the intensity of the courses. Some lessons are difficult to understand by their very nature... Also, long course hours make students got bored. The second one is [the] thought that courses do not reflect reality. Sometimes given knowledge does not make sense from the student perspective. (Participant 363)

As expressed by the participants, the contents of the courses they study appear to be cognitively demanding and challenging for some of the participants, and long hours of exposure to these cognitively demanding contents was suggested as a stressor leading to student burnout in the ELT department. Furthermore, some participants claimed that the contents of the courses did not match the actual teaching situations; thus, some participants did not completely embrace them.

Table 6.

The Reasons for Burnout in the ELT Department

Burnout Reasons	Frequency	Percentage
Assignments	191	27.68
Courses	78	11.30
Presentations	61	8.84
Lecturers	42	6.09
Wrong Department Choices	36	5.22
Attendance	31	4.49
Insufficient Competence	25	3.62
Exams	24	3.48
Personal Deficiencies	22	3.19
Life Challenges	18	2.61
Failure	12	1.74
Fulfilling Personal Needs	10	1.45
Different Expectations	6	0.87
Future Anxiety	4	0.58
Homesickness	2	0.29
Irrelevant	128	18.55
TOTAL	690	100

Another frequently stated student burnout reason was presentations (10.85% of the relevant answers). The participants considered presentations (see Participants section for more details) as a stressor and a student burnout reason in the ELT department. Regarding the presentations, Participant 345 stated that they “know [they] have to do it for being better teachers, but [there] are too many to be done,” referring to the redundancy of the presentations during their training. Participants also reported that they felt “insecure while making presentations” (Participant 190), and they drew attention to “overexhaus[ti]on] and stress [caused by] talking in front of people” (Participant 240). Moreover, stressing the reasons why presentations are challenging and stressful, Participant 356 stated:

As far as I observe, presentations are one of the reasons of burnout. Education that we got from high school is not enough for us to present a topic about ELT. That's why people don't like presentations and read the pages all the time because they don't feel confident. (Participant 356)

Following the presentations as a student burnout reason, the participants also propounded lecturers' attitudes and inability to teach effectively, choosing the wrong department or choosing the department which is not suitable for them, the strict attendance monitoring by the lecturers, insufficient competence in English or teaching, exams, personal deficiencies, such as lack of confidence, motivation or willingness, life challenges, such as economic issues or family issues, lack of success in the department, inability or lack of opportunities for spending personal time due to the intensity of the courses, the incompatibility of their expectations with the reality of their department, future anxiety, and homesickness as other reasons for student burnout. However, these reasons were not stated as frequently as the first three high-frequency reasons.

To sum up, according to the PSETs' perspectives, the most frequent reasons for student burnout in ELT departments were assignments, courses and making presentations. When examined closely, it can be noticed that these high-frequency reasons were mostly related to courses as assignments and presentations are the requirements of the courses PSETs study.

DISCUSSION

Motivations for Choosing the Teaching Career

Regarding the findings of the most frequent motivations for choosing the TC, the quantitative data suggested that the participating PSETs who chose the TC with intrinsic motivations relied on their interest in English. The ones with altruistic motivations chose the TC with the motivation to take their country or society to a better position. The most frequent extrinsic motivations were related to the advantages of the English language as it is the lingua franca. When the overall motivations are examined, intrinsic motivations appeared to hold a higher frequency than altruistic and extrinsic motivations. Qualitative data also indicated similar results: the most frequently stated intrinsic motivations depended mostly on interest in languages and the participants' abilities to teach English. In addition, although the altruistic motivations were not quite popular among the participants, the most frequent altruistic motivation was changing or improving the country. Regarding the extrinsic motivations, the participants with extrinsic motivations tended to choose the TC for the benefits of English such as job opportunities and due to external causes, such as other people's influence or due to their university entrance exam scores. When examined as a whole, the qualitative data suggested that the PSETs mostly had higher level of intrinsic motivations to choose teaching compared to extrinsic and altruistic motivations. In this regard, quantitative and qualitative data supported each other in this study.

When similar studies are reviewed, it can be noticed that PSTs' motivations may change depending on the context of the study. For example, Smid (2018) reported that Hungarian PSETs chose their profession depending on intrinsic motivations with higher frequency than altruistic and extrinsic motivations. Another study on Swedish PSTs' professional motivations indicated that PSTs had intrinsic

and altruistic motivations while choosing their careers (Bergmark et al., 2018). South Korean PSTs also demonstrated a higher frequency of extrinsic motivations than intrinsic and altruistic motivations (Murdoch & Lim, 2022). When these studies are taken into consideration, one may easily conclude that each context of study and society has its own characteristics and motivations for choosing the TC. However, preservice Chinese as a second language teachers were reported to hold strong intrinsic motivations (Zhang et al., 2020). In the same vein, preservice English teachers appeared to have more frequent intrinsic motivations than the other types of motivations (Smid, 2018; Subaşı, 2010). Therefore, preservice foreign language teachers may be suggested to hold higher intrinsic motivations than the altruistic and extrinsic motivations to choose the TC. The results of the present study also supported these findings and contributed to the literature by extending the coverage of the previous studies.

Examining the situation in the Turkish PST context, Subaşı (2010) reported that Turkish PSETs' motivations for choosing ELT department were more frequently intrinsic. In another study conducted with preservice Turkish language teachers, extrinsic and altruistic reasons were more frequent than intrinsic reasons (Yüce et al., 2013). However, it ought to be noted that the features of this previous study's sample differed from the present study. In addition, in a more comprehensive study covering PSTs from eight different teaching departments at four different universities in Türkiye, Balyer and Özcan (2014) concluded that intrinsic and altruistic motivations were more frequent than extrinsic motivations. In the Turkish PST context, the variety of career motivations among different teaching departments appears deeper and more complicated. However, PSETs in Türkiye came out to hold similar motivations for choosing the TC with the other samples from different countries examined in the previous studies.

Although many studies investigating PSTs' motivations for choosing the TC reported different results from each other, the studies conducted in the ELT context, and especially in the Turkish ELT context, were supported by the present study's findings. To sum up, PSETs in Türkiye chose the TC more frequently with intrinsic motivations than extrinsic and altruistic ones. The contribution of the present study to the growing literature is that it was conducted in two different universities, providing a wider variety of participants in terms of investigating PSTs' motivations for choosing the TC.

Preservice English Teachers' Student Burnout Levels

The results of the present study suggested that PSETs suffered from high emotional exhaustion and cynicism. However, their professional efficacy levels were relatively high. Furthermore, 63.99% of the valid answers in WIQ demonstrated the seriousness of the burnout among PSETs. When the quantitative and qualitative results are combined, it may be suggested that two thirds of the PSETs were suffering from high student burnout levels although they had high professional efficacy.

In the related literature, Balkıs et al. (2011) reported a moderate level of student burnout among 60.4% of the PSTs and high level of student burnout in 17% of the participants from various education departments. In addition, preservice Turkish language teachers were reported to suffer from a moderate level of student burnout (Engin, 2019). Regarding the preservice English teacher context, Nigerian English education undergraduates were reported to have a high level of burnout (Igbokwe et al., 2019).

When the present study and the previous studies are juxtaposed, a contrast between these studies draws attention as studies focusing on student burnout among PSTs appear to report a moderate level of student burnout for PSTs. Engin (2019) stated that PSTs' student burnout levels might change according to their departments, and the present study also seems to be much in line with this claim. In the same vein, the samples of the previous studies consisted of PSTs from several different departments. On the contrary, a study conducted with PSETs suggested that they held high student burnout levels, referring to the distinctive nature of the English language teaching context (Igbokwe et al., 2019). In this sense, the present study can be positioned as an inquiry offering support for the previous studies examining student burnout among PSETs in Türkiye, thus touching upon a different context than the other teacher education departments in Türkiye.

Relationship between Professional Motivations and Student Burnout

In the present study, it was found that each motivation category (intrinsic, altruistic and extrinsic) positively correlated with each other, and overall motivations, and each burnout dimension (emotional exhaustion, cynicism and professional inefficacy) was in positive correlation with other burnout dimensions and overall burnout level. Moreover, each category of and overall motivations to choose the TC were in a negative relationship with each burnout dimension and overall burnout level with changing effect sizes. To specify, a preservice English teacher with a high motivation to become a teacher would be less vulnerable to student burnout, while a preservice English teacher with a high student burnout level would have a lower motivation to choose the TC.

Although there are not many studies examining the correlation between motivations to choose the TC and student burnout, Maslach and Leiter (1997) stated that people begin a job with certain hopes such as a steady income and feeling secure. These hopes lead individuals to feel energetic, and willing to invest time and effort to their profession. However, when individuals experience burnout, their positive attitudes toward their jobs transform into negative attitudes, and they lose interest. The studies focusing on the relationship between PSTs' motivations to choose the TC and their student burnout levels appear to support these claims and provide evidence for the theoretical background. Regarding the previous studies, in a study examining the relationship between freshmen PSTs' motivations to choose the TC and their burnout levels, Reichl et al. (2014) reported a negative relationship between motivations to choose the TC and burnout. In another study investigating the relationship between freshmen PSTs' (from early childhood education, elementary education, and special education departments) career motivations and their burnout levels, McLean et al. (2019) found that intrinsic motivations were negatively related to overall burnout, while extrinsic motivations were in a negative relationship with depersonalization dimension of burnout. Last, Sato et al. (2022) reported that in-service and pre-service English teachers' motivations negatively predicted their perceived burnout levels.

Regarding the Turkish PST context, Atik and Çelik (2021) also reported that academic motivations predicted PSTs' student burnout levels. In addition, Dikmen et al. (2023) reported the negative predictive power of student burnout on Turkish prospective physical education and sports teachers' motivation to teach. Although these studies do not focus directly on motivations to choose the teaching career and student burnout, the previous findings in Türkiye appear to lend indirect support to the results of the present study.

In conclusion, according to the results of the current study, there was a negative correlation between motivations to choose the ELT department and student burnout, and a positive correlation among each dimension of student burnout. The current study findings were found to be parallel with the limited number of previous studies. Moreover, the claims regarding the relationship between intrinsic motivations and overall burnout and the relationship between extrinsic motivations and depersonalization gained empirical support with the help of this study. Drawing on the findings and design of the study, this study contributed to the growing literature due to its investigation on the distinct context of ELT departments, specifically the Turkish preservice English teacher context.

Reasons for Student Burnout in the ELT Department

Drawing on the findings about the participants' perspectives on the reasons for student burnout, the most frequent reason was the frequency and the intensity of the assignments (33.99%). Following the assignments were courses (13.88%), especially the challenging content of the courses and their divergence from the real teaching situations. Another frequently stated reason for student burnout was the presentations (10.85%) as the participants stated that they lacked the competence for oral presentations and that they are required to make many presentations throughout their education. The other less frequent reasons can be seen in the Results section. Examining these results, it is possible to suggest that the most frequently stated reasons mostly depended on the courses and the requirements of these courses such as homework and presentations.

Regarding the studies on the reasons for student burnout among PSTs, the stressfulness of the teacher training tasks and low motivation to choose the TC was suggested as the reasons for student burnout among first-year teacher students in Germany (Reichl et al., 2014). In the American PSTs context, heavy workload, preparing lesson plans, and meeting the deadlines for assignments were reported to be the student burnout reasons among PSTs (Miller & Flint Stipp, 2019). In the Turkish preservice teacher education context, Taşkın and Bahadır (2021) reported the negative predictive power of school climate and grade level on school burnout among prospective physical education and sports teachers. On the other hand, Atik and Çelik (2021) suggested that unpleasant teaching practicum experiences was a reason for student burnout among PSTs from different teacher education departments. It can be implied from those findings that the reasons for student burnout among PSTs are mostly context-specific.

A comparison of the present study with the previous studies suggested that motivation to choose the TC, heavy workload caused by assignments and lesson plans, and some courses are common reasons for student burnout among PSTs. However, presentations, lecturers, choosing the wrong department, strict attendance monitoring, lack of competence for the ELT department, difficulty and frequency of the exams, lack of personal abilities, such as self-esteem or confidence to speak in front of a crowd, difficulties caused by life itself, lack of academic success, lack of personal time, expectation-reality divergence, future anxiety, and homesickness appeared to be the student burnout reasons specific to Turkish PSET context in the current study. These reasons, unmentioned in the previous studies, connoted the difference between the preservice English teacher context and the other study contexts.

To sum up, the findings of the current study, to some extent, overlapped with the findings in the previous studies and contributed to the growth of the related literature. The results also indicated that the ELT context is a distinctive context, which has its own practices, issues and student burnout reasons. Therefore, it can be implied that each context or field may have their own distinct stressors and burnout reasons.

CONCLUSION

Current findings and the previous studies conducted in the Turkish ELT context indicated that PSETs in Türkiye chose the TC with intrinsic motivations more than altruistic and extrinsic motivations. The present study also lent support to the previous studies examining the PSETs' motivations and extended the boundaries of the related literature. Also, it can be concluded that PSTs from various departments choose their departments with differing motivations. In addition, it was also found that PSETs suffered from high levels of emotional exhaustion and cynicism, while their professional efficacy levels were still intact. However, these results were not in line with the previous studies investigating student burnout among PSTs. On the contrary, previous studies in the ELT context suggested that PSETs have a high level of student burnout. Thus, it is possible to conclude that each student in education departments holds differing levels of student burnout, and PSETs are different from the undergraduates of other teaching departments in terms of their student burnout levels. Another finding of the present study, which also supported the previous studies, was the negative relationship between PSETs' professional motivations and burnout levels, referring to a suggestion that if the level of professional motivations goes higher, the level of student burnout for each dimension of the burnout diminishes. More importantly, this study made a significant contribution to the literature on the relationship between PSETs' professional motivations and student burnout as it investigated this relationship in the Turkish ELT context in which the relationship between these variables has not been investigated directly before. Last but not least, the most frequent reasons for student burnout in the ELT department, which were stated by PSETs, were assignment overload, the difficulty of the courses, and oral presentations. With these findings, the present study revealed that the student burnout reasons are specific to the Turkish ELT context and extended the coverage area of the related literature.

In light of the current findings, it could be recommended that individuals who would like to choose the

ELT department as a major should consider the heavy workload in these departments because they may experience student burnout and drop out if they do not have strong motivations for becoming an English teacher. Moreover, as PSETs stated assignment overload, oral presentations, and lecturers as reasons for burnout, another implication from the current study would be that lecturers may attempt to give more flexible deadlines for PSETs to hand in their assignments and take a more tolerating approach toward them while giving presentation assignments although their schedules are already quite tight. Moreover, some of the PSETs appeared to be unable to perceive the importance of the assignments and presentations for their development of teaching competencies. Thus, lecturers in ELT departments may attempt to invest more effort in explaining the connection between the courses and the practice, and the benefits of the assignments and presentations for PSETs' future teaching careers. Lecturers may also develop more consciousness about student burnout among PSETs and take it into account while interacting with their students. Concerning the English teacher candidates' obligation to choose the ELT department, the stakeholders and governments may offer more employment opportunities for the individuals who would not like to become English teachers but translators, interpreters, and linguists to allow these individuals to choose their dream jobs more easily without considering their livelihood.

The present study contributed to the growing literature in the ELT field in many ways. However, the present study was not without limitations. Firstly, the sample of the present study included only PSETs; thus, the results of the present study may not be generalized to the whole PST education context. Hence, a study focusing on each teacher education department separately would offer more holistic results regarding PSTs' motivations to choose the TC and their student burnout levels. The present study utilized a long survey which might have been time-consuming for some participants. Therefore, a more compact means of data collection instrument may be developed and applied to a similar sample in future studies. Moreover, a convenient sampling method was utilized in the study, which somewhat undermined the generalizability of the findings extracted from the present study. Thus, a study taking advantage of random sampling while investigating similar phenomena on a similar sample is recommended for researchers interested in these variables and issues. The present study focused on two different variables rather than elaborately scrutinizing a single variable. Hence, further studies may take advantage of multiple data collection tools which would handle either motivations to choose the TC or student burnout in detail. A further study with this aim may attempt to reveal the contextual factors leading to PSTs' motivations to choose the TC or student burnout and offer more effective solutions to low motivation or high student burnout in different teacher education contexts. Last, the present study revealed the PSETs' perceptions of their reasons for student burnout. However, it is unclear whether these reasons are pertinent in other ELT contexts and how they affect students' burnout levels. Hence, future studies may investigate the PSETs' reasons for student burnout and the effect of these reasons on student burnout.

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APPENDICES

Appendix 1: Written Interview Questions (WIQ)

1. Please write 5 most important reasons for you to choose the ELT Department. Please, write the most important reason in the first place.

1.	
2.	
3.	
4.	
5.	

2. Would you drop off the ELT department and choose a different major if you had the chance? If yes, what major would you choose? Why?
3. Do you know the term “student burnout”? If yes, please define it or give an example.
4. Have you ever felt burned out in the ELT department? Why? Please explain and give examples.
5. What could be the reason(s) for student burnout in the ELT department? Please explain and give examples.
6. Do you think your instructors take student burnout into account and give you enough instruction about it and how to cope with it? Why? Please explain and give examples.
7. Do you plan to have an M.A. degree (Master’s degree) or Ph.D. degree (Doctorate degree) in the ELT Department? Why?
8. How do you feel when you think about your morning/afternoon/evening classes at the ELT Department?
9. Do you think you make an effective participation in the ELT classes you attend? If no, what are the reasons?
10. Do you have any other comments about your motivation to choose the ELT Department and student burnout? Please specify.

TÜRKÇE GENİŞLETİLMİŞ ÖZET

Öğretmenler ve öğretmen adaylarının öğretmenlik kariyerinde devamlılığı ve mesleği bırakmaları birçok farklı etkene bağlıdır. Bu etkenlerden birisi öğretmenlik mesleğini seçme motivasyonlarıdır (Alexander vd., 2020). Öğretmen ve öğretmen adaylarının kariyer devamlılığına etki eden faktörlerden bir diğeri ise tükenmişliktir (Struyven & Vanthournout, 2014). Ancak öğretmenler mesleği bırakma konusunda sadece öğretmenlik motivasyonları ve mesleki hayatlarındaki tükenmişlikten değil aynı zamanda öğretmenliğe başlamadan önceki beklentileri, motivasyonları, tükenmişlikleri ve deneyimlerinden de etkilenmektedirler (Kelly vd., 2019; McLean vd., 2019). Dolayısıyla hizmet öncesi öğretmenlerinin öğretmenliği seçme motivasyonları ve öğrenci tükenmişlikleri ileriki dönemlerde bu öğretmen adaylarının meslek hayatlarında verdikleri eğitimin kalitesine ve öğretmenlerin mesleklerindeki devamlılığına etki etmektedir (McLean vd., 2019; Subaşı, 2010). Bahsedilen konularda öğretmenlerin ve hizmet öncesi öğretmenlerin öğretmenlik mesleğini seçme motivasyonları ve tükenmişlik seviyeleriyle ilgili birçok çalışma bulunmasına rağmen özellikle İngilizce öğretmenliği alanında bu konularla ilgili daha fazla çalışmaya ihtiyaç duyulmaktadır (Heinz, 2015; McLean vd., 2019). Ayrıca bu değişkenler arasındaki ilişkinin farklı öğretmenlik bölümleri bağlamında incelenmesi doğrultusunda daha fazla araştırma ihtiyacı olduğu da ilgili literatürde dile getirilmiştir (Fernet vd., 2017; McLean vd., 2019). Literatürdeki bu eksikliğin telafi edilmesine katkıda bulunmak amacıyla bu çalışmada Türkiye’deki hizmet öncesi İngilizce öğretmenlerinin İngilizce öğretmenliği kariyerini seçme motivasyonları, öğrenci tükenmişliği seviyeleri, öğretmenlik kariyeri seçme motivasyonları ve öğrenci tükenmişliği seviyeleri arasındaki ilişki ve hizmet öncesi İngilizce öğretmenlerinin öğrenci tükenmişliğinin sebepleri hakkındaki görüşleri araştırılmıştır.

Çalışmanın amaçları doğrultusunda eş zamanlı karma yöntem çalışması yapılmıştır. Çalışma için 466 katılımcıdan Subaşı (2010) tarafından geliştirilen İngilizce Öğretmenliğini Seçme Motivasyonları Anketi (QoM) ve Schaufeli vd. (2002) tarafından geliştirilmiş Maslach Tükenmişlik Ölçeği – Öğrenci Anketi’ni (MBI-SS) doldurmaları ve araştırmacı tarafından hazırlanmış olan yapılandırılmış yazılı mülakat sorularını (WIQ) cevaplamaları istenmiştir (Dörnyei, 2007). Katılımcılar Ege ve İç Anadolu bölgesinde bulunan iki farklı devlet üniversitesindeki hizmet öncesi İngilizce öğretmenleri arasından kolayda örneklem yöntemiyle seçilmiştir (Fraenkel vd., 2012). Araştırmada kullanılacak olan nicel veriler QoM ve MBI-SS ile toplanmış ve normal dağılım göstermiştir. Ayrıca nicel veri toplama araçları yüksek içsel tutarlılık göstermişlerdir. Nicel veriler araştırma soruları doğrultusunda betimsel analiz ve korelasyon analizi yöntemleriyle incelenmiştir (Huck, 2012). Nicel verileri desteklemek üzere WIQ ile toplanan nitel veriler nitel içerik analizi yöntemiyle incelenmiştir (Dörnyei, 2007).

Araştırma soruları doğrultusunda yapılan analizlerde nicel veriler katılımcıların İngilizce öğretmenliği kariyerini daha çok içsel motivasyonlarla seçtiğini göstermiştir. Ancak içsel motivasyonların sıklık bakımından daha büyük bir alan kaplaması katılımcıların altruistik motivasyonlarının ve dışsal motivasyonlarının bulunmadığı anlamına gelmemektedir. Tam tersine içsel motivasyonlar haricindeki motivasyon türleri de ankette yüksek puanlar almıştır. Nitel veriler incelendiğinde ise yine benzer sonuçlar elde edilmiştir ve katılımcıların çoğu İngilizce öğretmenliği kariyerini içsel motivasyonlarla seçtiğini belirtmiştir. Hizmet öncesi İngilizce öğretmenlerinin öğrenci tükenmişliği seviyeleri hakkındaki nicel bulgular katılımcıların yüksek duygusal tükenmişliğe, yüksek duyarsızlaşmaya ve yüksek mesleki yeterliliğe sahip olduğunu göstermiştir. Nitel bulgular da aynı doğrultuda katılımcıların yarısından fazlasının kendini tükenmiş hissettiğini göstermiştir. Hizmet öncesi İngilizce öğretmenlerinin öğretmenlik kariyerini seçme motivasyonları ve öğrenci tükenmişliği seviyeleri arasındaki korelasyon incelendiğinde ise bütün motivasyon kategorileri ve tükenmişlik ölçüleri arasında negatif bir ilişkiye rastlanmıştır. Aynı zamanda genel öğretmenlik motivasyonları ve genel tükenmişlik düzeyi arasında da bir negatif korelasyon bulunmuştur. Son olarak katılımcılar İngilizce öğretmenliği bölümündeki öğrenci tükenmişliğinin nedenlerini ödevler, dersler ve sözlü sunumlar olarak belirtmiştir. Belirtilen bu sebeplerin genel olarak derslerle ve bu derslerin getirdiği gereksinimlerle ilgili olduğu tartışılmıştır.

İngilizce öğretmenliği kariyerini seçme motivasyonlarıyla ilgili çalışmalar incelendiğinde bu

motivasyonların bağlamdan bağlama değişkenlik gösterdiği anlaşılmaktadır (Bergmark vd., 2018; Murdoch & Lim, 2022). Ancak İngilizce öğretmenliği kariyerini seçme motivasyonları hizmet öncesi İngilizce öğretmeni bağlamında incelendiğinde içsel motivasyonun bu kariyeri seçme konusunda daha etkili olduğu sonucuna varılmaktadır (Smid, 2018) ve Türkiye’de yapılmış benzer bir çalışma da bunu desteklemektedir (Subaşı, 2010). Dolayısıyla bu çalışma daha önce bu alanda yapılmış çalışmalara katkıda bulunmuştur. Hizmet öncesi öğretmenlerin tükenmişlik seviyeleriyle ilgili çalışmalar incelendiğinde diğer bölümlerdeki hizmet öncesi öğretmenler genellikle orta seviye öğrenci tükenmişliğine sahipken (Balkıs vd., 2011; Engin, 2019; Igbokwe vd., 2019) hizmet öncesi İngilizce öğretmenleri yüksek seviye duygusal tükenmişliğe, yüksek seviye duyarsızlaşmaya ve yüksek seviye mesleki yeterliliğe sahiptir. Bu durum öğrenci tükenmişliğinin bağlama göre değişiklik gösterdiğine işaret etmektedir. Ayrıca bu çalışma diğer çalışmaların aksine sadece hizmet öncesi İngilizce öğretmenleri bağlamındaki öğrenci tükenmişliğini inceleyerek literatürün genişlemesine katkıda bulunmuştur. Hizmet öncesi öğretmenlerin öğretmenlik kariyerini seçme motivasyonları ve tükenmişlik seviyeleri arasındaki ilişkiyi inceleyen sınırlı sayıdaki çalışmalar bu iki değişken arasında negatif bir ilişki olduğunu belirtmiştir (McLean vd., 2019; Reichl vd., 2014). Bu çalışmanın bulguları da bu ilişkiyi desteklemiş ve bu ilişkiyi Türkiye’deki İngilizce öğretmeni yetiştirme alanında inceleyerek ilgili literatüre katkıda bulunmuştur. Son olarak hizmet öncesi öğretmenlerinin öğrenci tükenmişliği sebepleri üzerine yapılan çalışmalarda öğretmen yetiştirme programındaki sorumluluklar, düşük motivasyon (Reichl vd., 2014), ağır iş yükü, ders planı hazırlamak, ödevlerin yoğunluğu (Miller & Flint Stipp, 2019), okul ortamı, öğrencilerin eğitim yılı (1. sınıf, 2. sınıf vb.) (Taşkın & Bahadır, 2021) ve öğretmenlik uygulamasındaki olumsuz tecrübeler (Atık & Çelik, 2021) öğrenci tükenmişliği sebepleri arasında sıralanmıştır. Bu çalışma bu bakımdan hem daha önceki çalışmalarda belirtilen hizmet öncesi öğretmenler arasındaki öğrenci tükenmişliği sebeplerini kısmi olarak desteklemiş hem de bu sebepleri hizmet öncesi İngilizce öğretmenliği bağlamında inceleyerek literatürün genişlemesine katkı sağlamıştır.

Çalışmanın bulguları doğrultusunda Türkiye’de İngilizce öğretmenliği bölümünü seçecek adaylara ağır ders ve ödev yükünü göz önünde bulundurmaları ve kariyer motivasyonlarını dikkatlice gözden geçirmeleri önerilmiştir. Öğretim elemanlarına ise verdikleri ödevlerde ve sunum görevlerinde daha esnek ve hoşgörülü davranmaları ve öğrencilerinin tükenmişliklerini göz önünde bulundurmaları önerilmektedir. Öğrenciler ve öğretim elemanları haricindeki eğitim paydaşlarına ve yetkililere ise üniversite bölümü seçecek olan öğrencilere kendilerine uygun olan bölümleri seçebilmeleri için gerekli ortamı ve iş olanaklarını sağlamaları konusunda da öneride bulunulmuştur. Çalışmanın katkılarının haricinde belirli sınırlılıkları da bulunmaktadır. Örneğin kullanılan veri toplama araçlarının uzunluğu katılımcıların güvenilir cevaplar verme ihtimaline zarar vermiş olabilir. Ayrıca örneklemin toplanmasında kolayda örneklem yöntemi kullanılmıştır. Bu durumun toplanan verilerin genellenebilirliğini etkilemiş olma ihtimali bulunmaktadır. Buna ek olarak bu çalışmada bir yerine iki farklı değişken sınırlı sayıda veri toplama aracıyla incelenmiştir. Bu durumda toplanan veriler yüzeysel sonuçlar vermiş olabilir. Dolayısıyla bu konuyla ilgilenen araştırmacıların daha kısa bir veri toplama aracı ve seçkisiz örnekleme yöntemi kullanmaları önerilmektedir. Ayrıca gelecekteki çalışmalarda daha fazla veri toplama aracıyla sadece bir değişkenin daha detaylı bir şekilde incelenmesinin bu değişkenlerle ilgili daha ayrıntılı bir anlayış elde edilmesi yönünde faydalı olacağı öngörülmektedir.