

ENGLISH LANGUAGE TEACHER ATTRITION IN THE TURKISH CONTEXT:
A PHENOMENOLOGICAL STUDY

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ABSTRACT

ENGLISH LANGUAGE TEACHER ATTRITION IN THE TURKISH CONTEXT: A PHENOMENOLOGICAL STUDY

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Teacher turnover and teacher attrition is a global issue in the field of education that continues to be a subject of concern. The high teacher turnover and attrition lead to negative effects on teachers, students, and institutions. This study aimed to investigate the experiences of 9 former English teachers who have worked in the private schools in the Turkish context and understand their leading reasons that are attributed to turnover. This phenomenological study adopted the Job Demands-Resources (JD-R) model as a theoretical framework to examine the role of job demands and resources in predicting teacher turnover intentions and behavior, with a focus on the educational field. The study sample involved 9 former English language teachers in various cities in Turkey who have transitioned into non-teaching-related professions. Two semi-structured interviews were implemented as the primary source of gathering data. Findings encompass the following themes: job demands, job resources, turnover interpretation, and career path comparison. Former teachers' turnover reasons were discussed in light of broader teacher turnover and attrition literature. The study allowed former English teachers to reflect on their professional experiences by examining the motivations and reasons that led them to leave their

teaching careers, and it was linked to implications for practice for educational institutions.

Keywords: teacher turnover; teacher attrition; job satisfaction; JD-R model

ÖZ

İNGİLİZCE ÖĞRETMENLERİNİN TÜRKİYE BAĞLAMINDA MESLEĞİ BIRAKMASI: BİR OLGU BİLİM ÇALIŞMASI

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Mesleği bırakma, eğitim alanı da dahil olmak üzere birçok alanda küresel bir sorun olmaktadır. Öğretmenlerin yükselen işten ayrılma oranları, öğretmenler, öğrenciler ve kurumlar için olumsuz etkilere neden olmaktadır. Bu çalışma, sektör değiştirmiş olan ve özel okullarda İngilizce öğretmeni olarak çalışmış 9 katılımcının deneyimlerini araştırmayı ve sektör değişimine atfedilen önde gelen nedenleri anlamayı amaçlamıştır. Bu olgu bilim çalışması, öğretmenlerin mesleği bırakma niyetlerini ve davranışlarını araştırmada iş talepleri ve kaynaklarının rolünü incelemek için bir teorik çerçeve olarak İş Talepleri-Kaynakları (Job Demands-Resources) modelini benimsemiştir. Örneklem, Türkiye'nin çeşitli şehirlerindeki öğretmenlikten öğretmenlik harici mesleklere geçiş yapan katılımcıyı içermektedir. Veri toplamının başlıca kaynağı olarak iki adet yarı yapılandırılmış görüşme uygulanmıştır. Sonuçlar, iş talepleri, iş kaynakları, işten ayrılma yorumlaması ve kariyer karşılaştırması gibi temaları içermektedir. Çalışma, eski İngilizce öğretmenlerinin öğretmenlik kariyerlerini bırakmalarına yol açan motivasyonları ve nedenleri inceleyerek profesyonel deneyimlerini yansıtmalarına katkıda bulunmuş ve eğitim kurumları için uygulama sonuçlarıyla ilişkilendirilmiştir.

Anahtar Kelimeler: öğretmenlerim mesleđi bırakması; öğretmen yıpranması; iş memnuniyeti; iş talepleri-kaynakları modeli

*To all courageous people who fearlessly embarked on a journey of transformation,
redefining their paths, and embracing new horizons...*

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To the most incredible woman I know, my mother, your boundless love, encouragement, and sacrifices have been the foundation of every step I have taken. Your unwavering belief in me has fueled my determination, and I am endlessly grateful for your presence in my life.

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LIST OF ABBREVIATIONS

ELT	English Language Teaching
JD-R	Job Demands-Resources
MoNE	Ministry of National Education

CHAPTER 1

INTRODUCTION

1.0. Presentation

In this chapter, an introduction to the study is provided, encompassing the following key sections. The background of the study offers insights into the contextual foundation and rationale that underpins the research. Following this, the purpose of the study is elucidated, outlining the overarching aim and objectives driving the inquiry. The significance of the study highlights the potential contributions, implications, and relevance of the research within the broader academic and practical realms. Moving forward, the research questions are delineated, presenting the specific queries that guide the investigation. Lastly, the definitions of key terms offer conceptual clarity by establishing the meanings attributed to terminologies employed throughout the study.

1.1. Background of the Study

Picture this: you are a teacher, and at the end of the school year, you find yourself packing up your classroom wondering if you can do it all over again next year or consider leaving the teaching profession altogether even though you know how much your students need you. Alternatively, imagine you are a school principal who has spent countless hours and resources recruiting and training the perfect teacher for your school. You are thrilled to have them on board, but just a few years later, they're gone. This scenario, the phenomenon of turnover, is emblematic of a common occurrence across various fields of work, reflecting the challenges of high turnover rates and their impact (e.g., Dwesini, 2019; Jang & Kandampully, 2018; Michael & Fotiadis, 2022; Sulamuthu & Yusof, 2018).

In Turkey, as in many other countries, the retention of qualified and experienced teachers in the English Language Teaching (ELT) field has become an issue for educational institutions and policymakers. Policy documents by the Ministry of National Education (MoNE, 2017), local and national media outlets (Milliyet Newspaper, 2014), and a few studies (Ozoğlu, 2015a, 2015b) have all drawn attention to the issue of teacher turnover. Teacher turnover and attrition, defined as the movement of teachers in and out of an institution and the process of teachers leaving the profession, respectively, have been identified as significant problems in the field of education worldwide (Ingersoll, 2012). In the Turkish context, the issue of teacher turnover and attrition is particularly relevant due to its impact on the quality of education, as well as the economic and social costs associated with it (Yildirim, 2017). While previous studies have identified various factors that contribute to teacher turnover and attrition, including job satisfaction, burnout, and working conditions (Ingersoll, 2012; Henson & Villarreal, 2019), there is a need for a more nuanced understanding of the experiences of English language teachers in Turkey. This study aims to address this gap in the literature by exploring the lived experiences of English language teachers who have left the profession or switched to a different institution. Specifically, the study uses a phenomenological approach to investigate the factors that teachers perceive as significant to teacher turnover and attrition, as well as the teaching experiences of former English teachers by comparison with their subsequent careers. By using a phenomenological lens, it is aimed to achieve a deeper understanding of the experiences of former English teachers.

1.2. The purpose of the Study

This phenomenological study aims to explore the reasons behind teacher attrition for 9 former English language teachers in the Turkish context, as well as to compare their teaching experiences with their subsequent careers. The study contributes to the existing literature on teacher turnover and attrition in ELT, particularly in the Turkish context, and provides insights into the experiences of English teachers. The findings of this study may be useful for language schools, policymakers, and English teachers in developing strategies to improve teacher retention and reduce attrition rates.

1.3. Significance of the Study

The significance of this study lies in its potential to inform educational policy and practice in Turkey by identifying the lived experiences and elements that contribute to teacher turnover and attrition. The issue of teacher turnover and attrition has been recognized as significant within the global education system (Borman & Dowling, 2008; Ingersoll & Strong, 2011). The unexpected and ongoing loss of qualified and engaged teachers jeopardizes any school's continuity and long-term effectiveness, as highlighted by Ingersoll and Perda (2009). This situation is often framed either as a challenge for workforce planning and resource allocation or as indicative of the generally inadequate quality of school life and teacher satisfaction, as discussed by Macdonald (1999). Turkey is no exception to these challenges. While numerous studies have addressed the causes of teacher turnover and attrition, only a limited number of studies (e.g., Ozoglu, 2015a, 2015b; Yastibas et al., 2022) focus specifically on the Turkish context. This study aims to fill the gap in the literature by providing insights into the teachers' lived experiences related to the factors contributing to teacher turnover and attrition within the Turkish educational landscape. Moreover, it seeks to contribute to the broader discourse on teacher retention and job satisfaction. Job satisfaction has been acknowledged as a pivotal factor influencing teacher retention, as emphasized by Ingersoll and Strong (2011). Therefore, understanding the factors influencing teacher turnover and attrition may inform the development of strategies aimed at enhancing teacher job satisfaction and retention.

1.4. Research Questions

1. What factors do former English language teachers perceive as relevant to teacher turnover and attrition?
2. How do former English language teachers describe their professional experiences related to leaving the teaching profession?
 - a. How do former English language teachers compare their current career to their past experiences in the teaching profession?

1.5. Definitions of Key Terms

Job Satisfaction: Job satisfaction is a pleasing, optimistic, inward state resulting from positive experiences related to one's job or personal life (Locke, 1976). This encompasses the physical and psychological well-being of staff, their feelings of contentment, a feeling of accomplishment, and their social welfare (Grant et al., 2007).

Job Demands-Resources (JD-R) Model: The JD-R model is a stress model used in occupational psychology that proposes that the relationship between job demands and job resources affects an individual's well-being and work outcomes (Demerouti et al., 2001; Bakker & Demerouti, 2007).

Teacher Turnover: Teacher turnover describes the fluctuation in the number of educators between one year and the next in a specific school environment (Sorensen & Ladd, 2020).

Teacher Attrition: Teacher attrition refers to the process of teachers leaving the profession entirely (Makela et al., 2014). This may include teachers who retire, resign, or are terminated from their positions.

Teacher Burnout: Burnout is a multifaceted concept that consists of emotional exhaustion, depersonalization, and reduced personal accomplishment, which can occur in individuals working with and providing service to others (Maslach et al., 1996).

CHAPTER 2

LITERATURE REVIEW

2.0. Presentation

This section will begin by presenting the theoretical framework, Job Demand-Resources (JD-R) Model. Following this introduction, the review will cover various topics related to teacher turnover and attrition. The discussion will encompass the causes of teacher turnover, existing studies on teacher turnover globally and specifically in Turkey, as well as insights into teacher attrition and its underlying causes. The review will also delve into the teacher attrition rate, particularly in the context of English teachers. Additionally, the section will include a comprehensive analysis of relevant research on teacher attrition, both internationally and within Turkey. Lastly, the literature review will explore the phenomenon of choosing the teaching path, examining the factors influencing individuals to enter the teaching profession.

2.1. Theoretical Framework - The Job Demand-Resources (JD-R) Model

The Job Demand-Resources (JD-R) model has emerged as a useful theoretical framework for studying employee well-being and turnover in various work settings, including education. It has been widely used in various work settings to study employee well-being and work outcomes (Bauer et al., 2014). However, despite the popularity of the JD-R model in various disciplines, it has been applied less frequently in the field of education. Only a small number of studies (e.g., Hakanen et al., 2006; Simbula, 2010; Yin et al., 2016) have utilized this model to explore the factors that contribute to teacher well-being within the school environment. In the context of ELT, the JD-R model has been applied to some studies related to teacher

burnout, job satisfaction, and turnover intentions among teachers (e.g., Ma et al., 2020; Qiu, & Li, 2022). This theoretical framework is based on the premise that job demands and resources are two key components that influence employee well-being and work outcomes. In this section, an overview of the JD-R model and an explanation of how it applies to the study of English teacher turnover and attrition will be provided.

The JD-R model was first developed as a framework for understanding employee well-being and work outcomes (Demerouti et al., 2000). This framework is a way of classifying work environments and job characteristics based on two fundamental categories: job demands and job resources. It is based on the idea that job demands, and job resources have direct and indirect effects on employee well-being and work outcomes. Job demands are the elements of a job that require continuous physical, psychological, social, or organizational effort or expertise and are linked to specific physiological and psychological consequences, such as tiredness or burnout (Demerouti et al., 2001). Bakker and Demerouti (2007) also suggest that working extra hours, experiencing inadequacy in assigned tasks, and having an inefficient manager are all instances that could be categorized as job demands. On the other hand, job resources are the features of a job that can assist employees in accomplishing work objectives, decreasing job demands, and promoting personal progress and advancement (Bakker & Demerouti, 2017). Autonomy, supportive work relationships, chances for progression, guidance and mentorship, and education and growth opportunities are examples of job resources. These kinds of resources make employees engaged in their jobs. Studies indicate that they have a greater level of dedication to their organization thanks to these resources (Hakanen et al., 2006).

As Figure 1 fully depicts, there is a dual process, wherein a positive correlation exists between job demands and strain (i.e., heavy workload resulting in psychological strain), and a positive correlation between job resources and motivation (i.e., support from colleagues leads to increased employee motivation). Some examples of job demands, and job resources are shown in the figure on the left. The abbreviation “etc.” depicted in the figure symbolizes all the other factors that might be considered as other job demands and other job resources. The model suggests that job demands, and job resources interact with each other and affect employees' cognitive, emotional, and

behavioral processes in different ways. The JD-R model also proposes that the effects of job demands and job resources are not additive but interactive. In other words, the negative effects of job demands on employee outcomes are mitigated by the presence of job resources, and the positive effects of job resources are amplified by the absence of job demands.

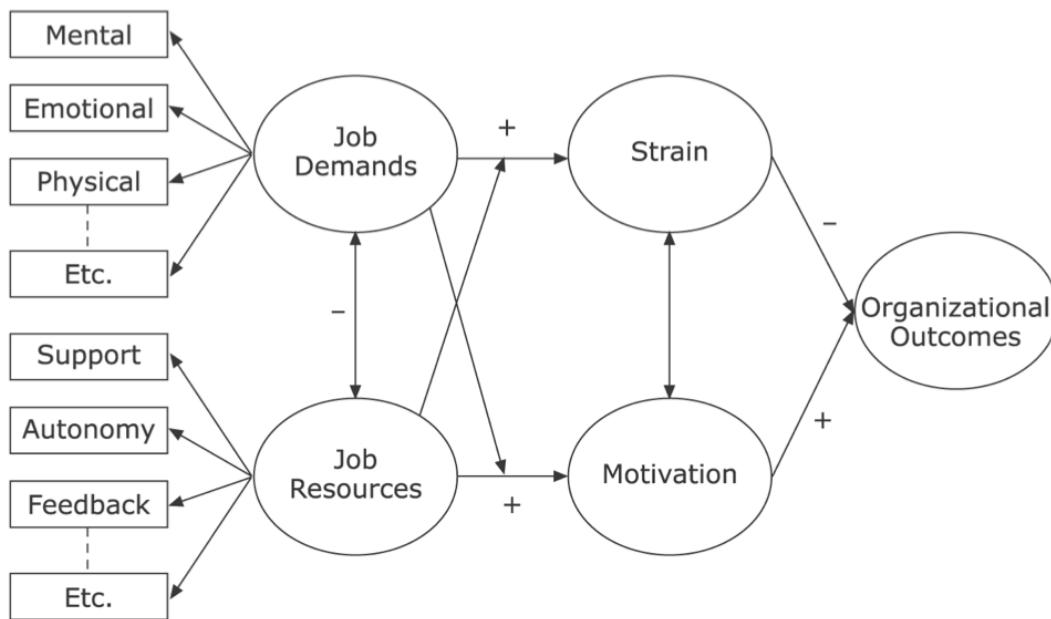


Figure 1. The Job Demands-Resources Model

Note. Reprinted with permission from “The Job Demands-Resources model: state of the art” Bakker, A. B., & Demerouti, E., 2007, *Journal of managerial psychology*, 22(3), 309-328

The model also suggests that these job characteristics influence employees' psychological and physiological states, which in turn affect work outcomes positively or negatively. Specifically, job demands can lead to negative outcomes, such as burnout or turnover, while job resources can promote positive outcomes, such as job satisfaction and commitment. According to the model, when employees experience work stress and burnout, there will be high turnover rates as employees will leave the organization in search of a better work-life balance. Also, if they feel demotivated, they may be less productive and have lower quality work which may result in decreased organizational performance. Employees who experience stress and burnout may face negative organizational outcomes such as turnover. On the other hand, when employees have sufficient job resources to meet job demands, employees are likely to

experience motivation, engagement, and positive organizational outcomes. This can also boost employee well-being as employees feel less stress and have better mental health when there are sufficient job resources.

The JD-R model is rooted in two prominent theories of occupational stress and well-being: the demand-control model and the effort-reward imbalance model (Bakker & Demerouti, 2017). The demand-control model suggests that high job demands, combined with low control over the work process, can lead to high levels of stress and burnout (Karasek, 1979). The effort-reward imbalance model proposes that employees who perceive a lack of effort-reward balance in their job (i.e., low rewards for high effort) are at increased risk for burnout and poor health (Siegrist, 1996). The JD-R model combines elements of both theories, suggesting that job demands and resources are both important determinants of employee well-being and work outcomes. The JD-R theory suggests that if educators face an uneven distribution of job demands and job resources, it can lead to job stress and burnout. Prolonged exposure to job stress can result in psychological and physical problems for teachers (Bakker et al., 2004). According to this model, burnout occurs in two phases. The first phase involves the continuous burden of job demands that leads to eventual exhaustion. In the second phase, a lack of resources prevents the individual from meeting the job demands, resulting in withdrawal and eventual disengagement from the job (Demerouti et al., 2001). As a result, this may result in an increased number of teachers departing from their schools, indicating that new policies for teacher evaluation could be contributing to higher teacher attrition rates (Breckenridge, 2017). The JD-R model is a useful framework for understanding the complex relationships between job demands, job resources, and employee outcomes in the context of English teacher turnover and attrition since it takes into account all potential interactions that could arise between job resources and job demands.

By examining the relationships between job demands, job resources, job satisfaction, and turnover intentions among English teachers, this study seeks to contribute to the literature on English teacher turnover and attrition.

2.2. Teacher Turnover

The term "teacher turnover" has garnered attention within the educational literature, yet its definition varies across studies, leading to nuanced interpretations. In general, "teacher turnover pertains to significant alterations in a teacher's assignment between consecutive school years" (Boe et al., 2007). This definition emphasizes the dynamic nature of teachers' roles, encompassing movements that can occur within or across educational institutions.

Expanding upon this notion, Ingersoll and Perda (2009) provide a more comprehensive perspective by presenting turnover as a spectrum of mobility, ranging from teachers moving between institutions to those venturing from one geographic region to another, and ultimately, to those leaving the profession altogether. This broader view acknowledges that turnover encompasses a range of transitions and transformations in educators' career paths.

However, a distinct focus emerges when considering the specifics of teacher turnover research. The attention often centers on the phenomenon of "teacher attrition," which refers to educators leaving the profession entirely. This emphasis, while essential for understanding the loss of experienced educators, can overshadow the concept of "migration" as highlighted by Ingersoll and May (2012). Migration involves teachers relocating or shifting to different teaching positions, typically within alternative school settings. This aspect adds complexity to the understanding of turnover, as it reflects the evolving nature of educators' career trajectories that might not result in a complete departure from teaching. Finally, Arroyo (2021) describes teacher turnover as the rate at which educators leave their positions. It comprises both teacher attrition and teacher migration.

2.2.1. Causes of Turnover

Around the world, teachers quit their jobs or schools for quite similar reasons, such as unfavorable working conditions, excessive workloads or burnout, inadequate pay and benefits, pressure from standardized tests, unsatisfactory school leadership, and a lack of opportunity for professional growth (e.g., Aslami, 2013; Mulei et al., 2016; Karsenti

& Collin 2013). These shared challenges emphasize the global nature of teacher turnover issues.

One of the most critical indicators of turnover is teachers being dissatisfied with their performance at work. This dissatisfaction often serves as a precursor to turnover, as highlighted by Carter (2021). Poor performance at work is a sign of job dissatisfaction, which is linked to turnover (Carter, 2021). This connection between dissatisfaction and turnover is further supported by the work of Desimone et al. (2002), who identify various internal and external factors driving poor job performance-related employee behaviors. The interaction between intrinsic and extrinsic factors influencing work performance becomes evident when considering motivation and attitudes as intrinsic elements and award systems, colleague dynamics, as well as external environmental factors like social or family issues as extrinsic ones (Carter, 2021).

Interestingly, retirement only accounts for a small portion of turnover compared to other factors, including teacher job dissatisfaction, and searching for better career options (Ingersoll 2001; Ronfeldt et al., 2013). The causes of turnover may vary depending on the experience of teachers. In the first five years, between 40 and 50 percent of teachers resign from their positions (Ingersoll 2003). This early-career attrition underscores the specific challenges that novice teachers face, including difficulties with classroom management and preparation (Darling-Hammond & Carver-Thomas, 2017; Dias-Lacy & Guirguis, 2017). Furthermore, Ingersoll et al. (2014) highlight that novice teachers experience the highest rates of turnover, which aligns with research on new teachers by Melnick and Meister (2008), revealing their concerns regarding preparedness, time management, discipline, and parent participation. This points to the critical role of support and mentorship for early-career teachers.

2.2.2. Studies on Teacher Turnover

Some of the significant factors leading to teacher turnover are job stress, demands for student achievement, unhappiness with the working environment, and a lack of professional development possibilities (Carver-Thomas & Darling-Hammond, 2017;

Gilreath, 2018). In order to identify the causes of teachers' decision to leave, the state of South Carolina formed a task force, and the committee discovered that teachers quit for a variety of reasons, including unhappiness with salary, the "teach to the test" mentality, student behavioral issues, the sense of not feeling respected, a lack of administrative support, and low student engagement (Gilreath, 2018). According to the 2017 Cerra survey, 23% of educators who quit their jobs stated that they resigned due to personal reasons (Garrett, 2018). Some educators stated justifications for leaving, such as being at home with the family. Teachers who gave no particular reason for leaving the profession generally claimed that they feel unsupported, disgruntled, overburdened, and even the feeling of being unqualified to work as in-service teachers in a classroom (Gilreath, 2018).

The average yearly turnover rate for teachers at international schools in Near East South Asia (NESA) was determined to be 17% (Mancuso et al., 2010). In a different research, U.S.-accredited South American schools had an average yearly teacher turnover rate of 28% (Desroches, 2013). In a study conducted in the U.S. on the effects of teacher turnover on individual elementary-school atmosphere and organizational performance, Guin (2004) discovered that "high turnover compels a school to restart their teaching emphasis each year, resulting in a less complete and cohesive instructional program" and that "schools with high rates of teacher turnover. are less likely to have high levels of coordination and respect among instructors."

2.2.3. Studies on Teacher Turnover in Turkey

Teacher turnover in Turkey has been mostly investigated within the scope of "mobility-related" turnover so far, focusing on factors that prompt educators to relocate. Ozoğlu's (2015) study provides valuable insights into this phenomenon, highlighting the prevalence of mobility-related turnover in schools situated in Turkey's less developed eastern regions. The socioeconomic and geographic factors distinctive to these areas play a pivotal role in driving this turnover. Specifically, the desire of teachers to work in regions closer to their families emerges as a prominent motivation. This familial connection acts as a compelling pull factor influencing their decisions.

Moreover, participants in Ozoğlu's study mention various push factors that are context-related, such as linguistic and cultural differences, insufficient community amenities that hinder socialization, challenging weather conditions, and subpar housing conditions. Geographic isolation emerges as a significant challenge, contributing to feelings of isolation as teachers are cut off from their families and larger communities. These findings emphasize the interconnectedness of socioeconomic, geographic, and personal factors in shaping teacher turnover.

Similarly, Turhan's (2016) study further highlights the recurring themes identified in Ozoğlu's research. In a city in eastern Turkey, high turnover rates were closely linked to teachers' intentions to work and live in areas near their families. The compelling factor of familial proximity consistently emerges as a strong influencer, highlighting its deep-rooted impact on teachers' career decisions. Concerns about safety and the absence of intentions to settle in the area further contribute to turnover, reflecting broader patterns consistent with mobility-related turnover.

2.3. Teacher Attrition

When teacher turnover reaches complete abandonment of the profession, it can be defined as teacher attrition (Ingersoll & Perda, 2009). Cambridge Business English Dictionary (2022) defines attrition as “a reduction in the number of employees in a company made by not replacing those who leave, rather than forcing people to leave their jobs”. Merriam-Webster Learner’s Dictionary (2022) describes the term as “a reduction in a number of employees as a result of resignation, retirement or death.” Expanding on the educational context, Borman and Dowling (2014) emphasize that teacher attrition involves leaving the teaching profession to pursue alternative career paths. The repercussions of attrition extend beyond individual career paths to impact organizations profoundly. These consequences encompass the absence of a reliable and proficient labor force, expenses associated with recruitment, hiring, and training of new employees, as well as impediments in the successful execution of novel initiatives aimed at enhancing organizational productivity (Boe et al., 1997; Guarino et al., 2011; Kacmar et al., 2006). This suggests that addressing attrition may be crucial for optimizing organizational outcomes.

2.3.1. Causes of Teacher Attrition

Teacher turnover and attrition are widespread worldwide. Depending on the study methods used, the causes and effects of teacher attrition differ among cultures, socioeconomic conditions, the ages and specializations of the instructors, and other factors (Chapman, 1994; Gritz & Theobald, 1996). The causes include organizational issues in institutions, such as a lack of administrative support, problems with student conduct, and a lack of input and decision-making authority (Borman & Dowling, 2008; Kyriacou et al., 2003) important role concerning teacher attrition. For instance, in their review of existing literature, Guarino et al. (2006) emphasize numerous studies that have identified a favorable correlation between administrative support and teacher retention. These studies employed a range of different variables acting as substitutes for administrative support.

According to a Swedish survey on working conditions for teachers, the most frequent reasons for quitting were finding other job opportunities, the inability to continue in one's current position, inadequate psychosocial work environment, and low income (Statistics Sweden, 2005). Johnson et al. (2005) claim that excessive paperwork, unsuitable or unmanageable tasks, and accountability requirements are the leading reasons why teachers leave schools. Another longitudinal study conducted with 156 teachers in a 5-year interval by Wilhelm et al. (2000) demonstrated the same attrition tendencies as past statistical research. However, they also revealed that the "leavers" frequently had a more unfavorable perception of the field before entering than the "stayers." The scholars assert that people's opinions about the profession may be more significant than those relating to working circumstances. Leung and Lee (2006) extended these findings, uncovering that the exhaustion dimension of burnout serves as a predictor for teachers' intentions to leave the profession in their study of educators in Hong Kong. An additional concerning trend identified in relation to attrition is that novice educators exhibit a markedly higher attrition rate compared to older colleagues. As novice teachers commence their initial year of teaching, their anticipated job responsibilities may diverge considerably from the realities of the classroom environment (Breckenridge, 2017). Consequently, many may rapidly decide to pursue

alternate career paths (Grissmer & Kirby, 1997; Hughes, 2012; Murnane et al., 1988; Struyven & Vanthournout, 2014).

2.3.2. Teacher Attrition Rate

The percentage of teachers quitting their jobs in a particular school year is known as the teacher attrition rate. By deducting the number of teachers in year t from those in year $t-1$ and adding the number of new teachers who joined the teaching force in year t , it is possible to estimate the number of leavers (Madumere-Obike et al., 2018). Attrition rates are typically lower in developed countries than in developing countries and metropolitan areas (e.g., Gottelmann-Duret & Hogan, 1996; Gritz & Theobald, 1996). However, in some developed countries, the rates seem to differ. For example, the attrition rate in Canada reaches 30% in the first five years of the profession (Karsenti & Collin, 2013). Furthermore, Australia's yearly attrition rate is 5%, New Zealand's is 9.9%, Europe's is between 4 and 9%, and Sub-Saharan Africa's is between 3 and 10% (Mulei et al., 2016). According to the literature, attrition rates are highest in the first few years of a career when, as Huberman (1993) noted, many teachers are transitioning from a region of survival and discovery to one of stabilization and are also dealing with alters in their personal lives related to their families, such as marital relationship and child-raising. The Department of Education and Science (1990) and Arnold et al. (1993), using years of teaching as a framework, observed that "attrition is high in the first ten years; then it becomes relatively low between 10 and 25 years; then it rises again late in careers when educators start retiring.

2.3.3. English Teacher Attrition

Focusing on English teacher attrition is paramount due to its underexplored status within educational research. Scherff and Hahs-Vaughn (2008) emphasized in their work "What We Know about ELA Teachers" that identifying attrition rates among secondary English teachers is challenging due to the lack of subject-specific research. Numerous factors with both personal and professional dimensions contribute to teacher attrition. These factors encompass inadequate wages, challenging working conditions, limited administrative support, and insufficient prospects for career

advancement. For instance, novice English teachers' reasons for leaving, such as low salaries and unfavorable working conditions, are aligned with those of other new teachers. However, contemporary factors like heightened teacher responsibilities, as documented by Ingersoll (2001, 2002; NCTAF, 2002, 2003; Hirsch, 2006), also contribute to attrition. Conversely, an examination of teacher characteristics, school attributes, and mentoring activities (e.g., Smith & Ingersoll, 2004) underscores that ultimately, only salary holds a statistically significant association with the increased likelihood of novice English teachers leaving the profession. In their study utilizing the 1999–2000 Schools and Staffing Survey (SASS) and the Teacher Follow-Up Survey (TFS), Hahs-Vaughn and Scherff (2008) investigated factors influencing attrition, mobility, and retention among novice English teachers in the United States. Their findings similarly emphasize that only salary demonstrates a statistically significant connection with an increased likelihood of novice teachers exiting the profession. However, their exploration of mentoring and induction factors yielded no evidence substantiating heightened or diminished probabilities of teachers changing schools. Furthermore, McCann et al., (2005) highlight concerns reported by novice English teachers, such as workload balance and classroom management, through case studies that suggest a potential contribution of misconceptions versus the actual English classroom experience to the profession's low retention rates.

2.3.4. Studies on Teacher Attrition

The dynamics of teacher attrition and retention have long been a subject of scholarly investigation, with researchers seeking to uncover the multifaceted factors influencing educators' decisions to stay in or leave their positions. In their meta-analysis of 38 quantitative studies, Borman and Dowling (2008) aimed to identify factors influencing teacher attrition. This body of research encompassed high-quality empirical studies on teacher attrition and retention, analyzing the impact of 63 distinct factors. They found that both teachers' characteristics, including backgrounds and qualifications, and school-related attributes significantly predicted attrition rates. These school aspects involved working conditions and impediments, such as salaries, administrative support, collaborative opportunities, resources, and shared decision-making. Borman

and Dowling (2008) emphasized that understanding teacher attrition requires considering teacher demographics and school characteristics as pivotal.

Numerous researchers have consistently explored the link between administrative support and teacher retention by gathering opinions on working conditions from a national pool of teachers. Ingersoll's (2001) findings from self-reported data revealed that schools providing satisfactory administrative support experienced notably lower teacher attrition rates compared to those lacking such support.

2.3.5. Studies on Teacher Attrition in Turkey

In certain nations, while the rate of teacher turnover within the initial five years of their careers is elevated, Turkey experiences a relatively lower turnover rate. However, this lower rate does not necessarily indicate that novice teachers are completely absorbed in their teaching identity and profession. This circumstance could be linked to the prevailing job opportunities and overall conditions within Turkey (Çelik & Servet, 2020). Particularly among new teachers, this doesn't appear to be a major concern primarily because teachers value the privileges and advantages associated with their lifelong civil servant status (EU, 2013). The Turkish Ministry of Education (Ministry of National Education [MoNE], 2015), as reported in 2015, presented yearly trends showing that roughly 500 educators exited their positions and approximately 1100 teachers transitioned to different careers, from a total population of around 890,000 teachers. As per an annual report from the Ministry of National Education (Ministry of National Education [MoNE], 2017), only 0.5% of individuals left teaching due to reasons such as resignation or unfortunate demise.

According to the reports of the Ministry of National Education (Ministry of National Education [MoNE], 2020; 2021; 2022), the number of teachers who left the ministry's staff in the last three years was 1654 in 2022, 2030 in 2021, and 1632 in 2020. The reasons for the departure of these teachers are expressed as resignation, death, etc. It has been indicated that among the teachers who leave the ministry's staff every year, a high proportion of them are retirees.

In a different context, Yastibas et al. (2022) conducted a qualitative study with 100 English language teachers based in Turkey aiming to uncover the factors influencing English Language Teaching (ELT) educators in a developing country. The outcomes of the study unveiled that these participants were motivated to either remain within their profession or consider leaving for various rationales, including their passion for teaching, working conditions, and the desire for new learning experiences. Additionally, the research identified that possessing diverse future plans was a prevalent factor driving the inclination of ELT teachers with 1-5 years of experience and those with 6-10 years of experience to contemplate leaving their current roles. In contrast to those committed to remaining in the field, the desire of ELT teachers with 6-10, 11-15, and 16-20 years of teaching experience to leave the profession was potentially influenced by factors such as working conditions, salary, and the disparity between one's teaching philosophy and the instructional methods employed for language teaching.

Regarding private schools, there is limited available information concerning teacher attrition in these institutions. Based on information gathered by BBC Türkiye (Ozturk, 2023), numerous school administrations are finding means to exploit teachers by paying them below the minimum wage, partially retrieving a portion of the 'mandatory' minimum wage salary they provide. According to Zafer Ozturk, the President of the Private Schools Association of Turkey (TÖZOK), the economic crisis in Turkey has impacted not only teachers and parents but has also taken a toll on private educational institutions. Ozturk explains that "Prior to the pandemic, we had a teacher count of 170,000, which has now decreased to 150,000."

Shortly, the issue of teacher turnover in Turkey is influenced by a multitude of factors spanning from regional disparities and socio-economic conditions to the allure of civil servant status, individual career aspirations, and the ever-evolving educational landscape. While Turkey's relatively lower turnover rates among novice teachers might not fully reflect their engagement in the profession, it shows the significance of various contextual elements at play.

2.4. Choosing the Teaching Path

The process of making career choices has been extensively studied and written about by psychologists, vocational counselors, and sociologists (Carpenter & Foster, 1979). Scholars acknowledge a significant and favorable correlation between the initial motivation to become a teacher and the dedication to the teaching profession (Bruinsma & Jansen, 2010; Day et al., 2007; Fokkens-Bruinsma & Canrinus, 2012). According to Rots et al. (2007), the origins of teacher attrition can be traced back to the level of commitment during the early stages of teaching and the caliber of initial teaching experiences. Thus, the decision to embark on a career in teaching is a profound and pivotal one, carrying far-reaching implications not only for individuals but also for the educational landscape and society at large. Gaining insight into the factors influencing student-teachers' choices to pursue and continue their careers in teaching post-graduation could assist teacher educators in identifying effective methods to strengthen their dedication to the profession (Moses et al., 2017). These choices play a pivotal role in understanding the reasons behind why prospective teachers might not finish their education or opt to exit the teaching profession altogether (Bruinsma & Jansen, 2010).

Aspiring teachers have varying reasons for selecting teaching as their career path (Kyriacou & Coulthard, 2000; Pop & Turner, 2009). The scholars categorize the reasons for selecting a teaching career into three main groups: (a) intrinsic motives related to personal enjoyment of teaching and the profession, (b) altruistic motives tied to viewing teaching as a socially valuable role, including the desire to aid learners and contribute to society, and (c) extrinsic motives connected to job aspects beyond the work itself, such as salary and job prospects (Moses et al., 2017). Moreover, Lipka and Brinthaup (1999) assert that the most mentioned motivation was the wish to engage with children and adolescents. Following that, the notion of making a meaningful contribution to a morally significant profession emerged. Subsequently, practical gains such as income, status, and stability, particularly for women, were identified as factors. Research conducted by Carpenter and Foster (1979), involving 250 secondary student-teachers and 200 primary student-teachers, demonstrated that factors such as the impact of educators, a need for stability and acknowledgment, a genuine fascination

with the teaching profession, and selecting teaching due to default reasons constitute the foundational framework influencing students' career choices. Further research concentrating on the motivations of prospective teachers to enroll in teacher training programs and pursue teaching careers highlighted factors like tangible incentives such as job stability, vocational factors like passion for a subject, and selfless factors such as a sense of duty towards children (Bastick 2000; Huberman et al., 1993; Richardson & Watt 2005; Rinke, 2008). Murnane et al., (1991) discovered that factors like salary and the expenses associated with entering or reentering the teaching field play a role in the decision to become a teacher.

Furthermore, according to Lipka and Brinthaupt (1999), individuals often have their career choice in teaching influenced by family members and influential teachers from their own educational experiences. In their study, Bruinsma and Jansen (2010) investigated the motivations driving 198 prospective teachers to choose teaching as a career. They aimed to distinguish between positive motivations that foster genuine commitment and negative motivations that lead to superficial engagement. The study explored how these motivations correlated with teacher self-efficacy, the quality of teacher training, classroom experiences, and anticipated teaching career length. The results indicated that participants with higher initial abilities and female participants had more positive intrinsic motivations. Conversely, those guided by negative external motivations reported unsatisfactory teaching experiences and a desire for shorter teaching careers.

In conclusion, this in-depth examination demonstrates the complex array of factors influencing career choices within the teaching profession, emphasizing on the significance of motivation, commitment, and the broader implications for both individuals and the field of education.

CHAPTER 3

METHODOLOGY

3.0. Presentation

In this section, the methodology employed in this study will be outlined to provide a clear understanding of the research approach. The chapter will commence by introducing the qualitative research method adopted for the current study. Subsequently, the rationale behind selecting a phenomenological approach for this research will be elaborated upon, highlighting its suitability for investigating the lived experiences of participants. Moving forward, the participants of the study will be introduced in detail, including their characteristics and relevant demographics. This will be followed by an explanation of the data collection procedures, detailing how information was gathered from the participants. The various sources of data utilized in the study, as well as the comprehensive data analysis processes undertaken, will be presented to offer insights into the rigorous analytical methods employed. Lastly, ethical considerations will be addressed, underlining the steps taken to ensure the well-being and confidentiality of the participants throughout the research process.

3.1. Qualitative Research Approach

The current study employs a qualitative research approach, focusing on former English language teachers, to gain a comprehensive understanding of the phenomenon of teacher turnover and its underlying emotional experiences. Qualitative research aims to comprehend and interpret the meaning of participants (Morrow & Smith, 2000). More precisely, Creswell (1998) describes qualitative research as an understanding research process built on diverse methodological approaches of investigation that examines a societal or human problem.

Denzin and Lincoln (1994) present a depiction of the qualities of qualitative research, stating that it encompasses a multifaceted approach and centers on interpretation and naturalistic exploration of its subject matter. In this perspective, qualitative researchers analyze phenomena within their authentic contexts, aiming to comprehend and interpret these phenomena based on the meanings attributed to them by individuals.

In line with the study's objective to deeply explore the lived experiences and perspectives of former English language teachers navigating career transitions, the adoption of a qualitative approach is most fitting. This methodological choice facilitates an intensive examination of the specific phenomena in question, as perceived through the diverse lenses of individual participants. By immersing within the natural contexts of these experiences, the researcher aspires to capture the essence of phenomena by elucidating the meanings attached to them by those involved. This approach enables an in-depth exploration of the specific phenomena under consideration, as perceived by diverse individuals.

3.2. Phenomenology

The research employs a qualitative methodology characterized by its descriptive nature, utilizing phenomenology that centers on individual lived experiences rather than deriving findings from collective data sources (Moustakas, 1994). Creswell and Creswell (2017) define phenomenological research as a method derived from philosophy and psychology, wherein researchers explore the subjective experiences of individuals who have encountered a phenomenon, as expressed by participants. In the context of this study, the central focus was on the experiences of former English teachers who transitioned from their profession. The exploration revolved around their memories as teachers, lived experiences that led to career changes, and subsequent emotional responses.

The essence of phenomenology lies in comprehending the significance of experiences for those who have undergone them, which then contributes to the derivation of general or universal meanings, often termed as the essences or structures of the experience (Moustakas, 1994). Creswell (2013) argues that separating reality from

personal perception is impractical, as reality is inherently filtered through individual experiences. He further supports the phenomenological distinction between "what" and "how," highlighting that lived experiences encompass both subjective and objective dimensions. Van der Mescht (2004) emphasizes phenomenology's role in deepening research by allowing exploration of participant contexts and interpretations. Employing a descriptive approach, phenomenological research seeks to uncover the essence of intangible phenomena by delving into the structured experiences within the lifeworld (Lavery, 2003).

Phenomenology aims to uncover how experiences manifest in consciousness (Merriam & Tisdell, 2015), with two distinct approaches: Martin Heidegger's indirect approach and Edmund Husserl's direct approach (Titchen & Hobson, 2005). The former, interpretative phenomenology, represented by Van Manen and Heidegger, emphasizes interpretation. The latter, direct or transcendental phenomenology, associated with Husserl, Giorgi, and Moustakas, builds on Husserl's foundational work, delving into empirical and descriptive aspects of consciousness. Husserl advocated for bracketing to grasp the authentic essence of phenomena (Tufford & Newman, 2012). Conversely, Heidegger's phenomenology recognizes researchers cannot disentangle themselves from prior experiences, biases, and preconceptions about the phenomenon (Johnson, 2000). Importantly, this recognition extends to the researcher herself, who, as a person, has experienced the same phenomenon. These elements influence how researchers attribute meaning to lived experiences, with Heidegger's perspective highlighting the interaction between researchers' understanding of the world and their interpretation of reality (Wojnar & Swenson, 2007).

The decision to employ Interpretive Phenomenology aligns with research objectives, offering a framework to explore the lived experiences of former English language teachers transitioning from teaching. By prioritizing participant interpretations, it uncovers the relationship between personal experiences and the private school context. This approach is particularly suited to comprehending the nuanced factors contributing to teacher turnover. Focusing on descriptions and meanings uncovers motivations and emotions, while the method captures the essence of the former English teachers'

journeys, enhancing the understanding of career transitions and teacher turnover dynamics.

3.3. Participants

The sample for this study consisted of nine former English language teachers who worked at private institutions and had transitioned into non-teaching-related professions. They were all recruited through criterion sampling and had varying levels of experience in the field. Cases that match a predefined criterion of relevance are mostly chosen via criterion sampling (Patton, 2002). This type of sampling was chosen due to its usefulness for “quality assurance” (Creswell & Poth, 2016). At the outset of the study, there were ten participants who expressed interest in taking part. However, during the data collection phase, one of the participants had to be excluded from the study due to her unavailability. Nine participants were selected based on the following criteria: (a) they had worked at a private school as an English language teacher (b) they had voluntarily resigned or retired from teaching, and (c) they were currently employed in a non-teaching-related profession. By selecting participants who meet this criterion, it was aimed to investigate the leading causes attributed to English teacher turnover in the Turkish context. The use of criterion sampling allowed for the selection of participants who had relevant experiences and insights that can contribute to a better understanding of the research problem. The criteria for selection included individuals who had left their teaching careers and chose a different career. In this case, nine participants were selected, which was considered a sufficient sample size for a qualitative phenomenological study. Ellis (2018) recommends that a sample size of 6 to 20 individuals is adequate for phenomenological research, although various textbooks may suggest different sample sizes. This sample size allows for in-depth exploration of the experiences and perspectives of the participants, while also ensuring that the data collected is manageable for analysis. The recruitment process for the participants involved posting a call for participation on social media platforms, where individuals who ended teaching careers and chose a different career could reply to the post. This approach allowed the researcher to reach a broader audience of potential participants who met the selection criteria. The individuals who responded to the post were contacted, and those who met the selection criteria were invited to participate in

the study. Most essentially, the criterion was highlighted since the participants must be must all have personal experience with the phenomenon being studied and be able to explain their feelings about it (van Manens, 2014). Among the participants, there was considerable variation in their years of experience as teachers, encompassing a range from 9 months year to 8 years. Below is Table 1 presenting the pseudonyms of the participants alongside their respective years of teaching experience.

3.4. Instruments

In qualitative research, one of the most frequent data collection procedures is interviews (Jamshed, 2014). This study included two semi-structured interviews as an instrument. The first interview consisted of parts focusing on the participants' background information and their past experiences as a teacher. In the second interview, questions concerning participants' current profession and experiences, as well as their reflections on leaving the teaching career, were involved. The initial interview sets the stage for understanding the participants' experiences, while the second interview provides them with the opportunity to revisit and reconstruct the specific details of their experiences within their original contexts (Seidman, 2006). Semi-structured interviews were conducted as they allowed for a flexible yet systematic approach to gathering data on the participants' experiences with English teacher turnover and attrition in the Turkish context. The interviews were conducted via Zoom, and the participants were encouraged to speak openly and candidly about their experiences. The interview guide consisted of open-ended questions designed to elicit detailed responses from the participants. The questions were developed based on the research questions and the literature review.

3.5. Data Collection

This qualitative research study employed a data collection approach centered on semi-structured interviews. A total of two interviews ranging between 40-70 mins were conducted for each participant, with an interval of 4 to 7 days between each session. It is recommended to schedule a gap of 3 days to a week between each interview.

Table 1.

Participants' pseudonyms, their years of experience, the levels worked in, the year of departure, and current job titles

Participants' Pseudonyms	Teaching Experience	Grade Level	The Year of Departure	Current Job Title
Oğuz	2 years	Primary/Secondary School	2016	Broker
Ahmet	7 years	High School	2022	Tattoo Artist
Gül	9 months	Secondary School	2021	Customer Representative
Hokomoko	3 years	High School	2022	Sales Support Specialist
Nehir	4.5 years	University	2015	Human Resources Specialist
Didem	4 years	Primary School	2022	Technical Proposal Writer
Ada	4 years	Primary/Secondary School	2021	Business Development Specialist
Thefeline	8 years	Primary/Secondary School	2022	Yoga Instructor
Aurora	2.5 years	Kindergarten/Secondary School	2019	Marketing Chief

This time frame offers participants the chance to contemplate the preceding interview, while also ensuring that the connection between the two interviews remains unbroken (Seidman, 2006). Prior to the interviews, participants were provided with a consent form outlining the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. This ensured ethical compliance and obtained informed consent from each participant before proceeding with the interviews. Subsequently, the interviews were conducted virtually using the Zoom video conferencing platform. With the participants' consent, the sessions were recorded to ensure accurate capturing of the data and facilitate later transcription and analysis. It is noteworthy that the interviews were conducted in the participants' native language, Turkish. This decision was made to foster a deeper level of participant engagement and ensure the authenticity and richness of their responses.

By conducting the interviews in the native language, participants were provided with a comfortable and familiar medium to express their thoughts, emotions, and experiences. This linguistic congruence enabled participants to articulate their perspectives more freely and accurately, thus enhancing the validity and depth of the qualitative data collected. Informed by the relevant literature, the interview questions were designed to explore various dimensions of teacher turnover and attrition, encouraging participants to provide accounts of their relevant lived experiences. By aiming to capture the participants' exact words, the interviews were transcribed verbatim.

3.6. Data Analysis

The procedure of data analysis encompasses tasks such as arranging the data, performing an initial review of the dataset, categorizing and structuring themes, visualizing the data, and deriving an interpretation from them (Creswell & Poth, 2016). First of all, the transcribed data from the interviews were transferred into MAXQDA 2022. Subsequently, the coding phase followed, aiming to extract meaning from textual data, segment it into text or image portions, assign codes to these segments, scrutinize the codes for overlaps and repetition, and consolidate these codes into overarching themes (Creswell, 2008). In the data analysis phase of this research on teacher turnover phenomena, a combination of both deductive and inductive thematic coding approaches was employed. The analysis began by applying deductive coding to identify themes that were directly linked to the components of the JD-R Model, namely Job Demands, and Job Resources. This deductive coding process facilitated the exploration of how these components manifested in the experiences of teachers facing turnover. Prior to the coding process, a comprehensive "Codebook" in Table 2 was created to establish a clear framework for analysis. The development of the codebook involved several steps. First, a thorough review of the data was conducted to identify key concepts and patterns that emerged from the participants' narratives. This initial exploration helped to inform the subsequent coding process. Additionally, the research questions were carefully reviewed to ensure that the identified codes were relevant and aligned with the research goals, providing a focused lens through which to analyze the data. Subsequently, an inductive approach was implemented to capture

any emergent themes that went beyond the boundaries of the JD-R Model (See Table 3 and Table 4). Further recurrent themes and significant descriptions of experiences were encoded accordingly and incorporated into the initial list of codes. By incorporating this hybrid approach, the study aimed to leverage the benefits of the established theoretical framework while remaining open to novel findings and unexpected insights throughout the analysis process.

Table 2.
The Codebook Created by the Researcher Based on the Theoretical Framework “JD-R Model”

Main Themes	Sub-themes
Job Demands	Workload Emotional Demands Lack of Support Work-life Balance
Job Resources	The use of Time Instructional Materials and Access to Technology Physical Environment Professional Development Opportunities Autonomy and Decision Making Communication Guidance and Mentorship Job Satisfaction and Commitment

Table 3.
Themes, Sub-themes, and Codes related to RQ1

Main Themes	Sub-themes	Code(s)
Job Demands	Workload	Limited Freedom during Break-times, Abundant Instructional Time, Branch Collaboration: Reduced Workload"
	Emotional Demands	Mobbing, Restrictions, Student Behavior, “Buying” the Teachers
	Lack of Support	Ineffective Administration and Counselors, A cry for help
	Work-life Balance	No Life, After-school Tiredness
Job Resources	The Use of Time	A Constant Rush Idle Moments

Table 3. (continued)

Instructional Materials and Access to Technology	Unsuitableness for Level and Age, One-book-based Education, Repetitive and Non-communicative Materials, Interactive Boards for Non-interactive Use
Physical Environment	Concrete School, Limited Space for Teachers, Time-consuming Structure
Professional Development Opportunities	What is PDO?, Insufficient, Ineffective and Irrelevant, Going Around in Circles, Self-developer
Autonomy and Decision Making	An Imposed System, Administration as a Decision Maker, Manipulation of the Exam Results, Risk-taking for the sake of Autonomy
Communication	Administration (Hierarchical Tone, Distanced and Ineffective) Parents (Transparency, Effectiveness, Problematic Parents) Colleagues (Can of Worms, Trauma Bond) Students (Well-functioning Communication, Ongoing Connection)
Guidance and Mentorship	Teachers Helping Themselves and Each Other, No Guidance
Job Satisfaction and Commitment	Mental and Spiritual Exploitation, Lack of Feeling Attached, Students as a Source of Motivation

Table 4.
Themes, Sub-themes, and Codes related to RQ2 and RQ2.1

Main Themes	Sub-themes	Code(s)
<u>RQ2</u>		
Turnover Interpretation	Dark Side of the System	Perceptions of the Turkish Education System, Show Business, Teacher Education vs. Real Life
	Contentment	Inner Peace and Freedom
	Courage for Sector Change	Turning Point, Uncertainty
	Environmental Support	Support from Family and Friends
<u>RQ 2.1</u>		
Career Path Comparison	Choosing the Teaching Path	Limited Career Options, 'It wasn't even my dream'
	Enhanced Professional Ties	Equalitarian Organizational Setup
	Autonomy	Culture of Trust, Self-Directed Schedule Management

Table 4. (continued)

Time Mastery	Work-Life Balance Enhancement, Flexibility		
Space	Upgraded Physical Work Setting, Remote Work Flexibility		
Career Cultivation	Path	Nurtured Professional Development, Prospects for Future Opportunities	

3.7. Ethical Considerations

The study was conducted following ethical principles and guidelines for research involving human subjects. Informed consent was obtained from all participants before the commencement of the study. The researcher gave information about the study, including the purpose, methodology, confidentiality, and voluntary nature of their participation. They were also given the opportunity to ask questions and provided with the researcher's contact information for any additional queries. Participants were informed that their participation was entirely voluntary and that they could withdraw from the study at any point without any consequences. They were assured that their responses would be kept confidential, their identities would be anonymized, only the researcher and her supervisor would have access to the data collected, and any personal identifying information would be deleted or removed from the research data. The participants' identities were kept confidential, and pseudonyms were employed to protect the confidentiality and privacy of the participants. The participants themselves were allowed to select their pseudonyms. Allowing participants to select pseudonyms can be considered to contribute to participants' sense of ownership and agency in the research process. Participants were debriefed at the end of the interview, explaining the study's purpose and objectives. They were allowed to ask further questions and provided with contact information for the researcher and her supervisor. The researcher did not expect any adverse consequences for the participants. However, participants were informed that if they experience any discomfort during the interview, they could terminate it at any point.

CHAPTER 4

FINDINGS

4.0. Presentation

The purpose of this research was to explore the reasons behind teacher turnover among former English language teachers in the Turkish context and compare their teaching experiences with their subsequent careers. The following results are presented in a structured manner, aligning with the research questions and the theoretical framework of the Job Demands-Resources (JD-R) model. In this section, the participants' lived experiences of the phenomenon of leaving teaching were explored and presented, offering a rich and nuanced understanding of their perspectives and insights. It was aimed to provide a comprehensive understanding of the factors contributing to teacher turnover, shedding light on the challenges faced by former teachers and the resources that influenced their decision to transition to non-teaching-related professions. The data collected through semi-structured interviews were grouped into four primary themes: “*Job Demands*”, “*Job resources*”, “*Turnover Interpretation*”, and “*Career Path Comparison*”. The participants' perceptions of the factors affecting their decision to leave the teaching profession and their perspectives on their present and prior careers were uncovered by using these themes and the corresponding sub-themes. Additionally, the results from the questionnaire served as a complement to the in-depth interviews, providing additional data to validate and support the findings and ensuring the reliability and accuracy of the conclusions drawn.

4.1. RQ1: What factors do former English language teachers perceive as relevant to teacher turnover and attrition?

When addressing this research question, the researcher pinpointed excerpts from the raw data and transcripts that pertained to the job demands and resources encountered

by former English teachers. There are 2 themes associated with the first research question which are: “*Job Demands*” and “*Job Resources*”.

4.1.1. Job Demands

The first theme pertains to “*Job Demands*,” which is predefined based on the theoretical framework of the Job Demands-Resources (JD-R) model and the research questions. The sub-themes within this section have been carefully identified through rigorous data analysis to ensure their alignment with the JD-R model and their relevance to former English language teachers' experiences in leaving the teaching profession. By focusing on these job demands, the study uncovers the challenges and stressors encountered by the participants, providing valuable insights into how these demands influenced their decision to transition away from teaching. This theme includes four sub-themes the following sub-themes: “*Workload*”, “*Emotional Demands*”, “*Lack of Support*”, and “*Work-life Balance*”.

4.1.1.1. Workload

The sub-theme of “*Workload*” constitutes an inevitable aspect of the teaching profession. The codes that surfaced during the interviews revealed various workload components experienced by the participants, illustrating that these aspects are interrelated and do not exist in isolation. The focus of this section will be on workload components that the participants perceived as potentially constituting an unsustainable burden and the components that were positively noted for their collaborative and resource-sharing aspects among different branches of the school, thus contributing to a reduced workload and enhanced pedagogical efficiency. Examining these specific elements, it is aimed to gain deeper insights into the factors contributing to teachers' perceptions of an unsustainable workload, which can significantly impact their decision to leave the profession.

The interviews revealed that certain workload components, such as tasks or responsibilities assigned during break times resulting in “*Limited Freedom during Break-times*” and “*Abundant Instructional Time*” were perceived by the participants

as particularly burdensome and demanding since they are expected to be done during the school hours. While the first two sub-themes exhibit an inherent association with the challenges faced by teachers, the final theme “*Branch Collaboration: Reduced Workload*” is notably regarded positively by participants, as it aligns with the concept of workload reduction. The table below presents the sub-themes and participant excerpts that are associated specifically with this pattern.

Table 5.
Codes and Excerpts for Workload Sub-theme Pattern

Sub-theme	Codes	Participant Excerpts
Workload	Limited Freedom during Breaktimes	<p>"In the break times, the children would always go out together with the teacher, which means that during our eight breaks, we were always outside on duty in the garden." (Didem)</p> <p>“...the monitoring duties...continuously ensuring the safety of the students...while keeping an eye on the children, on one hand, we were also trying to evaluate exam papers in the other hand.” (Aurora)</p> <p>"Speaking specifically about the first grade, since it was their first year, we couldn't leave them alone during breaks at school." (Ada)</p> <p>"We were not free during lunch breaks. Whichever class's lunchtime it was, we would line them up, check on them, collect everyone's meals, feed them, and only then would we have our lunch." (Oğuz)</p> <p>“At the end of the first class, there was a breakfast break. We had to take them all down to the cafeteria and stand by them, ensuring they ate their meals.” (Gül)</p>
	Abundant Instructional Time	<p>"I already had a lot of class hours. So, I was straightforwardly expressed that I didn't want more workload” (Ahmet)</p>

Table 5. (continued)

	"There was quite a workload in terms of hours. Did I have any days with fewer class hours? I can't be entirely sure about those." (Gül)
	"We used to have around 30 hours of classes." (Oğuz)
	"We didn't have to create exam questions from scratch.
Branch Collaboration: Reduced Workload	"They usually came from the main campus and never had any paperwork." (Hokomoko)
	"Our school had a lot of branches in other cities, so there wasn't much workload, you know...." (Ahmet)
	"Because there were ready planners, others were handling all the paperwork and everything." (Thefeline)
	"We didn't have a problem like preparing exams because Materials were coming ready-made from other branches. I remember the exams were also ready. (Gül)"

The first theme, "*Limited Freedom during Breaktimes*," sheds light on the demanding nature of teachers' responsibilities during school breaks, as reported by the participants. They described a consistent need to accompany students outside during all break times, emphasizing that those times were not entirely their own. This constant presence and vigilance during breaks limited the opportunity for teachers to relax and recharge during these periods.

Moreover, the participants highlighted their additional duties, such as ensuring students' safety, monitoring behavior, and handling administrative tasks, all of which contributed to a lack of personal freedom during break times. Additionally, for the second theme, "*Abundant Instructional Time*," the participants voiced their concerns about the significant number of class hours they were required to teach. Overall, they expressed a sense of being overwhelmed by the extent of their teaching responsibilities. Conversely, the final sub-theme, "*Branch Collaboration: Reduced*

Workload," showcases a collaborative strategy across branches that lightens teachers' burdens. This positive approach, involving shared resources and lesson preparation, exemplifies the potential of collective efforts to ease individual challenges and enhance the teaching environment.

4.1.1.2. Emotional Demands

The second pre-established sub-theme, "*Emotional Demands*," delves into the emotional challenges encountered within the context of English teaching. This theme encapsulates the profound emotional toll that teaching English can entail, shedding light on the participants' experiences. Within this theme, four distinct aspects emerged that are: "*Mobbing*", "*Restrictions*", "*Negative Student Behavior*", and "*Buying' the Teachers*" offering insights into the emotional landscape faced by former English teachers.

4.1.1.1.2. Mobbing

"Mobbing" addresses instances of bullying or harassment, highlighting the emotional strain caused by negative interactions within the educational environment. This sub-theme reveals participants' distressing experiences with negative interpersonal dynamics, including instances of mobbing that stemmed from colleagues' actions, often accompanied by the propagation of harmful gossip and insinuations.

To start with, Thefeline stated how incidents involving colleagues' monitoring and reporting of private conversations to the principal could lead to uncomfortable and degrading situations, as exemplified by the statement,

So, things like this would happen: we're in a room, having a conversation, and the head of the department would take note of it and go tell the principal. It's like, well, like a really unpleasant and degrading thing.

Oğuz noted the potential for negative experiences, describing how insinuations and unpleasant dynamics could emerge from interactions with colleagues, sharing, There could be such ugly things happening... I was among a lot of women... when I went out

for coffee with someone, it would be a woman. At those times, there would be insinuations and such.

Reflecting on an unproductive environment marked by gossip, one participant, Hokomoko, recalled their preference as English teachers for solitude, saying, "In an environment where teachers engaged in gossip instead of being productive, we, as English teachers, used to say we'd rather be on our own..."

The impact of such dynamics is highlighted by Nehir's experience, who observed unhealthy gossip circulating and a lack of accurate information dissemination, stating,

There was an environment where I perceived incredibly unhealthy gossip circulating... We couldn't always receive accurate information from the right source at the right time. Consequently, phrases like 'they said this,' 'that must have happened,' would come from somewhere.

In the context of reasons contributing to their decision to leave the teaching profession, Aurora pointed out the distressing experience of mobbing from colleagues, emphasizing how the seemingly close-knit environment was undermined by hidden agendas, sharing,

There were actually many reasons pushing me towards leaving... the mobbing I experienced from the colleagues... that was the case in our department. Everyone seemed very close-knit and intimate, but in reality, it was like an army of scheming women.

In conclusion, the sub-theme "*Mobbing*" has provided a stark portrayal of the challenging and distressing experiences that participants faced due to negative interpersonal interactions within the educational context. This theme has illuminated instances of bullying, harassment, and toxic dynamics that emerged from colleagues' actions. Through the narratives of Thefeline, Oğuz, Hokomoko, Nehir, and Aurora, insights into the emotional toll caused by mobbing have been gained, where personal conversations were monitored and reported, insinuations were made, and unhealthy gossip propagated.

4.1.1.2.2. Restrictions

"Restrictions" refers to limitations imposed on teachers that might hinder their emotional well-being, such as stringent regulations or lack of autonomy. Participants highlighted various restrictions that impacted their teaching experience, predominantly revolving around limitations on speaking Turkish in the classroom, restricted movements, and dress codes.

Firstly, when asked about the overall experience as a teacher, Didem stated "I was a class teacher, and we only spoke English with the children. Speaking Turkish was strictly forbidden."

Ada emphasized the pressure to conduct nearly all interactions in English, even during routine activities by stating:

We were expected to speak English with the students. For example, even when we distribute salads during lunch, we were supposed to introduce each item in the salad one by one. It was always a teaching concern... let's expose students to English..., constantly having this teaching concern in mind, and yet I was physically doing the job...

Gül brought to light the challenge of communicating in English during breaks, even for disciplinary matters, leading to potential misunderstandings. She noted:

The worst part is that we were not allowed to speak Turkish with our students in any way. Speaking Turkish was prohibited even outside of class hours. So, for instance, during break times, you must warn a child in English... You go to the child and try to scold them in English, like telling them they shouldn't do something. This child is 11 years old, and someone speaks to them in English, explaining that something really bothered them, affected them, and so on. Who cares about that?

Additionally, restrictions extended beyond the classroom for Ada, who faced limitations on accessing beverages and taking breaks outside the school premises. She explained her experience as:

In the teachers' lounge, it was forbidden to get water from the water cooler for coffee. We could only drink tap water, you know, like from those kid fountains,

where you press it and it sprays... we could drink from those. Money was collected for coffee, everyone would write their name on it, and so on... I wanted to go out and get some fresh air, but leaving the school premises was prohibited... we would secretly sneak out. We were warned by security and such, you know, even going outside to get some fresh air, or having a cigarette, was prohibited... there were so many restrictions.

Oğuz further illustrated the imposition of dress codes, underscoring the discomfort associated with wearing formal attire by stating: "Well, actually, there are things I would rather not remember... like getting up early in the morning and putting on that tie and shirt out of necessity..."

This sub-theme focused on the constraints that impacted teachers' emotional well-being and teaching environment. These limitations primarily focused on enforcing English-only communication with students, extending even to routine tasks. The theme also highlighted challenges in communicating in English during breaks, potentially leading to misunderstandings. Beyond the classroom, restrictions encompassed limited access to beverages and breaks outside the school premises. Dress codes were another facet, with one participant expressing discomfort over wearing formal attire. Overall, "*Restrictions*" elucidates how diverse regulations hindered teachers' interactions, movements, and personal comfort within the educational context.

4.1.1.2.3. Negative Student Behavior

"*Negative Student Behavior*" examines the emotional toll of managing diverse student behaviors, ranging from disinterest to disruptive conduct. Exploring those negative behaviors, participants share insights into the struggles of managing challenging classroom dynamics and disruptive student conduct, reflecting the complex interplay between teachers' efforts for control, diminishing motivation due to students' attitudes, and the pivotal role of interaction strategies.

Addressing the challenges of classroom management and student behavior, one participant, Gül, vividly describes the daily struggles she faced in a particularly

challenging class, highlighting the constant effort to establish control and maintain a conducive learning environment. She noted:

Unfortunately, I had come across such an unfortunate class with 22 students, with about 5-6 students having behavioral issues. It was always like, "Let's see what I'll have to deal with today?" I always remember the times when I was trying to establish control over the class. The moment I entered the classroom, I had to determine how these 2 or 3 lessons would go... I had to always maintain control so that those troubled students wouldn't act out or cause any disturbances, and so that my day would go smoothly. I remember entering the class praying all the time.

Ahmet highlights the disheartening impact of diminishing student motivation and disruptive classroom dynamics, as he reflects on the erosion of the teaching profession's significance and the challenges posed by lack of respect from both students and parents by stating:

We were already becoming demotivated because we didn't hear anything motivating from the students. The classrooms were deteriorating... due to the students becoming emotionless and disrespectful, and the concept of teaching completely crumbled in my eyes. It has lost all its power, and even the respect for teaching is gone. Because parents can call and scold you. The students don't even care about you; they make remarks in the middle of the class.

Nehir's recollection offers insight into the complexities of managing a challenging classroom, particularly in the initial stages, where her objective was to transform a disorderly environment into one conducive to effective teaching. She describes how she acted like a typical traditional teacher to address disruptive behavior:

There was such a complicated class. I remember those first days when the challenge was to bring that chaotic class to a point where we could actually teach. There was a group that made so much noise and I remember becoming that teacher who says, "If there's something funny, let's hear it and laugh together." Because I asked one of the students to stand up and asked him "What are you talking about? I'm so curious..."

The section on "*Negative Student Behavior*" examined the diverse range of student conduct in classrooms, from indifference to disruption. Through participant narratives, it becomes evident that managing these behaviors presents multifaceted challenges.

Gül's story highlights her persistent struggle for control in a demanding classroom, while Ahmet's account reveals the impact of dwindling student motivation and classroom disruptions on the teaching profession. Nehir's experience underscores the transformation of a disorderly class into an effective learning environment. Together, these narratives emphasize the dynamics teachers navigate to create impactful educational experiences.

4.1.1.2.4. “Buying” the Teachers

Another recurring theme that surfaced during the interviews within the sub-theme of *"Emotional Demands"* centers around the intriguing concept labeled *"Buying the Teachers."* It explores the prevalent notion within private schools where some parents perceive their financial contributions as conferring ownership of teachers, reflecting a power dynamic between parents and educators.

Aurora candidly articulated the significant challenges she encountered, stating, "Using their positions and status to exert authority over people, or those who believe they can purchase teachers with their money, treating teachers as if they were caregivers for their children, were indeed some of the greatest challenges I faced in this profession." This sentiment resonated by Hokomoko, noting:

Our institution didn't overburden the teachers. Only parent-teacher meetings would take up a bit of time because after paying so much money, parents expect a lot of discussion. That was a hassle.

Oğuz further highlighted a contentious issue revolving around parents' perception of ownership, elucidating,

One of my biggest complaints was parents didn't respect time. At a private school, when parents pay, they think they buy the teacher. Therefore, whenever they come to the school, you must be ready and provide feedback to them." These reflections demonstrate the relationship between financial contributions, role expectations, and authority dynamics within the private education sphere, illustrating the nuanced challenges teachers navigate in maintaining their professional roles while meeting the emotional demands imposed by such perceptions.

4.1.1.3. Lack of Support

Under the sub-theme of “*Lack of Support*”, a poignant exploration of workplace support emerges, encompassing the dual challenges of “*Ineffective Administration and Counselors*” and a resounding “*Cry for help.*” Participants' accounts unveil a professional landscape where the pillars of guidance and assistance are often insufficient, leaving educators grappling with emotional turmoil, isolation, and a sense of unmet needs. The table below provides a snapshot of some participants' voices as they reflect on these critical aspects of their teaching experiences.

In conclusion, the excerpts from participants reveal a distressing pattern of inadequate support within the educational context. The lack of effective administrative assistance and counseling resources emerges as a significant challenge, leaving teachers grappling with personal and professional hardships without the necessary safety nets. Their experiences demonstrate a pervasive sense of isolation, as they describe their struggles to receive meaningful guidance, empathy, and protection from the school administration.

Table 6.
Codes and Excerpts for Lack of Support Sub-theme Pattern

Sub-theme	Codes	Participant Excerpts
Lack of Support	Ineffective Administration	"Unfortunately, I couldn't receive support from the administration. They watched as my well-being deteriorated day by day for a long time. I had reached a breaking point. I spoke to the school principal, and they said, 'Okay, we will disperse this class,' but I had no strength left to endure anymore. I couldn't even eat due to stress and sadness. After that, I resigned from the job." (Gül) "I couldn't genuinely connect with them like true friends. Whenever I expected help or support from them regarding something, I never received any. Most of the time, I felt like I was talking to parents. (Didem) "It was more about something other than teaching there... Parents were customers, and we were like consultants to satisfy them. The administration was very clear about this. They weren't protecting me."

Table 6. (continued)

	<p>They generally sided with the parents, always in the 'parents are right' mode." (Thefeline)</p>
Ineffective Counselors	<p>"There was a psychological counselor who claimed to be our school's guidance counselor. You would refer students to them, but nothing would come out of it." (Oğuz)</p> <p>"Unfortunately, our guidance service was very poor and inadequate... It turns out that this person was going to leave the job anyway, and from the very beginning, they were not really making any effort. When I went to talk to them, they were casually describing, 'Well, this is just how this child is,' while I was in a really bad state." (Gül)</p>
A cry for help	<p>"Students were narrating the lessons, and that's how the days were passing. After a while, I started going to school in the mornings with a lot of crying." (Thefeline)</p> <p>"I was just a teacher there; they never protected or supported me. So, after experiencing a few emotional breakdowns, there were times when I walked through the school corridors crying. I would think, 'What am I doing? How old am I? Will I keep coming to work and crying all the time?' It just became overwhelming, and I eventually quit." (Didem)</p> <p>"The psychological issues I experienced increased significantly. I couldn't eat, as soon as I came home from work, I would get into bed and cry. If I could gather a little strength, I would try to figure out what to do in the classroom the next day, but I was looking at it with tears." (Gül)</p> <p>"I had really started to struggle with anger management. I was expressing it a lot to my family. I was expressing it a lot to my friends because I constantly had to put on a certain persona at school." (Ada)</p>

4.1.1.4. Work-life Balance

"*Work-Life Balance*" explores the difficulties educators face in harmonizing their professional responsibilities with their well-being. The codes include "*No Life*," reflecting the struggle to achieve balance, and "*After-school Tiredness*," capturing the exhaustion from extended work hours and meetings.

4.1.1.4.1. No Life

Participants reveal the impact of excessive workload and fatigue on their personal lives, underscoring the balance educators strive to attain. The subsequent three excerpts provided by Gül, Aurora, and Ada exemplify the impact of work on their personal lives:

This question made me emotional when I thought about those days... Even when I wanted to spend time with my friends, if the next day was a school day, I couldn't do that. Or when I wanted to spend time with my boyfriend, I would first plan for the next day. As a result, my social relationships were affected by this. I felt like I had lost my own character. I was investing all my effort and energy into it. Unfortunately, at the end of the day, there was no 'me' left. That's why I don't remember ever having a balance. (Gül)

I remember bringing paper files even when I visited my friends' homes... Constantly, whether I was leaving work, coming to work, during work, or even on weekends, my mind was occupied with exam papers, what to do for the children, and what to plan for the next week. My whole life had become school, I can say that. (Aurora)

There was hardly any time left for a personal life, spending time with friends, or family. At that time, my close friends had gone through the same experiences as me. I can say that I had no friends left. I couldn't even tolerate spending time with anyone. (Ada)

4.1.1.4.2. After-school Tiredness

As one can envision, it is improbable to come across a teacher without post-school responsibilities. The participants primarily expressed discontent with after-school duties, encompassing parental and departmental meetings, and extra study hours, reflecting the resultant physical exhaustion they experienced. Ahmet exemplified this weariness, stating,

When I arrived home, I would be so tired that I had no energy left to do anything. Due to generally feeling quite drained, I would only have a meal or watch something. We can't talk much about balance because teaching is physically demanding.

Oğuz also included his feelings of inactivity caused by this fatigue, expressing, "After school, when I came home, I couldn't even cook for myself, that's how unhappy I was."

Teachers' discontent with the scheduling of department meetings was also evident. Ada recalled her experience, noting, "I remember having teacher meetings around eight or nine in the evening, just to go over the plans." Oğuz highlighted the relentless nature of their responsibilities, remarking, "So, the duties were never-ending there. We didn't have much time to rest, and during the meeting part, we even had department meetings on Monday evenings that sometimes lasted until night." Didem further emphasized the challenge, mentioning, "Especially on Mondays and Wednesdays, we would have department hours. On Monday, we would spend time at school from four to six, a time when nothing substantial was accomplished." Teachers' grievances regarding the scheduling of department meetings are apparent in their shared experiences of late evening sessions, impacting their ability to achieve a satisfactory work-life balance.

In addition to department meetings, educators also voiced their grievances regarding both official and unofficial parent meetings, highlighting how these commitments encroached on their personal time. As Didem shared, "On Sunday at 10:00 PM, a parent calls, and you have a 40-minute phone conversation. You're with your friends outside, but you switch back to work mode, and these disturbing points would arise." Gül also mentioned, "Parents were calling me, and I would have discussions with them. It would go on like that until I fell asleep. I don't remember being able to allocate much time for myself." Similarly, Hokomoko pointed out, "It was only meetings, parent-teacher meetings, they would take up a bit of time." These accounts underscore the challenges teachers faced in managing their work commitments alongside personal and social aspects of their lives.

The final recurring topic centers on the presence of additional study hours that educators are required to allocate for their students. Teachers emphasized the necessity of dedicating extra time to assist students in addressing areas of difficulty within English lessons. These supplementary sessions were compulsory in nature, as indicated by the participants' reflections. Ahmet highlighted the consistent incorporation of these supplementary sessions into the teachers' schedules, stating, "In cases where we had 7 or even 6 lessons, those 2 hours would invariably be filled with

study sessions." Didem noted how the presence or absence of study sessions could impact their schedule to leave the school, stating,

If study sessions were not scheduled, we had the option to leave school. Our departure time was 4:05. However, if I had a study session, I would remain for an additional class hour, handing the child over to their parents before heading home.

Ultimately, Ada pointed out the school's approach to encouraging these additional sessions and the potential consequences of non-compliance, noting, "Primarily, the school applied pressure for us to conduct study sessions. Initially, this request was communicated in a courteous manner. Failing to conduct study sessions could lead to complaints from parents." She added, "Additionally, students, motivated by their fondness for the teacher or their desire for personalized attention, could even initiate requests for study sessions." revealing the multifaceted reasons behind the establishment of these sessions.

The implementation of these study sessions, influenced by both institutional expectations and student preferences, added an extra layer of responsibility to teachers' roles, further impacting their already demanding schedules.

4.1.2. Job Resources

The research question and the theoretical framework of the Job Demands-Resources (JD-R) model served as the foundation for the second pre-established theme of "Job Resources.". The analysis focused on identifying and exploring the various job resources that played a pivotal role in shaping the participants' decisions to leave the teaching profession. The study provided important insights into how these job resources affected the participants' overall job satisfaction, commitment, and engagement in their teaching careers by rooting the issue in the JD-R model and the research question. The second theme encompasses eight sub-themes, namely "*The Use of Time*," "*Instructional Materials and Access to Technology*," "*Physical Environment*," "*Professional Development Opportunities*," "*Autonomy and Decision*

Making," "Communication," and "Guidance and Mentorship," and "Job Satisfaction and Commitment."

4.1.2.1. The Use of Time

The sub-theme *"The Use of Time"* offers insights into teachers' perspectives on how time was managed within their previous educational institutions, encompassing aspects such as lesson hours, break times, the distribution of lesson hours, and school start and finish times. Within this sub-theme, two contrasting perspectives emerge: *"A Constant Rush"* highlighting hurried schedules, and *"Idle Moments"* reflecting perceived periods of inactivity. The table below presents the Codes and Excerpts that come forth during the interviews.

Table 7.
Codes and Excerpts for the Use of Time Sub-theme Pattern

Sub-theme	Codes	Participant Excerpts
The Use of Time	A Constant Rush	"I remember the relentless pace of work. Just as I would put my coffee down and take a sip, I would continue. Then I would realize that I had forgotten that coffee. By evening, when I was finally about to leave work, it was still on my desk, looking so sad." (Didem) "I felt like I was in a constant race against time. The constant worry: Will I be able to cover all these topics? (Gül) "In that intense pace, in an atmosphere with such high energy and density, one needs to rest, to pause and look around, but since there's no opportunity for rest, teaching becomes quite exhausting." (Aurora) "No free time was given to teachers, the same goes for the children. It was a constant rush, constantly squeezing things in between. In this respect, the timing was bad." (Ahmet) "For teachers, there was always a sense of hurry and rush." (Ada)
	Idle Moments	"We used to spend time at school from four to six on Mondays, and nothing was done during that time. Unfortunately, there was no effectively planned time period." (Didem)

Table 7. (continued)

"It was nonsensical for English teachers to stay at school after four because they didn't have classes. Other teachers had study sessions, so they would leave later. We would end up waiting for an hour and a half for no reason." (Hokomoko)
"I finished watching Breaking Bad at school... Even though we didn't have classes for three months, they called us to school. There was a room like a storage area. I had thrown an inflatable mattress in there. In the morning, I would come, eat my pastry, go there around 10 or so, lie down and sleep for 2-3 hours, then wake up, eat, and afterward, I would watch TV shows until around 5 in the evening." (Nehir)
"After my classes were over, I would sometimes make lesson plans, sometimes sit with my friends, and sometimes watch TV shows in my office. I would even go to the gym sometimes." (Thefeline)

As has been demonstrated, the participants' stories reflect the challenge of managing time effectively due to the time being used poorly. Their experiences cast a revealing spotlight on the complex dance between time's relentless momentum and fleeting moments of respite. Their narratives paint a vivid picture of the challenges posed by a pace that leaves little room for pause, often culminating in neglected cups of coffee and a sense of urgency that pervades the teaching environment.

4.1.2.2. Instructional Materials and Access to Technology

The current sub-theme explores the difficulties encountered by educators concerning the appropriateness and efficacy of teaching materials. This encompasses concerns related to mismatched alignment with students' levels and ages, dependence on solitary textbook materials, the prevalence of repetitive and unengaging resources, and the use of interactive boards primarily for non-interactive functions.

4.1.2.2.1. Unsuitableness for Level and Age

In the following quotations, the participants provided their opinions on the difficulties associated with instructional materials and technological accessibility. To begin with, Ahmet pointed out that, despite the implementation of the IGCSE program in the upper

grades, the content of the book didn't resonate well with children. He remarked: "In the upper grades, the IGCSE program was being implemented, but when we looked at the content of the book, it certainly wasn't a book designed to appeal to children." Didem highlighted the inadequacy of materials for younger students, expressing, "They weren't prepared for first and second-grade children. It was constantly handouts, handouts, handouts... A 1st or 2nd-grade student can't do this." Gül emphasized the disparity between the curriculum level and the students' abilities, stating, "Generally, things are always above their level. The lessons we taught in fifth grade seemed like a high school curriculum... Of course, the children couldn't read these, they were getting help from parents." Hokomoko addressed the continuity of topics without considering students' language proficiency, saying, "Whether a child's English is good or bad doesn't matter. They were learning the same topics even in high school. So, there wasn't a transition from middle school to high school in terms of schoolbooks." Oğuz expressed concern over the quality of materials used, explaining, "To be honest, I think we were using low-level materials. A child, for example, in the second grade, would still be learning the same things they saw in the third grade until the end of the fourth grade." These insights all together illuminate the issues surrounding instructional materials and their alignment with students' needs and abilities.

4.1.2.2.2. One-book-based Education

The challenges surrounding instructional materials and their usage were highlighted by the participants. Hokomoko expressed, "Unfortunately, teachers were given a textbook and they had to follow it exactly. Other teachers used to do it that way. I would suggest, 'You can take initiative, use other resources, and even incorporate games.' But they didn't do that much." Nehir reflected on the topic, stating, "X was a really good publisher, and the reason I still remember it was because it was a good book. But there was an issue with using it constantly. I think it's a problem to use it 25 times a week." Additionally, Oğuz emphasized, "I think the book was inadequate. Because you're providing education based on just one book."

The participants' narratives reveal a noticeable challenge where teachers are constrained by a rigid reliance on a single coursebook. Overall, they highlighted the

challenges arising from a rigid reliance on prescribed textbooks, which limited teachers' creative approaches and flexibility in the classroom. One teacher proposed the idea of using alternative resources and interactive methods but observed that these suggestions were often overlooked. Another participant pointed out the positive qualities of a specific publisher's material but noted the drawbacks of excessive and repetitive use. The consensus emerged that relying solely on a single textbook was seen as inadequate for providing a well-rounded and engaging educational experience for students.

4.1.2.2.3. Repetitive and Non-communicative Materials

The concern over repetitive and non-communicative instructional materials emerged prominently from the participants' narratives. To exemplify, Ahmet highlighted the monotonous nature of activities stating: "So, the child is reading, for example, activities like 'argue with your partner' all the time, but these things are no longer easily applicable in the classroom after a certain point." Correspondingly, Oğuz focused on the limited advancement in diversifying materials noting: "There were materials, but very simple things, cards or videos, cartoons, posters stuck with Blu Tack, so there wasn't much progress in that regard. Worksheets are essential, of course. Worksheets distributed every week...". Furthermore, Nehir emphasized the significance of active language usage and exposure, advocating for a more engaging and communicative teaching approach stating: "You know, it's not like 'let me sit and the teacher will explain, and I'll listen.' It's more like using English quite extensively, being exposed to it, and so on." Given these points, the participants' perspectives overall encompass the challenges posed by repetitive and non-communicative materials in achieving meaningful educational outcomes.

4.1.2.2.4. Interactive Boards for Non-interactive Use

Although some teachers stated that they did not encounter issues with laptops or internet connection, a prevalent theme emerged regarding the limited utilization of interactive boards. Participants highlighted that interactive boards, equipped with features like internet access and digital writing capabilities, were often employed for

tasks that didn't fully harness their potential. As Aurora remarked, "Regarding the smartboard or internet access... There were codes inside the books, and with them, I used to make students select their answers on the board and save them." Similarly, Hokomoko described how the teacher's board and the digital version of the textbook were mainly used by noting: "In the classroom, there was a teacher's board, and we used to open the book from there. So, we had the PDF version of the book, and we continued with the lessons from there." Oğuz elaborated on this, stating:

With the internet, the most we did was this: there would be codes at the back of the book. We would project something onto the board, listen to something, or complete worksheets online on the board. Instead of using hard copies, we would complete online, on the smartboard. So, I think we were using technology very little.

These sentiments emphasize that despite the availability of sophisticated tools, there appeared to be a gap between the capabilities of interactive boards and their possible classroom implementation.

4.1.2.3. Physical Environment

Ensuring a clean and well-organized work environment holds paramount significance. First of all, cleanliness wasn't a primary concern raised by the participants, due to the presence of janitors in many private schools who are responsible for cleaning operations. However, participants did express other pertinent concerns, including issues such as Concrete School, Limited Space for Teachers, and a Time-consuming Structure.

4.1.2.3.1. Concrete School

The notion of a "*Concrete School*" emerged as a prominent topic among the participants. To illustrate, Ahmet remarked, "It felt like a very concrete-heavy school. The walls were huge, but completely empty, devoid of anything." Didem described a similar sentiment, stating, "I can't say it was a colorful school. There were no trees, flowers, or toys in the yard. There wasn't even soil... Just plain asphalt. When I think of the school, the color that immediately comes to mind is gray." This prevailing

perception of a lack of greenery and nature was echoed by Ada, who noted, "There were no trees, no green areas, but there was a grassy carpet like a mini football field. Students used to play there." Lastly, Gül introduced an additional perspective concerning student engagement, noting, "It wasn't an environment where children could engage in something that would capture their interest; they were just bustling around. Concrete didn't offer much for them to do."

The term "*Concrete School*" demonstrates the idea of an environment dominated by hard surfaces and minimal natural elements, which, according to the participants, had an impact on the overall ambiance and potential for engaging activities within the school grounds.

4.1.2.3.2. Limited Space for Teachers

The issue of limited space for teachers emerged as a prevalent concern, voiced by nearly all participants. This constraint was articulated by Ada, who stated, "Personally, I don't recall being able to work efficiently in the teachers' room due to its crowdedness." Ahmet highlighted the size and ventilation problem of their teachers' room, noting that "no one wanted to be in the same place with 8-9 people at once." Aurora described their room as "quite cramped, uncomfortable, and not conducive to a pleasant atmosphere," emphasizing its lack of proper design and discomfort. Didem expressed the challenges faced, stating, "There was only a small window which couldn't be fully opened. We were deprived of sunlight and fresh air, and unfortunately, 30 people were working together in one place." Gül recalled the packed conditions, remarking, "We used to sit side by side, in a cramped working environment. When the entire teaching staff would gather there, no one could even breathe." Oğuz discussed the lack of seating, mentioning, "I didn't have my own chair in the staff room. I would sit if someone offered their seat. Otherwise, I would sit at a desk or take the seat of the head of the department ". In essence, the participants highlighted the significant problem of limited space for teachers, a concern echoed by nearly all. Their experiences vividly illustrated the difficulties of working in crowded and uncomfortable environments.

4.1.2.3.3. Time-consuming Structure

The final aspect raised by the participants pertains to the layout of the school premises and its impact on their daily experiences. This includes challenges such as extended and exhausting commutes between floors, limited accessibility to common spaces, and distant cafeteria locations affecting breaks. As Ahmet noted, "Going from one floor to another took a really long time and was very tiring." Gül added, "There was a common area, but it took time to reach there." Moreover, Nehir explained, "The cafeteria was quite far. By the time you walked to the cafeteria to get your tea and returned, your break was over. So, there wasn't really a physical break. The teachers' room was two floors down." In conclusion, besides having busy schedules and rushed time at school, the participants also touched upon the issue of the inconvenient structure of the school buildings, which further contributed to the challenges they faced in their teaching environments.

4.1.2.4. Professional Development Opportunities

The sub-theme of "*Professional Development Opportunities*" reflects the viewpoints offered by the participants in relation to their encounters with career advancement and personal enhancement. Under this sub-theme, participants' insights have been categorized into four distinct titles: "*What is PDO?*", "*Insufficient, Ineffective and Irrelevant*," "*Going Around in Circles*," and "*Self-developer*." The chart below provides a comprehensive overview of the codes and excerpts for the "*Professional Development Opportunities*" pattern.

Table 8.
Codes and Excerpts for the Professional Development Opportunities Sub-theme Pattern

Sub-theme	Codes	Participant Excerpts
Professional Development Opportunities	What is PDO?	"In theory, there were department meetings, but there weren't any activities related to professional development or career advancement, actually." (Eda) "There wasn't much training, you know, there were small sessions like earthquake drills, dealing with peer

Table 8. (continued)

	<p>pressure, disease prevention but there wasn't any training that made me say 'wow'." (Aurora)</p> <p>"So, I would learn things from peers, through collaborative work. There weren't any things planned by the school. We didn't receive formal training." (Nehir)</p> <p>"I don't remember having any opportunities for self-improvement or anything like that. One day of the week was dedicated to question-and-answer sessions for planners. Other than that, I don't really recall any training being provided." (Thefeline)</p>
Insufficient, Ineffective and Irrelevant	<p>"Constant repetitive workshops... You know, seminars that were never relevant to their purpose... Like there would be a workshop focused on a middle school exam. We were also obligated to attend." (Ahmet)</p> <p>"One of the areas I struggled with was this. Things that others would say, 'Oh, this is such good training,' weren't suitable for us, especially not for me... None of them really made me go, 'Wow, what's this?' Because we had already learned most of them in first and second grade." (Hokomoko)</p>
Going Around in Circles	<p>"Career development and personal growth are important to me. Within such a system, I realized that I was at a standstill at one point, unable to contribute anything new. For many, the issue remains the same." (Ada)</p> <p>"Teaching, seems a bit like a dead-end profession to me because it doesn't offer much in terms of progress, or even the opportunity to go abroad." (Didem)</p> <p>"I would receive the same pay, and the working conditions would remain the same. No matter how hard I work, I would end up in the same position." (Hokomoko)</p>
Self-developer	<p>"There was absolutely no peer observing, but I would take the initiative to watch how my friend explained a topic. We were exchanging knowledge with close friends "(Ada)</p> <p>"I used to read articles about classroom management and watch videos." (Gül)</p> <p>"I remember reading articles like how to work with young adults...." (Nehir)</p>

Initially, the segment titled *"What is PDO?"* captures the participants' unanimous sentiment that there was a glaring absence of proper training opportunities. Collectively, all participants expressed a similar reaction of bewilderment, questioning, "What PDO? What is that?" The section *"Insufficient, Ineffective and Irrelevant"* emphasizes the shortcomings they encountered in terms of the quality and relevance of professional development initiatives. *"Going Around in Circles"* reflects the sentiment of being stuck in repetitive or unproductive cycles. Lastly, *"Self-developer"* pertains to the efforts participants took to enhance their skills outside of formal programs.

4.1.2.5. Autonomy and Decision Making

This section presents the participants' point of view on their involvement in decision-making processes. The interviews revolved around key questions, exploring how teachers' input was sought on critical matters influencing their roles. This encompassed inquiries about their involvement in assessments, the extent to which they could determine their work pace, and their participation in significant decisions. Through these interviews, four overarching themes surfaced that are: *"An Imposed System"*, *"Administration as a Decision Maker"*, *"Manipulation of the Exam Results"*, and *"Risk-taking for the sake of Autonomy"*.

4.1.2.5.1. An Imposed System

Generally, the participants highlighted their perspectives on a system that often felt prescribed and rigid, where autonomy in decision-making seemed limited. This was particularly evident in their discussions about the imposed systems they encountered in their previous schools.

Ada pointed out:

The system was imposed by the school administration and this private school's prioritization of parents shaped everything... All teaching materials, lesson plans, and every word to be spoken were written down on paper and provided

in that manner. Due to the limited space for individual approaches and implementations, I didn't feel a significant sense of personal importance. The system seemed to be the same for all teachers.

Didem also shared her experience, stating:

Everything we were going to teach in a lesson was handed to us. The areas where you could be original were also somewhat constrained at times. As a teacher, it felt like I was used as a tool, that's how it felt to me in the end.

Gül expressed her frustrations, saying:

There was always a mandatory curriculum and content for us to follow. Apart from these requirements, we couldn't use anything else. Everyone had to proceed at the same pace with the same content. Having to explain something I didn't like through the materials provided, being obligated to teach it in that manner, really wore me down.

Nehir discussed the limitations of the system, explaining:

There was something compulsory, the use of all materials. If you speed up a bit, as I mentioned, I could create areas for yourself where I could bring topics discussed with students into the lesson. Partially, I could have about 20-30% impact.

Oğuz shared a similar sentiment, stating, "There was a system that was generally imposed. I can't say we were very free in that regard. I had to do whatever was given to me."

Overall, the stories shared by the participants provided an understanding of the recurring subject of imposed systems in their prior schools. Their accounts portray a setting where adaptability and individuality were frequently traded for a standardized approach ordered by the school administration.

4.1.2.5.2. Administration as a Decision Maker

The role of administration emerged as a pivotal factor in shaping decision-making processes, with participants discussing the extent to which they were consulted and

included in administrative choices. A prevalent theme that came to light was the administration's authoritative stance on various subjects. For example, Aurora highlighted the sway of the administration by mentioning, "So, we would decide, but generally, whatever the administration said would happen." The hierarchical decision-making was strongly emphasized by Didem, who stated, "Decisions were made by the administrators. They would say, 'We will do this, period.' If you expressed opposing opinions, you'd often be seen as a troublemaker and face backlash. So, we weren't involved in any decision-making process." Similarly, Hokomoko conveyed a top-down approach, explaining, "Decisions were made by the headquarters, by the management. They would say, 'This will be like this, never question it, just continue.' It felt a bit uncomfortable for me. We were never part of the decision-making process." Nehir's perspective reinforced this notion as well: "We had a Coordinator. We were in the role of implementers for what they said. A decision would come from the top, and everyone would follow it. That was the culture."

As mentioned above, decision-making dynamics were shaped by the administration's considerable influence on different facets of the educational process, leaving little possibility for significant teacher involvement or independent judgment.

4.1.2.5.3. Manipulation of the Exam Results

The interviews revealed discussions on the manipulation of exam results, which is not ethical and in turn influenced the degree of autonomy teachers could exercise. For instance, Oğuz shared his experience:

I was asked to make changes to the exam paper... increase the grade, and let that child pass with a high grade. It was not about passing the course, the aim was to pass with a high grade. Why? Because their family is paying the school... all of this felt very wrong to me.

Nehir mentioned a situation where undue influence was exerted:

They were pulling strings... my departure is somewhat related to that too. I had an issue because I didn't raise the grade of someone's acquaintance. They somehow got my phone number and called me at 10 in the evening. He asked:

'What happened to my exam result? I'm waiting for it; my whole future depends on it...' and so on.

These incidents brought to light the ethical disputes that developed in the educational setting, indicating the obstacles that the teachers faced in maintaining their professional integrity while navigating complex administrative pressures.

4.1.2.5.4. Risk-taking for the sake of Autonomy

Although the participants frequently voiced their discontent with an imposed educational system, some shared instances where they exhibited initiative to chart their own course. Their perspectives unveiled moments when teachers strategically embraced risks to assert their autonomy. As Ada reflected, "If there were materials unsuitable for the student, I could provide extra materials. I could do these things a bit more on my own initiative and by taking some risks, pushing against the school administration." Similarly, Ahmet noted, "The lessons were shaped according to my preferences. Sometimes, there were points where I clashed with other teachers. Inside the classroom, I held the authority, and I did things my way because I wanted to." Aurora contributed her perspective, saying, "I had some issues with the administration, but looking at the general picture, let's say we had somewhat of a warrior personality when it came to pushing forward our ideas.

These instances of teacher-initiated autonomy serve as powerful illustrations of educators' determination to break away from established norms and challenge the status quo. In these scenarios, teachers are not merely adhering to prescribed methods, but actively seeking ways to shape their instructional environments according to their convictions.

4.1.2.6. Communication

The communication aspect was explored across four main categories: *Communication with: "Administration", "Parents", "Colleagues", and "Students"*, as it was believed that insights from all these sources could contribute to understanding teachers' well-being within the school environment.

4.1.2.6.1. Administration

Regarding communication with the administration, participants highlighted two primary themes: the utilization of a hierarchical tone and distant and ineffective communication.

Hierarchical Tone

The outcomes of the communication assessment unveiled a consistent pattern where administrators often employed an accusatory tone, implying blame and issuing commands. This communication approach was perceived as interrogative, as stated by Ahmet, "They spoke in an accusatory manner, making implications and commanding me. It felt like they were saying, 'You didn't do this, why didn't you?' It was like they were interrogating me." Oğuz shared his assertive stance, mentioning, "When they told me, 'Oğuz teacher, you will do this!,' I would say, 'No, I won't do this!'" Furthermore, conversations within the administrators' office were marked by a sense of caution, as Eda expressed, "In conversations I had in the administrators' office... since there was always the possibility of encountering insults or belittlement, I would generally be collecting evidence and implying because of that." The stories of these participants paint a clear picture of the communication environment, where the words of administrators resonate with authority and aggressiveness.

Distanced and Ineffective Communication

The investigation into distant and ineffective communication with the administration uncovered a recurrent pattern in which interactions between educators and their superiors appeared to be characterized by a sense of alienation. This was particularly evident in the participants' words, as Aurora disclosed, "We were somewhat distant because their main concern was 'parents shouldn't complain.' I've even heard them say, 'Can't you be a bit more reasonable with the parents?'" The sentiment of distance was mirrored in other accounts, as Didem described the challenges of seeking assistance, sharing:

When I constantly expected support or help from them regarding something, I wouldn't get any. I would speak to my supervisor in a way that's like arranging a puzzle, hoping they might help. Unfortunately, it's an empty kindness, good on the surface but lacking in substance.

Furthermore, Hokomoko highlighted the absence of a robust channel for communication with the principal, stating, "I didn't have open communication with the principal either. 'Was this done?' 'Yes, it was done.' That was it." These examples reveal a communication environment characterized by distance, a lack of encouraging interaction, and a dearth of insightful conversation.

4.1.2.6.2. Parents

When discussing communication with parents, the participants' perspectives revealed varying dynamics. Two main themes emerged in this context: "*Transparency and Effectiveness*" and "*Problematic Parents*."

Transparency and Effectiveness

The concept of transparency was visible in the participants' communication with parents. As Ada put it,

I generally preferred to be realistic with parents. We had a sandwich method; if we had to say something negative, we wouldn't say it directly. We would start with something positive, then mention the negative, and end with something positive again... Although we received a lot of warnings, if there was an issue, I chose to address it realistically yet gently, without distorting the truth.

Hokomoko shared, "In every teacher meeting, they would always say, 'We feel relieved when it's your turn. You speak the truth, you talk logically.'... That's why both parents and students liked me." For Oğuz, telling the truth was also a priority. He emphasized: "For me, a student was exactly what they appeared to be. Families needed to know about their children's spoiling, successes, failures, attention issues, or any other problems,"

Effective communication with parents emerged as a positive aspect of some participants' experiences. For instance, Tuğçe highlighted, "My relationship with the parents was especially very good. I still keep in touch with most of them" This was echoed by Hokomoko, who shared, "I still keep in touch with parents. They ask, 'What have you been up to? You've quit teaching. If you haven't found a job, let's find one for you.' So, I still meet them, they send messages during holidays." These stories emphasize how certain teachers have been able to cultivate long-lasting connections with parents, indicating the potential for cooperative and encouraging interactions that go beyond the boundaries of the educational setting.

Problematic Parents

Problematic parents posed a challenge for teachers arising from communication issues, a lack of respect for teachers' personal time, and varying parental attitudes. First, Gül pointed out the influence of parents' behavior on students' difficulties, noting, "Unfortunately, parents were often problematic. The fact that students face so many difficulties is often due to their parents." Ada reflected a concerning point of view that compromised the teacher's role. She stated: "I encountered some parents who viewed teachers merely as tools, almost as if we were a part of the service industry, and they didn't hesitate to make this attitude clear to the teacher." She also touched upon the violation of teachers' private time during the pandemic stating, "During the pandemic, when everything was online, parents could call even at nine in the evening or ask for support if they couldn't understand something." Likewise, Aurora emphasized the blurring boundaries, noting:

There was no such thing as private life, honestly. A parent calls on a Sunday about a costume for a performance. I've just woken up late and want to have breakfast, and then suddenly a parent says, "Good morning, can you check this shirt we bought for our child on WhatsApp?" They're asking if the thing in the photo is appropriate. Even on a Sunday, I could find myself spending time chatting with parents.

The various narratives provided by participants, which cover a variety of issues including the lack of respect shown by parents (even going so far as to contact teachers at unconventional hours) and the intrusion of intrusive communication into teachers'

personal time, all together demonstrate the communication problems that the teachers faced.

4.1.2.6.3. Colleagues

A spectrum of views emerged when investigating the area of communication with colleagues, from pleasant connections to more troubling ones.

Trauma Bond

The "*Trauma Bond*" emerged as a distinctive aspect of communication with colleagues. Didem shared her experience, stating, "My communication with colleagues was quite good. I call it a trauma bond. Since we all experienced trauma, we were genuinely close to each other." A similar opinion was shared by Ada, who mentioned, "I was only spending time with my teacher colleagues at school. Apart from that, I didn't have any friends left... Engaging with people who had undergone similar experiences felt easier." Gül also reflected positively, stating, "I never had any issues with my colleagues. In fact, they often tried to support me. Both emotionally and academically." To summarize, a strong sense of togetherness among coworkers was brought out by a sense of unity in handling the common problems of their job.

Can of Worms

This subject exposed a variety of dynamics in workplace communication and showed that not all participants had positive experiences in this regard. Oğuz expressed a sense of caution, stating, "Inappropriate jokes had started, but I had to protect this atmosphere. Because intimacy shouldn't bring frivolity." Nehir reflected on the presence of cliques, likening it to a high school environment, saying, "There was a lot of grouping. We were like high schoolers. Some groups of teachers didn't like other groups at all." Aurora further illuminated the challenges, noting, "There were also those who didn't want to engage in cooperation and some who, due to gender-related or minor personal biases, would disrupt tasks."

These statements showed a wide variety of encounters, with some teachers dealing with awkward circumstances, conflicts within groups, and disruptive behavior.

4.1.2.6.4. Students

Well-functioning Communication

The relationships between teachers and students play a crucial part in determining the educational environment in terms of communication. Two major themes that came out of the topic's exploration are "*Well-functioning Communication*" and "*Ongoing Communication*."

The communication with students yielded positive outcomes. As Ada mentioned, "Communication with students was great. The most beautiful aspect of teaching is the interaction with students." Didem shared, "My relationship with students was truly excellent. Given our close-knit bond, they regarded me as a mother figure, freely sharing everything with me." Ahmet highlighted a unique aspect, stating, "Students would confide in me about things they wouldn't share with other teachers, or they would reveal information that even the guidance counselor didn't know, and I would discover it." Aurora reflected on the emotional connection, expressing:

I'm not typically fond of physical contact, but my students would often come up to me during class, hug me, chase after me during breaks saying 'teacher, I love you so much,' and they would surprise me with gestures like that. Some even blushed and cried when I left, and there were moments of breathless emotion.

Thefeline added, "Communication with students was, in my opinion, positive. I always had a strong affection for my students, which extended beyond the classroom." All in all, these insights illuminate the multiple ways in which teachers built meaningful connections and bonds with their students, fostering an environment of mutual respect and rapport.

Ongoing Communication

The ongoing connection with students proved to be an indication of the lasting impact teachers can have on their students' lives. Ada shared, "I am still in contact with some of my students. In fact, there are still those who call me to ask how I'm doing."

Hokomoko's experience reflected continuity, as he stated "Yesterday, I was in Kadıköy with my students. We hung out together, and they even brought me gifts." Oğuz noted, "There are still students who DM me on Instagram." Gül's narrative showcased the depth of connection that can form, even in a short period, stating:

Even though I only had about 2-3 months of experience during university, I remained in touch with those students. We still meet up, and in a way, I'm still fulfilling the same role. Maintaining contact with a teacher who taught them for only a couple of months in 2019 and being able to converse with them is truly a success.

To summarize, teachers remarked on their close relationships with students, both during and after their time in school, highlighting the profound and long-lasting connections created through successful communication and meaningful interactions.

4.1.2.7. Guidance and Mentorship

In the exploration of guidance and mentorship within the teaching profession, two distinct points emerged from the participants' discussions that are: “*No Guidance*” and “*Teachers Helping Themselves and Each Other*”. The table presented below illustrates the codes and excerpts regarding the sub-theme pattern of “*Guidance and Mentorship*”.

Table 9.
Codes and Excerpts for the Guidance and Mentorship Sub-theme Pattern

Sub-theme	Codes	Participant Excerpts
Guidance and Mentorship	No Guidance	"I didn't get much mentorship from the administration, to be honest." (Didem) "I didn't really receive much mentorship from them. There wasn't any among my colleagues either. There wasn't any 'let's do it this way, let's do it that way.'" (Hokomoko) "We weren't supported, and not much was done for our development. The approach seemed to be 'just keep the system going, so there are fewer issues.' That's why

	<p>guidance and mentorship are somewhat grand words for that institution." (Nehir)</p> <p>"No one has given me something to improve myself so far. Nobody has observed me and given me feedback. I've been teaching for 8 years, but there was nothing like that." (Thefeline)</p>
<hr/> <p>Teachers Helping Themselves and Each Other</p>	<p>When it comes to creating solutions, I was a bit more individualistic, to be honest." (Ahmet)</p> <p>"If there was an issue with our colleagues, we would talk among ourselves and try to resolve it without involving the administration. We would secretly and quietly help each other." (Didem)</p> <p>"Our department head didn't provide any guidance. The feedback they gave us was at most like, 'Could you dance a bit while singing this song?' or 'Could you give a bit more attention to this student?' Among colleagues whose professional and educational approaches were somewhat similar to mine, there was a self-driven support process." (Ada)</p> <hr/>

As shown above, the first title highlights the absence of adequate guidance, with teachers expressing a prevalent lack of mentorship provided by their schools. Many participants reported not receiving substantial guidance to aid in their professional development. The second uncovers a proactive approach among educators, showcasing their tendency to seek assistance and support both from themselves and their fellow colleagues.

4.1.2.8. Job Satisfaction and Commitment

The last sub-theme examined within the scope of the initial research question is "*Job Satisfaction and Commitment*." Within this sub-theme, three concepts come to the forefront: "*Mental and Spiritual Exploitation*", "*Lack of Feeling Attached*", and "*Students as a Source of Motivation*".

4.1.2.8.1. Mental and Spiritual Exploitation

The sub-theme of "*Mental and Spiritual Exploitation*" revealed the emotional effects that the teaching profession took on the participants. Ada's description of her typical day provided insight into the distressing thoughts she experienced:

I used to get on the school bus in the darkness of the night and start the day negatively... I remember even considering things like, 'What if there's a small accident on the way to school, or if something happens to my arm, maybe I wouldn't go today.' Or there's this road uphill at the school. What if the bus reverses while leaving? I would have these traumatic thoughts every morning on my way to school.

Ahmet shared a similar sentiment about his lack of enthusiasm for the school environment, explaining:

I didn't want to hear anything related to the school at all... I would enter the classroom, and do things, but I was so unenthusiastic and unmotivated that everyone could sense it. I had reached a point where I was like an empty bucket, so to speak. So, I didn't want to continue from this point anymore. Because there were always things that took something away from me.

Gül depicted her experience as resembling "*Vietnam flashbacks*," explaining that the daily atmosphere left her with the feeling that she didn't want to be there anymore. She elaborated noting:

Going to work every day with this mindset was incredibly draining. The thing I loved the most in life was languages, and now I was getting stomach cramps whenever I saw English. So, I decided and said, 'I don't want to hate myself or something I love anymore.'

Oğuz's sentiments further emphasized the emotional exhaustion, revealing: "Working at a private school had drained and consumed my entire soul. I was so unhappy. Well, I was just waiting for this school year to end as soon as possible, so I could move on with my life."

4.1.2.8.2. Lack of Feeling Attached

Regarding their level of job satisfaction and commitment, the participants' attitudes were diverse, as highlighted by Nehir's perspective: "If I had loved the job, I would

have had a wonderful time, actually... there was always enough time. I mean, for someone who loves their job."

Oğuz, similarly, expressed a lack of attachment to the institution noting: "Because I didn't feel attached to that institution, I wasn't connected. I was going to leave next year." Thefeline shared her perspective revealing her approach to teaching limited her emotional investment: "As I think, in a private school, I wasn't so much into teaching... How should I put it? I wasn't that much of an idealistic teacher, I guess. So, it didn't affect me much."

In essence, these remarks indicated various perspectives on emotional attachment among teachers, from those who found fulfillment in their job to those who felt less connected for a variety of reasons.

4.1.2.8.3. Students as a Source of Motivation

In addition to the negative experiences, it was evident that teachers' moods would completely change when they were with their students. They noted that, despite their difficult circumstances, their contact with students frequently provided a strong source of inspiration and optimism. To give an example, Ada highlighted:

The only positive thing was that the moment I saw the students, I would instantly shift away from that mood. I experienced very sharp switches... And immediately, I would wake up in a cheerful state, feeling like I was starting to awaken right at that moment.

For Ahmet, the classroom became a space of transformation. He stated:

Waking up in the morning used to be a real struggle for me. The moment I entered this classroom, something would change. It was as if I was forgetting all the problems. Even though getting up in the morning was torture, the moment I entered the classroom, I felt very happy, to be honest.

Aurora shared her experience, emphasizing how the children's presence alleviated stress:

When I woke up in the morning and went to the institution, my day started with lots of traffic and stress... But as I entered the door, it was always a nice start with the children hugging me and the stress would disappear. Every day with the children was a different excitement. Teaching them something, adding something to them, created a very nice feeling.

Oğuz also underlined the positive impact of student engagement, stating, "I was happy in classes. I'm not saying anything about that. The students' energy lifted me up."

Overall, the participants highlighted how their connection with students brought a refreshing and inspiring dimension to their roles as educators.

4.2. RQ2: How do former English language teachers describe their professional experiences related to leaving the teaching profession?

In addressing the second research question and the sub-question concerning the teachers' perceptions of leaving the teaching profession and their perspectives on their current positions in comparison to their previous teaching experience, the researcher opted for an inductive approach in conducting thematic analysis. It enabled the themes to emerge directly from the rich and nuanced responses provided by the participants. Through this, two prominent main themes that encapsulated the participants' insights and reflections, namely "*Turnover Interpretation*" and "*Career Path Comparisons*" were identified. Mainly, the participants were requested to contemplate their leaving experience and they responded to inquiries regarding their present roles while also drawing comparisons between specific elements that were touched upon in the first interviews. All in all, the following themes and sub-themes revealed the participants' interpretations of their decision to leave the teaching profession and offered a comprehensive examination of their views on their current career paths in relation to their previous teaching experiences.

4.2.1. Turnover Interpretation

The initial theme investigated concerning the second research question is "*Turnover Interpretation*," which explores the varied viewpoints and experiences of teachers with

regard to turnover. It encloses four distinct sub-themes, namely "*Dark Side of the System*," "*Contentment*," "*Courage for Sector Change*," "*Environmental Support*", and "*Choosing the Teaching Path*".

4.2.1.1. Dark Side of the System

The sub-theme "*Dark Side of the System*" explores the flaws in the educational system that were discussed by the participants.

4.2.1.1.1. Perceptions of the Turkish Education System

In the context of the Turkish Education System, participants' quotations provide candid perspectives on their perceptions and experiences. Ada highlights the impact of prevailing inequalities and a commercial focus within the education system, stating:

Given the education conditions in Turkey, within these inequalities, in a system where parents prioritize money and private schools exhibit such an imbalance, I don't believe my opinions would change much. In other words, because education is provided in pursuit of a commercial goal in this country, my feelings have taken shape in this manner.

Thefeline's statement challenges the system's priorities, emphasizing an outcome-driven approach over essential student needs:

The primary need of students wasn't really to learn English. This education system is already nonsensical in Turkey. Beyond teaching English, there used to be a lot of pep talks in my classes. I believe students already have such a need. It's just an outcome-focused education.

Didem reflects on the notion of teachers being constrained within a mechanistic framework, stating, "I strongly felt that teachers are struggling within a system where they are thought of as robots, especially when I step back and look at it from the outside." Correspondingly, Hokomoko's observation also characterizes the system as robotic which affects his perception of the teaching profession. He stated:

It's truly a robotic system. Whether it's the best teacher in the world or the worst, you stand on the same level as the others. That's why I didn't have a very positive view of teaching. Now, working in such a global place, it's even worse.

4.2.1.1.2. Show Business

Through the participants' narratives, the subject of show business stands out clearly. Aurora's retrospective account emphasizes how the administration viewed education in commercial terms and asked her to change the students' grades just for the sake of their parents, as she states:

I'm referring to 5 years ago in terms of the currency of that time. The administration perceived it like a trade and they “We're making them pay 18,000 TL.” for the parents. They also wanted me to inflate the grades. Due to my refusal to accept such things and my unwillingness, I preferred to maintain my distance.

Ada's experience further illustrates this notion, particularly during the pandemic. She noted:

Normally, we had a single assessment tool, but during the pandemic, they increased assessment tools not just for marketing purposes but also to demonstrate that the quality of education hadn't actually declined, even remotely. I had to allocate weekends for this.

These narratives reveal the influence of show business within the institutions, as Aurora's retrospective account emphasizes commercial perceptions and grade inflation requests, while Ada's pandemic experience reveals expanded assessment tools for maintaining educational quality "so-called".

4.2.1.1.3. Teacher Education vs. Real Life

A prevalent notion revolved around the disjunction between what teachers absorbed during their university years and the practical challenges they encountered in a real classroom setting. For instance, Gül noted:

I believe that there are significant issues with the education we received. It was always about teaching ideal classes. No one told us how dreadful a day could be, how we might have to deal with troublesome students, parents, and school administration – no one mentioned these. I think we were raised detached from real life.

Likewise, Nehir's early professional experience as an English teacher shows the significant disparity between her training and the realities of the system she entered, as she recalls, "I realized in the early days of my profession as an English teacher that I hadn't been trained as a very good one. Suddenly, I found myself in this system, but this system wasn't taught to us."

Finally, Hokomoko stated his ideas on the difference between the expectations set by academia and the realities of practical implementation, as he observed: "They dictated in university that there should be contingency plans and so on, but when it comes to actual production, it's not like that, honestly. The detachment of academia from normal working order begins there."

To sum up, when asked about their leaving experiences, teachers delved into the issues embedded within the education system. They addressed subjects like the dissonance between actual classroom dynamics and university teachings, and the tactics employed by private schools to captivate parents, transforming education into a form of show business to obscure underlying realities.

4.2.1.2. Contentment

Inner Peace and Freedom

Within the current theme, participants' narratives highlight the profound tranquility and empowerment they experienced upon leaving their professions, rejuvenating their sense of well-being. The table below illustrates the codes and excerpts for the "Contentment" sub-theme pattern.

Table 10.
Codes and Excerpts for the Contentment Sub-theme Pattern

Sub-theme	Codes	Participant Excerpts
Contentment	Inner Peace and Freedom	"First of all, I don't start my day by cursing and feeling so bad. When I first started working, I tweeted about it: "I no longer really have

Table 10. (continued)	<p>Monday blues.” So, not experiencing that is quite nice.” (Ada)</p> <p>”So, the day after I didn't sign the new contract, I was a very happy person. I felt like, 'I won't continue anymore, the time I've been waiting has come,' honestly, and I realized all my tension had lifted. I really feel myself; I feel like I'm living.” (Ahmet)</p> <p>”I think I'm more positive, happier, you know, at least during the day, I don't wake up crying. It used to happen a lot when I was going to work, I was experiencing burnout, but now I don't have that anymore. What does the idea of quitting mean to me? Freedom!” (Thefeline)</p> <p>”When I was leaving, I played songs in my car on the way to work, I was so happy, you know, when leaving... It's like I had these handcuffs or something, and I had thrown them away. It felt like I was free... I kind of felt like I saved myself, this thought emerged. I mean, for a teacher in a country to think like this and say it is really sad. Very painful, indeed. I mean, I really feel like I saved myself.” (Didem)</p>
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To summarize, when the participants were asked about their emotions upon departing from their professions, they expressed predominantly positive sentiments, including feeling alive, escaping the Monday syndrome, becoming happier individuals, attaining inner peace, experiencing freedom, and finding relief.

4.2.1.3. Courage for Sector Change

Within the sub-theme of *”Courage for Sector Change,”* participants mostly reflected on the big step they took in quitting their professions. The themes *”Turning Point”* and *”Uncertainty”* recurred throughout the dataset.

4.2.1.3.1. Turning Point

”Turning Point” reveals pivotal moments that marked participants' decision to leave the teaching profession. Ahmet regarded his departure as a strategic turning point, asserting *”I consider it a turning point for me. I believe I made a very timely decision.*

I mean, I left at the right time. It was exactly the point where it had ended for me." Similarly, Aurora's reflection indicated a gradual process. She noted, "When the thought of leaving my profession first crossed my mind, it wasn't sudden. After the accumulation of many things, I gathered the courage for it." This sentiment was echoed by Hokomoko, who stressed the rarity of his inclination towards change but underscored the importance of taking action in light of the necessity for personal growth. He stated:

I'm not someone who embraces change a lot, but I'm not foolish enough to darken my life by refusing to make changes. So, taking a step, and taking action, weren't things I did a lot. I managed to do it, and now in my new job, I'm happy because I take a different action every day. By taking action when I left teaching, I can now work in my own job without as much fear.

Thefeline, on the other hand, alluded to the notion of the difficulty of leaving, noting: "For me, this was a very, very difficult thing. After all that I've been through, I don't know if I could be as brave if it happened now. I left with crazy courage, and I truly salute that. It makes me feel good."

What emerges from the results reported here is that these moments were considered strategic decisions, often occurring after a gradual accumulation of experiences. Successfully transitioning to new careers, the participants found increased confidence and personal growth. This decision was not without its difficulties, but ultimately, leaving teaching marked a significant turning point that brought a sense of fulfillment and triumph. They discovered that embracing change allowed them to tap into untapped potential and explore new avenues of professional and personal development.

4.2.1.3.2. Uncertainty

The recurrent topic in the interviews was a sense amongst the interviewees that there were apprehensions and challenges associated with departing from the teaching profession. For instance, Ada pointed out:

For me, this means courage, because whether you're satisfied or not, if you are within that system, it's not very easy to step out of that comfort zone. Because you are heading towards an unknown. That's why it was a huge step for me. Taking a bit of a risk, thinking that I will climb up, seeing it as a step, I did it. I think this is also a bit about breaking your own shell.

Ahmet's experience corroborates the theme of uncertainty, as he noted: "Well, maybe I didn't know what my next life would be like, but I was definitely happy to break free from that pressure and discomfort. I just started with a lot of anxiety, because it was an entirely unknown field." Similarly, Aurora's perspective accentuates the notion of uncertainty, reflecting on the unique sense of transition, "One feels a bit different, thinking, 'Now, as someone who is used to a teaching career in the education sector, how will I work in different positions in other sectors?' and questioning this."

Taken together, these results revealed that leaving the teaching profession required both courage to step out of their comfort zones within the educational system and an accompanying sense of unease as they faced the unknown.

4.2.1.4. Environmental Support

Within the scope of "*Environmental Support*," participants discussed the support they received from their environment, particularly from family and friends.

4.2.1.4.1. Support from Family and Friends

The table below provides a comprehensive display of codes and excerpts for the "*Support from Family and Friends*" sub-theme pattern. In the excerpts, the encouragement and understanding they got from family and friends are highlighted in the accounts of Ada, Gül, Hokomoko, and Nehir, showing how this support was a vital source of comfort and validation throughout their career change.

Table 11.

Codes and Excerpts for the Support from Family and Friends Sub-theme Pattern

Sub-theme	Codes	Participant Excerpts
Environmental Support	Support from Family and Friend	"Speaking of supportI received positive reactions from everyone including My. They were supportive, saying things like 'Think it through, we support you, you're taking a step and we're behind you.'" (Ada) Gül: "My family was already seeing my condition and feeling very sorry for me. At that time, they provided extra support for me to receive psychological assistance. I was already going to therapy, but they encouraged me to see a psychiatrist." "My parents said: 'If you change sector, it's no problem, we'll support you.' Well, they actually wanted me to not continue in teaching. Yes, teaching is enjoyable, but they were also aware of the challenges it brings. Waking up at 5:30 in the morning and coming back home at 7:30 in the evening, it's not a sustainable lifestyle. They provided support." (Hokomoko) "The presence of my friends was comforting. And there was also this confidence: even if I ended up homeless, I had the confidence that I could live a month with one friend, and another month with another one" (Nehir)

The findings explicitly demonstrate how important participants' relationships with their family and peers were in helping them make the decision to withdraw from teaching.

4.2.1.5. Choosing the Teaching Path

The concluding subtheme, "*Choosing the Teaching Path*," demonstrates participants' reflections regarding their decision to pursue a career in teaching. The findings indicate that becoming a teacher was not originally their aspiration; rather, many chose this path due to the restricted career opportunities available after completing their studies in the English language department during high school. The following table presents

participants' quotations related to *"Limited Career Options"* and *"It wasn't even my dream"*.

Table 12.
Codes and Excerpts for Choosing the Teaching Path Pattern

Sub-theme	Codes	Participant Excerpts
Choosing the Teaching Path	Limited Career Options	<p>During the university entrance exam times, when I became more aware of the potential job fields in Turkey, I started to think a bit more realistically and leaned towards teaching. Initially, I didn't have a specific interest in teaching. (Ada)</p> <p>I had thought about studying Translation and Interpretation, but later, in our country, the translation sector wasn't very promising, I mean it didn't seem logical, because when we consider job opportunities, unfortunately, it doesn't receive enough recognition, and that's why I decided to study English teaching. This way, I would have the chance to become a teacher while holding onto that option, and I started thinking that I would decide later. (Gül)</p> <p>I was indecisive between Translation and Interpretation and English teaching. Towards the end of high school, because I thought that English teaching could have a broader application in various sectors, I chose English teaching in my final year of high school. (Oğuz)</p>
		<p>'It wasn't even my dream'</p> <p>It wasn't a dream for me to become an English teacher. I could say I was more like being somewhat helpless and directed into that path. (Aurora)</p> <p>In high school, since I was really good at English, I transitioned to the language class. Afterward, due to limited options, the best profession in the field was English teaching. So, this wasn't actually my desire. Let's say it was a result of my proficiency in the language. (Ahmet)</p> <p>Actually, I never wanted to become a teacher. There are certain views in Turkish family traditions that teaching is like a golden bracelet for a woman, the most suitable profession she can pursue. Also, there are many teachers in my family. I pursued teacher training just to make them happy, to be honest. (Didem)</p>

Table 12. (continued)

Someone didn't serve as my inspiration for choosing teaching, and it wasn't a situation where I said, "That's why I chose teaching." It seemed more like I had to come up with a Plan B. Otherwise, let's say becoming a teacher wasn't even among my top 1000 dreams. (Hokomoko)

Back in high school, I had said I couldn't become a teacher even if someone killed me. I mean, there wasn't any source of inspiration or anything like that; let's just say it happened by chance. It's a bit of the ignorance that comes with youth and a bit of lacking guidance, let's say. (Oğuz)

Honestly, I never wanted to become a teacher. (Thefeline)

Shortly, the participants' excerpts reveal a range of motivations and considerations that led them to pursue teaching as a career choice. Their paths were influenced by factors such as awareness of job opportunities, practicality, family expectations, and a mix of circumstances. While not all initially aspired to be teachers, their decisions were shaped by a combination of pragmatic thinking, limited alternatives, and varying personal circumstances.

4.2.2. Career Path Comparison

The final theme that surfaced during the interviews is "*Career Path Comparison*." Within this theme, participants discussed how their current jobs differ when compared to teaching, focusing on aspects such as "*Enhanced Professional Ties*", "*Autonomy*", "*Time Mastery*", "*Space*", and "*Career Path Cultivation*".

4.2.2.1. Enhanced Professional Ties

To begin with, in the sub-theme of "*Enhanced Professional Ties*" a prevailing notion was the existence of an organizational environment characterized by equal treatment of individuals.

4.2.2.1.1. Equalitarian Organizational Setup

In this section, participants vividly articulated the stark contrasts they experienced in their current work environments compared to their previous teaching roles.

Particularly noteworthy ideas were the freedom to be able to leave the workplace without needing to use leave and the absence of pressures and egos of administrations that were present in schools. To exemplify, Ada highlighted:

Here, there's a more positive and trusting approach. There's no constant blaming or interrogative tone. Most importantly, when I need to visit the doctor, I don't need to use any of my leave; I can just inform them and go. In the private school, I used to have to beg to go to the doctor, even when I was genuinely sick. I remember once I had food poisoning in the middle of the night. I recall taking photos of the evidence at four or five in the morning. When I think about all of this, I realize there was tremendous pressure on us. Here, everyone operates independently of ego... there are no managers acting out of ego. When I left the school after dedicating four years, the school principal didn't even communicate with me.

In the same way, Ahmet emphasized the relief from pressure in his current job, contrasting the discomfort he felt in teaching. He noted:

Honestly, I feel free from pressure here. That's the biggest difference. On the other side, there was a lot of pressure. You constantly want to take leaves, and it makes you feel somewhat, how do I put it, uncomfortable. But here, it's not like that. I say I have work, and nobody gives me those negative looks. I never have the fear or thought that they might engage in mobbing or mistreatment.

Didem's perspective showcased the newfound freedom in decision-making, marked by the absence of hesitation when requesting leave. She noted:

They consult us about everything. When I was a teacher, even when I asked for leave, I would go hesitantly. Now when I ask for leave, they respond like, 'Yeah, go...' So, it's a completely different world. I make my own decisions entirely now.

Overall, the central themes explored include equal decision-making authority, absence of pressure, freedom from concerns about mobbing or repercussions, a communication

style centered on inquiry rather than accusation, minimal pressure concerning leaves, and an environment devoid of ego-driven dynamics.

4.2.2.2. Autonomy

In this section, the concept of autonomy was distinctly portrayed by the participants, diverging from their experiences as teachers. This section explores the nuanced dimensions of autonomy that emerged, encapsulated by the notions of "*Culture of Trust*" and "*Self-Directed Schedule Management*."

4.2.2.2.1. Culture of Trust

A common view amongst interviewees was that they currently work in a place characterized by a remarkable atmosphere of trust and autonomy. For example, according to Ada, she encountered an intriguing aspect within the company:

There's a game area on the lowest floor with a PlayStation and board games. People play games there to relax, and no one questions it. Everyone is in self-control mode because they are aware of when they have to work, what their responsibilities are, and when they need to take breaks.

Similarly, Aurora found that her tasks are respected without interference: "They generally don't interfere with me. I do my job, create a program, prioritize my tasks... and then report accordingly."

Nehir, on the other hand, highlighted the profound sense of trust she experiences:

There's a sense of trust that I really like. My employer says, 'You're the expert in your position, decide how to do your work.' I'm the one who says, 'There's a requirement, we need to talk.' My supervisor doesn't tell me to meet with someone specific. While talking with you now, I realize that we truly have the responsibility for our own work. It's really nice.

All of these perspectives highlight the fundamentals of the theme and demonstrate a work environment that values trust, independence, and empowerment. The experiences of the participants provided a contrast to their previous positions,

highlighting the crucial role trust plays in boosting professional autonomy and satisfaction.

4.2.2.2.2. Self-Directed Schedule Management

Similar to the previous theme "*Culture of Trust*," participants expressed that they have the opportunity to exercise greater autonomy when it comes to organizing their own schedules. Ada stated:

Throughout the day, I make decisions about the flow of things myself. There are responsibilities that need to be fulfilled, but I set my own priorities. So, I go to work at nine, as I've mentioned, but sometimes I take the initiative and head in at 9:30 or sometimes early at 8:00, and I can take breaks whenever I want.

Ahmet echoed this sentiment, expressing:

I actually prefer managing my own time. That's why, in this field and sector, you have a bit more control over your time. Yes, you're still tied to a certain place, but how you spend your time is somewhat up to you. Because I manage my time, I enjoy it more.

Didem emphasized:

Because I decide what, when to do during my work hours, I have the chance to choose the most effective time. So, there's no obligation to do something or assigned time intervals without consulting me. I program myself, like if I do this task between 10 and 11 in the morning, then I'll do the other one between 1 and 2 in the afternoon, and so on. So, I don't waste time.

Oğuz summed it up, saying, "I am not accountable to anyone. I am my own boss. The more I work, the more I earn. I create my own schedule."

All in all, participants highlighted their increased autonomy in shaping their schedules. Ada, Ahmet, Didem, and Oğuz all emphasized the freedom to make decisions about their daily flow, set priorities, and even take initiative in starting work early or taking breaks as they desire, reflecting a sense of self-determined time management.

4.2.2.3. Time Mastery

In this section, participants discussed their enhanced ability to manage their time more effectively in their current professions compared to their teaching careers. Two distinct themes emerged within this category: "*Work-Life Balance Enhancement*" and "*Flexibility*."

4.2.2.3.1. Work-Life Balance Enhancement

The participants offered their perspectives regarding the "*Work-Life Balance Enhancement*" theme, revealing how their new careers enabled a smoother fusion of work and personal life, promoting a greater sense of harmony between the two. As Aurora put it: "I can allocate more time for myself compared to teaching. The workload and dynamics are different in this sector." Didem highlighted the newfound flexibility, stating, "If I finish my work early, I can close the computer and continue with my life." Thefeline's view also revealed the positive impact of job satisfaction, affirming, "Because I'm doing a job I love, I feel balanced regardless of how much I work."

To conclude, participants discussed how their new careers improved work-life balance, with Aurora emphasizing more time for personal activities due to different workload dynamics, Didem noting the flexibility to end work early, and Thefeline highlighting job satisfaction contributing to a sense of balance.

4.2.2.3.2. Flexibility

In the context of "*Flexibility*," participants illuminated how their current professions offer significant adaptability in managing their time. Ada noted, "It's really a job with a lot of flexibility in terms of time usage. Of course, sometimes we work with tight deadlines. It also depends on the pace of work and how we organize that." Ahmet reflected on the incongruity with conventional desk jobs, stating, "This job doesn't quite fit the desk job or fixed working hours concept. What makes me happiest is precisely this." Didem emphasized the advantage of flexible working hours: "We have flexible working hours, so I can work when I feel most productive. That's when I can

work best." Thefeline highlighted the liberating aspect of the role, saying, "There's nothing fixed. Apart from the hours I actively work, there's nothing binding me during the rest of the time. If needed, I can cancel them too when I have work. I have quite flexible working hours now."

Altogether, the participants brought out the substantial flexibility in time management within their current professions, allowing for adaptive scheduling, departures from conventional desk jobs, and the freedom to work during one's most productive hours.

4.2.2.4. Space

The sub-theme "*Space*" was explored by participants through discussions on two key aspects: the improved physical work environment and the opportunity for remote work flexibility.

4.2.2.4.1. Upgraded Physical Work Setting

The main concepts discussed include the transition to an open office layout, the creation of a comfortable workspace with fewer people, and the effect of office design on communication dynamics. To give an example, Ada and Aurora touched upon how the layout of their open office settings positively affected communication and collaboration, with Ada stating, "We work in a very comfortable, open office environment. Everyone is in constant communication, which naturally integrates peer guiding and collaboration into our work." Aurora emphasized the convenience of American-style open offices, noting that "everyone is just a chair's distance away from each other, so everyone can easily communicate and minimize communication breakdown." Nehir contrasted her previous school workplace with her current one, pointing out "The workplace at the school was used by many more people. We were about 30 people in a classroom of this size, but here, we are 6 people. So, this place is less cluttered, cleaner."

Oğuz mentioned that his current workplace was much more streamlined compared to the English department at school, stating: "Compared to the English department at

school, it's not like everywhere is full of folders and computers with 50 people... it's not like that. Whoever has tasks to do comes to the office, has their meeting, etc..."

In sum, the transition to open office layouts, having more pleasant work environments with fewer colleagues, and the major influence of office design on relationship dynamics were the participants' primary insights.

4.2.2.4.2. Remote Work Flexibility

The flexibility of remote work was a prominent theme among the participants, with their opinions highlighting the diverse settings in which their jobs can be performed. Ahmet emphasized versatility, stating, "You can do this job in a cafe, at home, or even in the park. Like I said, it doesn't feel like work. Wherever I do it, I still enjoy it." Didem pointed out the convenience and contrast with teaching, mentioning:

"It's not as physically demanding as teaching; it's entirely remote. When I'm hungry, I go and have my lunch. I can have my tea whenever I want, and I can use the restroom. These are miraculous things for a teacher."

Oğuz also highlighted remote work possibilities, stating, "You can do office work anywhere you find a computer, but of course, sometimes you still need to go to the office." Finally, Gül provided an illustrative example of remote work's flexibility, noting, "For example, even during busy times, when I'm staying at a friend's house, I can still sit down with them and do something before work. I can change cities and work while staying there."

Explored by the participants, the flexibility of remote work emerged as a focal point, demonstrating its adaptability across different environments and its contrast with traditional teaching roles.

4.2.2.5. Career Path Cultivation

Moving into the final sub-theme of the second research question, "*Career Path Cultivation*," the participants' insights converge around two key aspects: "*Nurtured Professional Development*" and "*Prospects for Future Opportunities*".

4.2.2.5.1. Nurtured Professional Development

The participants indicated the importance of receiving valuable guidance and mentorship in their new careers, which contributes to their nurtured professional development. Didem highlighted this, stating, "Our leaders provide us with more mentorship... for example, they will conduct the weekly training. They always explain things patiently and in detail, aiding. In that regard, they have a very positive approach, and they make an effort." Ada shared her experience of continuous knowledge exchange within the team, stating, "We are constantly engaged in exchanging ideas. In processes where we are not entirely certain, we can consult a more experienced colleague or someone who has faced a similar situation." Gül underlined the supportive atmosphere, mentioning, "There are many helpful people. When we had a question and asked, 'What can we do about this?' without keeping the customer waiting, they immediately provided assistance. So, I started quite happy." This shows how their new work environments foster their professional growth through ongoing mentorship, knowledge sharing, and guidance from colleagues and leaders.

4.2.2.5.2. Prospects for Future Opportunities

In the context of "*Prospects for Future Opportunities*," the participants discussed the significant contrast with their previous teaching careers, where limited prospects were indicated. Mainly, they emphasized the encouragement for skill development and the availability of various pathways for growth. For example, Ada noted: "The company encourages us to develop different skills. We have something called an individual incentive package. Each person has \$250 to use within a year, which they can use to enhance their skills in any area they want." Aurora highlighted the advantages of her current role, stating:

"In my current job, I attend new trade fairs. There will be trade fairs that we will go to abroad. It adds a lot. I meet many people. Numerous individuals contribute to things that can touch your life in an instant and change your perspective. It also has the advantage of working with big names and companies."

Gül shared insights into the opportunities within her company, mentioning:

In our company, there are different departments, and the job postings are shared for them. We can say to our leaders, 'I want to apply for this.' This month, something new started. My leader initiated a career planning process for me. He says, 'Where do you see yourself in the future? What are your current strengths and weaknesses? Based on these, what can we do to improve?' There could be training sessions or, as I mentioned, it could help us connect with people working in those departments.

Hokomoko expressed a broader perspective on opportunities, stating, "In the field we work in now, everyone has opportunities. By opportunities, I mean not just in the current environment but also in rival companies or in firms that extend to other countries." Nehir's perspective on her career trajectory emphasized, "Currently, there's a career path that's progressing upward. This is both financially and in terms of decision-making. My sphere of influence is expanding, and I like that."

Consequently, by contrast to their previous teaching careers, the participants reflected the promising opportunities for growth in their new careers, with support for skill development and various pathways to advancement, exemplified by Ada's incentive package, Aurora's engagement in trade fairs, Gül's company-backed career planning, Hokomoko's recognition of broad industry opportunities, and Nehir's contentment with her upward career trajectory.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.0 Presentation

This section will provide a thorough discussion of the study's findings, analyzing them in relation to the research questions and the theoretical framework provided by the Job Demands-Resources (JD-R) model. The exploration of the participants' experiences and perceptions of teacher turnover will be presented in alignment with the primary research question. Subsequently, the focus will shift to the second research question, which delves into the participants' reflections on their departure from the teaching profession, a comparison of their current careers, and their initial motivations for pursuing a teaching career. The conclusion will synthesize the key takeaways from the study, emphasizing the broader insights gained from the investigation into teacher turnover and attrition. This section will also underscore the implications of the study's findings, shedding light on their significance for educational practice and policy. Finally, recommendations for future research avenues will be proposed, aiming to bridge existing gaps in the literature and guide further scholarly exploration in the field.

5.1 Discussion

Job Demands

The exploration of job demands revealed several key issues affecting participants: excessive paperwork and duties leading to workload, challenges related to student behavior causing emotional strain, limited administrative support, and difficulties in maintaining a work-life balance. The findings from this study revealed that workload encompasses not only the time and effort invested in instructional activities but also extends to other demanding aspects such as lesson planning, grading, administrative

tasks, and addressing diverse student needs. Participants expressed concerns about the potential toll that an unsustainable workload can take on their overall well-being, leading to heightened stress levels. These outcomes resonate with established literature, as Hanson (2013) highlights the link between excessive job demands and heightened stress among educators. This connection often results from the perception of overwhelming obligations and insufficient time for completion. Various factors such as course overload, administrative paperwork, government initiatives, divisional responsibilities, and participation in extracurricular activities contribute to an elevated teacher attrition rate. Additionally, research by Martin et al. (2012) further emphasizes the detrimental consequences of a demanding workload on teacher well-being, effectiveness, and job satisfaction.

In terms of the emotional demands encountered by teachers, their discussions shed light on the issue of mobbing they often confronted, particularly stemming from rumors circulated by their colleagues. While direct causality between mobbing and the participants' decisions to leave may not be conclusively established, it is plausible to argue that such experiences have an unfavorable influence on teachers' perceptions of the school climate. This assertion is supported by the notion that negative workplace gossip involving forms of poor interpersonal treatment, such as verbal attacks and personal insults, can contribute to cultivating an environment of disrespect within the organizational context (He et al., 2023). In line with this, the repercussions of negative workplace gossip extend to encompass a range of adverse consequences for the individuals targeted. Notably, these consequences encompass emotional exhaustion as evidenced by studies such as Wu et al. (2018), and even a heightened propensity to contemplate resigning from their positions, as indicated by research conducted by He and Wei (2022).

While not extensively complained, student behavior emerged as an issue, predominantly highlighted by a participant with a teaching experience of 9 months. Given her status as a novice teacher, encountering challenges related to student behavior is foreseeable, as novice educators are in the process of constructing their teacher identity and refining their instructional strategies (Feiman-Nemser, 2001).

This developmental phase inherently entails the anticipation of difficulties in classroom management (Akcór & Savasci, 2020).

Another prominent challenge that emerged was the lack of effective administrative assistance and counseling resources, leaving teachers grappling with personal and professional hardships without the necessary safety nets. Previous studies show that teacher stress is influenced by the interaction of individual and environmental factors, including social and institutional support (Lazarus & Folkman, 1984; Saeki et al., 2018). Research highlights that teachers who perceive inadequate administrative support are more likely to leave (Sutcher et al., 2016). Administrators fostering trust, offering platforms for expression, and maintaining positive relations with teachers can mitigate burnout and enhance well-being (Devos et al., 2012; Fernet et al., 2012; Pas et al., 2012).

The results also showed that teachers were having a hard time finding a balance between their work life and personal life. To be satisfied, one should find some time to relax, breathe after work, have some hobbies, etc. As research says, Prolonged working hours and lack of work-life balance practices hinder social and family activities, leading to stress and a desire to leave the job (Kakar et al., 2019). This conundrum is further compounded by the disheartening reality that educators frequently express how their teaching efficacy is detrimentally impacted by the ongoing struggle to harmonize their professional commitments with personal life demands (Helmke, 2020). Workers who effectively balance their personal and work responsibilities express greater job contentment, thereby diminishing their likelihood of job departure (Hasan et al., 2021).

5.1.1 Job Resources

Job resources are salient as they offer essential support, tools, and conditions for employees to perform their roles effectively and improve their overall well-being. The study's findings primarily indicated that participants encountered numerous challenges concerning time management, instructional materials, technology utilization, physical environment, professional development opportunities, guidance, autonomy, decision-

making, communication, as well as job satisfaction and commitment. While salary has frequently emerged as a crucial factor in turnover and attrition studies (e.g., Gilreath, 2018; Smith & Ingersoll, 2004; Vaughn & Scherff, 2008; Yastibas et al., 2022), it seems intriguing that it didn't prominently surface within the accounts of the participants in this study. This may suggest that other concerns might have taken precedence over its importance or that it wasn't a primary focus for these individuals.

Time itself is a valuable resource in the workplace. Adequate time allows employees to complete tasks thoroughly and engage in learning and development activities. The results showed that the participants were consistently under time pressure during school hours, suggesting that the luxury of time wasn't readily available to them. This aligns with the notion that the demands of the teaching profession can become overpowering, leading to elevated stress levels among educators. The stress experienced by teachers due to the overwhelming demands of their jobs aligns with the idea that an excessive workload and insufficient time can negatively impact well-being. Factors such as managing a heavy course load and handling administrative tasks are compounded by the shortage of time, potentially contributing to the observed high rates of teacher turnover mentioned by Hanson (2013).

A comprehensive English classroom requires diverse instructional materials for effective learning. While quantity wasn't an issue, participants often found materials unsuitable for age and level. Henry (1986) emphasizes suitable materials' importance in retaining teachers, as inadequate resources contribute to attrition, aligning with participants' feedback.

Participants voiced discontent with the school's physical conditions, specifically citing issues with the prevalence of gray concrete spaces and limited space within the teachers' room and the overall school environment. This dissatisfaction underlines the significance of creating an environment that is visually appealing and spacious, as these factors contribute to heightened engagement, collaboration, and overall well-being for both teachers and students. The importance of these physical conditions aligns with the idea that good working conditions yield positive outcomes. According to Becker (1981), favorable physical conditions are linked to enhanced job satisfaction, attendance, effort, effectiveness, and morale. Keller (2003) further accentuates the

inextricable link between teachers' job satisfaction and their work environment, emphasizing that physical surroundings significantly impact job contentment and performance. Furthermore, the connection between physical conditions and job performance is evident in the consequences of inadequate facilities. Insufficient working conditions have been shown to lead to decreased job performance and a higher turnover rate (Becker, 1981), emphasizing the tangible impact of the environment on professional outcomes.

The participants identified a lack of professional development opportunities, guidance, and mentorship within their school environments. Supportive school environments correlate with decreased teacher attrition rates. (Guarino et al., 2006; Ingersoll, 2001; Weiss, 1999). Creating supportive school leadership and implementing impactful professional development are strategies that school administrators can employ to assist teachers and potentially result in increased teacher retention (Geiger & Pivovarova, 2018). Administrative support, encompassing responsibilities aligning with teachers' preferences, professional development opportunities, and collaboration time, has consistently been linked to teachers' decisions to stay or leave the profession (Ingersoll & Kralik, 2004; Ladd, 2011; Leung & Lee, 2006).

Given the teachers' years of experience, which positions them beyond novices, it can be argued that they recognize the need for further development, aligning with the challenge faced by mid-career educators who possess expertise but encounter limited advancement opportunities (Day & Gu, 2007). The participants also highlighted that some seminars existed but were ineffective, which echoes Whitaker et al.'s (2007) finding that teachers find professional development valuable when it is personally and professionally relevant. Developing teachers carries numerous benefits, enhancing their sense of achievement and positively impacting student success as Akiba and Letendre (2009) emphasize the connection between teachers' professional development and student achievement.

In relation to autonomy and decision-making, participants often voiced dissatisfaction regarding limited autonomy and exclusion from decision-making processes which emphasizes the pivotal role of autonomy in teacher job satisfaction and retention.

Participants' autonomy-related concerns align with research highlighting autonomy's role in teacher satisfaction and retention. The significance of autonomy is highlighted by research indicating that its loss, coupled with inadequate support, leads to teacher dissatisfaction. A lack of independence in job execution can trigger disengagement and is a key driver of attrition (Devos et al., 2012; Pas et al., 2012). Moreover, the absence of input in instructional decisions, a facet of autonomy, emerges as a primary cause of teacher turnover. Dissatisfaction, administrative concerns, and accountability pressures, all contribute to attrition (Sutcher & Darling-Hammond, 2016).

Within the scope of the present study, communication emerged as a salient thematic element. Participants notably underscored issues related to the administrative sphere, citing a prevailing hierarchical and distant disposition towards educators. Furthermore, the study identified positive dimensions of teacher-student communication as noteworthy. In the field of education, educators express a need for communication with their administration to acquire information/feedback, address emotional issues, and receive evaluations of their performance (Bueker, 2005). In cases where administrators are unavailable, this absence can lead to emotions of isolation, burnout, and eventual turnover (Richardson et al., 2008). Educational professionals also face challenges in effectively engaging with colleagues, students, and parents (Räsänen et al., 2020). However, in this study, participants did not express any issues with students. On the contrary, they highlighted that students were a contributing factor to the school's tolerable atmosphere. An argument can be posited that augmenting teachers' resources could potentially enhance student motivation to the extent that it becomes a factor in their decision to remain in the profession. This proposition aligns with the highlighted significance of a positive teacher-student connection as an intrinsic motivator for those who continue their careers (Arthur & Bradley, 2023; Kelchtermans, 2017; Perrachione et al., 2008).

Regarding communication with parents, teachers generally expressed satisfaction; nevertheless, their concerns primarily revolved around being contacted outside of their regular working hours. Van Droogenbroeck et al. (2014) found that there was no connection between burnout and the quality of relationships with parents. This lack of association might be attributed to the infrequent interactions that teachers have with

parents, occurring only a few times each year, potentially explaining the absence of an impact on burnout and job dissatisfaction. As for interactions with peers, participants commonly reported that relationships were formed either due to shared challenges or conflicts among teachers. Collegial support and relationships are underscored as significant factors influencing teacher attrition (Burke et al., 2013). Research indicates that educators are inclined to remain in schools where positive peer relationships are prevalent (Farmer, 2020). Particularly in Turkey, where secondary schools often have a communal staff room used by all teachers, daily interactions and relationship-building among colleagues are common, suggesting that collegial bonds are integral to work engagement (Yerdelen et al., 2018).

The final sub-theme examined within the domain of job resources pertains to job satisfaction. Numerous researchers and studies have highlighted a significant correlation between teachers' job satisfaction and their intention to leave, emphasizing a strong link between these two factors (Amah, 2009; Dos Santos, 2016; Hoyt, 2012; Skaalvik & Skaalvik, 2020). The participants in the study shared an overall dissatisfaction with their teaching roles, further revealing a lack of attachment to the school and a sense of emotional exhaustion. The significance of commitment to teaching emerges as pivotal in shaping both teachers' job satisfaction and their inclination to remain in the profession (Billingsley, 2004; Klassen & Chiu, 2011; Tait, 2008). Notably, the main drivers behind teachers expressing an intention to leave their positions are a lack of professional commitment and various challenges inherent in the school system and workload, in line with the findings of Räsänen et al. (2020). Moreover, the persistent associations between teacher stress and exhaustion and adverse outcomes, such as reduced self-efficacy, job satisfaction, and professional commitment, as well as burnout and attrition, have been established by Skaalvik and Skaalvik (2016). The gender dimension also comes into play, with female educators often reporting higher workloads and elevated levels of emotional exhaustion compared to their male counterparts (Van Droogenbroeck et al., 2016; Lau et al., 2005; Maslach et al., 1996). These findings align with the results of this study, as female participants shared experiencing more emotional moments, including daily instances of crying at school. Additionally, participants stressed their motivation derived from their students. The positive behavior, academic achievements, and overall satisfaction

of students significantly contribute to teacher job satisfaction (Johnson et al.,2012). However, it becomes apparent that students alone may not be the sole contributing factor in retaining teachers within the school environment.

5.1.2 Turnover Interpretation

The participants' assessment of their departure indicated that they perceive systemic issues in schools and teacher education as pivotal. This sentiment aligns with research conducted by Räsänen et al. (2020), which similarly demonstrated that system-wide elements, including dissatisfaction with the school system, ranked as the third most significant category inducing turnover intentions. Concerning teacher education, the findings indicated that participants believed their educational experiences inadequately prepared them for real classroom situations, a realization that became apparent as they began their teaching careers. Throughout the years, criticism has been directed at teacher education for its failure to adequately equip student teachers to face the practical challenges of the teaching profession (Müller-Fohrbrodt et al., 1978; Veenman, 1984). It was emphasized that upon finishing their teacher training, novice educators encountered a "reality shock" during their initial year in response to the challenges of teaching practice and the stark contrast between their ideals and the practicalities of daily school life (Koetsier, 1995). This disconnection between perceptions and realities often contributes to the intentions of novice teachers to leave the profession, resulting from a perceived misalignment between their initial expectations and the actual demands of the job, leading to emotional strain (Hong, 2010).

Additionally, they highlighted that their decision to leave signifies a sense of liberation and inner tranquility. This outcome holds importance, as it underscores their experience of feeling burdened and emotionally distressed within their teaching roles. Given the multitude of job demands articulated by the participants, it is inevitable for teachers not to experience feelings of dissatisfaction and exhaustion. When examining studies on teacher burnout, it becomes apparent that individuals who are emotionally exhausted, have high levels of work stress, are dissatisfied with their jobs, and are expected to work long hours outside their contractual hours (Naono-Nagato et al.,

2019) tend to experience burnout more, ultimately fostering an environment where leaving their profession becomes a likely outcome (Fukui et al., 2019; Hoeve et al., 2020).

The participants emphasized the importance of familial and friend support in their decision to leave, recognizing its value in addressing uncertainties during a significant life transition. Such support can serve as a refuge for employees seeking relief from their demanding work encounters. Although it might offer only a transient relief, it can still contribute to mitigating job-related stress (Zhou et al., 2020).

Ultimately, participants underscored the precarious nature of switching careers due to the uncertainty of the future, simultaneously viewing their departure as a transformative juncture. This perspective aligns with the prevailing understanding that a teacher's definitive decision to exit the teaching profession is frequently accompanied by protracted contemplation concerning the underlying factors, incentives, and potential risks involved, alongside the vital resources required for facilitating a significant transition in their professional journey (Clandinin et al., 2009; Heikonen et al., 2016).

5.1.3 Choosing the Teaching Path

The findings concerning the "choosing the teaching path" reveal an interesting perspective contrary to previous studies. It is evident that participants' decision to become teachers was not initially aligned with their aspirations. Rather, a significant number of participants opted for this career due to limited career opportunities upon completing their studies in the English language department during high school. This emphasizes the role of practical considerations and external factors in shaping career choices. This finding diverges from previous research (e.g., Bastick, 2000; Huberman et al., 1993; Richardson & Watt, 2005; Rinke, 2008) which have often emphasized motivations like passion for the subject, a sense of duty towards children, and job stability as driving factors for enrolling in teacher programs. Olsen (1991) also highlighted financial factors such as salary and expenses as influencing the choice to become a teacher, in contrast to the findings presented here.

Interestingly, these results resonate with other research that suggests family members and influential teachers from participants' educational experiences can significantly influence their choice of a teaching career, as observed in Brinthaupt's study (1999). The considerable impact of personal connections and external influences on individuals' career decisions highlights the complexity involved in choosing a career path, where personal aspirations interact with external factors.

5.1.4 Career Path Comparison

Participants who were previously teachers have embarked on diverse career journeys, ranging from becoming brokers and tattoo artists to yoga instructors and marketing chiefs. A common thread across participants' discussions was the transition from traditional, hierarchical teaching environments to more equalitarian organizational structures in their current careers. This shift reflects a broader societal trend towards flatter hierarchies that empower employees. The autonomy granted in their new roles enables them to be decision-makers, empowering them to innovate and contribute effectively. This shift is crucial, as it aligns with contemporary workplace ideals that emphasize collaboration and individual agency. Diah and Cahyadi (2020) highlight the integration of empowerment as a crucial organizational mechanism, which involves granting employees greater autonomy and control and fostering commitment and satisfaction (Zaraket et al., 2018). Furthermore, Sohail and Ilyas (2018) state that affective commitment drives autonomous dedication while continuance commitment maintains organizational affiliation, and previous studies affirm that organizational support for employee empowerment cultivates trust and commitment (Widayanti & Sariyathi, 2016; Kariuki & Kiambati, 2017; Reidhad, 2020). The transition from teaching to varied roles emphasizes the importance of self-directed schedule management and its positive impact on work-life balance. Participants note that the flexibility to structure their workday around personal commitments enhances their overall well-being. This newfound control over their schedules is a marked departure from the rigid timings often associated with teaching (Certo & Fox, 2002). The ability to balance work with personal life not only boosts job satisfaction (Hasan et al., 2021) but also leads to increased productivity and reduced burnout (Nápoles, 2022; Nayeem & Tripathy, 2012).

Many participants highlighted the ability to work remotely, which was a rarity in their previous teaching roles. It can be argued that remote work offers them the flexibility to choose their work environment, leading to increased job satisfaction (Dubrin, 1991; Guimaraes & Dallow, 1999; Virick et al., 2010). The shift to diverse careers has exposed participants to upgraded physical work settings, which can significantly impact motivation and job satisfaction (Altman & Lett, 1970; Crouch & Nimran, 1989; Dole & Schroedder, 2001). For example, a yoga instructor's serene studio or a tattoo artist's creative workspace contrasts sharply with the traditional classroom. Additionally, participants report that their current organizations actively invest in their professional development, nurturing their skills and fostering a culture of continuous learning. This focus on growth aligns with modern workplace expectations (Floden et al., 2020; Graham & Shier, 2014) and emphasizes a commitment to employee progress (Davis, 2015).

The participants' predominantly positive views about their current job titles might be partly attributed to the exhilaration of engaging in something new and unexplored. The excitement that accompanies embarking on fresh career paths can often amplify the positive aspects, shaping their optimistic perspectives. However, it's crucial to recognize that as time passes and the novelty subsides, their perceptions may evolve and adapt to the ongoing realities of their chosen professions.

5.2 Conclusion

This phenomenological study set out to explore the reasons behind teacher turnover for former English language teachers in the Turkish context and to compare their teaching experiences with their subsequent careers. Through the lens of the Job Demands-Resources (JD-R) model, the study delved into the job demands and job resources that shaped participants' decisions to leave the teaching profession and their perceptions of their subsequent career paths. By embracing a phenomenological approach, the participants' lived experiences are thoroughly explored to provide a comprehensive understanding of the factors influencing their decisions to leave.

The exploration of job demands revealed a range of issues affecting participants, including excessive workload, challenges related to student behavior, limited administrative support, and difficulties in maintaining work-life balance. These findings align with established literature highlighting the connection between demanding job conditions and heightened stress among educators. The emotional demands faced by teachers, including experiences of mobbing and negative workplace gossip, were found to contribute to unfavorable perceptions of the school climate. The study also identified various job resources that influenced participants' teaching experiences and their decision to leave. These resources encompassed aspects such as time management, instructional materials, physical environment, professional development opportunities, autonomy, decision-making, communication, and job satisfaction. The role of supportive school environments, effective administrative assistance, and positive peer relationships emerged as crucial factors impacting teacher retention. The interpretation of turnover revealed that systemic issues within schools and inadequacies in teacher education played pivotal roles in participants' decisions to leave. Their departure was perceived as a transformative juncture, marked by a sense of liberation from emotional distress and an acknowledgement of the importance of external support systems. The study also highlighted the impact of family and influential individuals on career decisions, challenging traditional notions of motivations for choosing the teaching profession.

In comparing their teaching experiences with their current careers, participants' transition from hierarchical teaching environments to more autonomous and collaborative organizational structures showcased the changing landscape of modern workplaces. The newfound flexibility, remote work options, upgraded physical settings, and emphasis on professional development in their current roles contributed to their positive perceptions. However, it's important to recognize that the initial excitement of new career paths could evolve over time.

In conclusion, this study offers valuable insights into the factors influencing teacher attrition in the Turkish context. The findings draw attention to the significance of addressing job demands, providing essential job resources, and fostering supportive school environments to enhance teacher retention. Additionally, the exploration of career transitions emphasizes the evolving nature of modern workplaces and the

influences shaping individuals' career choices and perceptions. As educational institutions and policymakers strive to enhance teacher retention, this research provides a foundation for implementing strategies that promote job satisfaction, well-being, and professional growth among educators.

5.3 Implications

The study's findings yield specific implications regarding teacher turnover among former English language teachers. Excessive workload, emotional strain from student behavior challenges, limited administrative support, and difficulties in achieving work-life balance emerged as significant job demands leading to stress and attrition. Negative workplace gossip, like mobbing, also played a role in teachers' decisions to leave. Insufficient support, inadequate materials, and limited autonomy contributed to their dissatisfaction. Moreover, their departure perceptions and systemic issues within education were critical. Inadequate teacher preparation and mismatches between expectations and reality led to emotional strain and intentions to leave. Family and friend support, along with career transition uncertainties, influenced their decisions. In contrast to prior research, practical considerations influenced career choices rather than passion. Former teachers pursued diverse careers, noting shifts from hierarchical teaching to autonomous roles. Flexibility, remote work, improved settings, and continuous learning were viewed positively.

From a policy perspective, the identification of specific job demands and lack of resources contributing to teacher turnover emphasizes the urgent need for targeted interventions aimed at alleviating these stressors. Policymakers can use these insights to shape initiatives that enhance administrative support, streamline workload, and provide avenues for professional growth, ultimately bolstering teacher retention. In terms of practice, these findings offer practical guidelines for schools and educational institutions to foster a more supportive work environment. Strategies such as mentorship programs, autonomy in decision-making, and improved communication channels can be implemented to address the identified challenges and enhance teachers' job satisfaction.

5.4 Recommendations for Future Research

Several recommendations for further research emerge from this study's findings. Firstly, conducting a similar investigation with public school teachers and comparing their experiences with those of private school teachers would provide valuable insights into how differing institutional contexts influence teacher turnover. Such a comparative analysis could shed light on the unique challenges and resources associated with each sector, potentially unveiling factors that are more prevalent in one setting over the other. Furthermore, investigating various career paths and their organizational cultures could provide insights into why some professions yield higher retention rates than others. Additionally, exploring the effectiveness of interventions aimed at reducing job demands and enhancing job resources could yield practical strategies for addressing teacher turnover. Longitudinal studies tracking teachers' experiences over time would allow for a deeper understanding of how perceptions change and evolve as teachers progress through their careers. Lastly, delving into the impact of cultural and regional variations on teacher turnover could uncover context-specific dynamics that contribute to attrition. By addressing these research gaps, a more comprehensive understanding of teacher turnover and retention could be achieved, leading to informed policy and practice improvements.

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APPENDICES

A. INTERVIEW PROTOCOL

Introduction:

<p>Introduction Key Components:</p> <ul style="list-style-type: none">- Thanking- Purpose- Confidentiality- Duration- How interview will be conducted- Opportunity for questions	<p>Thank the participant for their time and explain the purpose of the interview, which is to gain insight into the topic of English teacher turnover and attrition in the Turkish context. Inform the participant that there will be two sets of interviews, each lasting between half an hour and forty minutes, and that the first interview will focus on their background information and past experiences, and the second on their present experiences and reflections on the topic. Ask for their consent (See Appendix A.) to participate in the study and ensure them that their responses will be kept confidential and anonymous.</p>
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First Interview:

<p>First Interview Key Components:</p> <ul style="list-style-type: none"> - 18 Open-ended questions related to interviewee's background information and past experiences - Ask factual before opinion - Use probes as needed 	<ol style="list-style-type: none"> 1. Can you tell me a little bit about your educational background? 2. Can you describe the time when you wanted to become an English teacher? <p><u>Probe(s):</u></p> <ol style="list-style-type: none"> a. How did you become interested? b. What inspired you? <ol style="list-style-type: none"> 3. How did you feel when you first became a teacher? Please tell me about your first day. 4. Can you describe your previous teaching experience, including the types of institutions you have worked for and the duration you worked as a teacher? 5. Take me through a day in your work life as an English teacher. 6. How did you see your role as an English teacher? <p style="text-align: center;">TIME</p> <ol style="list-style-type: none"> 7. How would you describe the use of time at the last institution you worked in? <p><u>Probe(s):</u></p> <ol style="list-style-type: none"> a. How was the distribution of time to collaborate with other teachers? b. How was the distribution of non-instructional time? <ol style="list-style-type: none"> 8. Can you describe the time you spent on school-related <u>activities</u> throughout the week (before school/after school)? 9. Can you talk about the work-life balance that you had when you were a teacher? 10. What were the things that you were responsible for at work? (e.g., meetings, monitoring students during break times, assessment, professional development, paperwork, etc. <p style="text-align: center;">FACILITIES AND RESOURCES</p> <ol style="list-style-type: none"> 11. Please tell me about the appropriateness and sufficiency of instructional materials in your last institution. 12. Can you talk about teachers' access to technology, the internet, and office equipment? 13. How would you depict the physical environment of the school and the classrooms? <p><u>Probe(s):</u></p> <ol style="list-style-type: none"> a. Was the school environment clean? b. Were there enough places for teachers to work productively?
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	<p>15. Can you talk about the growth opportunities in your school environment?</p> <p style="text-align: center;">TEACHER AUTONOMY, INVOLVEMENT AND COMMUNICATION</p> <p>15. How were you involved in decision-making at work? <u>Probe(s):</u></p> <p>a. Were you consulted about important decisions that impacted your job?</p> <p>b. Were you consulted about the assessment?</p> <p>16. To what extent could you decide on your own pace of work?</p> <p>17. How would you describe the communication between you and your colleagues, administrators, and students? <u>Probe(s):</u></p> <p>a. Was there open and effective communication?</p> <p>18. How would you explain the guidance and mentorship given by the administration and your colleagues?</p> <p style="text-align: center;">Before finishing the first interview, ask if the participant has anything else to add. Thank the participant.</p>
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Second Interview:

<p>Second Interview Key Components:</p> <ul style="list-style-type: none"> - Open-ended questions related to interviewee's present experiences - Interviewee's reflection of leaving teaching career - Ask factual before opinion - Use probes as needed 	<p>1. Can you describe your current position? <u>Probe(s)</u></p> <p>a. How did you feel when you first started this position?</p> <p>2. How do you think your current job differs in terms of the use of time we talked about in the previous interview? <u>Probe(s):</u></p> <p>a. How is the distribution of time to collaborate with colleagues?</p> <p>3. Can you talk about your work-life balance?</p> <p>4. What are your responsibilities in your current job?</p> <p>5. How would you depict the physical environment of your workplace? <u>Probe(s):</u></p> <p>a. Is the workplace clean?</p> <p>b. Are there enough places for everybody to work productively?</p> <p>6. Can you talk about the growth opportunities in your current position?</p> <p>7. How are you involved in decision-making at work?</p> <p>8. To what extent can you decide on your own pace of work?</p>
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	<p>9. How can you describe the communication between you and your colleagues, boss, and supervisor(s)?</p> <p><u>Probe(s):</u></p> <p>a. Is there open and effective communication?</p> <p>10. How would you explain the guidance and mentorship given by your supervisor(s) and colleagues?</p> <p>11. Looking back on your experiences as an English teacher, tell me the things that you remember the most.</p> <p>12. How do you feel your experiences have shaped your perspective on English teaching and education?</p> <p>13. Given what you have said about your previous teaching experience and given what you have said about your work now, how do you understand leaving your teaching career in your life? What sense does it make to you? (Adapted from Seidman, 2006)</p> <p>14. Can you describe your experience of leaving your teaching career? What led up to that decision?</p> <p>15. How did you feel when you made the decision to leave your teaching job? Can you describe your emotional experience at that time?</p> <p>16. What were some of the specific challenges or difficulties you faced in your teaching job that contributed to your decision to leave? Can you describe those challenges in detail?</p> <p>17. How did leaving your teaching job impact your personal and professional life? Can you describe any changes or challenges that you experienced as a result of leaving your job?</p> <p>18. Looking back on your decision to leave your teaching job, how do you make sense of that experience now? What have you learned from that experience, and how has it influenced your future/other career choices?</p> <p>19. Can you describe any support or resources that were available to you when you were making the decision to leave your teaching job? How did those resources impact your decision-making process?</p>
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Closure:

<p>Closing Key Components:</p> <ul style="list-style-type: none"> - Additional Comments - Thanking 	<p>Before finishing, ask if the participant has anything else to add. Thank the participant for their time and contributions. Inform them that their responses will be kept confidential and anonymous and that the results will be used only for research purposes. Explain that they can ask for a copy of the</p>
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	transcript to review. If they have any questions or concerns, provide them with contact information for the researcher.
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B. INFORMED CONSENT FORM

Dear Participant,

The following information is provided for you to decide whether you wish to participate in the present study titled “ENGLISH TEACHER TURNOVER AND ATTRITION IN THE TURKISH CONTEXT: A PHENOMENOLOGICAL STUDY”.

The study aims to investigate the leading causes attributed to English teacher turnover and attrition in the Turkish context. The study is conducted by Dilan Fadime Çetin, a master's student in the English Language Teaching department at Middle East Technical University – Ankara and supervised by Prof. Dr. Abdullah Cendel Karaman. The purpose of this study is to gather information through two semi-structured interviews with former English language teachers in various cities in Turkey who have transitioned into non-teaching-related professions. Each interview will be conducted via video conferencing tool, Zoom, and will take approximately 30-40 minutes and will be audio taped. Only the thesis supervisor, Prof. Dr. Abdullah Cendel Karaman, might have access to the transcripts, if necessary. Even in this situation, your names will not be shared with the supervisor. Participation in this study is entirely voluntary. You are free to withdraw at any time without giving any reason. The confidentiality of your responses will be maintained, and the data collected will be used only for research purposes. Your participation in this study will not have any negative consequences on you. By participating in this research and sharing your experiences, you will contribute to identify the causes of English teacher turnover, which may give insights of the working conditions and job satisfaction of English teachers.

If you have any questions regarding the study or its procedures, please feel free to ask the researcher via email 

By signing below, you acknowledge that you have read this consent form, understand the information provided, and voluntarily agree to participate in this study.

I am participating in this study totally on my own will and am aware that I can quit participating at any time I want/ I give my consent for the use of the information I provide for scientific purposes.

Name Surname

Date

Signature

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C. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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Konu: Değerlendirme Sonucu

15 MAYIS 2023


Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)


İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu


Sayın Prof. Dr. A. Cendel KARAMAN

Danışmanlığımı yürüttüğünüz Dilan Fadime Çetin'in "*GONE WITH THE WIND: A PHENOMENOLOGICAL STUDY OF ENGLISH TEACHER TURNOVER AND ATTRITION IN THE TURKISH CONTEXT*" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek **0294-ODTÜİAEK-2023** protokol numarası ile onaylanmıştır.

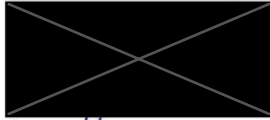
Bilgilerinize saygılarımla sunarım.

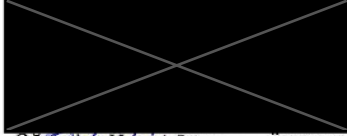

Prof. Dr. Ş. Halil TURAN
Başkan



Prof. Dr. İ. Semih AKÇOMAK
Üye


Doç. Dr. Ali Emre Turgut
Üye


Doç. Dr. Şerife SEVİNÇ
Üye


Dr. Öğretim Üyesi Murat Perit ÇAKIR
Üye


Dr. Öğretim Üyesi Süreyya ÖZCAN KABASAKAL
Üye


Dr. Öğretim Üyesi Müge GÜNDÜZ
Üye

D. TURKISH SUMMARY / TÜRKÇE ÖZET

GİRİŞ

Çeşitli iş alanlarında görülen işten ayrılma fenomeni, yüksek işten ayrılma oranlarının ve sonuçlarının yarattığı zorlukları yansıtmaktadır (Dwesini, 2019; Jang & Kandampully, 2018; Michael & Fotiadis, 2022; Sulamuthu & Yusof, 2018). Türkiye'de diğer ülkelerde olduğu gibi nitelikli ve deneyimli İngilizce öğretmenlerinin devamlılığının sağlanması, eğitim kurumları için bir sorun teşkil etmektedir. Strateji belgeleri (MoNE, 2017), medya haberleri (Milliyet Gazetesi, 2014) ve birkaç çalışma (Ozoğlu, 2015a, 2015b) öğretmenlerin mesleği bırakmasını vurgular. Bu sorun, eğitim kalitesini etkilerken, ekonomik ve sosyal maliyetleri beraberinde getirmektedir (Yıldırım, 2017).

Daha önceki çalışmalar iş tatmininin öğretmenlerin işten ayrılmasına katkıda bulunduğunu belirlemiş olsa da (Ingersoll, 2012; Henson & Villarreal, 2019), Türkiye'deki özel okullarda çalışmış İngilizce öğretmenlerinin deneyimlerine odaklanan daha fazla çalışmaya ihtiyaç duyulmaktadır. Bu olgu bilim araştırması, Türkiye'de özel okullarda İngilizce öğretmenliği yapmış katılımcıların mesleği bırakma nedenlerini incelemekle ve şu anki yapmış oldukları iş ile öğretmenlik deneyimlerini karşılaştırmaktadır. Araştırma, öğretmenlerin mesleği bırakma literatüründeki eksiklikleri ele alarak, İngilizce öğretmenlerinin deneyimlerine dair içgörü sunmaktadır.

Bu çalışma aşağıdaki araştırma sorularını yanıtlamayı amaçlamaktadır:

1. Eskiden İngilizce öğretmenliği yapmış katılımcılar, işten ayrılmalarını etkileyen faktörleri nasıl anlamlandırmaktadırlar?

2. Eskiden İngilizce öğretmenliği yapmış katılımcılar, öğretmenlikten ayrılma deneyimlerini nasıl tanımlamaktadır?

a. Eskiden İngilizce öğretmenliği yapmış katılımcılar, mevcut kariyerlerini geçmiş öğretmenlik deneyimleriyle nasıl karşılaştırmaktadırlar?

Kavramsal Çerçeve

İş Talep-Kaynakları (JD-R) modeli, eğitim alanı da dâhil olmak üzere çeşitli mesleki alanlarda çalışanların iyi olma durumunu ve işten ayrılmalarını incelemek için değerli bir teorik çerçeve haline gelmiştir. Bu model, iyi olma durumunu ve iş sonuçlarını analiz etmek için çeşitli iş bağlamlarında yaygın şekilde kullanılmıştır (Bauer et al., 2014). Bununla birlikte, bu model diğer disiplinlerdeki yaygınlığına rağmen, eğitim alanında daha az benimsenmiştir. İngilizce Dil Öğretimi alanında da JD-R modeli, öğretmen tükenmişliği, iş tatmini ve istifaya ilişkin çalışmalarda kullanılmıştır (örneğin, Ma ve ark., 2020; Qiu, & Li, 2022).

JD-R modeli, Demerouti ve arkadaşları tarafından (2000) geliştirilmiş olup iş çevresini ve iş özelliklerini iş talepleri ve iş kaynakları olmak üzere iki temel bölüme ayırır. Bu unsurların çalışanların iyi olma durumunu ve iş sonuçlarını doğrudan ve dolaylı olarak etkilediğini önerir. İş talepleri, sürekli fiziksel, psikolojik, sosyal veya örgütsel çaba gerektiren unsurları içerir ve özellikle tükenmişlik gibi belirli fizyolojik ve psikolojik sonuçlarla ilişkilidir (Demerouti ve ark., 2001). Bunun aksine, iş kaynakları çalışanların iş hedeflerini gerçekleştirmelerine yardımcı olur, talepleri azaltır ve kişisel büyümeyi teşvik eder (Bakker & Demerouti, 2017). Özerklik, destekleyici ilişkiler, ilerleme fırsatları, rehberlik ve mentorluk ile eğitim ve gelişim fırsatları bu tür kaynaklara örnektir. İş kaynaklarının çalışan bağlılığını artırdığı ve organizasyonlara daha fazla katılım sağladığı gösterilmiştir (Hakanen ve ark., 2006). Model, bu iş yönlerinin psikolojik ve fizyolojik durumları etkilediğini ve sonuçlarını olumlu veya olumsuz şekilde etkilediğini önerir. İş stresi ve tükenmişlik nedeniyle yüksek istifa oranları yaşanabilir, bu da çalışanların daha iyi iş-yaşam dengesini arayarak işten ayrılmalarına yol açar. Ayrıca, stres ve motivasyon eksikliği, düşük verimlilik ve düşük kaliteli iş yapmaya yol açarak örgütsel performansı olumsuz etkileyebilir. Öte

yandan, yeterli iş kaynakları, motivasyonu, katılımı ve olumlu sonuçları artırabilir, iyi olma durumunu ve zihinsel sağlığı iyileştirebilir.

JD-R modeli, İngilizce öğretmenlerinin istifa ve ayrılma süreçlerini anlamada karmaşık ilişkileri anlamak için kullanışlı bir çerçevedir ve iş kaynakları ile iş talepleri arasındaki potansiyel etkileşimleri hesaba katar. Bu çalışma, iş talepleri, iş kaynakları, tükenmişlik, iş tatmini ve istifa etme niyetleri arasındaki ilişkileri inceleyerek, İngilizce öğretmenlerinin istifa ve ayrılma konusundaki literatüre katkıda bulunmayı amaçlamaktadır.

YÖNTEM

Bu çalışma, eskiden İngilizce öğretmenliği yapmış katılımcılara odaklanan nitel bir araştırma yaklaşımı kullanmaktadır. Öğretmenlerin işten ayrılma fenomenini ve altında yatan duygusal deneyimleri kapsamlı bir şekilde anlamak amacıyla nitel bir araştırma yöntemi kullanılmaktadır. Nitel araştırma, katılımcıların deneyimlerini anlamayı ve yorumlamayı amaçlar (Morrow & Smith, 2000). Nitel bir yaklaşımın benimsenmesi, katılımcıların kariyer geçişlerindeki deneyimlerini derinlemesine inceleme bakımından uygun görülmüştür. Araştırma, tanımlayıcı niteliğine sahip bir nitel yöntem kullanmaktadır. Bireysel yaşam deneyimlerine odaklanan olgu bilim araştırma yöntemini kullanarak veri kaynaklarından sonuç çıkarmak yerine bireysel deneyimlere odaklanır (Moustakas, 1994). Özellikle, araştırma hedefleriyle uyumlu olarak, bu çalışmada Yorumlayıcı Olgu Bilim yaklaşımı benimsenmiştir. Bu yaklaşım, katılımcıların öğretmenlikten yeni mesleklerine geçişlerindeki deneyimleri keşfetmek için uygun bir çerçeve sunar.

Bu çalışmanın örnekleme, özel kurumlarda çalışmış ve öğretmenlik dışındaki mesleklere geçiş yapmış dokuz eski İngilizce öğretmenini içermektedir. Katılımcılar ölçüt örnekleme yöntemiyle seçilmişlerdir ve alanda çeşitli deneyim düzeylerine sahiptirler. Katılımcıların seçimi aşağıdaki kriterlere dayanarak yapılmıştır: (a) Özel bir okulda İngilizce öğretmeni olarak çalışmış olmaları, (b) istifa etmiş veya emekli olmuş olmaları ve (c) şu an öğretmenlik dışında bir meslek yapıyor olmaları.

Çalışma veri toplama aracı olarak iki yarı yapılandırılmış mülakat içermektedir. İlk mülakat, katılımcıların arka plan bilgilerine ve öğretmen olarak geçmiş deneyimlerine odaklanan bölümleri içermektedir. İkinci mülakatta, katılımcıların mevcut meslekleri ve deneyimlerine, öğretmenlik kariyerinden ayrılmalarına dair sorular yer almaktadır. Mülakatlar Zoom platformu aracılığıyla gerçekleştirilmiş ve katılımcılar deneyimlerini açık ve samimi bir şekilde paylaşmaya teşvik edilmiştir. Her bir katılımcı için toplamda 40-70 dakika arasında değişen sürelerde, her bir oturum arasında 4 ila 7 gün aralıkla olmak üzere toplamda iki mülakat yapılmıştır. Mülakatlardan önce, katılımcılara çalışmanın amacını, katılımın gönüllü olduğunu ve yanıtların gizliliğini belirten bir onay formu sağlanmıştır. Katılımcıların onayıyla, oturumlar verilerin doğru bir şekilde aktarılmasını sağlamak, transkript ve analizi kolaylaştırmak amacıyla kaydedilmiştir.

Verilerin analizi için MAXQDA 2022 kullanılmıştır. Analiz, önceden belirlenmiş kodlama kullanarak İş Talepleri ve İş Kaynakları bileşenleriyle doğrudan bağlantılı temaları belirlemekle başlamıştır. Ardından, JD-R Model'inin kullanılmadığı yeni temaları ortaya çıkarmak için tümevarım yaklaşımı uygulanmıştır. Bu hibrit yaklaşımı birleştirerek çalışma, analiz süreci boyunca yeni bulgulara açık kalırken, yerleşik teorik çerçevenin faydalarından yararlanmayı amaçlamıştır.

BULGULAR

Bu bölüm, katılımcıların öğretmenlik mesleğini bırakma deneyimlerini inceleyerek, bakış açıları hakkında içgörüler sunmaktadır. Ana temalar "İş Talepleri," "İş Kaynakları," "İşten Ayrılmanın Anlamlandırılması" ve "Kariyer Karşılaştırması" olarak verilmiştir.

İş Talepleri

"İş Talepleri" başlığı altında dört alt tema ortaya çıkmaktadır: "İş Yüğü," "Duygusal Talepler," "Destek Eksikliği" ve "İş-Yaşam Dengesi." Katılımcılar, belirli iş yükü unsurlarının yorucu olduğunu, özellikle teneffüs zamanlarında yapılan görevlerin ve yoğun sınıf saatlerinin zorlayıcı olduğunu ifade etmişlerdir. Okullarda diğer şubeler

arası iş birliđi, iş yükünü azaltmak için olumlu bir yaklaşım olarak görülmüştür. Negatif etkileşimler veya "Mobbing," zorbalık ve tacizi tasvir ederek öne çıkmıştır. Katılımcılar ayrıca sınıflardaki öğrenci davranışlarının kayıtsızlıktan rahatsız edici davranışlara kadar çok çeşitli olduğunu belirterek olumsuz öğrenci davranışlarına da değinmiştir. Katılımcılara göre bazı ebeveynler, finansal katkıları nedeniyle öğretmenleri satın alıyormuşçasına davranışlar sergilemişlerdir. Yetersiz yönetsel destek ve danışmanlık, kişisel ve profesyonel zorluklara yol açmıştır. Aşırı iş yükünün kişisel hayata etkisi, özellikle okul sonrası görevlerde ortaya çıkmıştır. Öğretmenler hem departman içi hem de ebeveynle ilgili toplantılara duydukları memnuniyetsizliđi dile getirmişlerdir, bu da kişisel zamanı sınırlamıştır.

İş Kaynakları

İş Kaynakları temasında sekiz alt tema öne çıkmıştır. Bu temalar: "Zaman Yönetimi," "Eđitim Materyalleri ve Teknoloji Erişimi," "Fiziksel Çevre," "Profesyonel Gelişim," "Özerklik ve Karar Verme," "İletişim," "Rehberlik ve Mentorluk," ve "İş Tatmini ve Bağlılık."

Zaman yönetimi açısından, katılımcılar okullarında zamanın etkin bir şekilde kullanılmamasından şikâyet etmişlerdir. Bunlara ek olarak eğitim materyallerin kimi zaman öğrenci seviyeleriyle kimi zaman da öğrencilerin yaşlarıyla uyumlu olmamasından, yalnızca ders kitaplarına bağlı olarak işlenen derslerden ve sınıf içerisindeki etkileşimli tahtaların yalnızca basit ve yetersiz bir şekilde kullanılmasından şikâyet etmişlerdir. Okulun fiziksel şartlarını değerlendirdiklerinde, genellikle okulların betondan oluştuđunu, yeşil alanlardan yoksun olduklarını, bunun da genel ambiyansı etkilediklerini dile getirmişlerdir. Ele alınan bir diđer konu ise öğretmenler için yeterli alan olmamasıydı. Katılımcılar genel olarak öğretmenler için sınırlı alan olduğunu, kalabalık ve rahatsız edici ortamlarda çalışma zorluklarını vurgulamışlardır. Bir diđer vurgulanan eksiklik ise profesyonel gelişim fırsatları konusu olmuştur. Katılımcılar okullarında sene başında yapılan seminerler hariç herhangi bir kurs veya kendilerini geliştirme fırsatları olmadığını ifade etmişlerdir. Özerklik ve karar verme sürecinde katılımcılar okulda aktif rol alamadıklarını ifade etmiş, yöneticilerin bu süreci şekillendirdiklerini belirtmişlerdir.

İletişim konusu 4 başlık altında incelenmiştir. Ana başlıklar: yönetimle, ebeveynlerle, meslektaşlarla ve öğrencilerle iletişimdir. Katılımcılar yönetimle iletişimlerinde karşı taraftan sıklıkla suçlayıcı bir ton duyduklarını ve iletişimlerinin mesafeli olduğunu belirtmişlerdir. Ebeveynlerle iletişimde ise farklı dinamiklere odaklanmış, kimi zaman şeffaf bir iletişim olduğunu kimi zamansa problemlili bir iletişim olduğunu belirtmişlerdir. En çok vurgulanan konulardan birisi de velilerin okul zamanları dışında da öğretmenlerle sürekli iletişime geçerek özel yaşamlarındaki vakti sabote ettikleri olmuştur. Meslektaşlarla iletişimde katılımcılar hem olumlu yönlere hem de olumsuz yönlere vurgu yapmışlardır. Öğrencilerle iletişimde çoğu katılımcı olumlu yönlere vurgu yapmış ve öğrencileriyle iletişimlerinin hala sürdüğünü dile getirmişlerdir. Rehberlik ve mentorluk açısından, katılımcılar profesyonel gelişimlerine yardımcı olacak rehberlik almadıklarını ifade etmişlerdir.

İşten Ayrılmanın Anlamlandırılması

Bu bölüm dört ayrı alt tema içermektedir: "Sistemin Karanlık Yüzü," "Memnuniyet," "Sektör Değişimi İçin Cesaret," "Çevresel Destek" ve "Öğretmenlik Kariyerini Seçme". Genel olarak, sonuçlar eğitim sistemindeki yaygın eşitsizliklerin ve ticari odaklanmanın etkisini ve öğretmenlerin robotik bir sistem içerisinde olduklarını düşündüklerini ortaya çıkarmıştır. Katılımcılar ayrıca yönetimin eğitimi ticari terimlerle ele aldığını ve öğrencilerin notlarını sadece ebeveynlerinin hatırı için değiştirmelerini istediğini vurgulamışlardır. Katılımcıların vurguladıkları bir diğer önemli konu ise üniversitede aldıkları öğretmenlik eğitimlerinin onları gerçek hayatta sınıf ortamında karşılaştıkları sınıf ortamına hazırlamadığı olmuştur. Bunlara ek olarak, katılımcılar mesleklerini bıraktıktan sonra deneyimledikleri derin huzur ve mutluluk duygularına da vurgu yapmışlardır. Bu olumlu duyguların yanı sıra, ilk mesleği bıraktıklarında hissettikleri endişe ve korkuya vurgu yapmış, bu süreçte bilinmeyenle yüzleşmek zorunda kaldıklarını ve işi bırakmanın cesaret gerektirdiği ifade etmişlerdir. Bulgular, katılımcıların aileleri ve akranlarıyla ilişkilerinin bu kararı vermelerine yardımcı olmada ne kadar önemli olduğunu açıkça göstermiştir. Son olarak, "Öğretmenlik Kariyerini Seçme" teması, katılımcıların öğretmenlik kariyerini seçmelerinde hangi kararların etkili olduğunu yansıtmıştır. Bulgular, öğretmen olmanın aslen hedefleri olmadığını, aksine birçoğunun lise yıllarındaki İngilizce

bölümü öğrenimlerini tamamladıktan sonra sınırlı kariyer fırsatları nedeniyle bu yolu seçtiğini göstermiştir.

Kariyer Karşılaştırması

Görüşmelerden ortaya çıkan son tema, "Kariyer Yolu Karşılaştırması" olmuştur. Katılımcılar, mevcut işleri ile öğretmenlik arasındaki farkları tartışmışlar, "Gelişmiş Profesyonel Bağlar", "Özerklik", "Zaman Yönetimi", "Mekân" ve "Kariyer Geliştirme" gibi başlıklar üzerine odaklanmışlardır.

Katılımcılar, mevcut iş ortamları ile önceki öğretim rolleri arasındaki önemli farkları vurgulamışlardır. Öne çıkan noktalar arasında işten izin almadan ayrılma özgürlüğü ve okullarda var olan idari baskılar ve egoların olmaması yer almıştır. Katılımcılar, eşit karar verme yetkisi, baskısız bir ortam, sorgulamaya ve güvene dayalı iletişim, minimum izin baskısı ve ego-olmayan bir atmosfer konularına vurgu yapmışlardır. Mevcut mesleklerinde zamanlarını daha iyi yönetme özgürlüğüne sahip olduklarını ve daha etkili zaman yönetimi sağladıklarını belirtmişlerdir. Yeni kariyerlerinde iş ve kişisel yaşamın dengesine daha çok imkân sağlandığını ve buna teşvik ettirilen bir ortam olduğunu ifade etmişlerdir. Katılımcılar, mevcut işlerinde esnek zaman yönetimi, geleneksel masa başı işlerden uzaklaşma ve en verimli saatlerinde çalışma özgürlüğünü vurgulamışlardır.

Fiziksel çalışma ortamlarını karşılaştırdıklarında, genel olarak katılımcılar açık ofis düzenine sahip olduklarını ve daha az kişiyle birlikte daha rahat çalışma ortamlarının olduklarını ve bunun iletişim dinamiklerine de olumlu etkisi olduğunu ifade etmişlerdir. Uzaktan çalışma esnekliği, katılımcıların işlerini gerçekleştirebilecekleri çeşitli ortamları yansıtarak önemli bir tema olarak ortaya çıkmıştır. Yeni kariyerlerindeki değerli rehberlik ve mentorluk, profesyonel gelişim için kritik olarak vurgulanmıştır. Gelişim fırsatları ve geleceğe yönelik imkanlar bağlamında, katılımcılar mevcut fırsatları öğretimdeki sınırlı perspektiflerle karşılaştırmışlardır. Yeni kariyerlerinde beceri gelişiminin teşvik edilmesi ve çeşitli gelişim yolları vurgulanmıştır. Genel olarak, katılımcılar mevcut kariyerlerindeki umut verici

büyüme fırsatlarından bahsetmiş, öğretimdeki sınırlı perspektiflerine karşı, beceri gelişimi için destek ve ilerleme için çeşitli yolları vurgulamışlardır.

TARTIŞMA VE SONUÇ

Bu bölüm, çalışmanın bulgularının tartışmasını sunmakta ve bu bulguları araştırma soruları ile İş Talepleri-Kaynakları (JD-R) modeli tarafından sağlanan teorik çerçeve bağlamında analiz etmektedir.

Bu çalışmanın bulguları, iş yükünün sadece öğretim faaliyetlerine yatırılan zaman ve çaba ile sınırlı olmadığını, aynı zamanda ders planlaması, değerlendirme, idari görevler ve farklı öğrenci ihtiyaçlarına cevap verme gibi diğer talepkar yönleri de içerdiğini göstermiştir. Bu sonuçlar, aşırı iş talepleri ile yüksek stres arasındaki bağı vurgular (Hanson, 2013). Bu bağlantı genellikle aşırı yükümlülüklerin algılanan aşırı yük ve tamamlama için yetersiz zaman algısı nedeniyle ortaya çıkar. Ders yükü, idari evrak, hükümet girişimleri, bölümsel sorumluluklar ve ders dışı etkinliklere katılım gibi çeşitli faktörler, yüksek öğretmen ayrılma oranının artmasına katkıda bulunur. Martin ve arkadaşları (2012) tarafından yürütülen araştırma, talepkar iş yükünün öğretmenlerin refahı, etkinliği ve iş memnuniyeti üzerindeki olumsuz sonuçlarını vurgular.

Öğretmenlerin karşılaştığı duygusal talepler bağlamında, meslektaşlarının yaydığı söylentilerden kaynaklanan zorbalık sorunu ortaya çıkmıştır. Zorbalık ile katılımcıların ayrılma kararları arasında doğrudan nedensellik kesin olarak kurulmasa da böyle deneyimlerin öğretmenlerin okul iklimi algıları üzerinde olumsuz bir etkisi olabileceği düşünülebilir. Bu iddia, olumsuz işyeri dedikodusunun, sözel saldırılar ve kişisel hakaretler gibi kötü kişilerarası muamele formları içeren, örgütsel bağlam içinde saygısız bir ortamın oluşturulmasına neden olabileceği düşüncesiyle desteklenmektedir (He ve ark., 2023). Bu durumlar duygusal tükenmeye (Wu ve ark., 2018) ve işten ayrılma eğiliminin artmasına yol açabilir (He & Wei, 2022). Öğretmenlerin karşılaştığı bir diğer önemli zorluk, etkili idari yardım ve rehberlik kaynaklarının eksikliği olarak sonuçlanmıştır. Öğretmen stresinin, bireysel ve çevresel faktörlerin etkileşimiyle, sosyal ve kurumsal destek de dahil olmak üzere etkilendiği

gösterilmiştir (Lazarus & Folkman, 1984; Saeki ve ark., 2018). Araştırmalar, yetersiz idari destek algısı olan öğretmenlerin daha fazla ayrılma eğiliminde olduğunu göstermektedir (Sutcher ve ark., 2016). Yöneticilerin öğretmenlere güven sağlaması, ifade platformları sunması ve olumlu ilişkileri sürdürmesi, tükenmeyi azaltabilir ve refahı artırabilir (Devos ve ark., 2012; Fernet ve ark., 2012; Pas ve ark., 2012).

Sonuçlar ayrıca öğretmenlerin iş ve kişisel yaşam arasında denge bulmada zorlandığını göstermiştir. Araştırmalar, uzun çalışma saatlerinin ve iş-yaşam dengesi uygulamalarının sosyal ve ailevi etkinlikleri engellediğini, bunun da stresi artırdığını ve işten ayrılma isteği yarattığını göstermektedir (Kakar ve ark., 2019). İş kaynakları, çalışanların görevlerini etkili bir şekilde yerine getirmeleri ve genel refahlarını artırmaları için gerekli destek, araçlar ve koşulları sunar. Çalışmanın bulguları öncelikle katılımcıların zaman yönetimi, öğretim materyalleri, teknoloji kullanımı, fiziksel çevre, profesyonel gelişim fırsatları, rehberlik, özerklik, karar alma, iletişim, iş memnuniyeti ve taahhüt gibi konularda çeşitli zorluklarla karşılaştıklarını göstermiştir. Maaş sıkça ayrılma ve ayrılma çalışmalarında önemli bir faktör olarak öne çıksa da (örneğin Gilreath, 2018; Smith & Ingersoll, 2004; Vaughn & Scherff, 2008; Yastibas ve ark., 2022), bu çalışmanın katılımcılarının sorunları içerisinde belirgin bir şekilde öne çıkmamıştır. Bu, diğer endişelerin üstünlük sağlamış olabileceğini veya bu bireyler için birincil bir odak noktası olmadığını gösteriyor olabilir.

Sonuçlar, katılımcıların okul saatleri boyunca sürekli olarak zaman baskısı altında olduklarını göstermiştir. Öğretmenlerin iş yükünün fazlalığı ve yetersiz zamanın etkisi, aynı zamanda idari görevlerin ağırlığıyla birleşerek, Hanson'ın (2013) belirttiği yüksek işten ayrılma oranlarına etkisi olabilir. Kapsamlı bir İngilizce sınıfı, etkili öğrenme için çeşitli öğretim materyallerini gerektirir. Henry (1986), yetersiz ve uygun olmayan kaynakların öğretmenleri meslekte tutma konusundaki önemini vurgular. Katılımcılar, okulun fiziksel koşullarına, özellikle gri beton alanların yaygınlığına ve öğretmen odasındaki sınırlı alana ilişkin sorunları vurgulamışlardır. Becker (1981), olumlu fiziksel koşulların artırılmış iş memnuniyeti, devamsızlık, çaba, etkinlik ve moral ile ilişkili olduğunu ifade etmektedir. Keller (2003), öğretmenlerin iş memnuniyetini ve iş performansını önemli ölçüde etkileyen öğretmenlerin iş

memnuniyeti ve iş performansı arasındaki bağa vurgu yapar. Ayrıca, yetersiz koşulların sonuçları olan iş memnuniyeti düşüklüğü ve daha yüksek bir ayrılma oranı, iş yerinin çevresel etkisinin profesyonel sonuçlar üzerindeki somut etkisini vurgular (Becker, 1981). Katılımcılar, okul ortamlarındaki etkili yönetim desteği, rehberlik ve mentorluk eksikliğini dile getirmiştir. Destekleyici okul ortamları, öğretmenlerin okuldan ayrılma oranlarını azaltır (Guarino ve ark., 2006; Ingersoll, 2001; Weiss, 1999). Destekleyici okul liderliği oluşturma ve etkili profesyonel gelişimi uygulama, okul yöneticilerinin öğretmenlere yardımcı olmalarına ve potansiyel olarak öğretmen tutumlarını artırmalarına neden olabilecek stratejilerdir (Geiger & Pivovarova, 2018). Öğretmenlerin tercihlerine uygun sorumlulukları, profesyonel gelişim fırsatlarını ve iş birliği süresini içeren idari destek, öğretmenlerin meslekte kalma veya ayrılma kararlarını sürekli olarak etkilemiştir (Ingersoll & Kralik, 2004; Ladd, 2011; Leung & Lee, 2006). Katılımcıların genel olarak öğretmen olarak geçirdikleri süre göz önünde bulundurulduğunda daha fazla gelişmeye ihtiyaç duydukları söylenebilir. Katılımcılar ayrıca bazı seminerlerin mevcut olduğunu, ancak etkisiz olduklarını vurguladılar, bu da Whitaker ve arkadaşlarının (2007) sonuçlarıyla özdeşleşmektedir.

Özerklik ve karar alma bağlamında, katılımcılar sıklıkla sınırlı özerklik ve karar alma süreçlerinden dışlanma konusunda memnuniyetsizliklerini ifade etmişlerdir, bu da öğretmen iş memnuniyeti konusundaki özerkliğin önemini vurgular. Özerklik eksikliği, bağlılığı azaltabilir ve işten ayrılmanın temel nedenlerinden biri olabilir (Devos ve ark., 2012; Pas ve ark., 2012). Memnuniyetsizlik, idari endişeler ve baskılar ayrılmaya katkıda bulunabilir (Sutcher & Darling-Hammond, 2016).

Birçok araştırmacı ve çalışma, öğretmenlerin iş memnuniyeti ile ayrılma niyetleri arasında önemli bir ilişki olduğunu vurgulamış, bu iki faktör arasında güçlü bir bağlantıyı vurgulamıştır (Amah, 2009; Dos Santos, 2016; Hoyt, 2012; Skaalvik & Skaalvik, 2020). Katılımcılar, genel olarak öğretmenlik rolleriyle memnuniyetsizliklerini paylaşmışlardır. Ayrıca okula bağlılık eksikliği ve duygusal tükenmişlik hissini paylaşmışlardır. Öğretmenliğe olan taahhüdün önemi hem öğretmenlerin iş memnuniyetini şekillendirmekte hem de meslekte kalmaya yönelik eğilimlerini belirlemektedir (Billingsley, 2004; Klassen & Chiu, 2011; Tait, 2008). Özellikle, öğretmenlerin pozisyonlarını bırakma niyetlerini ifade etmelerinin

arkasındaki temel nedenlerin profesyonel taahhüdün eksikliği ve okul sistemindeki ve iş yükündeki çeşitli zorluklar olduğu belirtilmiştir (Räsänen ve ark.,2020).

Cinsiyet konusu ele alındığında, bu çalışmadaki kadın katılımcılar genellikle daha fazla duygusal tükenmişliklerini dile getirmişlerdir. Bu sonuç alanda yapılan diğer çalışmalarla benzerlik göstermektedir (örneğin Van Droogenbroeck ve ark., 2016; Lau ve ark., 2005; Maslach ve ark., 1996). Ayrıca, katılımcılar öğrencilerinden kaynaklanan motivasyonlarını vurguladılar. Öğrencilerin olumlu davranışları, akademik başarıları ve genel memnuniyeti, öğretmen iş memnuniyetine önemli ölçüde katkıda bulunmaktadır (Johnson ve ark., 2012). Ancak, öğrencilerin sadece öğretmenleri okul ortamında tutma konusunda tek etken olamayabileceği açıkça anlaşılmaktadır. Katılımcıların ayrılma değerlendirmeleri, okullardaki sistemik sorunları ve öğretmen eğitimini belirlemeleri, işte ayrılma niyetlerini tetikleyen en önemli faktörler olarak görmeleriyle örtüşmektedir. Bu bulgu, okul sisteminden memnuniyetsizliğin, ayrılma niyetlerini tetikleyen üçüncü en önemli kategori olarak sıralandığı Räsänen ve arkadaşları (2020) tarafından yapılan araştırmayla uyumludur.

Öğretmen eğitimi konusundaki bulgular, katılımcıların üniversitedeki eğitim deneyimlerinin onları gerçek sınıf durumlarına yetersiz bir şekilde hazırladığına inandıklarını göstermiştir. Yıllar boyunca, öğretmen eğitimi, öğretmen adaylarını öğretme mesleğinin pratik zorluklarına hazırlamada etkisiz olduğu yönünde eleştirilmiştir (Cochran-Smith & Zeichner, 2005; Darling-Hammond, 2006). Öğretmen eğitiminin eksikliği ve yetersizliği, öğretmen adaylarının sınıf yönetimi, öğrenci davranışlarına müdahale ve öğretim materyali geliştirme gibi gerçek dünya becerilerini geliştirmelerini zorlaştırabilir. Bu durum, öğretmen adaylarının sınıf içinde olumsuz davranışları ele alma konusundaki yetersizliklerine yol açabilir ve sonuç olarak öğretmen stresini ve tükenmişliği arttırabilir (Friedman, 2017).

Sonuçlar öğretmenlerin iş talepleri ve kaynakları açısından çeşitli zorluklarla karşılaştığını, bu zorlukların öğretmen ayrılma oranlarını etkileyebileceğini göstermiştir. İş talepleri açısından, aşırı iş yükü, duygusal talepler, yetersiz idari destek ve iş-yaşam dengesini sürdürme zorlukları gibi konular öne çıkmıştır. Bu taleplerin, öğretmenlerin iş memnuniyetini azaltabileceği ve tükenmişlik riskini arttırabileceği

belirtilmiştir. İş kaynakları açısından, zaman yönetimi, öğretim materyalleri, fiziksel koşullar, profesyonel gelişim fırsatları, rehberlik, özerklik ve karar alma gibi faktörler ele alınmıştır. Bu kaynakların sağlanması, öğretmenlerin iş memnuniyetini artırabilir ve tükenmişliği azaltabilir. Son olarak, iş memnuniyeti açısından, katılımcılar özellikle okul sisteminden memnuniyetsizlik, öğretmen eğitimi ve öğretmenlik rolüyle ilgili sorunlar nedeniyle işten ayrılma niyetlerini ifade etmişlerdir.

Bu çalışmanın amacı, öğretmenlik mesleğini bırakmış İngilizce öğretmenlerinin mesleği bırakma nedenlerini anlamak ve öğretmenlik deneyimlerinin yeni kariyerleriyle nasıl ilişkilendiğini analiz etmektir. İş Talepleri-Kaynakları (JD-R) modelini kullanarak, çalışma öğretmenlik mesleğini bırakma kararlarını etkileyen iş taleplerini ve kaynaklarını incelemiştir. Olgu bilimsel bir yaklaşımı benimseyen çalışma, katılımcıların kişisel deneyimlerini derinlemesine araştırarak öğretmenlik mesleğini bırakma kararına yol açan faktörleri anlamayı hedeflemiştir.

Bu bulgular, okul yöneticilerinin ve eğitim politika yapıcılarının öğretmenlerin iş taleplerini ve kaynaklarını dikkatlice değerlendirmelerini ve geliştirmelerini gerektirdiğini vurgular. Eğitim sistemindeki yapısal sorunların ele alınması, öğretmenlerin iş memnuniyetini artırabilir ve uzun vadeli mesleklerini sürdürmelerine yardımcı olabilir. Bu bağlamda, İş Talepleri-Kaynakları (JD-R) modeli, öğretmenlerin iş deneyimlerini anlamak ve iyileştirmek için kullanılabilir bir çerçeve sunar.

Gelecekteki Araştırmalar İçin Öneriler

Bu çalışmanın bulgularına dayanarak, ileri araştırmalar için göz önünde bulundurulabilecek bazı öneriler ortaya çıkmaktadır. İlk olarak, benzer bir araştırmanın devlet okulu öğretmenleriyle yürütülerek deneyimlerinin özel okul öğretmenlerinin deneyimleriyle karşılaştırılması, farklı kurumsal bağlamların öğretmenlerin işten ayrılmasını nasıl etkilediğine dair değerli görüşler sunabilir. Bu karşılaştırmalı analiz, her sektörle ilişkilendirilen benzersiz zorlukları ve kaynakları aydınlatılabilir, belki de bir ortamda diğerine göre daha yaygın olan faktörleri açığa çıkarabilir. Ayrıca, farklı kariyer yollarının ve organizasyon kültürlerinin incelenmesi,

bazı mesleklerin neden diğerlerine göre daha yüksek memnuniyet oranlarına sahip olduğuna dair içgörüler sunabilir. Bunun yanı sıra, iş taleplerini azaltmayı ve iş kaynaklarını artırmayı amaçlayan müdahalelerin etkinliğinin araştırılması, öğretmenlerin işten ayrılmasıyla başa çıkma konusunda pratik stratejiler elde etmeyi sağlayabilir. Zaman içinde öğretmenlerin deneyimlerini takip eden uzun süreli çalışmalar, öğretmenlerin kariyerleri ilerledikçe nasıl algı değiştirdiğinin daha derinlemesine anlaşılmasına olanak tanır. Son olarak, kültürel ve bölgesel farklılıkların öğretmenlerin mesleği bırakma üzerindeki etkisinin incelenmesi, buna katkıda bulunan bağlamsal dinamikleri ortaya çıkarabilir.

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