

ROLE STRESSORS OF EFL INSTRUCTORS IN RELATION TO THEIR JOB
SATISFACTION: A PHENOMENOLOGICAL STUDY IN HIGHER
EDUCATION CONTEXT

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JOB SATISFACTION: A PHENOMENOLOGICAL STUDY IN HIGHER
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ABSTRACT

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Higher education institutions are complex organizations where role stressors easily occur due to their interdependent and interrelated nature. As the effectiveness of universities primarily depend on academic staff, their job satisfaction is just as important. Being a key member of universities, EFL instructors are mainly responsible for providing effective English language teaching in higher education. The purpose of this research is to show how EFL instructors experience their roles in higher education with respect to their job satisfaction and offer suggestions for higher education administrators and policy makers. In this phenomenological research, semi-structured interviews were carried out with 15 participants to explore how EFL instructors at foundation universities experience their roles and responsibilities in higher education in relation their job satisfaction. The results of the study demonstrate that instructors experience role stressors due to organizational practices and interpersonal factors, which negatively impact their job satisfaction. As having competent academic staff is directly related to the quality of education offered at universities, higher education leaders and policy makers should develop

strategies to eliminate role conflict and role ambiguity of EFL instructors and improve the level of their job satisfaction.

Keywords: EFL instructors, role stressors, job satisfaction, English language teaching in higher education



ÖZ

İNGİLİZCE ÖĞRETİM GÖREVLİLERİNİN ROL STRESÖRLERİ VE BUNLARIN İŞ DOYUMLARINA ETKİSİ: YÜKSEKÖĞRETİM BAĞLAMINDA FENOMENOLOJİK BİR ÇALIŞMA

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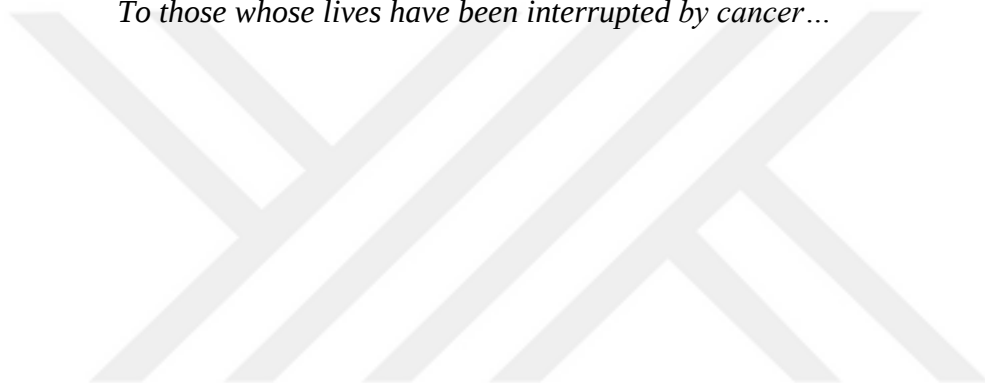
Yükseköğretim kurumları, birbirine bağımlı ve ilişkili yapıları nedeniyle rol stresörlerinin kolayca ortaya çıktığı karmaşık kuruluşlardır. Üniversitelerin etkinliği öncelikle akademik personele bağlı olduğu için, onların iş tatmini de bir o kadar önemlidir. Üniversitelerin önemli bir üyesi olan İngilizce öğretim görevlileri, temel olarak yükseköğretimde etkili bir İngilizce öğretimi sağlamaktan sorumludur. Bu araştırmanın amacı, İngilizce öğretim görevlilerinin yükseköğretimdeki rollerini iş doyumları açısından nasıl deneyimlediklerini göstermek ve yükseköğretim yöneticilerine ve politika yapıcılara önerilerde bulunmaktır. Bu fenomenolojik araştırmada, vakıf üniversitelerindeki İngilizce öğretim görevlilerinin yükseköğretimdeki rol ve sorumluluklarını iş doyumları ile ilgili olarak nasıl deneyimlediklerini keşfetmek için 15 katılımcı ile yarı yapılandırılmış görüşmeler yapılmıştır. Araştırmanın sonuçları, öğretim görevlilerinin örgütsel uygulamalar ve kişilerarası faktörler nedeniyle iş doyumlarını olumsuz etkileyen rol stresörleri yaşadıklarını göstermektedir. Yetkin akademik kadroya sahip olmak, üniversitelerde verilen eğitimin kalitesi ile doğrudan ilişkili olduğundan, yükseköğretim liderleri ve

politika yapıcılar, İngilizce öğretim görevlilerinin rol çatışmasını ve rol belirsizliğini ortadan kaldıracak ve iş doyum seviyelerini artıracak stratejiler geliştirmelidir.

Anahtar Kelimeler: İngilizce öğretim görevlileri, rol stresörleri, iş tatmini, yükseköğretimde İngilizce öğretimi



To those whose lives have been interrupted by cancer...



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LIST OF ABBREVIATIONS

EFL	:	English as a Foreign Language
CoHE	:	The Council of Higher Education



CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Conflict and ambiguity become unavoidable in environments where interaction of individuals is constant (Börk & Adıgüzel, 2015). The more complex and specialized the organization becomes, the higher the level of interdependence and interrelation occurs, which inevitably causes individuals to expose themselves to role stressors (Kahn et al., 1964). It is important for an organization to make roles and responsibilities clear for their employees so that it functions effectively (Eray, 2017).

Role conflict occurs when individuals encounter incongruency between needs and expectations and internal obligations against their needs (Getzels & Guba, 1954). On the other hand, role ambiguity reveals when single or multiple roles are not clearly articulated for individuals in terms of behaviors and performance levels expected (Fisher, 1995). Role conflict and role ambiguity may be triggered due to different reasons such as organizational, personal or contextual factors (Kahn et al., 1964). Creating a number of deleterious outcomes such as job dissatisfaction, low organizational commitment, poor job performance, burnout, turnover, job tension, stress and anxiety (Trayambak et al., 2012), role conflict and role ambiguity interfere with organizational effectiveness and individual well-being (Jex et al., 2003).

Higher education institutions, which are staff intensive and whose effectiveness primarily depends on academic staff (Schulz, 2013), are one of those complex organizations in which people from different positions are interrelated and associated with multiple administrative role senders such as the head of the department, the rector or the Council of Higher Education (CoHE) (Doğan et al., 2020). The elaborated and connected nature of universities fuels role conflict and role ambiguity (Sabuncuoğlu, 2008), both of which are the two main components of role stress

(Çelik, 2013). Due to their differentiated and specialized nature, they are places where role conflict and role ambiguity are commonalities (Schulz, 2013).

Overseen by the highly centralized committee, the Council of Higher Education (CoHE), academic staff in Turkish higher education get its share from role stressors too (Doğan et al., 2016; Sabuncuoğlu, 2008). There are differing reasons why academic staff experience role stressors. Having multiple roles such as teaching, research and administration (Orpen, 1982), failing to focus on the major role among multiple roles (Getzels & Guba, 1954), frequent interaction with people from different positions (Ceylan & Ulutürk, 2006; Schulz, 2013) dependence on more than one administrator (Sabuncuoğlu, 2008), holding a lower academic title (Doğan et al., 2016), exposing to frequent administrative changes (Börk & Adıgüzel, 2015; Soylu 2013), lack of time and energy given for the assigned roles (Gilbert et al., 2019; Xu, 2019; Winter & Sarros, 2002), having excessive administrative and bureaucratic duties (Bamberger & Hasgall, 1995; Doğan et al., 2020) and the feeling of getting caught in the middle (Rizzo et al., 1970) are considered as the major reasons triggering role conflict and role ambiguity in higher education.

Representation of universities in an increasingly globalizing world parallels the development of countries (Öztürk, 2019). Successful representation of higher education institutions is possible when several factors come together, one of which is undoubtedly effective English language teaching at universities (Yaman & Şahin, 2019). As the international validity of English language rapidly increases, its teaching in Turkish universities has also turned into a priority (Kirkgöz, 2009).

English as a foreign language (EFL) instructors constitute the academic staff that teach English at preparatory schools of Turkish universities. In Turkish higher education system, they are titled as “Instructor (Öğretim Görevlisi)” while faculty members (Öğretim Üyesi) are named after the traditional titles such as assistant professor, associate professor or full professor. While EFL instructors are mainly responsible for teaching English at preparatory schools or in some cases under Modern Language Departments, faculty members are responsible for research, teaching and community services roles in the universities. Yet, all the faculty

members, graduate assistants and instructors in any given university also constitute academic staff (Öğretim Elemanı). Academic staff can be described as faculty members, instructors and research assistants who conduct educational activities in higher education (Türk Dil Kurumu Sözlükleri, n.d.).

The preparatory schools aim to teach English by developing students' skills in reading, writing, listening, grammar and vocabulary (Balbay et al., 2018). Students benefit from prep school education in their future academic and professional life. EFL instructors are the very first university members with whom students interact provided that they are to receive preparatory school education at university (Demir et al., 2015). They act as a bridge during students' shift from high school to university, which is one of the major life transitions for young adults (Sevinç & Gizir, 2014). Thus, the impact and role of EFL instructors on students are noteworthy. Considering they are crucial role occupants in Turkish higher education, their job satisfaction and well-being are just as important. They function as a buffer owing to their in-between role in higher education. Although they resemble high school English teachers in terms of practice and application of the curriculum, they have a greater autonomy which brings them closer to the faculty members (Soylu, 2013). It can be inferred that they belong to neither the former group nor the latter one. They are somewhere in between these two groups (Demir et al., 2015). Conflicting and uncertain expectations are linked to the feeling of getting caught in the middle (Rizzo et al., 1970).

Over the recent years, there have been top-down employment eligibility criteria changes announced by CoHE. According to CoHE's decision, EFL instructors are to obtain their master's degree with a thesis in order to be recruited by a higher education institution (T.R. Official Gazette, 13 April 2020, issue: 31098). For a group whose major role is to teach English at prep schools of universities, the change means that they are now entitled to occupy a second role, which is research. Unless they already have a master's degree with a thesis, they now have to obtain it if they intend to be recruited by a university. This means that they have to take on the roles of the teacher and a graduate student at the same time.

Before introducing this final version of the regulation, CoHE caused some controversies with its initial decisions. First, CoHE attempted to limit the fields on which EFL instructors are expected to focus as part of their graduate studies, which created a good deal of controversy as the field of educational sciences were excluded (Öztürk, 2019). Instructors were expected to hold a master's degree (Official Gazette, 7 June 2018, issue: 30444) in their undergraduate majors such as English Language Teaching, English Language and Literature, American Culture and Literature, Translation and Interpreting, and English Linguistics (Öztürk, 2019). Also, instructors were expected to have at least five year of English teaching experience at a university (Kılıçkaya, 2018). However, the prep schools consist of certain units such as curriculum, assessment and evaluation, and administration. It was highly incongruent when CoHE excluded educational sciences whereas the same CoHE constantly encourages the prep schools to have instructors who have expertise on these fields in charge of the units (Öztürk, 2019). Moreover, theories and practices of educational sciences are valuable sources for instructors and absence of these can even negatively impact them, which is why, CoHE's limiting field policy did not serve for any meaningful purpose.

In addition to the controversy of limiting fields, the requirement of holding a master's degree to be recruited were widely criticized at first and the issue was even taken to the court because regulations were claimed to be unfair to the instructors who already work at universities but hold a master's degree without a thesis. According to the regulations about holding a master's degree without a thesis, these instructors were not qualified to work at another university anymore, and not any kind of transition regulations were offered for them. This unfairness was addressed by the Council of State in its decision whose docket number is 2019/150 and the requirement of holding a master's degree with a thesis was halted although the decision did not belong to CoHE (Ali, 2019). Yet, universities were told to abide that legal decision.

Ending all the controversy discussed above, a bill including significant higher education regulations was accepted by the Grand National Assembly of Turkey in 2020 and CoHE announced the latest changes on April 16th, 2020 (Higher Education

Law, 1981). According to the bill, instructors working at universities are obliged to hold a master's degree with a thesis (T.R. Official Gazette, 13 April 2020, issue: 31098). The change was that the requirement of a master's degree in the field was replaced with the requirement of a master's degree, which meant educational sciences are now included. This inevitably sent an incongruent message to instructors. Role stressors intensify when role senders ask for demands and expectations which are opposite of each other (Polatçı, 2015).

In summary, CoHE's frequent and inconsistent changes are expected to impact EFL instructors' experience in higher education with respect to their roles and responsibilities. The changes may cause instructors to overlook their major role in higher education which is English teaching. Additionally, they constitute the group whom university students first encounter, as a result of which their roles and responsibilities are actually beyond teaching. Also, their in-between status in higher education (Soylu, 2013), the controversy of their being academic (Demir et al., 2015), having a lower title in higher education and lack of time and energy for their roles and responsibilities (Demirel & Cephe, 2015; İpek & Kanatlar, 2018) and their constant relations with individuals holding differing titles at universities, are the other fueling reasons why EFL instructors are susceptible to role stressors.

As presented above, role stressors have a major say in individuals' fulfillment and well-being in complex organizations. Thus, the purpose of this study is to explore the extent of role conflict and role ambiguity experienced by EFL instructors in Turkish higher education and how these role stressors are related their overall job satisfaction, effectiveness and well-being.

1.2. Statement of the Problem

As of 2018, the recruitment process of EFL instructors changed and they are now required to complete a master's program with a thesis if they plan to be employed by higher education institutions (Higher Education Law, 2547). Till this change, they were mainly expected to spend their time teaching although most of them already tend to obtain their master's and doctoral degree regardless of any external pressure

or requirement (Güzelbayram, 2013). It could be interpreted that CoHE encourages instructors to conduct research as well as teaching. Completing a master's degree creates a platform for instructors through which they are able to improve their skills, which could also boost student outcomes.

Having the roles of teaching English, educating and influencing student behavior, conducting research and undertaking administrative duties (Bamberger & Hasgall, 1995; Orpen, 1982), instructors are likely to experience role stressors and pressures. Furthermore, due to the involved nature of universities, they have to interact many other people whose titles and job description differ from theirs, which also fuels role conflict and role ambiguity (Sabuncuoğlu, 2008), two components of role stressors (Rizzo et al., 1970).

In the existing research regarding role conflict and role ambiguity experienced by academic staff in Turkish higher education, faculty members or research assistants were mainly chosen as participants (Eray, 2017, Sabuncuoğlu, 2008). Even if faculty members and instructors are both labeled as academic staff, they have major differences in terms of their roles and responsibilities. Thus, the researcher observed that there is a need to reveal how EFL instructors experience their roles and responsibilities in their own context and how this is connected to their overall job satisfaction. In the light of these observations and in line with the research objective of the study, the research question of the study is “What is the experience of EFL instructors in preparatory schools of universities in terms of roles and responsibilities in higher education in relation to their job satisfaction?”.

1.3. Purpose of the Study

The specific objective of the study is to explore how EFL instructors at foundation universities experience their roles and responsibilities in higher education with respect to their job satisfaction. Most of the research concerning their experiences related to their roles in higher education is shared in the studies which are mainly about faculty members (Doğan et al., 2016; Doğan et al., 2020; Eray, 2017; Paksoy & Güvenç, 2018). This is why, the study sought to obtain data which will help to

address these research gaps. The research aims to shine new light on not only the research gaps but also the debates through a thorough examination of the issue. The goal is to reveal experiences of EFL instructors in higher education and develop further understanding about the issue for policy makers and higher education administrators through evidence, suggestions and implications. In order to serve these purposes, the study intends to answer the question: “What is the experience of EFL instructors in preparatory schools of universities in terms of roles and responsibilities in higher education in relation to their job satisfaction?”.

1.4. Significance of the Study

EFL instructors have a significant role in Turkish higher education as they are the very first group that students interact with in their transition period to university life. How the instructors position themselves in higher education and perceive their roles and responsibilities affect both their own experience and students’ one too. From a higher education management perspective, they have potential to work with first year university students in terms of affecting their adaptation experiences as well as first academic experience at the university. That is why, this study provides a platform to offer some insights gained through each individual’s unique experience in higher education.

Furthermore, this research is an important opportunity to differentiate the experiences of EFL instructors from those of faculty members. As the former group is traditionally analyzed and studied in the research concerning primarily the latter one (Doğan et al., 2020; Paksoy & Güvenç, 2018), it is difficult to advance our knowledge solely on EFL instructors and their experiences. Hence, this study fills a gap in literature by presenting in-depth analysis of the first-person point of view. Last, the study will show the effect of CoHE’s recent requirements related to EFL instructors’ employment process with respect to their roles and responsibilities in higher education.

1.5. Definition of Terms

Academic profession: It is carried out by individuals who are employed to work at a higher education institution for the purpose of teaching and/or research (Teichler et al., 2013).

Role: *Role* refers to “a set of expectations about behavior for a position in a social structure” (Rizzo et al., 1970). Similarly, Bates and Harvey (1975) define *role* as the “particular set of norms that is organized about a function” (Biddle, 1986). In Tang and Chang’s study (2010), it is suggested that roles are the guidelines organizing individual behaviors. Roles, through which expectations of an organization are reflected for the individuals who are filling a certain position, can serve as a manual for the members of the organization.

Role stressor: Role stressors come out when an organizational role causes negative outcomes for subordinates (Trayambak et al., 2012).

Role conflict: According to Katz and Kahn’s (1966) definition, role conflict is “a simultaneous occurrence of two (or more) sets of pressures such that compliance with one would make more difficult compliance with the other” (p.173-174).

Role ambiguity: Van Sell et al. (1981, cited in Fisher, 1995) state that role ambiguity emerges when “the single and multiple roles which confront the individual may not be clearly articulated in terms of behaviors or performance levels expected”.

Job Satisfaction: Job satisfaction refers to an attitude that employees hold about their jobs and displays whether the individual and the organization are a good fit for each other (Malik et al., 2010).

CHAPTER 2

LITERATURE REVIEW

The aim of this chapter is to introduce the theoretical framework of the study and attempt to present the existing literature on the issue. The first part highlights the key theoretical concepts such as academic profession, role episode model, role stressors and motivation-hygiene theory. The second part will seek to assess the studies done by different researchers and provide a synopsis of literature on the issue.

2.1. Academic Profession

Universities include various role occupants who fulfill different roles and responsibilities; yet, when these roles are not clearly defined or responsibilities overlap, it is very likely that academic staff experience role ambiguity and role conflict in higher education (Doğan et al., 2020). Although they share common goals, roles or duties such as teaching, conducting research, community service or character building of students (Baldwin, 1987), their major role may differ (Getzels & Guba, 1954), uncertainty and conflict of which lead to negative outcomes (Fisher & Gitelson, 1983; Sürgevil, 2011).

There is a degree of unambiguity around the terminology for those who are entitled to hold an academic profession. Since the clarification of academic profession will provide a better understanding of roles and responsibilities in higher education, it is important to include how the term is used in literature. According to a definition provided by Teichler et al. (2013) in *The Changing Academic Profession*, academic profession is often reflected as composed of individuals who are hired to work full-time or invest considerable amount of work time at a higher education institution with the intent of teaching and/or research purposes (p.27). The term, *academics*, is used as individuals who carry out this profession which is to engage in teaching and research (Shattock, 2014).

This definition is close to that of Parsons and Platt (1968) who define academic profession as “an integrated core of teaching and research”. Building on the work Parsons and Platt, Light (1974) provides a definition of academic profession: ‘a subset of a scholarly profession with academic appointments’ at universities. This definition has the potential to bring confusion to the surface which is the difference between academic profession and scholarly profession. This shows a need to be explicit about what is meant by the term, *scholarly profession*. It is generally defined as a profession whose primary focus is to advance knowledge and promote research (Light, 1974).

Scholarly profession and academic profession are not the only terms that require clarification in higher education. In literature, the term, faculty members and instructors are attempted to be defined in order to eliminate terminological confusion. *Faculty members* are the individuals with academic appointments at institutions of higher education (Parsons and Platt, 1968) whereas *instructors* are defined as the teachers below the rank of assistant professor at a college or university (Oxford Advanced Learner’s Dictionary, 2000).

Understanding the complexity of the issue in Turkish higher education context is just vitally important for the study and in general for higher education management. In literature, the use of job titles of those who hold an academic profession raises some questions (Paksoy & Güvenç, 2018; Tülübaş & Göktürk, 2018) and may require clarity. This part aims to clarify to the comprehending of academic profession titles in Turkish higher education as job titles are relied on to understand one’s roles and responsibilities (Martinez et al., 2008).

Defined in the Higher Education Law numbered 2547, *öğretim elemanı* refers to teaching faculty members as well as instructors, lecturers and graduate assistants. *Öğretim üyesi* reflects the group that constitutes solely faculty members who are categorized as professors, associate professors and assistant professors, all of whom hold at least a doctorate degree and an academic title. Professors are portrayed as the faculty members whose academic rank is the highest. Additionally, associate professors are the ones that achieve to complete the requirements of the Inter-

University Board. Lastly, assistant professors refer to the group who completed their doctorate, “qualified as a specialist in a medical field or received a certificate of competence in one of the areas of the fine arts”. Faculty members bring resources of income for their institution by taking the responsibility of research for external organizations (Becher & Kogan, 1992). Furthermore, they are expected to present their research at conferences and produce or review publications (Schulz, 2013).

On the other hand, according to the Higher Education Law numbered 2547, *öğretim görevlisi* is used to describe the teaching staff members who are entitled to teach courses and carry out applied study sessions. They are appointed in accordance with the law at universities and their affiliated units for the education, training and practice of courses that do not have a faculty member or the subjects of any course that require special knowledge and expertise. Similarly, Turkish Language Association defines the word as individuals who are assigned to teach courses and perform applications either temporarily or permanently for courses in which there is no faculty member in higher education institutions (Türk Dil Kurumu Sözlükleri, n.d.). However, *Türk Meslekler Sözlüğü* (Turkish Professions Dictionary) defines *öğretim görevlisi* as individuals that conduct lectures related to education at higher education institutions, carry out research on their own discipline and guide those who apply the master programs (Türkiye İş Kurumu, n.d.). The definition of *Türk Meslekler Sözlüğü* causes some degree of confusion because instructors are not expected to conduct research provided that they already hold a master’s degree and they have no obligation of guiding students of master programs, both of which are the roles of faculty members.

Okutman is another term that was used to refer to lecturers whose duty is to “teach certain compulsory subjects common to students in various programs” (Higher Education Law, 2547). According to *Türk Meslekler Sözlüğü*, *okutman* means those who are to teach common and compulsory lessons at universities and manage applied studies (Türkiye İş Kurumu, n.d.). Both *öğretim görevlisi* and *okutman* are often used interchangeably and without precision. However, Article 3 of the enactment passed on February 22nd, 2018, refers that the title of *okutman* would no longer be used and this group of teaching staff members is required to be called *öğretim görevlisi*.

Finally, the term, *academician*, is a commonly-used notion and yet it is a concept difficult to define precisely. Both the Higher Education Law 2547 and *Türk Meslekler Sözlüğü* do not provide a definition for the term. Building on the controversy, whereas some research regards the term as an occupation (Doğan et al., 2016), there are other studies who continue to cast doubt on its being a job (Tülübaş & Göktürk, 2018). Yet, it often refers to those who gain specialization in a graduate discipline after completing undergraduate studies and work at a higher education institution (Gürkan, 2018). Although the term is not identified as a job or an official title, it is commonly used in literature to refer to academic staff. It traditionally refers to faculty members in Turkish context and instructors whose major role is teaching in higher education do not generally associate themselves with the term (Demir et al., 2015). In fact, Turkish Language Association uses the word, *academician*, while defining faculty members only (Türk Dil Kurumu Sözlükleri, n.d.). However, in the studies that intend to shed light on the problems of academicians in Turkey, it is commonly seen that there are instructors among participants as well as faculty members (Doğan et al., 2016; Doğan et al., 2020; Paksoy & Güvenç, 2018).

Some interpretations for this study can be made thanks to all these definitions provided in the Higher Education Law numbered 2547 and in existing literature (Dill, 1982; Light, 1974; Teichler et al., 2013). It could be concluded that EFL instructors are labelled as academic professionals or academic staff, but not academicians. The title, *okutman*, is not used anymore to refer to EFL instructors. The target population of the study, EFL instructors, working at preparatory schools of universities in Turkey are categorized under the titles of *öğretim elemanı* and *öğretim görevlisi* in the law. As the former one refers to not only the instructors but a broader category of academic staff as mentioned above, the term, *öğretim görevlisi*, that is, *instructor* will be adopted throughout this research to refer to EFL instructors.

2.1.1. English Language Teaching Profession in Turkish Higher Education

English language teaching is attached a great deal of emphasis in Turkish higher education (Yaman & Şahin, 2019) in order to keep up with the rapidly globalizing

English speaking world (Aydın, 2014; Balbay et al., 2018; Bozu, 2016; Kırkgöz, 2005; (Unal & Ilhan, 2017). In today's world, it is considered as a necessary qualification to have rather than only a foreign language to learn.

The statistics reveal that the majority of EFL instructors have a high level of tendency and intrinsic motivation to pursue their graduate studies and contribute to the advancement of knowledge in their fields without needing any external factor or pressure (Güzelbayram, 2013; İpek & Kanatlar, 2018; Öztürk, 2019). Their level of English proficiency is found to be satisfactory and nearly two-thirds of instructors hold either MA or MSc degrees (Bozu, 2016). In the study conducted by British Council (2015), 55.8% are found to have a master's degree and 5.8% of the participants have their PhDs.

However, Turkey is still not in the ideal place in teaching English (Unal & Ilhan, 2017) despite the fact that the recent attention given to the issue, which impacts Turkey's recognition in the international arena (Ülker, 2017). 'English deficit' observed at universities continues to impact overall quality in Turkish higher education (British Council, 2015). In its comprehensive 2015 report, British Council presents that Turkey prioritizes quantity over quality. Whereas its university and student numbers drastically increase, it still fails to deliver ideal language education at universities. According to English Proficiency Index, Turkey ranks 47th in the world and last among 24 European countries. Similarly, English Proficiency Index report in 2016 shows that Turkey ranks 51st among 71 countries which is labelled as the Very Low Proficiency category (Ülker, 2017).

These statistics clearly emphasize the vital share of EFL instructors in Turkish higher education (Balbay et al., 2018). The fact that universities have competent English language instructors is directly associated with the quality of English education delivered in higher education (Unal & Ilhan, 2017), which demonstrates that their role is noteworthy.

2.2. Role Episode Model

Role theory, which was established through the 1958 studies of Gross, Mason and McEachern, (King & King, 1990) concerns with “the patterned and characteristic social behaviors, parts or identities that are assumed by social participants and scripts or expectations for behavior that are understood by all and adhered to by performers” (Biddle, 1986). In addition to that, the research of Kahn et al. (1964) brought a formal recognition to role concepts. They introduced *a role episode model* in which a focal person and role senders interact cyclically in an environment influenced by varying organizational factors, personality factors and interpersonal factors (King & King, 1990).

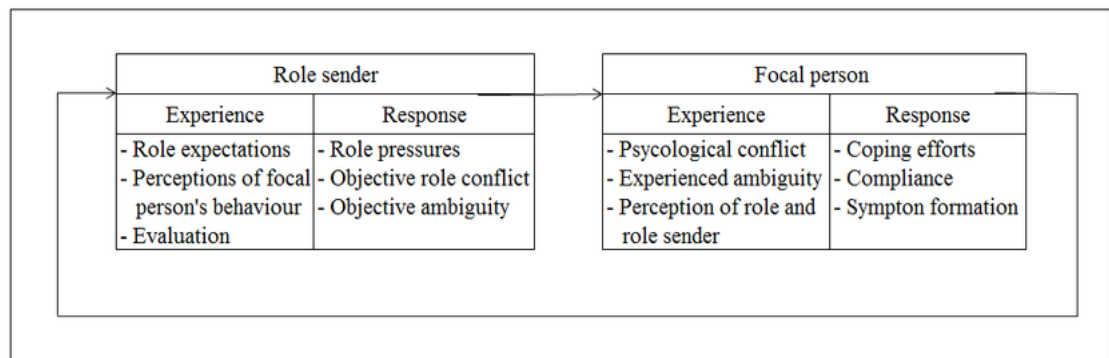


Figure 1 A model of the role episode. Source: (Kahn et al., 1964).

As seen in Figure 1, the role episode model introduced by Kahn et al. (1964) suggests that there are both role senders and a focal person in the role episode. Role senders have expectations according to which the focal person should be performing. Additionally, they also have the perception of focal person's behavior. Role senders correlate their expectations and perceptions, and exert pressure in order to make the focal person's performance compatible with their own expectations. As a result of the pressure, there could be 'adjustive or maladjustive responses' from the focal person; that is, experiences and responses are the part of the episode. Configuration of role expectations and pressures determines the actual level of role conflict and ambiguity experienced by the focal person. Facing conflict and ambiguity, the focal person deals with tension, anger or indecision.

The model highlights certain coping strategies which are identified as trying to address the problem by compliance and asking for more compatible demands by role senders. Also, the role episode is cyclic and ongoing meaning that the response of the focal person to role pressures “feeds back” to each sender and gives them a chance to evaluate the response so that they can alter or modify their incompatible demands.

Moreover, the role episode model stresses the importance of three variables within the context that could potentially explain the source of both adjustive and maladjustive behavior of individuals in organizations. The variables lead to differing reactions of people toward role conflict and role ambiguity.

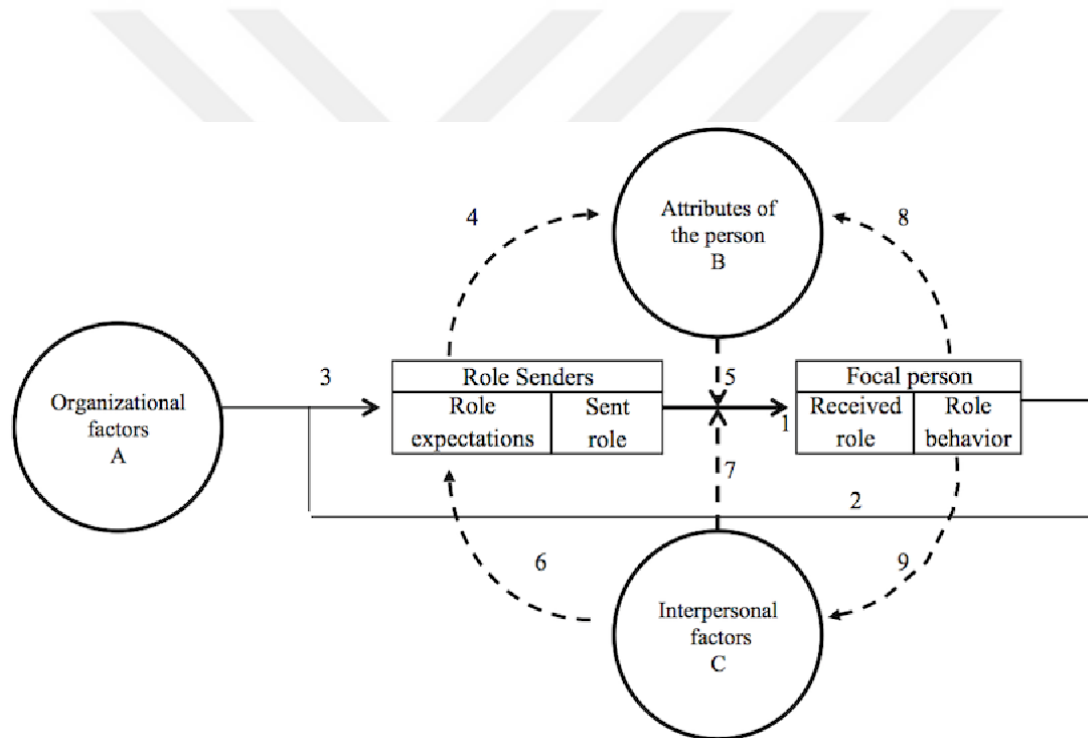


Figure 2 A theoretical model of factors involved in the taking of organizational roles.
Source: (Katz & Kahn, 1966).

The figure above displays a causal sequence in which role expectations are the source of role sending which leads to received role. Received role is defined as “the focal person’s perception of the role sending’s addressed to him” (Katz & Kahn, 1966). It is also pictured that there are three additional classes of variables which are organizational factors, personality and interpersonal factors.

Organizational and ecological factors are presented as a source of why people behave in certain ways in organizations. An individual's rank, duties for particular services in the division of labor and positions of others that are directly related with his performance constitute organizational and ecological factors in the model (Kahn et al., 1964). Second, role episodes are influenced by personality factors. Personal differences create varying elicitations of role pressures and reactions to them (Getzels & Guba, 1954). Finally, interpersonal relations between the focal person and the role senders such as power to influence, affective bonds, dependence of one another and the style of communication directly impact the role episode too (Katz & Kahn, 1966). In sum, these factors should be taken into consideration while evaluating the role episodes and their consequences.

2.2.1. Role Conflict & Role Ambiguity

Role theory posits that two or more incongruent roles are generally the source of role conflict (Kahn et al., 1964). Role conflict is defined "in terms of the dimensions of congruence and incongruence or compatibility-incompatibility in the requirements of the role, where congruency or compatibility is judged relative to a set of standards or conditions which impinge upon role performance" (Rizzo et al., 1970, p.155).

Being one of the role stressors, role conflict occurs when individuals attempt to fulfill two or more roles that are generally incompatible or on clash with one another (Jones, 1993). In Drafte's (1998) words, role conflict is portrayed as "job roles that interfere with one another" (Trayambak et al., 2012). Brun et al. (2003, p.14) define role conflict as an issue of "inadequate resources and material to fulfill a mandate" (Gilbert et al., 2019). Being a characteristic of organizations to some degree (Katz & Kahn, 1966), role conflict is a major stressor in organizations, which emerges when an individual's capacity is hampered while trying to fulfill more than one role (Hecht, 2001). It occurs when two or more work requests or tasks simultaneously are tried to be achieved and one has challenges while doing so (Lok et al., 2019). It is associated with a variety of strains and negative outcomes (Jex & Britt, 2008, p.82), because fulfilling one means making concessions to the other which causes a sense of stress and dissatisfaction (Abdel-Halim, 1981; Bamberger & Hasgall, 1995;

Bedeian & Armenakis, 1981; Fisher & Gitelson, 1983; Hecht, 2001; Piko, 2006; Rizzo et al., 1970; Tang & Chang, 2010; Trayambak et al., 2012; Xu, 2019).

The term, role conflict, embodies a multitude of concepts which has been the topic of various studies. In order to explain the variety of incongruences, Kahn et al. (1964) identified the types of role conflict which are listed as person-role conflict, inter-role conflict, inter-sender conflict, intra-sender conflict and role overload. *Person-role conflict* is needed to explain the conflict between the person's own standards and the assigned role. *Inter-role conflict* refers that the individuals are exposed to two or more different role sets and *inter-sender conflict* leads to clashing expectations stemming from more than two roles in different social contexts held concurrently by the same individual. *Intra-sender conflict* is defined as incongruent expectations in an incompatible way or standard. Lastly, *role overload* occurs when individuals do not have adequate time to deal with the roles assigned to them.

Role ambiguity is the other role stressor that is dealt within the scope of role theory (Jackson & Schuler, 1985). According to Kahn et al. (1964), role ambiguity is defined as "inadequate role sending, lack of agreement or coordination among role senders and lack of certain information required for adequate role performance" (p.21-22). What Kahn et al. (1964) are meant by certain information is (1) role expectations which are duties, rights and responsibilities, (2) means-ends knowledge in order to conduct the responsibilities in the best possible way, (3) attitudes and behaviors that get to be rewarded and punished, (4) basic needs such as bodily safety, security and salary, and (5) circumstances to receive recognition and achievement.

Displayed as a reason for role conflict in literature (Stryker & Macke, 1978), role ambiguity results from the fact that individuals fail to grasp the specificity and clarity of their roles and responsibilities (Tang & Chang, 2010) and cannot reveal their best performance due to inadequate information (Senatra, 1980). Overall, it stems from the fact that information that is required simply does not exist or existing information is not available for the focal person due to poor communication in the organization (Kahn et al., 1964, p.23).

Theory is integral in creating the key parts of the study such as the problem, purpose, significance and research questions (Grant & Osanloo, 2014). In this study, the researcher investigates the experience of EFL instructors in preparatory schools in terms of their roles and responsibilities in higher education. The key components of role episode model are role conflict and role ambiguity, which are likely to be faced due to situational, personal and interpersonal factors when individuals fulfill their roles in organizations. Kahn et al.'s (1964) role episode model provides principles to explain the researcher's assumptions in this study. EFL instructors have faced frequent and inconsistent changes recently and hold a bridging role in higher education, which puts them in a position in which their primary role is beyond English teaching. The researcher thought these fuel role stressors of EFL instructors and attempted to identify which factors particularly have a say in their role stressors. The role episode model introduces relevant concepts and definitions to explain these assumptions and support the structure of the study's main components.

The researcher also aims to identify the relation between the experience of EFL instructors' roles in higher education and their job satisfaction. In the next part, motivation-hygiene theory and its key principles will be introduced and analyzed in order to understand the concept of job satisfaction.

2.3. Motivation-Hygiene Theory

In this study, it is attempted to be presented the relation of role stressors and job satisfaction experienced by EFL instructors in preparatory schools of universities. Therefore, motivation-hygiene theory has been adopted to describe the term of job satisfaction and provide guidelines throughout the research.

The theory, which is also known as two-factor theory, dual-factor theory and Herzberg's theory (Hoy & Miskel, 2013, p.143) is a widely-used content theory to determine and identify the level of job satisfaction in organizations (Alshmemri et al., 2017). Initially, it was based on extensive review of the literature on job attitudes and satisfaction conducted by Frederick Herzberg and his associates in 1957 (Miner, 2005). Subsequent research conducted by Herzberg yielded a list of factors which

contribute to satisfaction at work known as motivation factors and another set of factors that contribute to dissatisfaction which are defined as hygiene factors (p.61).

Herzberg's Motivation-Hygiene Theory

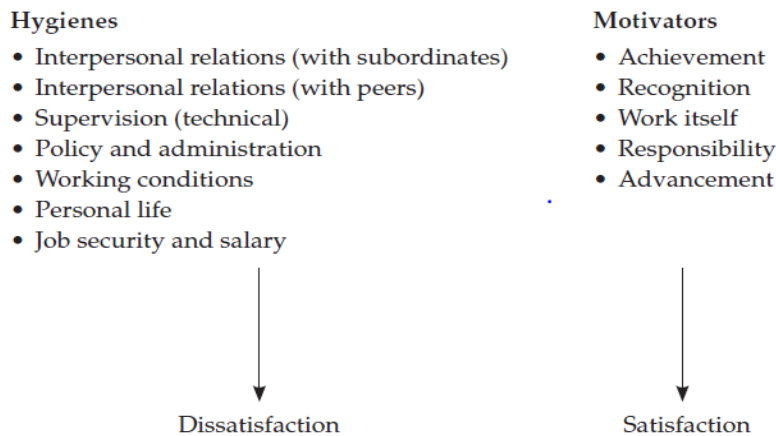


Figure 3 Herzberg's motivation-hygiene theory. Source: (Hoy & Miskel, 2013).

The difference between motivation and hygiene factors or intrinsic and extrinsic factors is at the core of the theory (Mehboob et al., 2008). As the figure above presents, hygiene factors are listed as interpersonal relations (with subordinates, interpersonal relations (with peers), supervision (technical), policy and administration, working condition, personal life, job security and salary. On the other hand, achievement, recognition, work itself, responsibility and advancement constitute motivators (Hoy & Miskel, 2013).

Hoy and Miskel (2013) list the assumptions of the theory as follows:

1. Two separate sets of factors are used to explain job satisfaction and dissatisfaction.
2. Whereas motivators are prone to yield job satisfaction, dissatisfaction results from hygiene factors.
3. Job satisfaction and dissatisfaction are not opposites. Instead, they are separate and distinct dimensions.

When motivators are present, individuals' basic needs are satisfied, as a result of which, their performance is improved; yet, job dissatisfaction stems from hygiene

factors (Miner, 2005, p.63). The theory suggests that not to have job satisfaction does not refer to dissatisfaction, but rather no satisfaction (Lacy & Sheehan, 1997). Similarly, the fact that there is no dissatisfaction does not mean satisfaction with the job. It only means that there is no dissatisfaction. Thus, two concepts cannot be treated as opposites (Mehboob et al., 2008). Establishing the theory, Herzberg and his associates were mainly influenced by Maslow's hierarchy of needs (Alshmemri et al., 2017); however, Maslow concentrates on general human needs of the psychological person whereas Herzberg and his colleagues concern with the psychological person in terms of how the work affects basic needs (Hoy & Miskel, 2013, p.143).

Motivation-hygiene theory provides a grounding base for this study as the key theoretical principles of the theory include motivators, which are mainly the source of job satisfaction and hygiene, which chiefly lead to job dissatisfaction. Utilizing the theory in the study, the researcher has a chance to interpret whether role stressors are related to EFL instructors' satisfaction after identifying the actual reasons of their satisfaction and dissatisfaction in higher education.

2.4. Existing Literature on Role Stressors

A review of research literature reveals that the direct or indirect reasons of role conflict and role ambiguity could be individual, organizational and interpersonal (Katz & Kahn, 1966), which indicates that individuals may experience role stressors due to varying reasons. Considerable attention is committed to the factors giving rise to role conflict and role ambiguity of individuals in complex organizations.

First, personal differences are known to have impact on role pressures (Adıgüzel, 2012; Polatçı, 2015). Several attempts have been made to establish the link between role stressors and personal factors. Received perceived role expectations and employee behavior tend to be influenced by personal characteristics (Bedeian & Armenakis, 1981; Kahn et al., 1964; Shivers-Blackwell, 2004). The impact of individual characteristics is an undeniable fact while fulfilling roles and responsibilities in an organization (Arslan & Üngüren, 2017). In fact, role theory

uses the concept of *person-role conflict* to point out the vital role of personality in role stressors. Person-role conflict occurs when the roles and responsibilities are incompatible or incongruent with the individual's attitudes, values or standards (Kahn et al., 1964). Understanding the link between individual or attitudinal differences and role stressors will provide a clearer picture of the issue. The findings regarding the effect of personality should make an important contribution to the idea that some individuals experience role ambiguity and role conflict whereas others may not. Personal variables have been found to be related to the concept of role stressors in organizations (Fried et al., 1998). Each individual may present varying reactions to those stressors (Abdel-Halim, 1981) and their adjustment can be completely different towards changes or expectations in an organization as some of them may possess rigid qualities while others tend to be more flexible (Getzels & Guba, 1954).

Organizations have a variety of individuals who come from different environments and backgrounds, and they have different feelings, desires, needs, passions and values, as a result of which their expectations differ too. When role behaviors contradict these factors, role conflict is inevitable (Börk & Adıgüzel, 2015; Gökçe & Şahin, 2003). Incongruency is inevitable when professional expectations counter individuals' own standards, attitudes and values (Doğan et al., 2020). To illustrate, in his major study, Fisher (1995) attempted to emphasize the key role of locus of control in internal and external people. According to this research, internal people who have more control over the things and their results are likely to experience less role ambiguity owing to the fact that they are considered more well-informed about their jobs and roles. Similarly, they tend to deal with less role conflict because they are more likely to count on self-generated roles in conflicting situations whereas it is harder for external people to have the control situation required. Moreover, Kahn et al. (1964) report that people who have rigid personalities experience less pressures to change by their role senders compared to flexible people. As another example, being achievement-orientated of the focal person is also considered as a determinant in role expectations and role sending (Katz & Kahn, 1966).

Second, differential role expectations also occur as a result of situational or organizational factors (Kahn et al., 1964). Differences in contexts, duties and work-settings are proved to make an impact on role perceptions (Bedeian & Armenakis, 1981; Getzels & Guba, 1954). Work design characteristics, which need to be taken into consideration while explaining role stressors experienced by employees, has the capacity to reveal incongruency among individuals (Bamberger & Hasgall, 1995). Fried et al.'s (1998) informative analysis on the relation between role conflict and job performance was able to list the role stressor as a contextual one. Frequent changes in roles (Börk & Adıgüzel, 2015) leading to a more formalized and bureaucratic managerial structure make role conflict and role ambiguity relatively commonplace in organizations (Gilbert et al., 2019; Schulz, 2013; Tang & Chang, 2010). Constant changes put individuals in a place of questioning and difficulty of adaptation to the new situation, as a result of which quality of their work decreases (Tülübaş & Göktürk, 2018). Also, having no role to play in strategic decisions, complex bureaucracy, not having enough support, time or appropriate training (Gilbert et al., 2019), inadequate funding and resources, poor management practices (Winter & Sarros, 2002) and incongruency in institutional needs (Abdel-Halim, 1981; Bamberger and Hasgall, 1995) are identified as the situational pressures experienced in work places. Organizational constraints have an adverse impact on role stressors (Jex et al., 2003).

Third, role ambiguity and role conflict are simply unavoidable in places where there is constant interaction with others (Arslan & Üngüren, 2017; Börk & Adıgüzel, 2015) meaning that role assignment process is impacted by interpersonal variables too (Gilbert et al., 2019). In complex organizations such as hospitals or universities, individuals are generally assigned to carry out more than one responsibility or role, which increases the likelihood of their role pressures (Sabuncuoğlu, 2008). The more complex and differentiated an organization gets, the greater interdependence is observed (Kahn et al., 1964).

Organizational configuration is the concept which refers to organizations that have a common profile as well as significant elements such as strategy, structure and decision processes (Ferguson & Ketchen, 1999). Mintzberg (1979, 1980, 1983)

presents five ideal type of configurations for different types of organizations. Of all configurations, professional bureaucracy, which constitutes the essential characteristics of an ideal type of professional organization, has universities and hospitals as its manifestations where the core work depends on processes rather than projects (Kallio et al., 2020). In those types of organizations, standardization of skills is used and vertical and horizontal decentralization is adopted (Lunenburg, 2012). Although the organization is quite formalized, autonomy is given to professionals due to its decentralized nature. Being complex but stable, these organizations frequently experience coordination problems. In these types of places, individuals continuously work with others whose roles and duties may differ than theirs (Schulz, 2013). If the line between one group's roles and others' is not clearly defined or they overlap with one another, it is inevitable to experience conflicting situations and uncertainty in an organization (Ceylan & Ulutürk, 2006).

Failing to grasp certain key terms helping individuals understand their roles causes role pressures too. Being one of them, *status*, which is defined as the position occupied by individuals in society, is also closely related with roles (Jensen & Wang, 2018). Status and roles are so interconnected that they are like “obverse phenomena” (Stryker & Macke, 1978). The former refers to the position of people in social structure whereas the latter clarifies the expectations that constitute the content of the social position. In an ideal world, individuals expect their roles to change as the status changes, failure of which results in role conflict (Gökçe & Şahin, 2003).

In addition to status, it is important to mention job description too since individuals rely on it to understand their roles and responsibilities. In organizations, it is observed that extra duties which are not indicated in individuals' job descriptions are requested from them (İpek & Kanatlar, 2018). Extra roles culminate in role overload (Arslan & Üngüren, 2017; Polatçı, 2015), and this inevitably leads to work and time pressure and fuels role conflict. (Winter & Sarros, 2002). Also, job titles are other sources for individuals to adopt their roles and as the job title changes, individuals naturally expect their roles to change too (Martinez et al., 2008). It is significant for individuals to clearly understand and internalize their roles so that the system does not get dysfunctional (Montgomery, 2005; Stryker & Macke, 1978).

2.4.1. Existing Literature on Role Stressors in Higher Education

There is a great deal of existing literature showing how academic professionals are influenced by role stressors. The research highlights that the major role of individuals in organizations is to be clearly established to avoid any kind of role stressors (Getzels & Guba, 1954). Role conflict and role ambiguity lead to a number of deleterious consequences on individuals and academic staff are not an exception either.

Role theory highlights the importance of *inter-role conflict* which occurs when two or more role sets are assigned to individuals and their expectations are often inconsistent with each other (Kahn et al., 1964). When the roles start to be incompatible with each other or their boundaries begin to overlap, individuals are likely to deal with inter-role conflict (Arslan & Üngüren, 2017; Polatçı, 2015; Rizzo et al., 1970). Generally, academic staff are to hold more than one position or role at universities such as teaching, research, administrative tasks or monitoring students (Baldwin, 1987), which makes the role conflict unavoidable (Orpen, 1982; Sabuncuoğlu, 2008).

Existing literature recognizes research pressure on both academic staff and universities. Research matters in higher education because after all, the notion that one can attain knowledge through research and experiment (Boyer, 1990) is an undeniable fact. Prestige and quality concern of the universities can be considered as the other primary factor of the pressure (Light, 1974; Orpen, 1982; Teichler et al., 2013). The reason for this is the fact that research refers to production whereas teaching means transmission and products are more valuable than processes (Brew & Boud, 1995). Universities can benefit more from research productivity (Light, 1974). Some research affirms that university instructors, besides being active practitioners, should engage in constant research in order to keep up with the world changes and update their knowledge (Unal & Ilhan, 2017; Xu, 2019). It is pointed out that research feeds teaching (Teichler et al., 2013), and should not be considered as two separate things from one another. In fact, the two concepts should not be competing but completing each other. (Ben-David & Zloczower, 1962). Moreover,

research is a way to enhance teacher effectiveness as it provides awareness and currency. (Brew & Boud, 1995). It may not affect their pedagogical skills, but it certainly increases teachers' knowledge and enthusiasm. Professional competence such as field knowledge and research abilities are ideally needed for university instructors (Bozu, 2016).

On the other hand, there is also literature claiming that “research and teaching require different personalities” (Xu, 2019) and researchers are the people who generally work on their own and are less distracted by the outside world whereas teachers are the ones that are constantly involved in distractions and interactions. While one academic professional excels in teaching, the other one's research skill may stand out (Aydın, 2014). Additionally, it is stated that one does not need research in order to be a good teacher (Brew & Boud, 1995). Although research is a great intrinsic motivator for university instructors (Winter & Sarros, 2002), it could prevent them to carry out one of their major roles which is to teach (Dill, 1982). In fact, teaching is so important that one should not forget the fact that an instructor is hired to teach at the first place (Light, 1974). Research should come as the second role because teaching constitutes the central role of the academic profession (Tülübaşı & Göktürk, 2018). University instructors who conduct both teaching and research are likely to experience role conflict which reveals situations with incompatible role expectations (Borman et al., 2003, p.472; Orpen, 1982) because when they invest most of their time in teaching, the less time they have available for research and vice versa, which is a visible source for role conflict (Jex & Britt, 2008, p.211). Despite the fact that research and teaching constitute the core element of the academic profession (Light, 1974), tension is inevitable when both are tried to be achieved simultaneously (Teichler et al., 2013).

Inter-role conflict of university instructors also comes out owing to the burden of administrative roles and responsibilities. Hence, it is crucial to consider the impact of administrative duties on instructors. Studies prove that academic professionals consistently feel obligated to make choices between their academic duties and administrative duties (Light, 1974). In their thorough examination, Bamberger and Hasgall (1995) devoted some attention to the role conflict emerged as a result of the

incongruence between academic duties and administrative tasks of instructors. Normally, administrative roles do not constitute the core elements of academic profession (Dill, 1982; Winter & Sarros, 2002); however, university instructors are expected to complete their administrative responsibilities first which puts the sideline task above the major role (Manogharan et al., 2018). It is also presented that the more senior instructors get, the more likely they are involved in administrative and supervisory responsibilities of their organization (Doğan et al., 2020), which inevitably results in less time for research and teaching (Orpen, 1982), both of which are considered the core tasks of academic staff (Winter & Sarros, 2002). Administrative duties and responsibilities, which are the institutional expectations rather than academic ones (Dill, 1982), can be overwhelming for academic staff as it creates a good deal of extra workload, (Gilbert et al., 2019; Gümüş & Gülmez, 2020), hinder their major role (Dost & Cenkseven, 2007) and result in role conflict (Doğan et al., 2020; Orpen, 1982).

Studies support the notion that role conflict and role ambiguity constitute a main dissatisfaction source for universities (Doğan et al., 2016; Light, 1974; Sabuncuoğlu, 2008; Schulz, 2013; Serinkan & Bardakçı, 2009; Xu, 2019). Exposed to frequent organizational changes and intervention, academics often have to deal with role stressors (Winter & Sarros, 2002). Academics show low levels of motivation when they are uncertain of their roles or when they have to deal with role overload (Tytherleigh et al., 2005). It is unavoidable for university instructors in higher education to encounter role conflict (Xu, 2019).

Status of academic staff in higher education institutions can be a determinant whether they experience role conflict or not. For example, instructors who hold a lower status compared to faculty members experience a higher level of burnout, emotional exhaustion and fatigue (Doğan et al., 2016; Doğan et al., 2020). These studies suggest that role conflict decreases as academic rank gets higher. For those holding a professorial position in which roles are clear and manageable, the experience is not that conflicting or uncertain. On the other hand, the experience is quite the opposite for lecturers whose participation in decision making is low and role demands are overloaded or not appreciated (Winter & Sarros, 2002).

The theory highlights that both role conflict and role ambiguity bring about a variety of negative consequences such as affecting job satisfaction, organizational effectiveness and individual well-being (Kahn et al., 1964). Congruence of needs and expectations and uncertainty about the roles are likely to become detrimental to individuals (Tang & Chang, 2010).

In fact, effects of role stressors could be highly costly on organizations and individuals as they cause job dissatisfaction, job-induced tension, lower organizational commitment, high turnover, lower quality of performance, reduction in motivation, loss of self-confidence and self-esteem, anxiety, hostility and feelings of futility and apathy (Bedeian & Armenakis, 1981; Fisher, 1995; Fisher & Gitelson, 1983; Fried et al., 1998; Getzels & Guba, 1954; İpek & Kanatlar, 2018; Jex et al., 2003; Kahn et al., 1964; Schulz, 2013) employee burnout, reduction of self-efficacy and creativity (Serinkan & Bardakçı, 2009; Tang & Chang, 2010), disillusionment syndrome (Gilbert et al., 2019), reduction in altruistic behavior (Jex et al., 2003), organizational alienation (Arslan, S. & Üngüren, E., 2017) and negative impact on psychological well-being (Bamberger & Hasgall, 1995; Hecht, 2001; Orpen, 1982; Rizzo et al., 1970). Furthermore, communication among individuals substantially lessens when individuals face role conflict, as a result of which, interpersonal bonds such as trust, respect and attraction lose their strength in organizations (Kahn et al., 1964, p.63). Depersonalization, emotional exhaustion and a decrease in success are other visible consequences of role conflict and role ambiguity (Çelik, 2013; Gökçe & Şahin, 2003).

On the other hand, studies highlight that role conflict and role ambiguity are not necessarily harmful. They create a foundation for employees to obtain individual achievement and social progress, and flexibility which role ambiguity provides can lead to an environment in which adaptation to changing circumstances is easier. (Kahn et al., 1964, p.53). Role conflict is a way to increase creativity and obtain diverse perspectives (Schulz, 2013; Tang & Chang, 2010) because conflict eliminates the dominance of one idea or group, creates diversity and enhances the development of organizations (Börk & Adıgüzel, 2015). Hence, whether conflict

turns into something negative or positive actually depends on how it is perceived and addressed.

The scenario in which role conflict and role ambiguity are beneficial for the organization whereas they are detrimental for individuals is also possible (Kahn et al., 1964). To illustrate, individuals can attempt to handle role overload by constant overwork and unpaid overtime which is good for the organization but not for their well-being. To an employee, working longer and extra hours may seem as the only way to successfully meet all the demands (Jex et al., 2003). That is why, “the degree of these two let us make comparisons and choices among values: stability vs. progress, orderliness vs. flexibility and organizational effectiveness vs. individual welfare” (Kahn et al., 1964, p.54).

2.4.2. Existing Literature on Role Stressors & Coping Strategies

There is a substantial amount of literature that recognizes the importance of coping strategies for role conflict and role ambiguity. Deleterious effects of role stressors have been discussed in detail in previous sections. There is a good amount of existing literature addressing the strategies to deal with role stressors.

First of all, Getzels and Guba (1954) contributed to the understanding of handling role conflict by proposing three concepts: (1) the choice of major role, (2) the congruence of needs and expectations and (3) legitimacy of expectations within the situation. If individuals know that the role they undertake is their major role and it is a legitimate one, they either have less role conflict or do not experience any conflict at all. Role pressures are inevitable when there is incongruence in needs, expectations and demands (Kahn et al., 1964, p.95).

Once the necessary information required to perform roles and duties in organizations is provided to role occupants, it is observed that the level of role conflict and role ambiguity is reduced (Bedeian & Armenakis, 1981). It is pivotal that individuals are certain what is expected from them (Eray, 2017; Gökçe & Şahin, 2003) which is called *role analysis and clarification* (Fisher, 1995). Clarity and predictability are needed for individuals to be effective and productive (Kahn et al., 1964, p.73). When

roles are clear and achievable for individuals, more positive work attitudes towards their jobs and organizations are expressed (Winter & Sarros, 2002). Role clarity has a positive effect on self-efficacy which reveals higher performance and reduced stress (Yousefi & Abdullah, 2019). Deliberate strategies developed for the purpose of lessening role pressures help individuals handle incongruence and uncertainty (Orpen, 1982). Of these strategies, providing timely and adequate information, job structuring and team efficacy are found to be effective (Bamberger & Hasgall, 1995). Having established objectives, changes in job description and division of labor if needed should be taken into consideration so that subordinates have a lower perception of role stressors (Fisher, 1995; Gökçe & Şahin, 2003).

Second, understanding the link between decision making and role stressors also helps organizations and individuals to develop competent strategies. Several studies have established the crucial role of participation in the decision making process (Bamberger & Hasgall, 1995; Fisher, 1995), which is closely associated with low levels of employee commitment and work performance (Winter & Sarros, 2002). No role to play in strategic decisions, lack of participation and lack of authority, all of which could be considered as organizational constraints, trigger role conflict (Gilbert et al., 2019). That employees are seen as a part of the decision making process enhances their adaptation to their roles and carry out their responsibilities in a much more efficient way.

Additionally, receiving feedback from people around and evaluation of one's own performance are associated with reducing role conflict and role ambiguity (Kahn et al., 1964, p.25) because increased communication thanks to feedback (Butler, 2017), which is a necessary ingredient in resolution of role stressors, brings clarity and understanding. What is more, political skill, which is the ability to understand others at work and interact or influence them in ways that accomplish one's objectives and goals, is found to diminish the harmful effect of role conflict on individuals (Xu, 2019). Prior research has also noted the significance of having mentors as a solution to reduce role pressures in organizations (Trayambak et al., 2012). Mentoring is a great way to obtain information, understand and clarify one's roles, responsibilities and needs and improve communication in an organization (O'Reilly, 2001). Having

a mentoring program, an organization sends the message that it cares about its employees' concerns and needs (Stewart & Harrison, 2016). Mentoring programs deliver benefits such as teaching social norms and expectations to protégés, providing assistance when guidance is needed and creating a platform for better communication and evaluation (Butler, 2017; O'Reilly, 2001).

Furthermore, *alteration of the organizational climate* is a way to manage role stressors too (Fisher, 1995). Enhancing workflow coordination, preventing violations in chain of command, formalizing rules and procedures happen to be effective in reducing role stressors (Bamber et al., 1989; Senatra, 1980). Organizational support (Xu, 2019), reduction in role overload, a balance in distribution of responsibilities and duties, eliminating incongruence of needs and expectations, absence of rapid organizational changes can prevent role conflict (Doğan et al., 2016). Finally, appreciation and recognition of their contribution by superiors or the administration are proven to be fruitful approaches towards eliminating role conflict. The negative effects of role conflict mitigate when the employees see that the organization values their effort and contribution and care about their well-being (Xu, 2019).

All in all, there are many alternatives and techniques for organizations that give importance to dealing with role conflict and role ambiguity. Depending on the nature or culture of the organizations, different strategies could be adopted.

2.5. Job Satisfaction

Job satisfaction is a significant attribute that organizations aim to provide for their employees (Toker, 2011). Various definitions of the concept are found in literature. Defined by Hoppock (1935) as all psychological, physiological and environmental conditions which allow an individual to express that they are truly satisfied with their job (Börk & Adıgüzel, 2015), job satisfaction is mainly about an individual's ability to adapt to their workplace roles (Vroom, 1964). Also, Spector (1997) states that job satisfaction has to do with the way how people feel about their work and its other diverse aspects (Aziri, 2011). It is defined as "an emotional state related to the positive or negative appraisal of job experiences" by Locke (1969). Additionally,

Smith (1969) considers job satisfaction as “the extent to positive orientation on an employee expresses towards his or her job”. The term is also defined as “a pleasurable emotional state resulting from the appraisal of one’s job, an affective reaction to one’s job and an attitude towards one’s job”. (Chimanikire et al., 2007). In general, it could be said that job satisfaction refers to an affective reaction to a job which is caused by the individual’s comparison of reality with those which are aspired, expected and deserved (Saner & Eyüpoğlu, 2012).

Job satisfaction is such a complex and multifaceted concept influenced by varying factors (Ssesanga & Garrett, 2005) that it could mean different things to different people (Aziri, 2011). It is an outcome of employees’ expectations and desires as well as their multidimensional attitudes towards their work and working environments (Tutuncu & Kozak, 2007). In spite of the fact that it is a multi-pronged construct, consensus as to which dimension is most noteworthy in its operationalization has not yet been identified (Ravari et al., 2012).

There are a number of factors that have an impact on job satisfaction such as organizational policies and procedures, supervision and decision-making practices, perception of the quality of supervision, aspects of the total workload, the range of the skills utilized, autonomy, feedback and the physical nature of the workplace and personal qualities such as ability to deal with problems (Chimanikire et al., 2007). It could be summarized that variables which influence job satisfaction seem to be objective ones whereas some others are subjective values (Tutuncu & Kozak, 2007) such as emotional reactions, one’s attitude toward the job, one’s expectation of a job and personal values which guide one’s perceptions, evaluations and behavior (Ravari et al., 2012). Attitudes and expectations could be about both extrinsic and intrinsic factors (Lacy & Sheehan, 1997).

Directly associated with the physical and mental well-being of employees (Schulze, 2006) and organizational productivity (Toker, 2011), job satisfaction reduces tendency of quitting job, absenteeism, tardiness and health related problems due to stress (Chimanikire et al., 2007), provides a better climate in organization (Tutuncu & Kozak, 2007), eliminates disloyalty (Aziri, 2011), and enhances creativity and

organizational commitment (Toker, 2011). Employees who have a high level of job satisfaction are innovative and are motivated to create and maintain an atmosphere conducive to learning (Schulze, 2006). On the other hand, using one's time in the workplace for private work, taking long breaks, pretending to be busy, chatting with colleagues on trivial matters, delaying work, not following the rules, aggressive behavior towards colleagues and superiors are some of the indicators showing employees have low job satisfaction (Öztürk & Şahbudak, 2015), all of which negatively influence one's performance and productivity (Saner & Eyüpoğlu, 2012).

Studies display that there is a growing interest in job satisfaction in higher education institutions as universities are labor intensive and their effectiveness mainly depend on their academic staff (Schulz, 2013). University's atmosphere and a sense of community and relationship with colleagues appear to be the main predictors of job satisfaction (Küskü, 2003; Ssesanga & Garrett, 2005). When impact on academics' intention to quit working in higher education institutions is attempted to be identified, relation with colleagues come out as the largest predictor of intention to leave (Lacy & Sheehan, 1997). With regard to hygiene factors in Herzberg's two-factor theory, interpersonal relationship is the one that academics are most satisfied with (Schulze, 2006). For academic staff, the most satisfying motivator seems to be the facet "work itself". (Mehboob et al., 2008). Studies demonstrate that academic staff is satisfied with the job itself; however, work environment is becoming less satisfying under the managerial changes (Shin & Jung, 2014). If academics find their work less intrinsically satisfying, they show a higher inclination to leave their job. Salary or economic resources does not seem to be an impact on their intentions to leave or stay (Lacy & Sheehan, 1997). Working conditions, regarded as a hygiene factor, are found to be the least satisfying aspect of the job (Mehboob et al., 2008). With respect to motivators, academics seem to be the least satisfied with opportunities for advancement (Schulze, 2006). Some studies identify that intrinsic motivators are more critical for job satisfaction and extrinsic factors are largely responsible for job dissatisfaction (Ssesanga & Garrett, 2005); however, others claim that extrinsic motivators such as job security, resources, workloads, reward and recognition are as important as intrinsic ones (Shin & Jung, 2014).

Job dissatisfaction in higher education is resulted from a number of factors such as insufficient recognition of teaching skills, requests of individual students, too much marking and teaching, too many students, student attitude to learning, focus on research at the expense of teaching, poor communication with university administrators, working hours, lack of coordination and difficulty with handling different responsibilities of teaching, research and administration (Schulze, 2006). Furthermore, one of the reasons responsible for low satisfaction is pay (Saner & Eyüpoğlu, 2012) as academics generally think that they are not well-paid (Ssesanga & Garrett, 2005). Academic staff including even the ones who hold a higher status are not satisfied with their salary (Öztürk & Şahbudak, 2015) as academics are paid relatively less than other professions (Shin & Jung, 2014).

The existing literature reveals a positive associations of job satisfaction with occupational status and organizational rank, which is called *ego motivation* (Kahn et al., 1964, p.141) and professors have a higher level of job satisfaction compared to instructors and research assistants (Toker, 2011). This is also related to the fact that there is a positive correlation between autonomy and job satisfaction (Chimanikire et al., 2007; Shin & Jung, 2014). There have been studies suggesting a relationship between age, occupational level and overall satisfaction and concluding that rank and age are the strongest predictors of job satisfaction (Saner & Eyüpoğlu, 2012).

Research displays that role stressors negatively impact job satisfaction (Bedeian & Armenakis, 1981; Fisher, 1995). When these roles are not successfully fulfilled, a low level of job satisfaction is observed. Role stressors reduce attentional focus and lead to job dissatisfaction (Eray, 2017; Jex et al., 2003). The fact that role stressors escalate the level of stress, tension and anxiety in individuals causes low-job satisfaction (Doğan et al., 2016). Taking measures to eliminate role conflict increases performance on job satisfaction (Ceylan & Ulutürk, 2006).

2.6. Summary

The purpose of this study is to display to what extent EFL instructors experience role stressors and how those experiences are related to their overall satisfaction and well-being. This chapter attempted to present the existing literature.

In the beginning of the chapter, academic profession terms were defined in order to eliminate any terminological confusion throughout the study. The key role of EFL instructors in Turkish higher education is tried to be identified.

The role episode model, which explains how role stressors occur in organizations, and Herzberg's motivation – hygiene theory presenting the dual nature of job satisfaction constitute the theoretical dimension of the research. This chapter also provides a deeper understanding for the factors and consequences of role stressors and what coping strategies exist to eliminate them. Finally, existing literature regarding job satisfaction is attempted to be synthesized in the chapter.

CHAPTER 3

METHODOLOGY

This chapter provides a description of the research methodology of the study. Qualitative data collection and analysis were adopted and phenomenological research design was employed in order to identify the level of role stressors that EFL instructors experience in higher education institutions and how this is related to their overall job satisfaction.

3.1. Research Design

The study adopts phenomenological research design in order to help understand EFL instructors experience their roles and responsibilities in higher education. The research question of the study is “What is the experience of EFL instructors in preparatory schools of universities in terms of roles and responsibilities in higher education in relation to their job satisfaction?”. A qualitative approach was chosen so that the researcher can obtain further in-depth information on the experience of participants.

Most studies in the field of academic professionals and how they experience their roles and responsibilities in higher education in Turkey do not include EFL instructors which displays that there is not much known about the certain research area. Phenomenological research design is most needed when the issue is exploratory in nature and existing research does not provide a sense of clarity (Abakpa et al., 2017). Phenomenological research is the most appropriate design for the study as it gives an opportunity to the researcher to describe “the lived experiences of individuals about a phenomenon” (Creswell, 2014). The design refers to “in-depth study of a specific phenomenon, group or individuals or of perceptions of social phenomena” (Norlyk & Harder, 2010), through which participants can interpret their

own experiences (Patton, 2014). An experience could only be fully understood by the individuals who are actually living it (Demir et al., 2015; Mcilpatrick et al., 2006; Padilla-Díaz, 2015).

Edmund Husserl, who established the modern phenomenology, claimed that the essence of phenomenon, which is something “universal in experience” and “the central underlying meaning of the experience” (Norlyk & Harder, 2010), could only be reached if the phenomenon is being experienced in the lifeworld (Abakpa et al., 2017; Fry et al., 2017). Valuable insights could be gained by understanding people’s unique experiences and developing descriptions of the essence of these experiences (Bliss, 2016). As Fraenkel, Wallen & Hyun (2012) indicate, various reactions, perceptions and understanding of a certain phenomenon are aimed to be identified in this research design in which a number of individuals who experience the phenomenon are attempted to be observed.

There are different approaches to phenomenology (Spiegelberg, 1982), the earliest of which is known as descriptive or transcendental phenomenology whose founder is Edmund Husserl. The descriptive phenomenology is referred to the study of personal experiences and the meanings of the phenomenon needed to be carefully described by the researcher (Padilla-Díaz, 2015). It requires the researcher to keep an open mind and put all the preconceptions and preconceived perceptions aside (Eddles-Hirsch, 2015). Husserl introduces the concept of *bracketing* which is used to ensure objectivity in descriptive phenomenology by alleviating preconceptions while the researcher explores and investigates the phenomenon and identifies the essences (Abakpa et al., 2017). *Epoche*, revealed as the synonym of bracketing, is a term frequently utilized in the literature too and refers to “setting aside past associations, understandings and biases” (Norlyk & Harder, 2010). It is a way to suspend the researcher’s prejudgments (Cilesiz, 2009) and ensure objectivity (Padilla-Díaz, 2015). In the epoche, daily insights and judgements are expected to be put aside and phenomena are examined in a fresh and wide open understanding (Moustakas, 1994). This process which is also called *reduction* allows the researcher to give equal value to every statement shared by the participants (Eddles-Hirsch, 2015).

On the other hand, hermeneutic phenomenology is concentrated on the idea that it is not possible for the researcher to leave out preconceptions and preconceived opinions which in fact are essential for understanding the phenomenon (Fry et al., 2017). Built upon the Husserlian method by his student, Heidegger, hermeneutic phenomenology is interpretative and the researcher's main purpose is to demonstrate how subjects make sense of their experiences (Pietkiewicz & Smith, 2014). Hermeneutic process recognizes prejudices and preconceptions and claims that they could be corrected or set aside while scientific understanding occurs (Moustakas, 1994). To explain his understanding of phenomenology, Heidegger stated that "potentiality stands higher than actuality. To understand phenomenology consists in seizing it as a potentiality" (Spiegelberg, 1982).

Finally, existential phenomenology, whose basis also originated from Husserl's perception of lifeworld is consistent with the hermeneutic views. Existential phenomenology asserts that self and consciousness could not be thought as two separate entities (Eddles-Hirsch, 2015), meaning that the researcher has an active role in interpreting individuals' personal world.

3.2. Research Participants and Sampling

The target population of the study is the EFL instructors at foundation universities in Turkey. The access population is one foundation university in Ankara. In this qualitative study, purposive sampling, which provides secure variation among participants (Norlyk & Harder, 2010), was adopted to include participants with different characteristics so that researchers understand the problem and research question better (Creswell, 2014). The researcher, who is an insider, is familiar with the context and dynamics in the institution which made the data collection process easier and smoother.

The Basic English Department of this foundation university has 51 full-time instructors working currently. The department offers both basic English teaching for the preparatory school and academic English for departmental courses. However, in this study, 15 participants were chosen from those instructors whose work experience

is solely or substantially in the preparatory school of the university since the study aims to discuss the role stressors of EFL instructors in the Basic English Departments of the universities. The reason is that it gets more difficult for the researcher to find out the essence and characteristics of the phenomena if experiences of participants become more diverse (Padilla-Díaz, 2015). A homogeneous group of participants is ideally preferred in phenomenological research (Cilesiz, 2009). As any other preparatory school in Turkey (Balbay et al., 2018), the program of the department offers reading, writing, speaking, listening and grammar courses.

Of the participants, 2 of them are male and 13 of them are female. 12 of them are between the ages of 30-40. 2 of them are between the ages of 25-30 and one of them is over 40 years old. As for their marital status, 4 of them are married while the rest of them are single instructors.

Table 1

Undergraduate Degree of the Participants

Department	Number of the Participants
English Language Teaching	6
English Language and Literature	3
English Linguistics	2
American Culture and Literature	2
Translation and Interpreting	2

When it comes to their undergraduate studies, of the 15 participants, 6 studied English Language Teaching, 3 studied English Language and Literature, 2 studied American Culture and Literature, 2 studied Translation and Interpreting and 2 studied English Linguistics.

Table 2

Departments of the Participants They Graduated from Master's Program

Department	Number of the Participants
Educational Sciences	8
English Language Teaching	2
English Language and Literature	2
Foreign Language Teaching	1
Translation and Cultural Studies	1

As for the master program, 8 of them focus on Educational Sciences. 2 of them are on English Language and Literature, 1 of them is on Foreign Language Teaching and 1 of them is on Translation and Cultural Studies. There is one participant who did not pursue graduate studies at all. 7 of the participants still continue to work on their studies whereas 7 of them completed and obtained their degree. On the other hand, of all the participants, 2 of them are currently pursuing their doctoral studies. One aims to obtain her degree on English Language Teaching and the other focuses on Educational Sciences. Moreover, 3 of the participants, who seek to gain a master's degree with a thesis on Educational Sciences, reported that they already completed a master's program without a thesis. They currently pursue their second master program.

Table 3

Teaching Experience of the Participants

Participants	Experience
2	Less than 5 years
11	5-10 years

Table 3 (cont'd)

2

Over 10 years

As for their teaching experience at their institution, 2 of them have been working for less than 5 years. 11 of them have experience from 5 to 10 years and 2 of them have been there for over 10 years.

Moreover, 8 of the participants hold an administrative position in different units of the department whereas 7 of them solely focus on teaching English. Finally, all of the participants are full-time members of the academic staff at the university' Basic English Department.

While reporting results, the researcher did not number the participants or use any pseudonyms in order to keep the participants' identity confidential.

3.3. Data Collection Instruments

Interviews are the primary instruments to be adopted in phenomenological research design (Creswell, 2014). Typically, in phenomenological study, an interactive and informal process is adopted for which using open-ended questions is ideal (Moustakas, 1994). Therefore, the researcher conducted semi-structured interviews, which are the freer version of structured interviews (Balbay et al., 2018). Some of the questions used in the interviews as follows:

- 1) What are your roles and responsibilities in higher education as an English instructor?
- 2) What are your views on the changes made by CoHE regarding your employment eligibility?
- 3) While fulfilling your roles and responsibilities, do you think that you do tasks that are incompatible with your role?

Semi-structured interviews reveal the individual experiences and understanding of the phenomena, and give freedom and opportunity the interviewees to express their own opinions in their own ways (Davison, 2014; Newton, 2010). In-depth interviews are the most common tools to collect data in phenomenological research (Bliss, 2016; Pietkiewicz & Smith, 2014). Through the in-depth interviews, the research examines each participant's statements and identifies the meaningful and relevant ones which are linked to the phenomenon of interest, and clusters these statements into themes (Fraenkel et al., 2012, p. 429).

Before starting to collect data, two pilot interviews were conducted in order to identify whether the sequence of the questions was right and detect unclear items. Both of the interviews were audiotaped and transcribed. Based on their responses, a need to make minor changes in interview questions is required and the final version of the questions was shared with the expert. For this research, there were 8 questions as well as the demographic information sheet in the final interview protocol. Follow-up questions were developed to explore the issue. Further questions give an opportunity for the researcher to investigate more details (Pietkiewicz & Smith, 2014). The interview protocol is provided in the Appendix A.

3.4. Data Collection Procedures

Studies conducted in human sciences are guided by ethical standards on research as there are human participants (Moustakas, 1994). Therefore, to collect data, an ethical permission was granted by the Middle East Technical University Human Subjects Ethics Committee (Appendix C). The research permission from the board of the Foreign Languages Department of the studied university was received.

The consent form (Appendix B), the demographic information sheet and the purpose of the study were shared with the participants through e-mail. Alternative participants with similar characteristics were chosen when some of the participants did not respond to the e-mails or told that they were too busy to conduct an interview. The consent form indicated that the study was voluntary based and the participants could leave the interview any time they prefer or any time they feel

uncomfortable. The demographic information sheet was sent to obtain information such as the participants' gender, age, marital status, educational and professional background. All the participants were asked to fill out this form before the interview and sent back to the researcher as an email before the meeting.

Due to the Covid-19 pandemic, all of the interviews were conducted online and Zoom was utilized to do this. The interviews were in Turkish and audiotaped upon permission. 30-50 minutes' online interviews with each participant are planned as the phenomenological research typically focuses on conversational, interactive and in-depth interviews to collect data (Moustakas, 1994). The interviewer also came up with probe questions during the interviews. The researcher should be flexible, develop new questions based on the replies of the participants, and consider asking probing and follow up questions in order to grasp the individuals' unique experience (Bliss, 2016). After each meeting, the researcher transcribed the conversation and took some notes and insights, which helped her to conduct the next interview.

Data collection process ended when similar expressions and words were frequently repeated as the researcher took this as a sign of data saturation (Norlyk & Harder, 2010). That collecting additional data no longer create new insights and understandings is called saturation (Creswell, 2014). Collection of data is needed to be continued until the saturation is reached in a study (Merriam, 2013).

3.5. Data Analysis

Data analysis constitutes the most pivotal phase of qualitative research (Çelik et al., 2020). Moustakas (1994) introduces a step-by-step method to show how data analysis is conducted in phenomenological research (Merriam, 2009). Therefore, to analyze data in this study, the researcher adopted *phenomenal analysis* for which Moustakas' (1994) guidelines were utilized.

As for the first step, the researcher benefited from *horizontalization*, which refers to giving equal importance to every statement and listing only the relevant expressions (Moustakas, 1994). The researcher carefully read and examined the verbatim

transcribed interviews of the participants. As a result of this, textual meanings of the phenomena are acquired and these are called horizons (Yüksel & Yıldırım, 2015).

As the second step, the *meaning units* are formed (Cilesiz, 2009), process of which allowed the researcher to create themes by clustering horizons. This step “determines the significant, relevant, and invariant meanings that provide living descriptions or highlights of the experience” (Moustakas, 1994, p.130).

As for the next step, *thematic portrayals of the experience* were constructed by clustering and thematizing the invariant constituents which are the “core themes of the experience” (Yüksel & Yıldırım, 2015).

After forming the themes, the researcher compared them with literature to ensure accuracy. Since the interview is the only method to collect data in the study, the researcher was not able to *compare multiple data sources to validate the invariant constituents*, which is something applied during this step in data analysis (Yüksel & Yıldırım, 2015). As for data sources, only data collected in literature were used to validate the invariant constituents.

As for the fifth step, *individual textural descriptions*, which refer to the themes and perceptions of each research participant’s experiences (Moustakas, 1994), were created. An individual explanation of the essence is represented in this step (Cilesiz, 2009). Whereas textural analysis focuses on the expressions of participants (Eddles-Hirsch, 2015), the structural analysis, which is the next step in phenomenal analysis, refers to the interpretation of how it is expressed by participants (Padilla-Díaz, 2015).

Individual structural description, “provides a vivid account of the underlying dynamics of the experience” (Moustakas, 1994, p. 135). Imaginative variation was adopted which is a way for the researcher to see the phenomenon from a range of perspectives (Eddles-Hirsch, 2015) so that the object of the study – the phenomenon – is understood (Merriam, 2009; Norlyk & Harder, 2010).

In the next step, *composite structural description*, the researcher created a structure by incorporating the textural description so that how the experience takes place can

be demonstrated (Yüksel & Yıldırım, 2015). Composite structural description provides an understanding how participants as a group experience what they experience (Moustakas, 1994, p.142) and enables each description to be represented as a whole (Eddles-Hirsch, 2015).

In the final step of phenomenal analysis, *textural description and composite structural description are integrated* so that a general description of the phenomena is constructed (Cilesiz, 2009). This is the part in which a synthesis of meanings and essences of the experience is carried out (Moustakas, 1994, p.144). The researcher listed shared meaning units and narratives were written from the third person perspective to refer the group as a whole (Yüksel & Yıldırım, 2015). A general description of the phenomenon was reached at the final step and the essence of the experience of the phenomenon in the study was displayed.

3.6. The Role of the Researcher

The researcher has an active role in phenomenological study (Pietkiewicz & Smith, 2014) The researcher of this study is an insider and has been a colleague to the participants for over four years. She is aware of the dynamics and culture in the institution. Hence, it may not be easy for the researcher to put aside her assumptions and biases.

Yet, it is important for the researcher to be clear about her association with the study and the participants as her connection has potential to shape the interpretations in the study (Creswell, 2014). The researcher is not to neglect this point for the sake of her research, remain true to the fact and describe data as correctly as possible (Abakpa et al., 2017). The assumptions of the researcher are presented as follows:

1. The EFL instructors at foundation universities are likely to experience role conflict.
2. The EFL instructors at foundation universities are likely to experience role ambiguity.
3. The EFL instructors at foundation universities have differing views about their roles in higher education.

4. The EFL instructors at foundation universities have varying opinions about the requirement of holding a master's degree with a thesis while getting recruited.
5. Role stressors are related to the job satisfaction of EFL instructors.

The researcher is novice in qualitative study, which was a whole new experience for her. Although she conducted interviews as the course assignments in her previous graduate studies, she has never done a qualitative study in this scale. This is why, the researcher learnt a lot and gained experience while collecting and analyzing data. The very first interviews were difficult for her in terms of processing the varying opinions of the participants. However, when the study progressed, things became clearer and the process tried to seem much more tangible for the researcher.

While some participants shared similar opinions to the researcher's assumptions, others held contracting views, which was important for the researcher in terms of remembering the other side of the story and leaving the biases aside. The opinions of the participants showed the existence of different perspectives regarding the issue the researcher intended to analyze. These perspectives gained throughout the study was utilized and included in the study.

3.7. The Validity and Trustworthiness of the Study

While preparing the interview questions and creating the theoretical framework of the study, the researcher was influenced by her assumptions. However, in order to eliminate her assumptions and judgments, interview questions were presented to an expert and modified based on the given feedback.

During data analysis, the researcher bracketed her subjectivity and carried out the *epoche* process, which stops the researcher making judgements and enhances objectivity (Cilesiz, 2009). In this process, the researcher was aware of hidden perceptions and biases about the phenomenon. In order to eliminate those and establish objectivity in the study, the researcher adopted neutrality. During interviews, the researcher avoided to make comments or demonstrate any facial expression which could affect the way how participants answered.

Furthermore, member checking was utilized to ensure validity. It was first introduced by Giorgi (1985), a psychologist phenomenologist, (Eddles-Hirsch, 2015), and refers to the return of data to participants so that they can check accuracy with their own experiences (Creswell, 2014). Through member checking, participants' voices are prioritized rather than the researcher's (Cilesiz, 2009). Member validation is strongly advised to provide validity, rigor and trustworthiness (Norlyk & Harder, 2010). Phenomenological researchers can include participants for the analysis and assessment of transcribed interviews for understanding and accuracy so that verification of data is ensured (Moustakas, 1994). Finally, peer debriefing, which means that an acquaintance of the researcher who is not involved in the study assesses transcripts and emerging data (Creswell, 2014), was also utilized in the study. Finally, the researcher tried to achieve credibility by returning the transcriptions to the participants.

CHAPTER 4

RESULTS

In this chapter, the findings of the study will be presented and attempted to display the experiences of EFL instructors with respect to roles and responsibilities in higher education. As a result of thorough and extensive manual qualitative data analysis, the following seven themes emerged: (1) *roles and responsibilities of EFL instructors in higher education*, (2) *EFL instructors' perceptions of academic staff in university*, (3) *instructors' positioning themselves in higher education*, (4) *reasons to choose the profession*, (5) *opinions on CoHE's decisions*, (6) *experiences on role conflict and role ambiguity*, and (7) *job satisfaction*.

4.1. Roles and responsibilities of EFL instructors in higher education

Table 4 displays categories and codes for their perceived roles and responsibilities in higher education.

Table 4
Categories and codes for roles and responsibilities of EFL instructors

○ teaching
▪ assessment
▪ preparing course material
▪ giving feedback
▪ marking papers
▪ invigilation
○ student development
▪ transition
▪ adaptation
▪ guide/mentor
▪ advice
▪ psychological support
▪ emotional support
▪ facilitating adaptation to university life
▪ improving students' critical thinking skills
▪ high school

Table 4 (cont'd)

▪
○ administrative duties
▪ coordination
▪ meetings
▪ correspondence with other units of the university
○ research
▪ professional development
▪ personal development
▪ needs-based research
▪ job description
○ community service

As Table 4 indicates, five categories emerged when participants were asked how they experience their roles and responsibilities in higher education. They are listed as *teaching*, *student development*, *administrative duties*, *research* and *community service*. Participants stated that their major role is to teach English as per their job description; however, they agreed that their job is not solely about teaching English. Their crucial role in higher education brings additional duties and responsibilities. They highlighted that they play a key role in students' adaptation and transition to university life as well as providing counseling and guidance for them. The codes such as transition, adaptation, guidance and support were used many times as illustrated in the following quotes:

Our duty is not just to teach. At the same time, I think we are preparing students for university life not only in terms of preparation for English that students will see in their departments, but also we kind of prepare students for university life as well. There is a transition period. When they come to university, they get used to the system before going to their departments. In fact, they get used to many things socially. In that sense, I think we have a great mission. It is about the adaptation of students to university life.

I don't think our only responsibility is to teach language. Apart from that, I also think that we are the people whom any student consults in case of psychological support or any problem. I think we are also helpful in those matters. That's why, it is not just the teaching part of the job. So teaching is sixty percent whereas forty percent seems like the other kind of support we provide.

For me, my role is to teach English. In fact, this is a role that includes other roles as well. Sometimes I have to guide my students. Sometimes I have to

guide my students about how to study. My job is not just about explaining the subject of that day in English or any other subject. I have to guide them. I have to help them. Sometimes there are times when I have to quit my teaching role and take part in the group like a teammate of theirs in classroom conversations or in exercises and activities. Apart from that, I need to follow the lives of my students not only inside the school but also outside the school so that they can talk to me about this; that is, I try to show that I care about them in terms of the benefit for that report relationship between us and mutual trust.

In addition to guidance and contribution in adaptation and transition, some of the participants stated that helping students develop critical thinking skills and raising awareness on social issues are the roles they intend to achieve too:

Of course, as an instructor, apart from preparing the student for the department, our mission is to prepare them for critical thinking and to prepare it in a social context seems to come by default because there is something like this about being an English instructor. The topics we cover in the lessons are also very social issues. It is a platform where we talk about music today, movies tomorrow, and sports the next day, a critical thought, politics and many things. Therefore, we also have a side that drives the student to think critically.

I am responsible for teaching English to a relatively older group. In doing so, as part of the mission given by being in preparatory school, I am responsible for preparing students for university courses, that is, for departmental courses, how they will behave in the department and how they will communicate with their professors. In this respect, I think that I also strive to develop critical thinking skills blended with language learning to some extent.

To approach it from a more philosophical perspective, my role is to raise the awareness of the students when I think about it. I do not define myself as just an English teacher when I approach from that point of view. If we can approach things from a social perspective while explaining the subjects or introducing a subject, if we can add something to the lives of students... This can be a way of thinking or more like developing them psychologically. I see it this way.

The participants who hold an administrative position underlined that their focus is mainly on the administrative duties rather than teaching or student development due to their workload and priority of those duties:

I can talk about two different responsibilities. One of them is my teaching responsibilities as a regular instructor. I also have extracurricular responsibilities due to my own position. Of course, course responsibilities are more or less the same as all the instructors. Like attending the classes, marking papers and making evaluations... But frankly, I have different tasks that take up my real time and even eighty percent of my time. These are the duties stemming from my administrative position.

I think the administrative duties part is more dominant. I have really a lot of responsibilities here as a coordinator. More importantly, there are things constantly occupying my mind. In my opinion, the part in which I improve myself most is administration. Of course, I do not find it right to put teaching in the second plan while doing this; however, I can say that it does not take the most of my time.

Participants were asked whether they are generally involved in research as per their job. They stated that their job required them to involve in research for professional development. They are expected to fulfill certain professional development duties in a way that the unit requires:

At our institution, we have actually conducted research on different subjects or for different purposes as required by our professional development unit. We took online courses or read articles. I think I am also getting involved in research part of the job. As I said, my primary role is teaching but we have conducted research in addition to this.

We maintain our research activities with the directions of professional development unit. Even if they did not direct, I personally always try to improve myself in terms of learning and applying things.

In addition to professional development unit research requirements, it was stated that needs-based research depending on the task can also be conducted by instructors:

During our transition to the pandemic period, we adopted new applications. This was the time that I did research the most but it was need-based. It was certainly not arbitrary. You know it wasn't the studies that I could do with the intention of contributing to academy or learning something.

Doing research is like it is something up to the person. I do research – how can I put this? - when I need to do in a master class or if there is something needed about my unit assignment.

On the other hand, some of the participants firmly expressed that they have nothing to do with research related expectations or tasks in their job as research does not align with their job description:

We are experiencing research because we are being pushed to do it. But it is not bad. I think this is what it should have been. Our job is not research. However, it is a good thing to encourage an idealist person to do some research. It should be in the right amount. If there is more, I would object anyway. I am not in a position to do research and I do not want this. Nobody could impose on me something that is not in my job description and profession. I am not a researcher.

Of course, I conducted research in my own master programs, but research is not related to my job. Therefore, I cannot say research is directly relevant in my job. I am not interested in that area much, I admit that. If I had such an intention, I would probably push to be a faculty member.

The research part falls behind for people who are in our positions, instructors. Because our job is not about that. Our job does not require research. If we do research, we are only doing due to personal or academic development. It naturally falls behind because it is not something expected of us. I think there is no problem with that. There is nothing wrong with that. The position of an instructor does not refer to a researcher anyway.

Finally, only one participant drew attention to instructors' role of community service:

One of the missions of universities is to serve the society. We fulfill this too. We are also a part of this. For example, there was something that was completely voluntary in our department: teaching Turkish to foreign instructors working in our department. Because they are also a part of society after all. They are a part of the society we are in and a service is being provided to them voluntarily. Maybe we can count this example as serving community. Our department is doing something in this sense.

It is clear that EFL instructors do not have the similar role expectations. Some are expected to address the additional roles coming with their major role which is teaching. Based on their statements, they allocate a good amount of time and energy for support and guidance for prep school students who are dealing with adaptation and transition to university life. What is more, improving students' critical thinking skills before they start their studies in their own fields seems to be a major concern to instructors. Unlike instructors who primarily concentrate on teaching and their students' well-being, those holding administrative titles dedicate major amount of

their time to administrative tasks. It is clear that their additional role turns into their essential role due to urgency and priority of administrative tasks. Moreover, instructors involve in research activities owing to either their professional development unit requirements or needs-based research. They uttered that they are also voluntarily doing research to improve themselves professionally and personally; however, they firmly underline that their job does not require any research activities and instructors are not researchers. Community service, which is one of the missions of universities, is not perceived as one of the major roles of instructors as only one participant touched upon it briefly.

4.2. EFL instructors' perceptions of academic staff at university

Participants were asked whether there are any differences or similarities between faculty members and EFL instructors considering each group's roles in higher education. Table 5 shows categories and codes for EFL instructors' perceptions of academic staff in relation to their roles and responsibilities in higher education.

Table 5

Categories and codes for EFL instructors' perceptions of academic staff in university

○ differences on job description
▪ dominance on research
▪ teaching workload
▪ education style
▪ flexibility
▪ shift work
○ differences on attitudes
▪ freedom
▪ respect
▪ student communication
▪ students' attitudes
○ differences on organizational practices
▪ participation in decision making
▪ budget
○ other differences
▪ age
▪ salary
○ similarities
▪ human resources

Table 5 (cont'd)

▪ student profile
▪ teaching
▪ assessment
▪ having a graduate degree

When asked what kind of differences and similarities they observed between instructors and faculty members, participants drew attention mainly to the differences. Firstly, most of them stated that faculty members work more freely and flexibly in higher education. Whereas EFL instructors try to deliver a more standard curriculum style, there is flexibility and freedom that faculty members have in terms of designing their own course content and measurement methods. Moreover, there is a certain working hour to follow for instructors; that is, they are to ensure standardization in not only in their teaching but also their working hours:

When we do not have a lesson, there is a working hour that we have to follow. In that context, I think we have a big difference with faculty members. I think they are more flexible. Apart from that, faculty members probably determine the course contents and measurement methods themselves. This is also a difference. You know we are more standard. Curriculum office, testing office, etc... As we try to keep up with the standard, we follow something certain. We are in a certain system in terms of content and measurement.

Unlike us, faculty members have a situation like being able to create their own lesson programs and their own curriculum. We deliver education in a more limited and bounded curriculum than them. That is, a curriculum comes to us, we do what is asked of us and finish our lesson. However, I think faculty members can include their own feedback and their academic studies and design their own curriculum accordingly. Measurement types, evaluation formats, etc. At this point, I think they are a little more like they are freer than we are.

Faculty members are a little bit more free and they are in a position in which they can make their own decisions and evaluate their teaching activities on their own. But as I said, ours are within certain limits.

Occasionally, faculty members can do research and work from home for weeks without coming to university, but unfortunately we do not have such a thing. We have to come to the university from 9 to 5, five days a week.

Differing student communication and attitudes towards instructors and faculty members emerged as a prominent code in participants' responses. Most of them uttered that students tend to have closer and friendly relationships with instructors whereas they could be more distant and serious when they interact with faculty members. Having certain working hours, less age difference and students' being in a transition phase from high school seem as the reasons of this difference in student communication as stated in the following quotes:

I think we are different in term of student communication. I think they cannot approach and reach faculty members as easily as they approach us. Because there is a working hour for us, our communication gets closer and more accessible to students. I think this does not happen with faculty members. Because they cannot reach them easily both in terms of working hours, there is also a little age difference in between or faculty members' titles may be a hindrance.

As the students are in a transition period from high school, I think we are the ones who experience this phase. Yet, I think many things change when they move onto their departments such as their level of maturity, their wording, their point of view to learning and their relationships with their friends. That is why, frankly, I do not think that they experience this or form this type of bond with faculty members whose courses they take or I do not think those faculty members put up with their whims as much as we do.

The profile we are dealing with on the basis of roles is a student group which is not ready yet and has not fully comprehended what a university is. There could be more differences in this context. I do not assume that faculty members have a responsibility in the same way as the student is expected to be ready for this. I do not think they need that type of communication with students that way. What is expected of us as a school and what we have developed over the years is to be in much more communication with students. I do not think there is a qualification or characteristic that is expected of faculty members in the same way.

However, participants also revealed this "closer" relationship with instructors may turn into lack of respect. Whereas students are a lot more respectful to faculty members, they may fail to show respect to instructors at preparatory schools:

Of course, students should be able to reach me even if I am a faculty member, but the respect and care they display for them (faculty members) is just a little bit more. For instance, I am creating a Whatsapp group because it is online now, I want them to reach me. However, at ten p.m. there is a message saying

‘teacher sorry but...’. The student cannot do this to a faculty member but s/he can do it to us.

For example, the year I started to work as an instructor at our institution, I was also delivering an English lesson to the students in departments. I only did this once. It was a short experience. I was mainly teaching at prep school. However, I felt a difference in terms of quenching my curiosity about how faculty members feel. Because of the fact that students at prep school are younger, as I mentioned in the beginning, we function as a bridging role or maybe we interact with them on a daily basis, their attitudes towards us (instructors) is more different. One feels that when s/he teaches students in departments once. Faculty members are working with students who are more responsible and more mature because they are students in their departments now. I am not sure if a sense of responsibility comes as a result of being older and being in their own departments. There are differences in their attitudes. We don’t see students when we teach as faculty members. We seem them once a week, so they do not separate us from them. Although it is sad to say this, they are even more respectful. I observed this in that experience.

On the other hand, it is not only student attitudes but also organizational approaches or practices make EFL instructors less respected, even undervalued compared to faculty members. Participants indicated that it is actually the organizational attitudes that create the overall feeling of worthlessness in instructors. The words worthlessness and worthless were used a number of times by participants as seen in the following quotes:

With respect to this role anxiety, what I should have said at first is that there are some administrative differences. It is about the fact that the administration does not treat us the same way as faculty members and not having the same expectations. How can I put it into words? It is like we are not subject to the same limitations. Yes, they can get one semester for research whereas there is even interference in our dress code. I think they make us feel the difference whether they are talking to a colleague or someone from lower staff. I think there is a difference in there. OK, I may not have reached the same education level. I may not have the same qualifications; however, I am part of the same mechanism after all. I too have similar contributions and I have as many contributions as expected from me. It is not like something different was being expected from me and I did not fulfill it. Hence, this obviously creates tension in me in this sense. It could easily turn into a situation in which you can be replaced with someone else. I do not think the other teaching staff (meaning faculty members) have this type of concern.

As an instructor, I think there is a difference between me and a faculty member in terms of respect. This is a very significant difference. When I think about the institution that I work for, I feel like faculty members are

valued more. When I think in terms of administrative practices, as the approach of the university, instructors come later. The value given to faculty members is a lot more, and their opinions are much more important. Frankly, instructors do not get much respect. I do not think my opinions are being taken into consideration.

During this pandemic period, even when the Covid cases were at their peak, they tried to open the preparatory school first and departments still continued to work online at home. I am not sure if this is relevant, but I think this could be an example. All these (referring to other examples including this one) make us feel lonely because it makes us feel we are not cared much. It is like instructors are not valued much by the school's rectorate. Because you always come as their second plan or you seem as only an English teacher. Employees are given the impression that faculty members are more valuable, much more indispensable whereas you are easily dispensable. This is one of the elements that greatly reduces job motivation.

We are an institution that gives importance to its faculty members. I do not think the institution cares about the instructors. They do not listen to us in any context. I do not think I am worthy enough.

Some of the participants highlighted that instructors who actively involved in research could be supported with a slightly higher budget so that their work is also recognized and valued as well as that of faculty members:

Naturally, our main duty is not to do research or publications. However, we also have a lot of instructors who are doing their master's or doctoral studies. We have many instructors whose works get accepted in conferences or workshops and make presentations. Those who are accepted within the city, outside the city or even from different countries. I think they also represent the school. Just as the name of the institution is mentioned when a faculty member makes a presentation abroad, the name of the institution is mentioned when an instructor makes one too. This is also an advertisement, at least a contribution. I think those conditions can be improved a little bit more. For example, our budgets are very low. I am talking about the ones given to the instructors. If you try to go to a conference abroad, there are almost no budget to afford your flight ticket. This could be improved a little bit. Of course, no one expects an annual budget as much as the one faculty members get. But I don't know I think a little bit more support can be provided for a congress or seminar that we will attend.

For example, as a part of some studies and research, we get assignments outside the city or abroad. There is a great difference between the budget allocated for faculty members and the budget allocated for instructors. Whereas the instructors are provided with a much lower budget, the faculty

members are sent to their abroad or outside the city assignments with a much higher budget by the university.

To sum up, it is understood that differences between instructors and faculty members prevail over similarities. Firstly, instructors are a part of a more standard and fixed system compared to faculty members. They apply curriculum and exams in a more standard way whereas faculty members have freedom to create and design their own course content, materials and evaluation methods. Furthermore, there is a working hour to follow for instructors unlike faculty members. Another emerging difference is student relationship which is closer and even friendly with instructors due to less age difference, students' being in transition phase to university life and the fact that instructors are easier to reach as they are mostly in their offices due to their working hours. However, this close relationship can lack respect which something students do not dare to show to faculty members. Not only students' attitudes, but also organizational practices are factors why instructors feel less respected and undervalued.

4.3. Instructors' positioning themselves in higher education

Table 6 displays categories and codes for EFL instructors' positioning themselves in higher education. Codes are categorized under the titles of *title confusion*, *perceptions of the outside world* and *instructors' own perceptions*.

Table 6

Categories and codes for EFL instructors' positioning themselves in higher education

○ title confusion
▪ English teacher
▪ university teacher
▪ professor
▪ <i>okutman</i>
▪ <i>öğretim görevlisi</i>
▪ academician
▪ personnel
○ perceptions of the outside world
▪ attitudes of other groups in the organization
▪ administrative practices

Table 6 (cont'd)

▪ student behavior
▪ age
○ instructors' own perceptions
▪ in-betweenness
▪ status
▪ high school

In Table 6, categories and codes regarding EFL instructors' positioning themselves in higher education can be found. Some of the participants expressed difficulties in positioning themselves in higher education. This could be sometimes due to the reactions of other people around them but it may also stem from their own individual experiences as shown in the following quotes:

I can say that I cannot position myself much. What we do is not any different from teaching English in a high school. Attend and leave the class, mark the papers, conduct exams, conduct speaking exams. All of these also happen in regular schools (referring to K-12 schools). Other than that, I do not think we do anything very related to higher education. Therefore, I cannot put ourselves into the status of an academician. The idea does not resonate with me.

Here is my experience when I am asked about my profession. I say that I am an instructor. Sometimes I may not know what exactly appears in people's minds. Because when I say I am an instructor, people may think of questions such as you are doing your doctorate then, do you have academic studies etc. or do you have academic goals. However, we do not have such a responsibility as per our job description. Therefore, I cannot position myself as an academician, I cannot introduce myself as an academician. Actually, I think this is a fundamental problem. To me, it is a bit troublesome situation both to work in higher education and not to be identified as an academician. I don't say that I am an English teacher. Because I think this has two reasons. One of them is that I don't have my degree on education; that is, my education is not on faculty of education. Therefore, I never say I am an English teacher, I avoid it. The other reason could be this. When I say I am a teacher; I feel like it deviates a little from the definition of the instructor. So I cannot position myself as a teacher either. Because when I say I am a teacher, something comes to people's minds. When I say I am an academician, people have something else in their minds. In fact, there are a bit of both it feels like neither of them are quite right.

I am not saying I am an English teacher outside. I don't know but I tend to distinguish myself from my colleagues in high school and primary school. Maybe because I still continue to study.

Actually I believed I had no problem positioning myself. However, when I was asked about what I was doing, I found it difficult to position myself after the conversations with people. Because here are the reactions I receive. Are you an English teacher? -No, not really. Are you going to be a professor? No, it is not exactly like that either. Yes, I can say that I experienced this difficulty many times.

Some of the participants stated that the reason why they have a hard time to position themselves in higher education is student behavior. Students at preparatory schools may demonstrate childish or immature behaviors which are generally not associated with university context. Although instructors expect them to be more independent and act as a young adult, students' behavior could be the opposite of this expectation as illustrated in the following quotes:

In general, I am an instructor who treats students as an adult in terms of teaching style and tries to communicate in that way. However, the situation we are in sometimes becomes a position to call not a university but even a kindergarten. Therefore, in those days, extra questions emerge such as whether I am an instructor at a university, where am I, what am I doing, whether I am a guard or a nanny.

The requests of students to play games in the lesson come to my mind the most. Because the reason why I actually wanted to work in higher education was to be able to stay away from those childish acts. But when students have such demands, I can ask myself questions such as where am I or am I at university.

Furthermore, organizational practices may negatively impact instructors' positioning themselves in higher education too. They indicated that there are some attitudes or expectations from their organization which make them question their place in higher education:

There are meetings or programs that students are expected to attend. For example, going there with students with the attendance files in our hands, taking attendance one by one in the conference hall and the fact that I never leave students alone till that point feels very much like I am in high school. In other words, the only thing missing compared with a high school context is that students do not take a queue to go to the conference hall. Of course, this

makes me think whether I am working in higher education institution or in high school.

One of the participants shared an incident that an instructor had during a conversation with an HR officer in the organization. The incident becomes an example in terms of explaining how other groups in the organization cannot position instructors either:

A friend of mine told me about this at the institution where I work. I did not experience this myself. S/he called human resources to consult on something. Human resources referred to a faculty member who had the same problem that my colleague had. Human resources officer talked about that the solution for that faculty member's problem to show an example, and then added: "But he wasn't like you, he was a faculty member". In fact, it is not known where we are positioned by other employees within our own institution.

On the other hand, there are participants expressing that they did not experience any difficulty or conflict when it comes to positioning themselves in higher education as stated in the following quote:

When I am asked about my job, I always say that I am a teacher at a private university. I have always seen myself as a university teacher. I have never thought faculty members are university teachers, but we are not. Therefore, I have not experienced any problem in positioning myself in my job.

One participant highlighted that s/he was not experiencing any problem in his/her positioning; yet, s/he expressed some criticism towards his/her colleagues about the issue and described the problem as a complex:

I have no trouble positioning myself. I am explaining my job because people do not know. But unfortunately people in our own profession are unable to position themselves or they keep going through its complex. I think of this as a complex: They are university graduates and have chosen to be teachers and have chosen to take an academic role. However, they think the academician title that they want is not given them at all. We do not have it and they cannot face and internalize the fact that they do not have it. If you want to be a faculty member, no one is preventing you. You may go ahead and become one, but claiming that you are when you are actually not or if you are going to experience a complex because you are not one, either become one or leave it or bury this expectation in your mind and live with it. I think that people simply cannot associate with their reality and compromise with it. They become a university instructor. According to many people, this is something

very respected in Turkey or in another country, but they still cannot be content with it. When they are not a professor, they want to be respected as one. When they are not an associate professor, they want to be respected as one. They are still being respected when they are an instructor. I do not know why they are obsessed with such things.

All in all, instructors generally find it difficult to position themselves in higher education. This is caused by a variety of factors such as their own individual experience or background, student attitudes, organizational practices and reactions they receive when they say what their job is. These factors make them question whether they are actually a part of higher education. On the other hand, there are some of them expressing that they do not struggle with positioning themselves in terms of their title, expectations or responsibilities. However, the majority of instructors seem to deal with the issue of positioning.

4.4. Reasons to choose the profession

Table 7 shows emerged categories and codes for reasons why instructors choose the profession.

Table 7
Categories and codes for reasons to choose the profession

○ extrinsic factors
▪ young adults
▪ cognitive level of students
▪ university context
▪ colleagues
▪ campus
▪ salary
▪ opportunities
▪ having more free time compared to other jobs
○ intrinsic factors
▪ academic development
▪ academic career
▪ free and critical environment
▪ contribution to science
▪ prestige
▪ personal qualities

Emerged categories and codes for extrinsic and intrinsic factors explaining why instructors choose the profession. The code “young adults” were mentioned as the first reason by almost all participants. Participants described themselves as individuals who enjoy teaching university students. They stated that the student profile they teach is quite dynamic and easy to interact and exchange ideas:

What excites me the most is to work with young adults. I am neither a very experienced instructor nor doing this job for years but I am still aware of this fact: university students are very dynamic and I think they keep us dynamic in the same way.

As I have worked with adults before and I have had experience in that field, I said to myself that I have to work with this age group. But, of course, my goal was not work in a language school anymore. That’s why, I thought university prep schools would be the best for me and I still think so. The age group I should teach is definitely the one that I call young adults. So the age group was my first reason to choose the profession.

I thought of working with young adults when I was a student too. I did not want to work with a primary school, middle school or high school student profile. I wanted to work with young adults in a context where we can be more free to contribute not only to an individual’s education life but also to his university life. As I said, maybe it was a bit of trying to stay in university context.

Age group is a factor. I thought it would make me feel better to work with older and more self-aware students whom I could easily communicate and who have already reached adulthood. This is the first reason.

Having colleagues who are keen on improving themselves and eager to learn emerges as another reason why participants choose to be an instructor at a university:

You are in a university environment. Campus, students... Everyone is open to learning. Your colleagues are the same. We are all doing something to learn something again.

I think I have a very good communication with the people I work with and being around people who have the same interests and education is another reason for motivation.

Intrinsic motivators mainly have a say in participants’ choice of the profession. They expressed that they pursue academic development and being an instructor at a

university provides a very convenient environment to achieve this. Some of them attach great importance to academic career as expressed in the following quotes:

Frankly, I made such a choice because I think it is more appropriate since I aim for an academic career. For instance, I have never taken KPSS. I did not think that I would work at MEB. Since I did not want to be a teacher in a private teaching courses either, I preferred this because I felt like the most logical and best place to work considering the possibilities and conditions.

My first goal was to always stay in the field of Literature and continue in the academy. I would not work at MEB. I would not work in a private K-12 school. But I work as an instructor at a university. At least, I would still be in the same context. It was probably not an ultimate cause, but an intermediary plan on the way of reaching my goal.

I prefer this profession because I wanted to progress academically. I had experience at a private K-12 school. I worked at one of them and you know that neither opportunity nor time is allocated for academic development there.

The codes such as contributing to science, producing scientific knowledge as well as having a desire to be a part of the higher education world frequently emerged in participants' responses when they were asked why they chose to be an instructor:

I have always separated academy from other fields of science and professions. It has always had a different place for me. I thought even if there was corruption in other professions, there shouldn't be in academy. Therefore, it is a good thing to produce science and contribute to the development of the individual in that production process, especially in his early adulthood period, at the age of eighteen, and to play a role in their lives. That's why, I have thought of working in higher education.

The main reason for this was actually belonging to the academic world. I thought where would I like to work. Of course, I would like to work in a science place. I thought that an institution that deals with science at the highest level would satisfy me, so when I decided to teach English, I preferred a university instead of Ministry of National Education or a lower level school.

It is completely because of being in an academic environment. I decided to start my master's program at the same time too. This was a place where I could keep myself closer to innovations and current developments or maybe I could produce. I can say that I think I liked being active too.

Some of the participants perceive that working in higher education is prestigious and gives one a higher status in society. This is displayed as a reason to choose the profession:

I preferred this profession because I wanted to progress academically and I thought it was more prestigious.

Universities are respectable places. Many people in the profession later find themselves there and see it as their next goal. You know there is this thing in some professions: The next step is known by the professionals. As the next step in the circle of our profession is to work at a university and as it is the paradigm, I've started to work at a university.

I generally feel better when I talk to others about my job. My other friends in my close circle are those working in private K-12 schools or private language courses. I think I do not have many friends working in higher education like me apart from the ones at the institution where I am currently working. Therefore, I feel better when I mention this to them. How could I put this into words? I am not sure it would be right to call as a higher level, but it is a bit like one step away from the others.

All in all, the reasons why EFL instructors choose to work in higher education can be listed as extrinsic and intrinsic factors. As for extrinsic factors, the age of prep school students come out as a prominent one for instructors. They enjoy working with the certain group of students as they are able to talk to them about many things and communicate with them easily. Furthermore, having colleagues who are open to learning and innovations is another significant reason of their choosing the profession. The university context and being in the campus make the profession attractive for instructors. On the other hand, pursuing an academic career and contributing to science reveal as intrinsic factors. Instructors desire to produce knowledge and be close to innovations and developments. Finally, they consider working at a university as prestigious and respectable. They perceive that they have a higher status in society, compared to their fellow English teachers at Ministry of National Education and private K-12 schools.

4.5. Opinions on COHE's decisions

Table 8 lists categories and codes for EFL instructors' opinions regarding the changes CoHE has made in recent years.

Table 8

Categories and codes for EFL instructors' opinions regarding the changes CoHE has made in recent years

○ master's degree with a thesis (positive opinions)
▪ university teacher profile
▪ prestige
▪ quality
▪ driving factor
○ master's degree with a thesis (negative opinions)
▪ no direct impact on major role
▪ conflict with the job expectation
▪ compulsory
▪ reducing quality
▪ doubts on right applicability
▪ lack of planning
▪ new graduates
▪ job security
○ changes related to the fields included
▪ illogical
▪ inconsistent
▪ absurd
▪ frequent changes
▪ lack of coordination
▪ lack of knowledge
▪ failure to explain the rationale of the decisions
▪ variety of fields
○ job title change
▪ clear
▪ positive
▪ prestige
▪ no role change
▪ expectations
▪ more confusion

One of the major changes that CoHE first introduced in 2018, but finalized in 2020 was the requirement of having a master's degree with a thesis for EFL instructors as their employment eligibility. When participants were asked about their opinions of

the change, some of them favored it while others thought that was not necessary at all. There were also ones who thought the change might have both advantages and disadvantages. That's why, all the opinions were listed under two categories as positive and negative.

4.5.1. Positive Opinions on the Requirement of a Master's Degree

As seen in the following quotes, those who supported the requirement expressed that a university instructor is naturally expected to have a master's degree with a thesis because s/he should be as well-equipped as possible, be able to keep up with changes and innovations in the field and know how to do research:

I think an instructor should know how to do research and contribute a little to his/her personal development. This is not just about being an instructor at a prep school. Sometimes, you get to teach a departmental course too. There could be something research related. Therefore, in this context, I believe that we should be a little more equipped. I have supported this decision a lot. An instructor should not stop his/her education at undergraduate level. You graduated twenty years, maybe twenty-five or thirty years ago. There are many innovations going on in the back. Something is changing and you are not aware of it.

Frankly, it was a decision that I supported. It was something that I had mentioned several times before this decision was made because I think someone who teaches at a university should have a little difference.

I actually support the decision. This is a university and we teach in a university context. I think everyone working at a university should have a master's degree. If we are working in higher education, we must have a master's degree.

I think this is something that will enable us to fit the perception or concept of a university. In that sense, I think we will better fit the mechanism we are a part of because, after all, harmony not only with students but also with other academicians is required in the university. That's why, I think this is necessary.

It is actually a good decision because working at a university is different. I think it is different from working areas such as high school or primary school because university are generally the institutions that can offer opportunities such as research or self-improvement or create such environments. Students are also different. I think the requirement of having a master's degree is good.

One participant uttered that the requirement of a master's degree enhanced the status and prestige of their profession:

I think it is a right decision because it was a challenging thing for someone working in higher education as soon as they graduated when we look at the age range between students and instructors. The situation which instructors are in received less student respect. I think it has been the right decision in terms of both improving yourself academically and gaining a title or status.

Another participant drew attention to the fact that the requirement provides a way to increase quality among instructors in higher education:

It was actually a good decision because it is like hiring more competent and dedicated people in the field and what does this provide? It increases the success of the institution. Unit employees are getting more qualified and more suited to their jobs.

It was also expressed that instructors should hold a master's degree and the requirement has become a driving factor or motivator for those who have not completed yet:

Master's degree is a compulsory thing in the education system that I see in my mind because one needs to get a master's degree in order to get teaching education, know practice, find out how people learn the teaching profession and what kind of methods there are. OK, I haven't done until recently because there hadn't been a driving factor and when there isn't one, I may not feel the need to do something myself. However, there is always a pushing factor for people. For instance, I received some training in the past. I attended Delta training. I received training at my institution and at the language course where I worked before. I thought they were enough because it was practical. Therefore, I didn't feel the need to do a master's program or anything formal, yet I am doing it now.

I can say that CoHE's master's with a thesis decision was a source of motivation for me. This is actually why I started my second master's degree because the first one was without a thesis.

The fact that holding a master's degree is now compulsory for the recruitment of instructors with the new decision of CoHE has encouraged me because this is my job and I would like to have the freedom of changing the institution if I want in the future.

4.5.2. Negative Opinions on the Requirement of a Master's Degree

On the other hand, there were participants who said that completing a master's program with a thesis does not have direct impact on their major role or duties. They expressed that what and how they are doing does not require any extra knowledge or skills gained through a master's program, which is why, it should not have been compulsory:

I don't think it is very necessary to stipulate such a position for an instructor because I don't think the courses we teach are advanced enough to require such a foundation. In other words, a person who graduated from a four-year undergraduate program can actually start doing this job and can completely shape the rest through experience. S/he can support himself/herself in that way and increase academic experience. However, I do not think that a master's degree is a prerequisite to start this job. I don't think our job is such a high level of work.

I do not support this decision because we do have a duty to do research. I think it is not right to bring the master's degree as a prerequisite whereas such a thing is not expected from us. If the goal is to improve ourselves or have better instructors in the department, then I think a lot more different things should be done about this. I could do different things that will contribute to my job much more such as doing some projects in our lessons or doing research about these instead of completing a master's degree. In other words, I do not think that CoHE's prerequisite is relevant to my work because I am expected to do research; therefore, I do not find this right and I do not support it. Of course, it is a good thing to support the master's degree; yet, I personally think that making it compulsory is wrong.

In fact, when you obtain a master's degree, you do not get to experience a change in becoming a teacher in a classroom or you do not get to become suddenly a great teacher when you are bad. Frankly, I don't think a master's degree has such an effect because you already get trained on teaching throughout four years or even five years if you study at prep school too. However, does having a master's degree change this greatly in terms of classroom practices or teaching methods, techniques or strategies? I don't think so. That's why, I say that it is not necessary to require a master's degree because, for example, there are many teachers who do not have a master's degree; yet, they are great teachers. However, there are also many other teachers who have two, three or even four master's degrees, but they still can't. They just can't make it when they are in a classroom.

Participants also underlined that the requirement may actually reduce quality in higher education unlike what CoHE had planned:

I believe the reason why CoHE had made such a decision is to be a little bit more selective about candidates. I mean, I personally think this is the underlying reason but this is not a decision I support because I got my master's degree voluntarily, I did because I wanted to do it. However, now anyone who has recently graduated or anyone who wants to do this job thinks that they will get a master's degree in any institution and no matter how they do it. I think this reduces quality. Therefore, I think there is no difference between the people who genuinely want to get their master's degree and the people who do that way. It not only reduces quality also hinders people who actually want to achieve this and try to be academically equipped.

There is this thing: of course, it would be much better if instructors had their master's degree; however, as I said, does a master's degree make a person a better instructor? No. I think it is also very important in which institution or in which field these people are doing their master's degree. We keep discussing master's without a thesis or master's with a thesis but does writing a thesis make a person a better instructor? Neither does this. The answers to these questions are clearly a no. That's why, I think it was absurd for CoHE to do such a thing. I even think this reduces quality more. Beforehand, instructors who wanted to get their master's degree were doing this because of their own motivation and to improve themselves at a good university, but now many people have started to do their master's degree to find a job in any institution due to this condition. Most of them are doing this at private universities in which course content or the quality of education are really bad. I know this from my friend who is only doing this to be able to apply somewhere. Because of this, the quality of people whom we call instructors with a master's degree has decreased.

Participants also said that the decision may have a negative impact on new graduate students who seek to be an instructor at preparatory schools:

It poses a disadvantage for new graduates. A newly graduated person cannot directly become an instructor in the academic world. If s/he wants to work in an academic world, her/his only option is to become a research assistant. This is an obstacle for the new beginners.

I believe that instructors who haven't done their master's degree but have reached to a certain point with their experience should be supported too. I believe that even the new graduates who haven't done their master's degree should also be supported.

I think the requirement for a master's degree is good, but it seems like a disadvantage. When you are a new graduate, it is like you have no chance to be recruited in higher education before you obtain your master's degree. Is this part unfair or does it create any difficulty? I had some thoughts about new graduates will find jobs.

4.5.3. Changes Related to the Fields Included

The fact that CoHE made opposite decisions within a short period of time was heavily criticized by the participants. They used codes such as illogical, inconsistent and absurd to describe how they felt about CoHE's excluding candidates who specialized in Educational Sciences at its first decision. Limiting the fields at first and then extending them without any limit at all seemed quite inconsistent and participants added this is the result of lack of coordination, planning and knowledge:

I think it wasn't a very overdone decision because when we think about it, we could see that it should cover all the fields. This is not about a specific field, not just testing or curriculum. Even when it is the field of Literature, it is still a field of study about language. Therefore, it so clearly noticed that the decision was made without giving much thought, they gave up later.

All these fields have a separate place in the quality control reports requested by CoHE. CoHE requests detailed information and reports about Measurement and Evaluation, curriculum and administration. They always encourage experts to be employed on these issues. Then, they do not accept master's degree on these fields. At first, I saw this as an unreasonable thing. Because I see this as something prepared with plain logic and a sudden decision without any thought. It was very wrong but fortunately it has been fixed.

I don't think they were very confident when they made that decision because excluding educational sciences is not something that a reasonable person would do. As we have frequently seen, I think the decision made by people who are not competent and who lack expertise. They just listed the undergraduate fields as they do not know the job well. I do not even see a need to evaluate as I don't think there was a rational reason in the minds of people who did that. It was a mistake.

Some of the participants drew attention to the fact that rationale behind the frequent changes and decisions are not shared with instructors who are the ones directly affected by them. They expressed that they do not know why CoHE has made the changes and lack of information creates ambiguity for them:

This is something that will put many people into a difficult situation. Therefore, it had to have a logic and strong foundation, but changing this constantly... As far as I know right now, if I am not wrong, it is accepted not only to have a master's degree on educational sciences, but also in other departments. For example, this is a question mark for me. The change should

have been about including Educational Sciences. For instance, let me give an example. The fact that someone who does his master's degree on Turkish Folklore works for the preparatory schools as an instructor and the fact that this is accepted is a question mark. Because it is not clear to me how one's doing his master's degree on Turkish Folklore will affect his teaching. So I think it should have been worked on much better, details should have been considered and based on a stronger foundation or it should not have been undertaken at all. Because the decision was constantly changed.

I think it was a wrong decision. Why don't you include Educational Sciences or according to what were they included later? I do not think it was a logical decision in any way. Yes, they changed it later but there is still such a problem: The problem is that there is no information about why and how the decisions were taken or why they were changed later. I think the biggest reason for this is that the people who make the decisions are not also very confident about the issue. I think they don't know exactly what they are doing either, but it was wrong.

4.5.4. Job Title Change

One of the other latest changes of CoHE regarding EFL instructors is their job title. *Öğretim Görevlisi* has started to be used to refer to them while the title, *okutman*, is no longer to be used in higher education. Some of the participants considered the change as a positive step as the word, *öğretim görevlisi* is more associated with higher education and prestige. However, they also added that their role or expectations from them did not change at all and it only remained as a title change:

When it is called *öğretim görevlisi* instead of *okutman*, it is perceived by people as a name which is a little bit more attractive, a little bit closer to the academic environment. Therefore, it could be considered as a positive thing. I am neutral though. I did not think too much about it. I did not think there would be more expectations from me.

I can say that it made me feel better at first. After all, *okutman* seemed to have a lower status in people's eyes. However, it had no effect other than the title change. There is no change in our job description or in terms of the work we do. There has been no change in terms of the university's recognition, rights and responsibilities.

Okutman is not a term that is known by people. I think it was a term known only by instructors. That's why, it has been good in that sense. *Öğretim görevlisi* seems to be a university teacher at least.

Some other participants added that the change brought clarity to the titles in higher education:

It hasn't created too many expectations or changes in the role. But here is the thing I am pleased with: many of the permanent titles at the university have been simplified a lot and categorized under much less titles. Because there were many different titles such as *okutman*, *uzman*, etc. Believe me, I did not know what some of them actually do. I think it has been quite practical to categorize many of them under the title of *öğretim görevlisi*. If you are not a faculty member (*öğretim üyesi*), that means you are an instructor (*öğretim görevlisi*). It has been very plain and clear for many titles. In that sense, it has been the right decision.

I think it was the appropriate decision in line with the requirement of a master's degree because the roles have been a little clearer to me. Now we have faculty members, instructors and research assistants. The definition of *okutman* was not so clear. When I said to someone outside the university what *okutman* would do, s/he would not probably have given a clear answer. But when you say *öğretim görevlisi*, it becomes clearer. It is understood this person teaches at a university. I think it was a good decision for that reason.

To sum up, instructors have differing opinions about the requirement of a master's degree as a prerequisite for employment of EFL instructors. Whereas the change is welcomed by some since they think an instructor should know how to do research and become academically equipped, some of them stated that the change is nothing to do with their roles and responsibilities. Those who are against the decision stated that the change was not only unnecessary but also damaging to quality in higher education. It also poses an obstacle for new graduates and those experienced instructors who do not hold a master's degree. Excluding educational sciences at first and then extending the fields without any limit at all are criticized by instructors. They also express that they are not provided any information or explanation about the changes and the rationale behind them although those changes directly affect them. Finally, they supported the title change and preferred to be called *öğretim görevlisi* rather than *okutman* as the former is more associated with higher education and the latter one is not known by many people and regarded as lower status.

4.6. Experiences on Role Conflict and Role Ambiguity

Table 9 displays emerged categories and codes for EFL instructors' experiences on role conflict and role ambiguity.

Table 9

Categories and codes for EFL instructors' experiences on role conflict and role ambiguity

○ incongruent tasks
▪ translation
▪ secretariat
▪ irrelevant events to attend
▪ lack of compensation for extra duties
▪ lack of job description
▪ complex organization
▪ private university
▪ conflict
▪ unprofessional
▪ motivation
▪ rare
○ conflicting expectations
▪ rectorate and department's inconsistent expectations
▪ frequent and sudden changes
▪ lack of participation in decision making
▪ lack of recognition
▪ lack of coordination
▪ feasibility
▪ chain of hierarchy
▪ conflict with students
▪ curriculum
▪ assessment
▪ conflict
○ inter-role conflict
▪ administration vs. major role
▪ researcher vs. instructor
○ person-role conflict
▪ administration
▪ teaching
▪ difficulty
▪ empathy
▪ patience
○ role ambiguity
▪ lack of communication

Table 9 (cont'd)

▪ unanswered feedback
▪ rationale behind decisions

Participants were asked whether they were being experienced any role conflict or role related stressors. In this part, there were probe questions addressed to participants so that they could describe the conflict they were experiencing accurately as role conflict stems from a variety of reasons.

4.6.1. Incongruent Tasks Requested from Instructors

Participants expressed that there are some tasks that they have to do although those tasks are not in their job description. The most common of these listed by participants were translation and secretarial duties. They added that those tasks are not very frequent and their organization's being private and complex may cause this incongruence too:

We get irrelevant assignments. Actually, there was a recent one. If I am not wrong, it was in August. We were told to enter students' optical forms into the system. This is definitely not my job. It cannot be my duty. It is secretariat. Or another one is translation. For instance, an e-mail is coming out of the blue saying that you need to translate this. There is no such thing in my job description. Another one is invigilation for evening exams or weekend exams. I know that the working hour is till six but I get to stay here until eight due to exams. This is a lesson that I do not teach. There is neither financial compensation nor any appreciation for this.

I often do translation in my organization. Translation is a different field. I don't think that there is translation in the job description of an instructor. There is no compensation for this. Sometimes we receive a lot of translation work or there is some work that needs to be completed in a very short time. Naturally, it makes me think of why I do this, why I do that amount of work in such a short time when it is not my responsibility.

Sometimes the university asks us to do translation. Unfortunately, there is a clause in our contract saying that such things can be additionally requested; yet, it has nothing to do with our job. I am not a translator; that's why, I find it very unprofessional. I think the school should find a professional translation agency to get such things done. To me, this is something which distracts me from my major roles and causes a distraction so I find it wrong.

This conflict reduces my motivation because I am thinking why I am doing this. This is not something we do all the time and it is very rare. However, why do I do this? I don't want to do this.

I think the work which is supposed to be done by our department secretaries is done by our unit. Unfortunately, there are some duties that I say we cannot be doing this. A good job description has to be made at our university. It is not just about our unit. In general, I think it would be better to go over job descriptions because it is not known who covers some of the duties. Sometimes, two or three units may be asked to do the same thing. That is also a problem. There are things that I should not be doing, which could be done by our secretariat easily. This both takes the burden off us and I can allocate a little bit more time for teaching.

From time to time, I think I do some tasks that do not match my role. In my opinion this stems from the fact that our workplace is a somewhat complex school. Sometimes I say to myself why I am doing this job. But what kind of work is that? I can say they are secretariat duties. Occasionally, I have to do some duties such as paperwork, calculation or some work on Excel, all of which do not require much of my competence and can be simply done by people who know how to use a few programs.

Additionally, participants also stated that their organization expects them to attend some irrelevant events, which is not a duty of theirs:

Sometimes, when we have to go to conferences just to make there more crowded, I say to myself what I am doing here. I am an instructor and I could have spent my time differently right now. I could have been something a lot more useful. Or there were times when I had to take students to a conference and just took attendance and tried to keep them there like a guardian. Of course I cannot say I enjoyed this.

For instance, we are expected to attend many events with or without students. To many meetings and seminars. Often times these have nothing to do with education. Therefore, in situations like this, I say to myself that this is not my job, my job is to be in the classroom.

4.6.2. *Conflicting Expectations*

Participants drew attention to conflicting expectations that they experience in their organization. Lack of coordination, lack of participation in decision making and chain of authority seem to have a role why conflicts mainly occur:

Actually, there is a unit that I think we need to coordinate with much more, but I don't think there is enough coordination. For example, they expect us to do something but we don't find it feasible at all and we somehow try to make

it more practical within ourselves. But in this case the requested is not same as the outcome. So the expectations of the role senders may not match with the work we do in our unit.

Students think that we are in a role according to which we both make the decisions and implement them as well, but actually our role is only to apply. Since I currently do not hold any administrative position, I have no part in making decisions. However, students think that we do. That's why, they sometimes see the instructor responsible for the decisions. But there is actually nothing we can do. We have to seem to the students as if we were on the side of the administration. Being in this conflict sometimes puts me in a difficult situation.

So we have the rector. Even higher, there is CoHE. We have the chain from CoHE to our rectorate, from the rectorate to our department head and from our department head to us. For example, face-to-face education is something we do not prefer during this time. This is a realistic example. When we received the order from CoHE and our rectorate, we had to offer the option of whether they want them face to face or online. However, neither the head of our department nor the teachers working at our school naturally would never want such a thing in such time, but we contradicted ourselves and our own thinking. We had to do what we were asked to do because there is a chain here. One is above another. We have to listen to the opinions coming from the top management if we are doing this job.

We have an administrative staff that expects us to pursue our academic studies. You know we had not had to do a master's degree until CoHE's recent regulation. However, we were told by our department that this would a plus and holding a master's degree was required especially in administrative positions and unit member positions as much as possible. Even though CoHE did not have such an obligation, it was a quality asked by our department head to be able to work in an administrative position. There could be some conflict in this issue because you are thinking that you don't have to do this. I am an instructor and I could hold any position that an instructor is entitled to have even if I do not have a master's degree. There was a conflict here. Of course, this is irrelevant now as having a master's degree has become mandatory.

Sometimes, as well as the conflicts with administration, there are those occurring due to some of students' expectations which do not match with the reality:

Students think that our duty is only to prepare for the TOEFL exam. Actually, our duty as the preparatory school is to teach English, also concern with their social and cultural development. But from time to time, I think that the rectorate expects me I should only fill the class. As I said, I think other things would have changed if the rectorate really cared about who teach the class.

The conflict may arise from the inconsistent expectations between curriculum and assessment:

In our institution, the TOEFL test is applied at the end of the semester. Sometimes there could be some differences between teaching general English and preparing for an exam. The content of the course is sometimes insufficient to prepare for the exam. Our students are naturally expected to be successful in these exams. We are expected to achieve this. I mean of course it depends on the level as we teach at different levels. But at the levels that our students are expected to take the TOEFL test at the end of the semester, the content is inadequate.

There are some limitations saying that you have to teach for certain hours or you have to do this number of office hours. There are things that are expected of us. Sometimes when we teach more than these hours, it causes inequality and one class seems to be ahead of other classes. But, on the other hand, student success is taken as a basis for many things. In this case, yes there occur conflicting situations. Should you give more to increase student success or should you only give what is asked from you and leave it after that? Whereas full efficiency is expected from in the end, there are some limitations during the semester. Sometimes this could be on the basis of curriculum too.

One of the participants expressed that the things that their professional development unit expects them to fulfill may conflict with the reality too:

The fact that we are teaching in such a limited framework and, at the same time, we are expected to be creative in that short amount of time which the professional development unit offers us is a conflicting situation as I think what they expect from us has no place in real life.

4.6.3. *Inter-Role Conflict*

Participants holding more than one role such as teaching and administration mentioned the conflict revealing as a result of exposing to different role sets. They stated that their administrative role generally interferes their major role, teaching as illustrated in the following quotes:

Administrative duties are above all. I am not mentally comfortable neither during a holiday nor on a normal vacation because I have always things to do. For example, the classes have started today, but I couldn't live the excitement of the lessons on the first day. Why is that? Because I keep thinking whether there was a problem with the program. I have a hard time focusing on my own lesson. I have too many things in my mind. I can say that I am in a rush

all the time about the things that I am supposed to do. In that sense, it has a little negative effect. Of course, I try to be as effective as possible. I also believe that I am, but as I said, the administrative task can be very tiring in that sense.

I think our first duty is teaching. The burden of responsibilities and duties coming along with this may negatively impact our primary duty. Yes, I cannot fulfill my main duty as much as I should. But administrative duty is always obligatory for functioning of the organization. Yes, administrative duties should be fulfilled but I do not want to fall behind when it comes to my major role; that is, I do not want to reduce the importance that I give into teaching, but it sometimes happens.

The time given to us to do unit work is not enough. It has to be a lot more than ten hours. Most of the time, we have to bring work home in the evening or on the weekends. For example, while I was not working in the unit and only teaching for twenty hours, I could allocate more time for the preparation of teaching or I could include more creative activities in lessons. I was thinking about what extra I can do. I was definitely able to pay more attention to each of my students' needs. I was doing extra office hours and communicating with them more. But now, there are times when I have to go running and rushing without even looking at the textbook. Not all the time, but it still happens. I do not claim that I do my teaching badly due to administrative workload, but I think that while it could be much more productive, most of my lessons are average.

Of course I am having some difficulties. For example, sometimes I sit in my office and want to do some preparations for my next day lesson. I want to take a look at the topic or the textbook. But there comes some urgent work and I deal with it all day and I go to class the next day without any preparation or something; that is, these administrative duties hinder my teaching a bit. I can say that they prevent me from doing better teaching. However, they are also duties and responsibilities. In fact, the priority is on administrative duties in many matters. Sometimes, we cannot even attend our classes because something urgent happens in which a colleague has to substitute for us although it is rare. It has a little negative effect on my teaching in that sense.

I think the administrative duties are more dominant. I really have a lot of responsibilities here as a coordinator. More importantly, I constantly think about the things that I have to do. So I am mostly active in the administrative side of the job. Of course, while doing this, I do not find it right to put teaching in the second plan, but I can say that it does not take the most of my time. When it comes to setting my priorities among my roles, I have to choose my administrative role above teaching.

One participant pursuing graduate studies expressed that it is likely to face conflict between being an instructor and being a student and a researcher at the same time:

For example, I read something critical in one evening for my graduate class and write about it until the middle of the night. The next day I go to work and I hear “Have you ever been?” or “I am go”. I am trying to correct that type of mistakes and I say to myself what I am doing. Am I researcher or am I teaching English? Who am I?

4.6.4. *Person-Role Conflict*

Most of the participants holding administrative positions stated that personality conflict may occur when they fulfill their administrative tasks whereas they do not experience a similar conflict in their role as an instructor:

I think my personality fits very well with being an instructor. Teaching and learning with students are very enjoyable for me. I have a colorful personality, I am generally smiling, active and friendly. I want things to happen right away and I think this is reflected in my teaching and does not pose any negativity for me. When I look at my role as a unit member, I haven't felt much of a conflict there either. Generally, I am hard-working, compatible and good at team work. I've only had a hard time on the administrative part and I think there is a variety of reasons for that. First of all, I haven't had any training or experience on administration. It has been through trial and error. For example, when I became a coordinator, it seemed like I would only deal with files, but I have four office friends whom I am charge of. There were times when I felt that I needed more in my communication with them or rather that my personality was not very suitable for being a coordinator.

Of course, things can happen from time to time. There may be things that you actually do not support, you think they are not true or you believe they should not be applied or done; however, you cannot express this due to the position you hold. I am experiencing such things. There could be something which is unfair but we still have to do it. But it is the requirement of the job and you cannot share what you actually want to say. I do not think I experienced this in teaching. I am very comfortable in the classroom and have always had good relations with students. I cannot say I have had such a real problem for nine years.

What I am doing is actually being able to adapt. I can say that I utilize this part of my personality in my work. But do I reflect my personality very much in my work? Yes, I do in the classroom, but this is not the case in administrative duties. It is more like my personality adapts to my job.

It is more than enough to say something to me once. I mean this is my personality trait and I generally expect this from people too. If something is said once or shared somewhere or delivered in some way, I think that it is not asked again. I am not saying this is the right way. Therefore, in my first administrative meetings, I noticed that I reacted like “we already said this a

few times” or “we have already shared this”. However, at the end of the semester, I said to myself that not everyone has the same personality. Not everyone can follow the same thing in the same way. If my role is to achieve coordination somehow, I have to repeat some things. I have to say it again. Not everyone has the same work discipline. I had a little bit of a conflict in that sense. I still don’t like to share same things in different ways. But I think it is a necessary thing to do for my coordination role and I continue to do so.

I hold an administrative position, but did I want to hold one? I think the answer is no. I was not willing to do it. Does my administrative role fit well with my personality? I don’t think so. It is not me.

Some of the participants who solely focus on teaching uttered that their personality matches with being an instructor:

Frankly, I am patient and I am a person who enjoys listening to other people and likes to be able to contribute to other people. Therefore, I am able to do teaching well and deal with students individually as my job description suggests and frankly, I do not think that what I do contradicts my personality.

I generally think that my profession fits well with my personality. I am patient, good at problem solving and a person who loves to show empathy. These are same both in my personal and professional life. I love working with people and communicating with them in person.

4.6.5. Experiences on Role Ambiguity

Participants indicated that they are not provided necessary information about certain things which are directly related to them and there is sometimes lack of communication in the organization. Even if they try to ask for information, their efforts may remain unanswered:

There have been times when we ask for a change in the salary policy or when we simply want to have a meeting, there is no one who speaks to us or responds our e-mails. I think it was the last year or two years ago. We first had met with our head of department and then we wanted to see the rector for a meeting. There was not even a reply to our e-mail. I don’t think anybody here cares about instructors.

One other participant did the same criticism for CoHE:

No information is given as to why the decisions are made, how they are made or why things are changed and I think the biggest reason for this is that the people who make those decisions are not also very clear about the subject. They also don’t know exactly what they are doing.

All in all, it is understood that instructors experience role conflict although its level and type may differ. Firstly, the fact that they have to carry out incongruent tasks which have nothing to do with their job description makes them question their role in the organization. Furthermore, conflicting and inconsistent expectations are displayed as the other source of role conflict. This generally gets worse when expectations change frequently and when there is lack of participation in decision making and lack of coordination. Third, if instructors occupy more than one role such as teaching and administration, inter-role conflict arises. This conflict is also possible when an instructor is a graduate student at the same time. Instructors express that they may have personality conflicts when it comes to administrative matters. They may have to compromise more if they hold an administrative position, but they report that they do not experience this in their teaching role. They state that their personality matches with their major role and its expectations. Two of the instructors express that lack of communication and failure to explain the logic behind decisions taken impact them negatively. This makes them feel they are not being taken into consideration. The fact that they are not provided with the information that they request may likely cause role ambiguity in instructors.

4.7. Job Satisfaction

Table 10 displays emerged categories and codes for job satisfaction.

Table 10
Categories and codes for EFL instructors' job satisfaction

○ motivators
▪ academic career support
▪ work environment
▪ colleagues
▪ opportunities
▪ initiative
▪ time
▪ salary
○ hygiene factors
▪ workload
▪ limited time
▪ vacation
▪ customer

Table 10 (cont'd)

▪ student profile
▪ shift work
▪ private university
▪ lack of autonomy
▪ unanswered feedback
▪ salary
▪ mental well-being
▪ fatigue
▪ burnout
▪ low productivity
▪ low creativity
▪ tension
▪ stress

Regarding factors increasing job satisfaction, participants are pleased with the support and opportunity that their organization provides about maintaining their academic career:

I am grateful for my institution's support and giving me the opportunity and time to do my master's degree because it was something I wanted to do and I would not want it taken away from me. Because this was the reason why I have started to work here and risked a change in my salary. I would be very upset if I had not been given this opportunity. I am very glad that I was able to do it.

Not only the support of administrative unit, but also the work environment in which colleagues have positive influence on one another in terms of academic improvement have a say in participants' job satisfaction:

Another reason why I wanted to work at a university is that the environment is very suitable to do academic studies. I think my organization is very supportive in that sense. Because I always knew that I wanted to do my master's degree and while doing this, it is advantageous to work at a university. Likewise, I think I have good communication with the people that I work with and it is another motivation to be around people who have the same interests and the same education as me.

I wanted to maintain my academic studies. In addition, the fact that most of my colleagues around me continue their education or most of them have already completed their master's degree and apply what they learn in their

classes have motivated me a lot. Because they learn something and apply it and get positive results from it. This has tremendously motivated me.

One of the participants highlighted that the profession offers more than expected and s/he is satisfied with opportunities it brings:

There are things about my job that I could not think of much in the beginning. For example, things emerge that I could take initiative. For example, I have started to work at a unit or there have been various projects that I do with students. I mean, I was actually thinking that I would only involve in teaching or that was the only thing I knew. But I can say that it currently meets more than my expectations as it gives me the opportunity to go beyond teaching.

Sparing time and having a better salary compared to other jobs are listed as the other satisfying sides of the profession by one of the participants:

This is a job where we can relatively devote more time to ourselves despite everything. I see that I have been able to spare time for myself since I became an instructor. I had a different profession and I knew how busy it could be compared to this. Apart from that, I think that we earn better than many other jobs. So when I think about the salary scale and sparing time for myself, it is attractive compared to other jobs.

When it comes to the factors reducing job satisfaction of participants, workload turns out to be the strongest cause for that:

We have a lot of burden in our organization. There are many hours that we have to teach for. The number of hours that we are required to teach per week is higher compared to many universities which creates a problem: when we have to teach for many hours, teaching can start to wear you out. There may be a little fatigue. Apart from the physical fatigue it brings, the job actually wears you out. Also, my administrative duties are sometimes difficult to cope with. So, there is a time limit and too much work.

Our workload is huge. I often feel like I am being crushed by it. As we approach the end of the semester that we are currently in, I feel very tired both physically and mentally. Because the job is not only about teaching. If that were the case, I probably would not have that much of burden. Things continue after classes too. There is already a preparation phase for the lesson. In addition to that, there are students who have gotten sick during this pandemic period. There are conscientious decisions that we need to make about them. So there is a lot of stuff to consider. That's why, I think I am sometimes crushed under all this burden. It is a process that never ends. Recently, I have to work with a stopwatch while completing the tasks that I

am expected to. This is how I eat my food to be able to catch up the next lesson. These are things that wear people out psychologically.

Twenty-hour teaching per week is too much because teaching at a university is something that requires great preparation unlike K-12 schools. You have a serious and motivated group of students to teach who are very eager to learn. It is not compulsory to study at university. Students come voluntarily or their families raise them with such motivation throughout their lives. That's why, I think it takes a great deal of preparation to meet their needs. Not only do we actually teach English, but we also need to be equipped in many ways and twenty-hour teaching is too much while trying to do these. In fact, if we had less teaching hours, these would have been an area in which our creativity could increase.

Participants expressed that they had to deal with work even during their vacation time and some weekends, which prevents them to feel relaxed and rested. They also added that this might be due to the nature of their organization:

We have a lot of role overload. So much... It might be organizational. We are working very hard here in this organization. Besides our teaching role, there are a lot of units such as curriculum, testing and professional development all of which have demands from us and we have to fulfill these demands. On one hand, we have responsibilities for our students. There is a lot of workload. We need to mark a lot of papers in addition to teaching for twenty hours. We do not teach for twelve hours as it is the case in state universities. We need to do continuous evaluation, quizzes and other testing duties. To me, it seems like a high school teacher, a primary school teacher or a faculty member is much more comfortable than us. I really do not exaggerate. I was thinking being an instructor would give me more time for vacation but I have never had such a long vacation in my life for ten years. I am like a company employee who has only fifteen or twenty-day annual leave. But as I said, this might be about our organization.

Most of the time we hold meetings in the evening or on weekends or during vacation time. For example, I have a two-week vacation. I mean it is supposed to be two-week one but in the first week of it, I have to deal with questions such as how the program will change, what the meetings will be like, etc. and then during the second week, I have to prepare extra materials and all the other stuff. When the vacation is over and I look back and ask myself whether I have done a proper vacation or not, no I have not because I have meetings every now and then. So this is very tiring.

Some of the participants shared that students sometimes may act like a customer rather than a learner, a problem of which is caused by the fact that their university is a private one:

The fact that students consider us a service person rather than an instructor makes me ask what I am doing here. Because teaching is a profession that requires effort, sacrifice and emotional commitment, but students tend to ignore it a little. Unfortunately, the administration can further reinforce this business approach with the decisions it takes and implements. However, this is an answer that I give as an instructor currently working at a private university.

Facing with an administration with neoliberal practices like students are your customers has been the biggest shock in the world for me since I started to work here. Back then, when I was a new graduate, I was thinking that I would touch the lives of students. So it was a great shock to see a customer relationship between students and us. It is one of my biggest disappointments. This is a PR issue, a market issue on the basis of the organization where I work. I don't know about other organizations or what happens in state universities. But I am very disappointed in that sense.

One of the participants emphasized his/her dissatisfaction about lack of autonomy and freedom in the organization:

I always thought that university instructors are a lot free. They can be more flexible while preparing their own programs because I actually experienced this a little bit where I previously worked. There was flexibility. In fact, we see something more uniform being applied in different classes here in our department. In that sense, yes it is a little bit disappointing. I was expecting an environment where I could be more creative because that means university to me. Everyone can be creative and do more here because we are all we educated and we are all professionals. However, I am not given any freedom about it. It is a bit related to the nature of our department. Of course, I would not want to blame my organization completely. Yes, at some point we should be following a certain program together, but I think some freedom can still be provided to the instructors. This is something I did not really feel when I first started to work here. Being so controlled made me feel safe as I was an inexperienced instructor but now I need a greater freedom in my classroom and teaching. In that sense, I am experiencing a conflict with my organization and maybe with my job description. For example, grading paper takes a lot of time but we are expected to grade papers in one day. This is the understanding of my organization. This is a situation that restricts my freedom. As a university instructor, I at least would like to take that paper out of my classroom and go to my office and grade there but I can't even do that.

All in all, instructors are satisfied with the academic career support that their organization provides. They also enjoy their work environment and having colleagues who have similar interests and who are eager to improve themselves. On the other hand, workload comes out as one of the strongest job dissatisfaction

factors. Instructors are not pleased with the fact that they have limited time in order to fulfill all the expected tasks. They stated that they cannot even enjoy their vacation time as they have always something work-related in their minds. Additionally, the relationship between students and themselves is more like a customer relationship due to students' behavior or organizational practices, which is something described as a huge disappointment. Lack of autonomy and freedom also creates dissatisfaction to some extent. As a result, all negative factors inevitably create burnout, fatigue, low creativity and productivity, stress and tension.

4.8. Summary

Taken together, these results provide important insights into how EFL instructors experience their roles and responsibilities in higher education in relation to their job satisfaction. Firstly, although they emphasize that their major role is teaching, they drew attention to their pivotal role in students' transition and adaptation to university. Considering themselves as a mentor or guide as well as an instructor, EFL instructors indicate that they contribute to psychological and emotional development of students. Administrative responsibilities emerge as one of their roles too. Moreover, instructors express they conduct research mainly due to their professional development activities, which is a requirement of their job.

When it comes to EFL instructors' perception of academic staff in university, a common view amongst instructors is about how they are different from faculty members in terms of roles and responsibilities, teaching workload, curriculum and measurement. They express that faculty members have a lot more freedom and flexibility compared to EFL instructors and they are valued more by the organization. According to instructors, not only organizational practices but also student attitudes clearly indicate that faculty members are respected more.

The instructors on the whole seem to agree on the fact that there is a confusion on the terminology regarding their job title especially when they have to talk about their profession with other people. Whereas some of them introduce themselves as an English teacher, some others do not associate themselves with this term at all.

Instead, they prefer to use the word *öğretim görevlisi* or *okutman* as well as university teacher. It has been found that they experience a state of in-betweenness, and both administrative practices and student behavior make them question their role in higher education.

Intrinsic factors in choosing their profession prevail extrinsic factors. Whereas academic development seems to be the major intrinsic reason, working with young adults emerges as the main extrinsic factor for EFL instructors.

Two divergent and often conflicting discourses emerged when EFL instructors were asked what they think of the requirement of a master's degree with as thesis as their employment eligibility. Some stated that this is a way to increase quality in higher education, others doubted the right applicability of the decision and expressed that the decision may actually reduce quality. Another criticism of the CoHE's decision was that the requirement has no direct impact on their major role. Finally, instructors also questioned the reason why CoHE made frequent and inconsistent changes regarding the fields on which instructors are expected to get their master's degree.

Incongruent tasks, conflicting expectations, inter-role conflict, person-role conflict and role ambiguity are some of the themes emerged when instructors are asked whether they experience role stressors in their organization. As for incongruent tasks, a common view amongst the instructors is that they are expected to fulfill some duties that are not in their job description such as secretariat, translation and attending irrelevant events. Those who occupy an administrative position are a lot more likely to have role stressors than the ones who solely focus on teaching. Finally, the fact that their organization is a private university as well as a complex institution is a strong reason why they experience role stressors.

With respect to job satisfaction, academic career support by the organization, work environment and colleagues come out as the major motivators for instructors. On the other hand, workload emerges as the main job dissatisfaction factor. Moreover, the fact that students are more like a customer as a result of the organization's being private creates displeasure for instructors. They also emphasized that lack of

autonomy, unanswered feedback, shift work and salary are the other sources of job dissatisfaction. As reported by instructors, all these dissatisfaction reasons demonstrate a direct impact on their physical and mental well-being and create fatigue, burnout, low-productivity, low-creativity, tension and stress.



CHAPTER 5

DISCUSSION & CONCLUSION

This study yielded quite important findings related to experiences of EFL instructors with respect to their roles and responsibilities in higher education in relation to their job satisfaction. In this chapter, the researcher discusses these findings, talks about recommendations for EFL instructors and higher education leaders, offers some suggestions for future research and finally presents the conclusion of the study.

5.1. Discussion

First of all, participants expressed that preparatory school students need a good amount of guidance and support in their transition to higher education. EFL instructors are the very first group that they encounter during this transition. Thus, the role and responsibilities of EFL instructors are beyond English teaching as the findings confirm. They facilitate adaptation and act as a mentor or guide for students in higher education, a mission of which comes by default in teaching role as both instructors and the previous research pointed out (Canado, 2010). As far as participants stated, this role is as important as teaching English. However, it could be argued whether all teachers should be identified as mentors or the role suits each individual who pursues to be a teacher (Davies & Ferguson, 1998).

Like the studies confirm (British Council, 2015; Demir et al., 2015; İpek & Kanatlar, 2018; Kılıçkaya, 2018), findings demonstrate that EFL instructors reproached that they have a lower status in higher education compared to faculty members. The reason why this is a source of discontent could be the fact statuses and roles with high prestige are more valuable to individuals (Stryker & Macke, 1978).

According to the findings, both organizational practices and student attitudes come out as the reasons of displeasure. As role episode model suggests, organizational factors are among the variables that influence the cyclic interaction between the focal person and role senders. To illustrate, having fixed working hours, more workload, less freedom and flexibility and lower autonomy are some of the main organizational differences between EFL instructors and faculty members in the study. Moreover, it is understood that faculty members are perceived and treated as the more valuable and indispensable members of higher education as they conduct research as part of their job, which is not something expected from EFL instructors. A possible explanation for this might be that research is related with prestige (Orpen, 1982) and higher education honors research over teaching (Light, 1974). Whereas research is associated with productivity, teaching is more about transmission and processes are not as valued as products (Brew & Boud, 1995). However, feeling valued or recognition, which comes after basic needs in Maslow's hierarchy of needs, is important for each individual. Results are in line with Demir et al.'s (2015) findings which suggest that EFL instructors do not feel valued.

Comparison of the findings with those of other studies (Soylu, 2013) confirm that EFL instructors experience a state of in-betweenness in higher education owing to the fact that preparatory schools are more like high school. The sense of getting caught in the middle is seen as a fueling factor of role stressors (Rizzo et al., 1970). Several factors could explain this state of in-betweenness. Firstly, as the findings display, the way how curriculum is applied in preparatory schools is not much different than in high school. Second, results indicate that student behavior is a major source why instructors are unable to associate themselves with higher education. When teachers are forced to take on a role of a custodian due to student behavior or attitudes, they find themselves in a situation which is inconsistent with their professional ethos, which culminates in role conflict (Orpen, 1982). Furthermore, although it is not an official job title, *academician* is a term commonly used to refer to academic staff. It is observed that EFL instructors contribute to the studies (Doğan et al., 2016; Paksoy & Güvenç, 2018) which aim to deal with the problems of academicians. However, in accordance with the present results, the definition of the

term, *academician*, is not associated with the job description of an EFL instructor. The term is used to refer faculty members only (Türk Dil Kurumu Sözlükleri, n.d.). This discrepancy may be negative for EFL instructors as excessive inflation of titles could cause a perception of injustice, decrease in sense of trust, stress and tension stemming from the job titles that exceed their responsibilities and competencies (Sürgevil, 2011).

This study produced results which corroborate the findings of a great deal of the previous work in which instructors are more affected by intrinsic factors in choosing and maintaining the profession (Güzelbayram, 2013; İpek & Kanatlar, 2018; Winter & Sarros, 2002). According to the results, being academically productive, having a job which has a higher level of prestige in society and working in a free and critical environment are major reasons to work as an instructor. On the other hand, working with young adults seems to be the strongest reason to choose the profession, which also accords with earlier observations (İpek & Kanatlar, 2018).

The results demonstrate that some of the EFL instructors have positive opinions about the requirement of a master's degree with a thesis as employment eligibility by CoHE. As "good faculty" is associated with research and prestige (Light, 1974), the change is welcomed and found to be very suitable for an instructor. Additionally, this result may be explained by the fact that instructors are mainly driven by intrinsic factors. As they constitute a group which aspires to be academically productive and already have a high tendency to hold a master's degree or Ph.D (Güzelbayram, 2013; Öztürk, 2019), the decision is found to be positive. On the other hand, findings of the study present some level of disapproval of the decision. There were some participants who expressed that having a master's degree with a thesis would have no impact on their major role, teaching, and had nothing to do with their job description. It is also criticized due to the fact that some candidates will now obtain their master's degree for the sake of getting it and this is likely to reduce quality in higher education, which would be probably the opposite of what CoHE intended at first place.

Another important problem is that CoHE had made inconsistent changes in its decision until it reached to its final version. In its initial announcement, CoHE excluded educational sciences among the fields that candidates were expected to have their master's degree on, which was heavily criticized as the decision is regarded as a counter-effect on the mechanism of preparatory schools (Öztürk, 2019). For example, in its 2015 report, British Council displays that the way some preparatory schools in Turkey conduct exams clearly indicates the need for experts in Measurement and Evaluation units. Teaching actually benefits from various disciplines (Schulman, 1986), and it cannot be expected from an institution to determine the effectiveness of its teaching activities and practices without employing educational policies or management. An instructor cannot be expected to connect with his/her students, understand them and support their learning processes without mastering or developing an educational psychology (Öztürk, 2019). In fact, it did not take long CoHE to change its decision. Instead of a master's degree with a thesis on their field, candidates are now asked to have a master's degree with a thesis, meaning that there is not a limitation in the field any more. Participants criticized those frequent and inconsistent changes and stated that there was lack of coordination and planning. In addition, participants expressed their dissatisfaction with the fact that they were not provided with the rationale behind the decision and the following changes. Higher education leaders and policy makers can ensure quality in their decisions on the condition that participants are provided with necessary information (Chung & Ross, 1977). Having no role in strategic decisions and frequent organizational changes are some of the organizational constraints which fuels role stressors (Gilbert et al., 2017). CoHE, the role sender in the context, is in conflict with itself, which could be interpreted as intra-sender conflict (Arslan & Üngüren, 2017; Polatçı, 2015). Provided that there is inconsistency in the demands of role senders, role pressures get inevitable (Kahn et al., 1964).

The final change of CoHE was the job title of EFL instructors. The current study found that the majority of instructors is satisfied with the change, as they think the term, *öğretim görevlisi*, is associated with higher education and prestige more whereas *okutman* seemed to be perceived as a lower status by people. However,

participants also confirmed that the new title has not created any difference in their roles and responsibilities. That the roles do not change in parallel with the change of status causes role confusion in individuals (Gökçe & Şahin, 2003) because it is generally expected that roles change as the job title changes (Martinez et al., 2008). Changing titles sometimes means trying to motivate employees without giving money (Sürgevil, 2011) and having a higher status is usually more valuable for individuals (Stryker & Macke, 1978). The fact that CoHE dropped the title, *okutman* and adopted *öğretim görevlisi* is likely to mean that instructors are encouraged to involve in research as well as teaching since the change was not merely about their title but their graduate status too (Öztürk, 2019).

The findings of the study accord with previous observations (İpek & Kanatlar, 2018), which showed that EFL instructors are asked to fulfill tasks that are not in line with their job description, leading to role overload. Participants stated that they are expected to do translation or some secretariat work without any compensation. They also indicated that they are to attend certain events or conferences of their organization although those are unrelated to their field. Despite the fact that they are rare, all these incongruent requests are found to be unprofessional by participants as the tasks are not their actual roles. Failure to provide agreed job description triggers job dissatisfaction (Schulze, 2006). Fulfilling extra roles that are not in the job description creates role overload (Arslan & Üngüren, 2017; Polatçı, 2015), which is a component of role conflict (Kahn et al., 1964). However, the majority of participants emphasized that the situation could be organizational and this might not be the case in another university. That the organization is a private one could be the reason why there are more demands from instructors as private universities have different dynamics than state universities (Balbay et al., 2018). Studies confirm that academic dissatisfaction are largely due to extrinsic contextual factors (Ssesanga & Garrett, 2005) and role pressures are likely to emerge as a result of situational elements as the role episode model suggests (Bedeian & Armenakis, 1981; Getzels & Guba, 1954). The study presents that instructors have to deal with conflicting expectations, which mainly results from the fact that their organization has a complex one in which coordination and planning problems occur. Consistent with

the Mintzberg's theory (1979, 1980, 1983), the study found that individuals working in higher education frequently deal with coordination problems (Schulz, 2013) as they constantly interact with others whose roles are different from theirs.

These results mirror those of the previous studies that have examined the negative impact of administrative roles and responsibilities on instructors. In agreement with Kahn et al.'s theory (1964), the findings present that instructors face with inter-role conflict. They uttered that their administrative duties, which are not the core activities of academic staff (Dill, 1982), have negative influence on their major role: teaching. The sideline duty turns into the main aspect of the job when instructors prioritize administrative tasks over their main role, as a result of which, role conflict gets unavoidable (Manogharan et al., 2018).

Consistent with the current results, mundane administrative tasks and bureaucratic demands reduce motivation (Winter & Sarros, 2002), as they overshadow professional duties of instructors (Orpen, 1982) and the workload of administrative positions is excessive (Gümüş & Gülmez, 2020). Moreover, some of the participants expressed that whereas their personality perfectly matches with their teaching role, they are more likely to experience personal differences or conflicts while performing their administrative tasks. This is consistent with Kahn et al.'s (1964) theory, a component of which is a person-role conflict. Individual characteristics influence roles (Shivers-Blackwell, 2004) and personality could be simply incompatible with the assigned role (Adıgüzel, 2012).

Most of the previous studies (Çelik, 2013; Fisher, 1995; Sabuncuoğlu, 2008; Schulz, 2013; Yousefi & Abdullah, 2019) have suggested that role conflict and role ambiguity commonly and traditionally exist together in an organization. However, codes and categories about role ambiguity remained limited in the current study. A few of the participants mentioned lack of communication, unanswered feedback and failure to explain the reasons behind the decisions taken, all of which causes role ambiguity. One participant uttered that tasks and responsibilities of each unit sometimes overlap and the same task is carried out by two different units. Two employees who experience role ambiguity can perform the same tasks unaware of

each other (Doğan et al., 2020). In a robust organization where there is no role ambiguity, roles and related responsibilities are clearly defined and it is known who, where, when, against whom, how to act and what they do (Gökçe & Şahin, 2003).

Additionally, having an effective feedback system, which provides information and evaluation (Butler, 2017) reduces role ambiguity in organizations (Kahn et al., 1964). However, one of the participants expressed dissatisfaction over unanswered e-mail about the organization's salary policy, which could be interpreted as the existence of role ambiguity. Finally, one other participant was not satisfied with the fact that instructors are not properly provided with reasons or rationale when there is a change in duties, rights or responsibilities in the organization. Role ambiguity emerges when there is lack of certain information needed for adequate role performance or basic needs such as salary, security or safety (Kahn et al., 1964). The existence of role ambiguity could be contextual as this was the case in role conflict owing to the fact that size and complexity of organizations exceed the employees' span of understanding which constitutes much of the role ambiguity (Kahn et al., 1964).

These results seem to be consistent with other research which found that intrinsic factors such as the work itself are largely the reason for job satisfaction (Miner, 2005). Relations with colleagues and working with young adults are the hygiene factors that instructors are largely satisfied with which corroborates the ideas of Lacy & Sheehan (1997). Workload is the major reason for dissatisfaction of instructors in the organization. The findings are in line with those of other studies which demonstrated that instructors have a high amount of workload, which causes burnout, stress and mental and physical fatigue (Demir et al., 2015; Demirel & Cephe, 2015; Dost & Cenkseven, 2007; İpek & Kanatlar, 2018; Subba & Bala, 2019). Participants also stated that having fixed working hours unlike and salary are the hygiene factors that they are dissatisfied with. Moreover, lack of autonomy has a negative influence on instructors. Autonomy is one of the strongest predictors of job satisfaction (Chimanikire et al., 2007) and essential to be provided to employees if organizational goals are desired to be achieved (Chung & Ross, 1977). In a context where teacher autonomy is restricted, the development of language skills would be a very optimistic prospect (Öztürk, 2019). Last, it is seen that learner behavior and

approach emerge as a source of stressor for instructors (Subba & Bala, 2019) as the findings confirm. Participants said that students sometimes act like they are customers and some of the organizational practices reinforce those kinds of attitudes. They expressed their dissatisfaction with that and uttered the issue is a contextual as the institution is a private one.

Overall, the findings of the study demonstrate that EFL instructors' roles and responsibilities are beyond English teaching. They invest substantial amount of their time in students' adaptation and transition to higher education. It is understood that their guidance and support for preparatory school students are crucial and may affect students' entire university life. Additionally, the results of the research highlight that instructors do not feel valued and respected and have a lower status in higher education. Organizational practices, interpersonal relations and student attitudes come out as the primary reasons for this. The same factors cause a state of in-betweenness among instructors and make them question their role in higher education as they are more like a custodian in practice rather than a teacher. Additionally, EFL instructors are asked to perform tasks which are not among their roles and responsibilities, and this culminates in role conflict. Furthermore, those holding more than one role such as teaching and administration have to deal with inter-role conflict. Generally, the sideline administrative tasks prevent individuals from fulfilling their main duties. The study also shows that instructors face with role ambiguity as there are situations in which two employees do the same tasks unaware of each other. Lack of an effective feedback system and failure to explain the rationale behind organizational decisions reveal as the source of role ambiguity in this research.

The results display that some of the EFL instructors support CoHE's requirement of a master's degree as employment eligibility whereas some others oppose the decision as they think the change does not impact their major role: teaching. What is more, it is seen that CoHE's frequent and inconsistent changes fuel role stressors among instructors.

The research also attempted to identify the level of job satisfaction of EFL instructors in relation to role stressors in higher education. Lack of autonomy, excessive workload and a range of organizational practices lead to their job dissatisfaction. On the other hand, being academically productive, working with young adults and positive relations with colleagues seem to be the sources for job satisfaction. Based on the research findings, it could be summarized that EFL instructors constitute a group whose job satisfaction mainly depends on intrinsic factors.

5.2. Recommendations to Policy Makers & Higher Education Leaders

All in all, some suggestions could be offered by both the researcher and the participants for higher education leaders and policy makers as they hold the highest responsibility in introducing and implementing effective management processes in higher education.

Firstly, transition and adaptation of students is a crucial task, failure of which may influence students' learning in the long run. Providing emotional and psychological support for preparatory school students during this transition to higher education seems like a significant role of EFL instructors. The role of facilitating adaptation and guidance is neither completely irrelevant to being an instructor nor should be considered as an extra role. At this point, the concepts of teacher education or teacher identification may come to light. The results may be utilized by teacher education schools to identify how instructors in higher education perceive their roles. Those schools should ensure proper training so that teachers can effectively fulfill their mentoring role (Davies & Ferguson, 1998). Also, EFL instructors can benefit from the results to do reflections and raise awareness on their role and identity as a teacher. For effective transition and adaptation of students, EFL instructors could still be supported with programs or workshops by higher education leaders so that they can communicate efficiently with their students in this key period. Professional development units of universities could provide valuable opportunities and platforms by offering more focused teacher training programs or workshops for instructors. This type of support could be particularly important for instructors who are new in

the profession. Finally, another suggestion about this issue might be the existence of a department or unit that deals with students' problems or inquiries about their first year experiences in higher education and works collaboratively with EFL instructors. Having such a unit may help students have fewer behavioral problems and less issues on adaptation and transition.

The results reflect that EFL instructors do not feel valued, respected or appreciated. Their status is lower than that of faculty members. It can be suggested that higher education management practices and attitudes, which are regarded as the main reasons for the issue, should be considered and reevaluated by university administrations. It is obvious that EFL instructors wish to be heard and want their opinions and contributions to be considered by higher education leaders. The administrators of preparatory schools should ensure that top management of universities is aware of the sources creating dissatisfaction among instructors. Alteration of organizational climate could be an appropriate method for the issue (Fisher, 1995). One way to keep employees satisfied with their work is to recognize their contribution and respect them (Ravari et al., 2012). Head of departments play a major role in giving conscious efforts to provide recognition in higher education (Schulze, 2006). Academic staff feel valued when recognition and support for staff development and learning are offered by university administrations (Winter & Sarros, 2002).

Autonomy, participation in decision making and flexibility in administrative changes and practices could be increased for EFL instructors as lack of those were emphasized major factors why they think they have a lower status than faculty members. Job enrichment, whose motivating attributes are participation, autonomy and responsibility (Chung & Ross, 1977), could be placed importance on by higher education leaders. Integrating employees into administrative functions, which could be carried out as a result of successful application of job enrichment, enhances employee performance and satisfaction (Saleem et al., 2012). Appropriate levels of participation in decision making matter for academics as it nurtures intellectual environment and improves relations between academic staff and administration in higher education (Lacy & Sheehan, 1997).

The findings demonstrated a high level of dissatisfaction of EFL instructors with lack of planning and knowledge that CoHE had shown in its decisions regarding instructors' employment criteria. CoHE could be encouraged to share the rationale and intention behind its regulations with instructors when decisions directly concern them. Provided that changes, expectations and the reasons of those are clear for individuals, they are able to do their job better and become more productive, from which both organizations and employees benefit (Sabuncuoğlu, 2008). As a suggestion, CoHE may carry out pre-surveys and post surveys in order to see how its changes influence academic staff. Throughout those surveys, instructors are able to share their opinions and expectations, which increases their participation in decision making. Higher education leaders can inspire all the academic staff by taking an interest in their opinions (Thompson, 2017). In fact, thanks to participative approach, the burdens of leadership will be less as roles are shared (Bush, 2007), as a result of which schools function better and effectiveness increases.

Based on the results of the study, it is seen that instructors experience role conflict and role ambiguity. Thus, some recommendations and problem-solving ideas could be offered for higher education leaders and policy makers to address those role stressors and decrease role confusion. First, as some of the participants suggested, job description of the instructors could be reexamined and made sure that tasks and responsibilities do not overlap. Changes in job description and division of labor may help individuals manage role stressors (Fisher, 1995). Higher education leaders should assure that each role occupant is provided with necessary and clear information to carry out his or her tasks (Bedeian & Armenakis, 1981). Participants said that they sometimes do not get any response for their feedback. However, as feedback increases communication and brings clarity (Butler, 2017), university administrators should utilize an effective feedback system in organizations and develop effective interpersonal skills to solve complicated and stressful issues (Balay, 2006). With increased communication, university leaders could be perceived as collegial coordinators, as a result of which mutual trust and respect are likely to be provided between academic staff and university administrators (Ssesanga & Garrett, 2005). Furthermore, mentoring programs could be useful particularly for new

instructors in terms of grasping their roles and responsibilities. Professional development departments of preparatory schools should encourage programs in which mentoring skills are aimed to be gained to the instructors. It could be suggested that the teaching burden of individuals who have heavy workloads in university units should be reduced (Xu, 2019) and incongruent tasks should not be requested so that they can create a balance between their two roles and perform the duties of each role effectively.

Results show that workload, limited vacation time and salary are the major reasons for job dissatisfaction for EFL instructors. As a suggestion, teaching load of instructors could be reduced. Head of departments occupy a critical leadership position in higher education as they hold the authority to determine academic workloads (Winter & Sarros, 2002). In addition, instructors should not be expected to do some tasks during their vacation. If instructors are given to perform extra duties, they should be compensated. Private universities may be encouraged not to reinforce organizational practices in which students are perceived as customers. A supportive and motivating management approach increases job satisfaction of employees, help them develop their creative abilities and reveal feelings of loyalty to their organization (Balay, 2006). In addition, as Demir et al. (2015) suggest, working hours could be more flexible for instructors.

All in all, it is not the conflict itself that negatively affects employees, but the inability to deal with it directly and constructively (Balay, 2006). Both higher education leaders and policy makers should take the opinions of instructors into account and create an effective problem solving-process to eliminate role stressors, improve effectiveness and strengthen relationships in higher education institutions.

5.3. Suggestions for Future Research

Due to the following reasons, further research should be undertaken to investigate the effect of role stressors on EFL instructors in higher education in relation to their job satisfaction:

- As the particularity rather than generalizability is the main concern in qualitative research (Creswell, 2014), the results cannot be generalized. Thus, additional research can be carried out to increase generalizability of the findings.
- The results are based on the researcher's analysis and interpretation of the participants' responses during interviews. Other resources such as observations or field notes may be adopted in future research in order to collect further details about the issue.
- Findings only reflect experiences of EFL instructors at a foundation university as this is the setting where participants work. Additional research can be performed at a state university and findings can be compared.

5.4. Conclusion

In general, the present results clearly confirm that EFL instructors encounter role stressors while fulfilling their tasks and experience job dissatisfaction in higher education. As predicted, one of the primary reasons is the nature of their bridging and in-between role in higher education. Second, they are exposed to frequent and inconsistent changes by both CoHE and university administrations. In addition, organizational practices and students' attitudes influence how they experience their roles and responsibilities in higher education.

Based on the findings, some of the conclusions are evident. First, EFL instructors invest a lot of effort into the transition and adaptation of their students into university life. They consider it as one of the priorities as there is no other group or unit who provides this kind of support to preparatory students. Second, instructors holding both teaching and administrative responsibilities experience role stressors as they fail to focus on their major role among multiple roles due to workload of each role.

Next, role stressors and job dissatisfaction of EFL instructors mainly stem from organizational practices as well as students' attitudes. It could be concluded that certain practices in private universities make instructors feel less valued and respected in higher education when compared with faculty members. Also,

instructors are not satisfied with the fact that incongruent tasks such as translation, secretarial work are requested from them. Additionally, the findings of this research highlight that instructors' expectations of students do not match the reality as students are not fully aware of the dynamics in higher education, culminating in behavioral problems and adaptation issues.

The results suggest that CoHE's inconsistent decisions regarding EFL instructors' employment eligibility created conflict and confusion. CoHE was criticized for not having knowledge, planning and coordination in its decisions.

The findings also reaffirm the importance of job satisfaction in relation to how they experience their roles and responsibilities. As both literature review and findings of the study confirmed, EFL instructors constitute a group whose intrinsic motivators are high. The fact that they are in an atmosphere in which they can improve themselves academically and contribute science in a free and critical environment is a reason for their job satisfaction. Also, relations with colleagues who have similar interests is another factor why they are satisfied with their experience in higher education. On the other hand, hygiene factors such as workload, long working hours, need for a longer vacation time fuel job dissatisfaction.

In sum, implications could be drawn from this study for higher education leaders and policy makers to improve well-being of EFL instructors as having competent instructors is directly linked to the quality of English education delivered in higher education. The findings suggest improvement in English language teaching at preparatory schools by providing data role stressors and job satisfaction of EFL instructors. The results may also stimulate further and larger scale research including participants from public universities.

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APPENDICES

APPENDIX A: INTERVIEW QUESTIONS

Çalışmanın amacı: Araştırmacı üniversitelerin Yabancı Diller Hazırlık Bölümlerindeki İngilizce öğretim görevlilerinin yükseköğretimde bir rol çatışması yaşadığını gözlemlemektedir. Bunun boyutunu ve öğretim görevlileri üzerindeki etkisini ortaya çıkarmayı hedeflemiştir.

DEMOGRAFİK BİLGİLER

Cinsiyet: Yaş: Medeni Durum:
Eğitim düzeyiniz: Doktora ve YL’iniz varsa hangi bölüm üzerine?: Ne kadar süredir bu kurumdasınız? İdari göreviniz var ise nedir? Daha önce farklı yerlerde ve ne kadar süreliğine çalıştınız? Toplam iş tecrübeniz kaç yıldır?

ÇALIŞMA SORULARI

- 1- İngilizce öğretim görevlisi olarak yükseköğretimdeki rolleriniz ve sorumluluklarınız nelerdir?
- 2- Yükseköğretimdeki rolünüz dikkate alındığında İngilizce öğretim görevlileri ile öğretim üyeleri arasında
 - a. farklılıklar var mı? Varsa bunları örnekleyebilir misiniz?
 - b. benzerlikler var mı? Varsa bunları örnekleyebilir misiniz?
- 3- Size işiniz sorulduğunda kendinizi yükseköğretimde konumlandırmakta güçlük çektiğiniz bir deneyim yaşadığınızı hatırlıyor musunuz?

- 4- Yükseköğretimde öğretim görevlisi olarak çalışmayı tercih etme sebebinizi açıklayabilir misiniz?
- a. Bu mesleğe başlarken var olan beklentilerinizin karşılandığını düşünüyor musunuz?
- 5- a. Yüksek lisans ya da doktora yapmaktaki amacınız ya da motivasyon kaynağınızı açıklayabilir misiniz?
- b. Yüksek lisans ya da doktora yapmadıysanız yapmayı düşünüyor musunuz? Neden?
- 6- YÖK'ün işe alım kriterleriniz ile ilgili yaptığı değişimler ile ilgili görüşleriniz nelerdir?
- a. Tezli yüksek lisans gerekliliği
- b. Eğitim bilimlerine ait bölümlerin önce çıkarılıp sonra dahil edilmesi
- c. Unvanın öğretim görevlisi olarak değiştirilmesi
- 7- Üniversitede çalışan öğretim elemanlarından beklenen aşağıdaki görevlerin hangisini ne oranda deneyimlediğinizi düşünüyorsunuz?
- a. Eğitim-öğretim
- b. Araştırma
- c. İdari görev
- 8- Rol ve sorumluluklarınızı yerine getirirken bir rol çatışması yaşadığınızı düşünüyor musunuz?
- a. Kişiliğinizle rollerinizin çatıştığını hissediyor musunuz?
- b. Rolleriniz arası bir çatışma hissediyor musunuz?
- c. Rol göndericinizin/göndericilerinizin birbiriyle çelişen beklentileri oluyor mu?
- d. Rolünüzle uyuşmayan görevleri yaptığınızı düşünüyor musunuz?
- e. Rol yükü hakkında ne düşünüyorsunuz?
- 9- Eklemek istediğiniz bir şey var mı?

APPENDIX B: INFORMED CONSENT FORM

ARAŞTIRMAYA GÖNÜLLÜ KATILIM FORMU

Bu araştırma, ODTÜ Eğitim Yönetimi ve Planlaması Bölümü Yüksek Lisans öğrencisi Duygu Güneyli tarafından Dr. Öğr. Üyesi Serap Emil danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı üniversitelerin Yabancı Diller Hazırlık Bölümlerindeki İngilizce öğretim görevlilerinin akademide yaşadıkları rol çatışması ve rol belirsizliğinin boyutunu ve etkilerini onların bakış açılarını ve düşüncelerini inceleyerek ortaya çıkarmaktır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden bir mülakata katılmanız beklenmektedir. Yaklaşık olarak 45 dk sürmesi beklenen bu mülakatta sizlere bir dizi açık uçlu soru yöneltilenektir. Daha sonra içerik analizi ile değerlendirilmek üzere cevaplarınızın ses kaydı alınacaktır.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Çalışmada sizden kimlik veya kurum belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır.

Katılımla ilgili bilmeniz gerekenler:

Mülakat, genel olarak kişisel rahatsızlık verecek sorular veya uygulamalar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz mülakatı yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda çalışmayı uygulayan kişiye çalışmadan çıkmak istediğinizi söylemek yeterli olacaktır.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Mülakat sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için;

Eğitim Yönetimi ve Planlaması öğretim üyelerinden Dr. Öğr. Üyesi Serap Emil (E-posta: semil@metu.edu.tr) ya da yüksek lisans öğrencisi Duygu Güneyli (E-posta: duygu.guneyli@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

(Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

İsim Soyad

Tarih

İmza

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APPENDIX 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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/

02 KASIM 2020

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Dr.Öğretim Görevlisi Serap EMİL

Danışmanlığını yaptığınız Duygu GÜNEYLİ'nin "Yükseköğretimde İngiliz Dili Öğretimi Öğretim Görevlilerinin Rol Karmaşası: Ankara'da Bir Vakıf Üniversitesi Hazırlık Okulundaki Öğretim Görevlileri Üzerine Fenomenolojik Bir Çalışma" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 288-ODTU-2020 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof.Dr. Mine MISIRLISOY
İAEK Başkanı

APPENDIX D. TURKISH SUMMARY / TRKE ZET

İNGİLİZCE ĖRETİM GREVLİLERİNİN ROL STRESRLERİ VE BUNLARIN İŞ DOYUMLARINA ETKİSİ: YKSEKĖRETİM BAĖLAMINDA FENOMENOLOJİK BİR ALIŞMA

GİRİŞ

İngilizce Ėretim grevlileri niversite Ėrencilerinin ilk karşılaştıkları grubu oluřtururlar, bu nedenle rolleri ve sorumlulukları aslında İngilizce Ėretimin tesindedir. YksekĖretimde arada kalmıř olan bir grup olmaları (Soylu, 2013), akademisyen olma tartıřmaları (Demir et al., 2015), yksekĖretimde daha dřk bir unvana sahip olmaları, rol ve sorumluluklarına zaman ve enerjilerinin olmaması (Demirel ve Cephe, 2015; İpek ve Kanatlar, 2018), niversitelerde farklı unvanlara sahip kiřilerle srekli iliřkileri ve YK'nın son yıllarda Ėretim grevlilerinin işe alım kriterleri ile ilgili yaptığı sık ve tutarsız deĖiřiklikler İngilizce Ėretim grevlilerinin rol stres faktrlerine duyarlı olmasının tetikleyici nedenleridir.

Arařtırmanın Amacı ve nemi

Bu alıřmanın amacı, vakıf niversitelerindeki İngilizce Ėretim grevlilerinin yksekĖretimdeki rol ve sorumluluklarını iş tatminleri aısından nasıl deneyimlediklerini arařtırmaktır. Bu alıřma, “niversitelerin hazırlık okullarındaki İngilizce Ėretim grevlilerinin yksekĖretimdeki rol ve sorumlulukları aısından iş doyumları ile ilgili deneyimleri nedir?” sorusuna cevap vermeyi amalamaktadır.

İngilizce Ėretim grevlileri, Ėrencilerin niversite yařamına geiř srecinde ilk etkileřimde bulundukları grup olmaları nedeniyle Trk yksekĖretiminde nemli bir role sahiptir. Ėretim elemanlarının yksekĖretimde kendilerini nasıl konumlandıkları, rol ve sorumluluklarını nasıl algıladıkları hem kendi deneyimlerini hem de Ėrencilerin deneyimlerini etkiler. Ayrıca bu arařtırma,

İngilizce öğretim görevlilerinin deneyimlerini öğretim üyelerinin deneyimlerinden ayırt etmek için önemli bir fırsattır.

LİTERATÜR TARAMASI

2547 sayılı Yükseköğretim Kanunu'na göre, hazırlık okulunda çalışan akademik personel için öğretim görevlisi unvanı kullanılmaktadır. 22 Şubat 2018 tarihli kararnameye göre, okutman unvanı artık İngilizce öğretim görevlilerini ifade etmek için kullanılmamaktadır.

Türkiye'nin uluslararası arenada tanınması için verilen öneme rağmen (Ülker, 2017), Türkiye İngilizce öğretiminde hala ideal bir yerde değildir (Ünal ve İlhan, 2017). Üniversitelerde gözlemlenen 'İngilizce açığı', Türk yükseköğretiminde genel kaliteyi etkilemeye devam ediyor (British Council, 2015). British Council, kapsamlı 2015 raporu, Türkiye'nin niceliğe nitelikten daha fazla önem verdiğini ortaya koyuyor. Üniversite ve öğrenci sayısı hızla artmasına rağmen, üniversitelerde ideal dil eğitimi hala veremiyor. İngilizce Yeterlik Endeksi'ne göre Türkiye dünyada 47. sırada ve 24 Avrupa ülkesi arasında sonuncu sırada yer alıyor. Benzer şekilde 2016 İngilizce Yeterlik Endeksi raporu, Türkiye'nin Çok Düşük Yeterlilik kategorisine giren 71 ülke arasında 51. sırada olduğunu göstermektedir (Ülker, 2017). Üniversitelerin yetkin İngilizce öğretim görevlilerine sahip olması, yükseköğretimde verilen İngilizce eğitiminin kalitesi ile doğrudan ilişkilidir (Ünal ve İlhan, 2017), bu da rollerinin dikkate değer olduğunu göstermektedir.

Kahn ve diğerleri (1964) odakta bulunan kişi ve rol gönderenlerin değişen örgütsel faktörlerden, kişilik faktörlerinden ve kişilerarası faktörlerden etkilenen bir ortamda döngüsel olarak etkileşime girdiği bir rol episode modeli ortaya koydular. Rol stresörlerinden biri olan rol çatışması, bireylerin genellikle birbirleriyle uyumsuz veya çatışan iki veya daha fazla rolü yerine getirmeye çalışmasıyla ortaya çıkar (Jones, 1993). Rol belirsizliği, “yetersiz rol gönderme, rol gönderenler arasında anlaşma veya koordinasyon eksikliği ve yeterli rol performansı için gerekli belirli bilgilerin eksikliği” olarak tanımlanmaktadır. Herzberg'in teorisi (Hoy ve Miskel, 2013, s.143)

örgütlerde iş doyum düzeyini belirlemek ve tanımlamak için yaygın olarak kullanılan bir içerik teorisidir. (Alshmemri ve diğerleri., 2017).

Kişisel farklılıkların rol baskıları üzerinde etkili olduğu bilinmektedir (Adıgüzel, 2012; Polatçı, 2015). Ayrıca, farklı rol beklentileri, durumsal veya örgütsel faktörlerin bir sonucu olarak da ortaya çıkar (Kahn ve diğerleri., 1964). Üçüncü olarak da, başkalarıyla sürekli etkileşimin olduğu yerlerde rol belirsizliği ve rol çatışması kaçınılmazdır (Arslan ve Üngüren, 2017; Börk ve Adıgüzel, 2015), yani rol atama süreci kişilerarası değişkenlerden de etkilenir (Gilbert ve diğerleri., 2019). İdeal bir profesyonel örgüt tipinin temel özelliklerini oluşturan profesyonel bürokrasiye göre, temel çalışma projelerden çok süreçlere bağlıdır ve buna örnek olarak üniversiteler ve hastaneler gösterilebilir (Kallio ve diğerleri., 2020).

Mevcut literatür, akademik personelin öğretim, araştırma, idari görev gibi farklı rolleri olduğu için rol stresörleri bileşenlerinden biri olan roller arası çatışmayı yoğun yaşadıklarını göstermiştir. Yükseköğretim kurumlarındaki akademik personelin statüleri, rol çatışması yaşayıp yaşamadıkları konusunda belirleyici olabilir. Öğretim üyelerine göre daha düşük statüye sahip öğretim elemanlarında daha yüksek düzeyde tükenmişlik, duygusal tükenme ve yorgunluk yaşanmaktadır (Doğan ve diğerleri., 2016; Doğan ve diğerleri., 2020). Bu çalışmalar, akademik rütbe yükseldikçe rol çatışmasının azaldığını göstermektedir. Rollerin daha açık ve yönetilebilir olduğu bir profesörlük pozisyonuna sahip olanlar için, deneyim o kadar çelişkili veya belirsiz değildir. Öte yandan, karar verme sürecine katılımı düşük, rol talepleri aşırı yüklenmiş veya takdir edilmeyen öğretim görevlileri için deneyim tam tersidir (Winter ve Sarros, 2002).

Rol stresörleri olumsuz etkileri olan, iş tatminsizliği, iş kaynaklı gerginlik, düşük örgütsel bağlılık, işten ayrılma, düşük performans kalitesi, motivasyonda azalma, özgüven ve öz saygı kaybı ve kaygıdan dolayı örgütler ve bireyler için oldukça maliyetli olabilir (Bedeian ve Armenakis, 1981; Fisher, 1995; Fisher ve Gitelson, 1983; Getzels ve Guba, 1954; İpek ve Kanatlar, 2018; 2013). Ancak rol çatışması ve rol belirsizliği ile baş etmeye önem veren organizasyonlar için birçok alternatif ve

teknik bulunmaktadır. Kuruluşların doğasına veya kültürüne bağlı olarak farklı stratejiler benimsenebilir.

Araştırmalar, rol stresörlerinin iş tatminini olumsuz etkilediğini göstermektedir (Bedeian ve Armenakis, 1981; Fisher, 1995). Bu roller başarılı bir şekilde yerine getirilmediğinde, düşük düzeyde iş tatmini gözlemlenir. Rol stresörleri, dikkat odağını azaltır ve iş tatminsizliğine yol açar (Eray, 2017; Jex ve diğerleri, 2003). Rol stresörlerinin bireylerde stres, gerginlik ve kaygı düzeyini yükseltmesi iş doyumunun düşük olmasına neden olmaktadır (Doğan ve diğerleri., 2016). Rol çatışmasını ortadan kaldıracak önlemler almak iş tatmini üzerindeki performansı artırır (Ceylan ve Ulutürk, 2006).

YÖNTEM

Model

Bu araştırmada, nitel araştırma türlerinden olan fenomenolojik çalışma kullanılmıştır. Fenomenolojik araştırma, araştırmacıya “bireylerin bir fenomenle ilgili yaşamış deneyimlerini” tanımlama fırsatı verdiği için çalışma için en uygun desendir (Creswell, 2014). Bir deneyim ancak onu yaşayan bireyler tarafından tam olarak anlaşılabilir (Demir ve diğerleri, 2015; Mcilpatrick ve diğerleri, 2006; Padilla-Díaz, 2015).

Örneklem

Araştırmanın hedef kitlesi, Türkiye'deki vakıf üniversitelerinde İngilizce öğretim görevlileridir. Erişim nüfusu Ankara'daki bir vakıf üniversitesidir. Bu araştırmada amaçlı örnekleme kullanılmıştır.

Bu araştırma için belirlenen vakıf üniversitesinden 15 tane İngilizce öğretim görevlisi seçilmiştir. Katılımcılardan 2'si erkek, 13'ü kadındır. Bunlardan 12'si 30-40 yaş arası. 2'si 25-30 yaş arasında, 1'i ise 40 yaşın üzerinde. Medeni durumlarına göre 4'ü evli, geri kalanı bekar öğretim üyesidir. Ayrıca katılımcılardan 8'i bölümün farklı birimlerinde idari görevde bulunurken, 7'si sadece İngilizce öğretimine

odaklanmaktadır. Son olarak, tüm katılımcılar üniversitenin Temel İngilizce Bölümü'ndeki akademik personelin tam zamanlı üyeleridir. Araştırmacı, sonuçları bildirirken, katılımcıların kimliğini gizli tutmak için katılımcıları numaralandırmamış veya herhangi bir takma ad kullanmamıştır.

Veri Toplama Aracı

Fenomenolojik araştırmada görüşmeler kullanılacak birincil araçlardır (Creswell, 2014). Tipik olarak fenomenolojik çalışmada, açık uçlu soruların kullanılmasının ideal olduğu etkileşimli ve resmi olmayan bir süreç benimsenir (Moustakas, 1994). Yarı yapılandırılmış görüşmeler, bireysel deneyimleri ve fenomenin anlaşılmasını ortaya çıkarır ve görüşülen kişilere kendi görüşlerini kendi yöntemleriyle ifade etme özgürlüğü ve fırsatı verir (Davison, 2014; Newton, 2010).

Soruların sırasının doğru olup olmadığını belirlemek ve anlaşılmayan maddeleri tespit etmek için iki pilot görüşme yapılmıştır. Her iki görüşme de ses kaydına alınmış ve yazıya dökülmüştür. Bu araştırma için, görüşme protokolünde demografik bilgi formunun yanı sıra 8 soru vardı. Konuyu derinlemesine keşfedebilmek için takip soruları geliştirilmiştir.

Veri Toplama Süreci

Veri toplama sürecini başlatmak için Orta Doğu Teknik Üniversitesi İnsan Konuları Etik Kurulu'ndan (Ek C) etik onay alındı. Araştırmanın yapıldığı üniversitenin Yabancı Diller Bölümü yönetim kurulundan araştırma izni alınmıştır. Gönüllü formu (Ek B), demografik bilgi formu ve çalışmanın amacı katılımcılarla e-posta yoluyla paylaşıldı. Tüm görüşmeler çevrimiçi olarak yapıldı ve bunun için Zoom uygulaması kullanıldı. Görüşmeler Türkçe yapılmış ve izin alınarak ses kaydı yapılmıştır. Fenomenolojik araştırma tipik olarak veri toplamak için karşılıklı, etkileşimli ve derinlemesine görüşmelere odaklandığından, her katılımcıyla 30-50 dakikalık çevrimiçi görüşmeler planlanmıştır (Moustakas, 1994).

Veri Analizi

Araştırmacı veri analizi yapmak için, Moustakas'ın (1994) fenomenal analiz yönergelerini benimsemiştir. Bu yönergelerin ilk adımı olarak araştırmacı, her ifadeye eşit önem vermeyi ve sadece ilgili ifadeleri listelemeyi ifade eden yataylaştırmadan (*horizontalization*) yararlanmıştır (Moustakas, 1994). İkinci adımda, araştırmacı ilk adımda yataylaştırdığı ifadeleri kümeler ve temalar oluşturmasına izin veren anlam birimleri (*meaning units*) oluşturmuştur (Cilesiz, 2009). Daha sonra deneyimin tematik tasvirleri oluşturulmuştur. Katılımcıların deneyimlerinin temalarına ve algılarına atıfta bulunmak için *bireysel dokusal betimlemeler* kullanıldı. “Deneyimin altında yatan dinamiklerin canlı bir açıklamasını sağlayan” (Moustakas, 1994, s. 135) *bireysel yapısal betimlemeler* yapıldı. Birleşik yapısal betimleme, katılımcıların bir grup olarak deneyimlediklerini nasıl deneyimlediklerini anlamayı sağlar (Moustakas, 1994, s.142) ve her bir betimlemenin bir bütün olarak temsil edilmesini sağlar (Eddles-Hirsch, 2015). Fenomenolojik analizin son aşamasında, dokusal betimleme ve birleşik yapısal betimleme bütünleştirilir, böylece fenomenin genel bir betimlemesi oluşturulur (Çilesiz, 2009).

BULGULAR

Bu bölümde, çalışmanın bulguları sunulacak ve İngilizce öğretim görevlilerinin yükseköğretimdeki rol ve sorumluluklarına ilişkin deneyimleri ortaya konmaya çalışılacaktır. Kapsamlı bir nitel veri analizinin sonucu olarak, aşağıdaki yedi tema ortaya çıktı: (1) İngilizce öğretim görevlilerinin yükseköğretimdeki rolleri ve sorumlulukları, (2) İngilizce öğretim görevlilerinin üniversitedeki akademik personele ilişkin algıları, (3) öğretim görevlilerinin yükseköğretimde kendilerini konumlaması, (4) mesleği seçme nedenleri, (5) YÖK'ün kararlarına ilişkin görüşler, (6) rol çatışması ve rol belirsizliğine ilişkin deneyimler ve (7) iş tatmini.

İngilizce Öğretim Görevlilerinin Yükseköğretimdeki Roller ve Sorumlulukları

Sonuçlara bakıldığında, İngilizce öğretim görevlilerinin üniversite hayatına uyum ve geçiş sürecindeki hazırlık öğrencilerine destek ve rehberlik için oldukça zaman ve enerji ayırdıkları görülüyor. Ayrıca, öğrencilerin kendi alanlarında çalışmalarına başlamadan önce eleştirel düşünme becerilerini geliştirmeyi, öğretim elemanları görev olarak görmektedir. Öncelikle öğretime ve öğrencilerine odaklanan öğretim görevlilerinin aksine, idari unvanlara sahip olanlar, zamanlarının büyük bir kısmını idari görevlere ayırırlar. İdari görevlerin aciliyeti ve önceliği nedeniyle ek rollerinin temel rollerine dönüştüğü açıktır. Ayrıca öğretim görevlileri, ya mesleki gelişim birimi gereksinimleri ya da ihtiyaç temelli araştırmaları nedeniyle araştırma faaliyetlerine katılmaktadırlar. Kendilerini mesleki ve kişisel olarak geliştirmek için de gönüllü olarak araştırmalar yaptıklarını dile getirdiler; ancak işlerinin herhangi bir araştırma faaliyeti gerektirmediğinin ve öğretim görevlilerinin araştırmacı olmadığının altını çizerler. Üniversitelerin misyonlarından biri olan topluma hizmet, sadece bir katılımcının kısaca değindiği gibi öğretim görevlilerinin temel rollerinden biri olarak algılanmamaktadır.

İngilizce Öğretim Görevlilerinin Üniversitedeki Akademik Personele İlişkin Algıları

Öğretim görevlileri ve öğretim üyeleri arasındaki farklılıkların benzerliklere üstün geldiği anlaşılmaktadır. Öncelikle öğretim görevlileri, öğretim üyelerine göre daha standart ve sabit bir sistemin parçasıdır. Müfredat ve sınavları daha standart bir şekilde uygularken, öğretim üyeleri kendi ders içeriklerini, materyallerini ve değerlendirme yöntemlerini oluşturma ve tasarlama özgürlüğüne sahiptir. Ayrıca öğretim görevlileri için öğretim üyelerinden farklı olarak takip etmeleri gereken bir çalışma saati bulunmaktadır. Ortaya çıkan diğer bir farklılık ise yaş farkının daha az olması, öğrencilerin üniversite hayatına geçiş sürecinde olması ve öğretim görevlilerinin mesai saatleri nedeniyle çoğunlukla ofislerinde olmaları nedeniyle daha kolay ulaşılabilmesi nedeniyle öğretim görevlileri ile daha yakın ve hatta dostane olan öğrenci ilişkileridir. Ancak bu yakın ilişki, öğrencilerin öğretim üyelerine göstermeye cesaret edemeyecekleri bir saygı yoksunluğuna dönüşebilir.

Sadece öğrencilerin tutumları değil, aynı zamanda örgütsel uygulamalar da öğretim görevlilerinin daha az saygı duyulmasına ve değer verilmemesine neden olan faktörlerdir.

Öğretim Görevlilerinin Yükseköğretimde Kendilerini Konumlaması

İngilizce öğretim görevlilerinin genellikle kendilerini yükseköğretimde konumlandırmakta güçlük çektikleri görülür. Bu, kendi bireysel deneyimleri veya geçmişleri, öğrenci tutumları, örgütsel uygulamaları ve işinin ne olduğunu söylediklerinde aldıkları tepkiler gibi çeşitli faktörlerden kaynaklanır. Bu faktörler, aslında yükseköğrenimin bir parçası olup olmadıklarını sorgulamalarına neden olur. Öte yandan, unvan, beklenti veya sorumluluklar açısından kendilerini konumlandırmakta zorlanmadığını ifade edenler de var. Ancak, öğretim görevlilerinin çoğunluğu konumlandırma sorununu deneyimliyor gibi görünmektedir.

Mesleği Seçme Nedenleri

İngilizce öğretim görevlilerinin yükseköğretimde çalışmayı tercih etme nedenleri dışsal ve içsel faktörler olarak sıralanabilir. Dışsal faktörlerde ise hazırlık okulu öğrencilerinin yaşı, öğretim görevlileri için öne çıkan bir faktör olarak karşımıza çıkmaktadır. Onlarla birçok şey hakkında konuşabildikleri ve onlarla kolayca iletişim kurabildikleri için belirli öğrenci gruplarıyla çalışmaktan zevk alırlar. Ayrıca öğrenmeye ve yeniliklere açık çalışma arkadaşlarına sahip olmaları da mesleği seçmelerinin bir diğer önemli nedenidir. Üniversite bağlamı ve kampüste olmak, mesleği öğretim görevlileri için çekici kılmaktadır. Öte yandan akademik kariyer yapmak ve bilime katkıda bulunmak içsel faktörler olarak ortaya çıkmaktadır. Öğretim görevlileri bilgi üretmeyi, yeniliklere ve gelişmelere yakın olmayı isterler. Son olarak, bir üniversitede çalışmayı prestijli ve saygın olarak görüyorlar. Milli Eğitim Bakanlığı ve özel K-12 okullarındaki İngilizce öğretmenleri ile karşılaştırıldığında toplumda daha yüksek bir statüye sahip oldukları algısına sahipler.

YÖK'ün Kararlarına İlişkin Görüşler

İngilizce öğretim görevlilerinin istihdamı için bir ön koşul olarak yüksek lisans derecesinin gerekliliği konusunda öğretim görevlileri farklı görüşlere sahiptir. Kimileri bir öğretim görevlisinin araştırma yapmayı bilmesi ve akademik olarak donanımlı olması gerektiğini düşündükleri için değişimi hoş karşılanırken, kimileri de değişimin kendi rolleri ve sorumluluklarıyla ilgili olmadığını ifade etmiştir. Karara karşı olanlar, değişikliğin gereksiz olduğu kadar yükseköğretimde kaliteye de zarar verdiğini belirtti. Ayrıca karar yeni mezunlar ve yüksek lisans derecesi olmayan deneyimli öğretim görevlileri için de engel teşkil etmektedir. Öğretim görevlileri tarafından önce eğitim bilimlerinin önce dahil edilmemesi, ardından alanların genişletilmesi eleştiriliyor. Ayrıca, bu değişiklikler kendilerini doğrudan etkilemesine rağmen, değişiklikler ve bunların gerekçeleri hakkında kendilerine herhangi bir bilgi veya açıklama verilmediğini ifade etmektedirler. Son olarak unvan değişikliğini desteklemektedirler ve öğretim görevlisi unvanının daha çok yükseköğretimle ilişkilendirilmesi ve okutman unvanının pek çok kişi tarafından bilinmemesi ve düşük statü olarak görülmesi nedeniyle okutman yerine öğretim görevlisi olarak adlandırılmayı tercih ettiklerini belirttiler.

Rol Çatışması ve Rol Belirsizliğine İlişkin Deneyimler

Sonuç olarak, düzeyi ve türü farklılık gösterse de öğretim görevlilerinin rol çatışması yaşadıkları anlaşılmaktadır. Birincisi, görev tanımlarıyla hiç ilgisi olmayan, birbiriyle uyumsuz görevleri yerine getirmek zorunda olmaları, örgütteki rollerini sorgulamalarına neden olur. Ayrıca, çelişkili ve tutarsız beklentiler, rol çatışmasının diğer kaynağı olarak gösterilmektedir. Beklentiler sık sık değiştiğinde ve karar alma sürecine katılım ve koordinasyon eksikliği olduğunda bu genellikle daha da kötüleşir. Üçüncüsü, eğer öğretim görevlileri öğretim ve yönetim gibi birden fazla rol üstleniyorsa, roller arası çatışma ortaya çıkar. Son olarak öğretim görevlileri idari konularda kişilik çatışmaları yaşayabileceklerini ifade etmektedirler. Yönetici bir pozisyondaylarsa daha fazla taviz vermek zorunda kalabilirler, ancak bunu öğretmenlik rollerinde yaşamadıklarını bildiriyorlar. Kişiliklerinin, rolleri ve beklentileriyle örtüştüğünü belirtirler. Öğretim görevlilerinden ikisi, iletişim

eksikliğinin ve alınan kararların mantığını açıklayamamanın kendilerini olumsuz etkilediğini ifade etmektedir. Bu onlara dikkate alınmadıklarını hissettirir. İstedikleri bilgilerin kendilerine verilmemesi, öğretim görevlilerinde rol belirsizliğine neden olabilir.

İş Tatmini

Öğretim görevlileri, kurumlarının sağladığı akademik kariyer desteğinden memnundur. Ayrıca çalışma ortamından ve benzer ilgi alanlarına sahip ve kendilerini geliştirmeye hevesli iş arkadaşlarına sahip olmaktan keyif alırlar. Öte yandan iş yükü, en güçlü iş tatminsizliği faktörlerinden biri olarak karşımıza çıkmaktadır. Öğretim görevlileri, beklenen tüm görevleri yerine getirmek için sınırlı zamanlarının olması gerçeğinden memnun değiller. Akıllarında her zaman işle ilgili bir şeyler olduğu için tatilin tadını bile çıkaramadıklarını belirtmişlerdir. Ek olarak, öğrencilerle kendi aralarındaki ilişki, öğrencilerin davranışları veya örgütsel uygulamaları nedeniyle daha çok bir müşteri ilişkisine benziyor ve bu büyük bir hayal kırıklığı olarak tanımlanan bir şey. Özerklik ve özgürlük eksikliği de bir dereceye kadar memnuniyetsizlik yaratır. Sonuç olarak, tüm olumsuz faktörler kaçınılmaz olarak tükenmişlik, yorgunluk, düşük seviyede yaratıcılık ve üretkenlik, stres ve gerginlik yaratır.

TARTIŞMA VE SONUÇ

Bu bölümde, araştırmacı sonuçları tartışır, İngilizce öğretmenleri ve yükseköğretim liderleri için önerilerden bahseder, gelecekteki araştırmalar için bazı önerilerde bulunur ve son olarak çalışmanın sonucunu sunar.

Çalışmanın bulguları, İngilizce öğretim görevlilerinin rolünün İngilizce öğretiminin ötesinde olduğunu göstermektedir. Zamanlarının önemli bir kısmını öğrencilerin adaptasyonuna ayırmaktadırlar. Hazırlık öğrencilerine yönelik rehberlik ve desteklerinin çok önemli olduğu ve öğrencilerin tüm üniversite hayatını etkileyebileceği anlaşılmaktadır. Ayrıca araştırma sonuçları, öğretim elemanlarının kendilerini değerli ve saygın hissetmediklerini ve yükseköğretimde daha düşük bir

statüye sahip olduklarını vurgulamaktadır. Örgütsel uygulamalar, kişiler arası ilişkiler ve öğrenci tutumları bunun başlıca nedenleri olarak karşımıza çıkmaktadır. Aynı faktörler öğretim görevlileri arasında bir aradalık durumuna neden olmakta ve yükseköğretimdeki rollerini sorgulamalarına neden olmaktadır.

Ek olarak, İngilizce öğretim görevlilerinden görev ve sorumlulukları arasında olmayan görevleri yerine getirmeleri istenmekte ve bu durum rol çatışması ile sonuçlanmaktadır. Ayrıca, öğretmenlik ve yöneticilik gibi birden fazla rolü üstlenenler, roller arası çatışma ile uğraşmak zorundadır. Genel olarak, yan idari görevler, bireylerin asıl görevlerini yerine getirmelerini engeller bir hal almıştır. Çalışma, aynı zamanda iki çalışanın birbirinden habersiz aynı görevleri yaptığı durumlar olduğu için öğretim görevlilerinin rol belirsizliği ile karşı karşıya kaldıklarını da göstermektedir. Etkili bir geri bildirim sisteminin olmaması ve örgütsel kararların ardındaki mantığın açıklanamaması, bu araştırmada rol belirsizliğinin kaynağı olarak ortaya çıkmaktadır.

Sonuçlar, bazı İngilizce öğretim görevlilerinin YÖK'ün yüksek lisans derecesi şartını desteklediğini, bazılarının ise değişikliğin asıl rolleri olan öğretimi etkilemediğini düşündükleri için karara karşı çıktığını göstermektedir. Ayrıca YÖK'ün sık ve tutarsız değişikliklerinin öğretim görevlileri arasında rol streslerini körüklediği görülmektedir.

Araştırma ayrıca, yükseköğretimdeki rol stresleri ile ilgili olarak İngilizce öğretim görevlilerinin iş doyum düzeylerini belirlemeye çalışmıştır. Özerklik eksikliği, aşırı iş yükü ve bir dizi kurumsal uygulama, iş tatminsizliğine yol açar. Öte yandan akademik olarak üretken olmak, genç yetişkinlerle çalışmak ve meslektaşlarla olumlu ilişkiler iş doyumunun kaynakları olarak görünmektedir. Araştırma bulgularına dayalı olarak, İngilizce öğretim görevlilerinin iş tatmininin esas olarak içsel faktörlere bağlı olduğu görülmüştür.

Politika Belirleyiciler ve Yükseköğretim Liderlerine Öneriler

Sonuç olarak, yükseköğretimde etkin yönetim süreçlerinin tanıtılması ve uygulanmasında en yüksek sorumluluğu üstlenen yükseköğretim liderleri ve politika

belirleyiciler için hem araştırmacı hem de katılımcılar tarafından bazı önerilerde bulunulabilir.

İlk olarak, öğrencilerin üniversiteye adaptasyonu, uzun vadede onların öğrenme sürecini etkileyebilecek önemli bir görevdir. Hazırlık okulu öğrencilerine bu yükseköğretime geçiş sürecinde duygusal ve psikolojik destek sağlamak İngilizce öğretmenlerinin önemli bir rolü gibi görünmektedir. Adaptasyon ve rehberliği kolaylaştırma rolü eğitmen olmakla tamamen alakasız olmadığı gibi ekstra bir rol olarak da düşünülmemelidir. Bu noktada öğretmen yetiştirme veya öğretmen kimliği kavramları gündeme gelebilir. Sonuçlar, öğretmen yetiştiren okullar tarafından yükseköğretimdeki öğretim görevlilerinin rollerini nasıl algıladıklarını belirlemek için kullanılabilir. Ayrıca, öğretim görevlileri bir öğretmen olarak rolleri ve kimlikleri hakkında fikir yürütmek için sonuçlardan yararlanabilirler. Üniversitelerin mesleki gelişim birimleri, öğretim görevlileri için daha odaklı öğretmen yetiştirme programları veya seminerler sunarak fırsatlar ve platformlar sağlayabilir. Bu konudaki bir diğer öneri ise öğrencilerin yükseköğretimde ilk yıl deneyimleri ile ilgili sorunları veya sorgulamaları ile ilgilenen bir bölüm veya birimin varlığı olabilir.

Sonuçlar, İngilizce öğretim görevlilerinin kendilerine saygı duyulmadığını veya takdir edilmediğini göstermektedir. Statüleri öğretim üyelerinden daha düşüktür. Sorunun temel nedenleri olarak görülen yükseköğretim yönetim uygulamaları ve tutumlarının üniversite yönetimleri tarafından ele alınması ve yeniden değerlendirilmesi önerilebilir. Öğretim görevlilerinin sesini duyurmak ve görüşlerinin ve katkılarının yükseköğretim liderleri tarafından dikkate alınmasını istedikleri açıktır. Örgüt ikliminin değiştirilmesi bu konuya uygun bir öneri olabilir (Fisher, 1995). Yükseköğretimde bu konu için bilinçli çaba gösterilmesinde bölüm başkanlarının rolü büyüktür (Schulze, 2006).

İngilizce öğretim görevlileri için özerklik, karar alma süreçlerine katılım ve idari değişiklik ve uygulamalarda esneklik artırılabilir, çünkü bunların eksikliğinin, öğretim üyelerinden daha düşük bir statüye sahip olduklarını düşünmelerine sebep olduğu görülmüştür. Karar verme süreçlerine uygun katılım düzeyleri, entelektüel

ortamı beslediği ve yükseköğretimde akademik personel ile yönetim arasındaki ilişkileri geliştirdiği için akademisyenler için önemlidir (Lacy ve Sheehan, 1997).

Hem YÖK hem de üniversite yönetimleri, yapılan değişikliklerin akademik personeli nasıl etkilediğini görmek için anketler yapabilir. Bu anketler sayesinde, öğretim görevlileri görüş ve beklentilerini paylaşabilir, bu da karar alma süreçlerine katılımlarını artırabilir. Yükseköğretim liderleri, onların görüşlerine ilgi göstererek tüm akademik personele ilham verebilir (Thompson, 2017). Aslında katılımcı yaklaşım sayesinde roller paylaşıldıkça liderliğin yükleri daha az olacaktır (Bush, 2007), bunun sonucunda okulların daha iyi işlemesi ve etkinliğin artması sağlanacaktır.

Yükseköğretim liderlerine ve politika belirleyicilere rol streslerini ele almak ve rol karmaşasını azaltmak için bazı öneriler ve problem çözme fikirleri sunulabilir. İlk olarak, bazı katılımcıların önerdiği gibi, öğretim görevlilerin görev tanımları yeniden incelenebilir ve görev ve sorumlulukların örtüşüp örtüşmediğinden emin olunabilir. İş tanımındaki ve iş bölümündeki değişiklikler, bireylerin rol streslerini yönetmelerine yardımcı olabilir (Fisher, 1995). Yükseköğretim liderleri, her bir rol sahibine görevlerini yerine getirmesi için gerekli ve açık bilgiler verildiğinden emin olmalıdır (Bedeian & Armenakis, 1981). Ayrıca üniversite yöneticileri, örgütlerde etkili bir geri bildirim sistemini kullanmalı ve karmaşık ve stresli sorunları çözmek için etkili kişilerarası beceriler geliştirmelidir (Balay, 2006).

Sonuç olarak, çalışanları olumsuz etkileyen çatışmanın kendisi değil, onunla doğrudan ve yapıcı bir şekilde başa çıkamamaktır (Balay, 2006). Hem yükseköğretim liderleri hem de politika belirleyiciler, yükseköğretim kurumlarında rol streslerini ortadan kaldırmak, etkinliği artırmak ve ilişkileri güçlendirmek için öğretim görevlilerinin görüşlerini dikkate almalı ve etkili bir problem çözme süreci oluşturmalıdır.

Gelecekteki Araştırmacılar için Öneriler

Çalışmanın sonuçlarına bakıldığında, gelecekteki araştırmalar için göz önüne alınabilecek bazı öneriler vardır:

- Nitel arařtırmalarda temel kaygı genellenebilirlikten ok belirlilik olduėundan (Creswell, 2014), sonular genellenemez. Bylece bulguların genellenebilirliėini artırmak iin ek arařtırmalar yapılabilir.
- Sonular, arařtırmacının grüşmeler sırasında katılımcıların yanıtlarının analizine ve yorumuna dayanmaktadır. Konuyla ilgili daha fazla ayrıntı toplamak iin gelecekteki arařtırmalarda gözlemler veya alan notları gibi diėer kaynaklar kullanılabilir.
- Bulgular, yalnızca bir vakıf üniversitesindeki İngilizce öğretim görevlilerinin deneyimlerini yansıtmaktadır. Bir devlet üniversitesinde ek arařtırmalar yapılabilir ve bulgular karşılaştırılabilir.

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TEZİN ADI / TITLE OF THE THESIS (İngilizce / English): ROLE STRESSORS OF EFL INSTRUCTORS IN
RELATION TO THEIR JOB SATISFACTION: A PHENOMENOLOGICAL STUDY IN HIGHER EDUCATION
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