

**Unpacking English Language Teacher-Tutor Burnout in Kyrgyzstan:
Causes, Consequences, and Coping Strategies**

Elianur Gulamidinova

Submitted in partial fulfillment of the requirements for the degree of
Master of Arts
in
Multilingual Education

Nazarbayev University Graduate School of Education

May, 2025

Word count: 25,640

Author Agreement

By signing and submitting this license, I Eliaur Gulamidinova grant to Nazarbayev University (NU) the non-exclusive right to reproduce, convert (as defined below), and/or distribute my submission (including the abstract) worldwide in print and electronic format and in any medium, including but not limited to audio or video.

I agree that NU may, without changing the content, convert the submission to any medium or format for the purpose of preservation. I also agree that NU may keep more than one copy of this submission for purposes of security, back-up and preservation.

I confirm that the submission is my original work, and that I have the right to grant the rights contained in this license. I also confirm that my submission does not, to the best of my knowledge, infringe upon anyone's copyright.

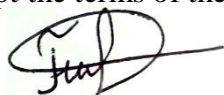
If the submission contains material for which I do not hold copyright, I confirm that I have obtained the unrestricted permission of the copyright owner to grant NU the rights required by this license, and that such third-party owned material is clearly identified and acknowledged within the text or content of the submission.

IF THE SUBMISSION IS BASED UPON WORK THAT HAS BEEN SPONSORED OR SUPPORTED BY AN AGENCY OR ORGANIZATION OTHER THAN NU, I CONFIRM THAT I HAVE FULFILLED ANY RIGHT OF REVIEW OR OTHER OBLIGATIONS REQUIRED BY SUCH CONTRACT OR AGREEMENT.

NU will clearly identify my name(s) as the author(s) or owner(s) of the submission, and will not make any alteration, other than as allowed by this license, to your submission.

I hereby accept the terms of the above Author Agreement.

Author's signature:



Date: May 29, 2025

Declaration

I hereby declare that this submission is my own work and to the best of my knowledge it contains no materials previously published or written by another person, or substantial proportions of material which have been submitted for the award of any other course or degree at NU or any other educational institution, except where due acknowledgment is made in the thesis. This thesis is the result of my own independent work, except where otherwise stated, and the views expressed here are my own.

Author's signature:



Date: May 29, 2025

Ethical Approval



53 Kabanbay Batyr Ave.
Astana 010000
Republic of Kazakhstan
Date: 23 of October, 2024

Dear **Elianur Gulamidinova:**

This letter confirms that your research project titled **Unpacking English Language Teacher-Tutor Burnout in Kyrgyzstan: Causes, Consequences, and Coping Strategies** has been approved by the Graduate School of Education Ethics Committee of Nazarbayev University.

You may proceed with contacting your preferred research site and commencing your participant recruitment strategy.

Yours sincerely,

Dr Anas Hajar

On behalf of:
Dr Syed Abdul Manan, *PhD*
Chair, GSE Ethics Committee
Graduate School of Education
Nazarbayev University

Block C3, Room 5011
Office: +7(7172)6016
Mobile: +77079240053
email: syed.manan@nu.edu.kz, gse.irec@nu.edu.kz

CITI Training Certificate



Completion Date 12-Aug-2024
Expiration Date 12-Aug-2027
Record ID 64322108

This is to certify that:

Elianur Gulamidinova

Has completed the following CITI Program course:

Social & Behavioral Research - Basic/Refresher
(Curriculum Group)
Social & Behavioral Research - Basic/Refresher
(Course Learner Group)
1 - Basic Course
(Stage)

Not valid for renewal of
certification through CME.

Under requirements set by:

Nazarbayev University

CITI
Collaborative Institutional Training Initiative

101 NE 3rd Avenue, Suite 320
Fort Lauderdale, FL 33301 US
www.citiprogram.org

Generated on 12-Aug-2024. Verify at www.citiprogram.org/verify?w9c038e61-2838-458d-89ab-e7e8b5a0ec88-64322108

Acknowledgments

No duty is more urgent than that of returning thanks.

— James Allen

It is time for me to return many thanks to those without whose support this thesis journey would not have been possible. First and foremost, I am deeply grateful to the best of the best supervisors — Professor Anas Hajar — who has become my academic father and mentor. When I grow up, I want to be a great researcher, an inspiring teacher, and a good person like him.

Secondly, I thank my family — менин алтын апам менен атам, анан дагы Аламбек — for always believing in me, even when I begin to doubt myself. I will do my best to live up to the trust you place in me.

I am also profoundly thankful to my Academic English instructors, Dr. Anita Jayachandran and Dr. Jerry Spring, for their continuous guidance and thoughtful feedback throughout my writing process. My sincere appreciation also goes to all our faculty members, especially Professor Alper Çalikoğlu, who introduced me to the world of research methods and inspired me to explore it further. Warm thanks to Professor Duishonkul Shamatov and NUGSE PhD student Nargiza Abdyrakhman kyzy for their constant support and kindness.

Finally, I want to express heartfelt gratitude to my friends and to Nazarbayev University for making my study experience in Kazakhstan both meaningful and unforgettable.

To all the wonderful people mentioned here — and those whose names are not listed but whose help was just as significant — I offer my deepest thanks. I am truly grateful. You will always be in my heart!

Abstract

Unpacking English Language Teacher-Tutor Burnout in Kyrgyzstan:

Causes, Consequences, and Coping Strategies

Private supplementary tutoring has emerged as a widespread out-of-school learning activity globally, commonly referred to as ‘shadow education.’ In Kyrgyzstan, the rising demand for English proficiency has led many local English language schoolteachers to provide fee-based English private tutoring (EPT) alongside their regular school duties. Balancing dual roles as teachers and tutors imposes considerable strain, often resulting in burnout, which is characterised by mental and physical exhaustion due to excessive work and insufficient self-care. While the well-being and burnout of language teachers have been increasingly explored in formal education settings, the experiences of schoolteachers engaged in EPT remain underexamined, especially in less-researched contexts such as Kyrgyzstan. This qualitative study seeks to address this lacuna by investigating the motivations driving eight Kyrgyzstani EFL (English as a Foreign Language) teachers to pursue EPT, the underlying causes of their burnout, its consequences, and the strategies they adopt to manage its effects. Narrative writing and individual semi-structured interviews were employed to collect data. The study is guided by Bronfenbrenner’s (1994) ecological systems theory and Carver’s (2020) Brief-COPE framework.

Thematic analysis revealed that participants were motivated by financial necessity, career advancement, personal fulfilment, greater instructional autonomy, and high demand from parents and students. The study also found that participants’ burnout resulted from emotional labour, institutional neglect, societal undervaluing of teachers, and competition in the private tutoring market. Reported consequences included serious physical and mental health challenges, strained family and social relationships, and growing professional insecurity. Participants primarily relied on proactive, problem-focused coping strategies, though some

turned to avoidance or spiritual practices. The study highlights the urgent need to implement regulatory frameworks for the shadow education sector in Kyrgyzstan and similar contexts, to recognise the urgent needs of language teacher-tutors, and to develop targeted policies that safeguard their well-being and strengthen their professional identities across different settings.

Keywords: Shadow education, English private tutoring (EPT), language teacher-tutor burnout, Kyrgyzstan, qualitative inquiry

Андатпа

Қырғызстандағы Ағылшын Тілі Мұғалім-Репетиторларының Кәсіби Күйзелісі:

Себептері, Салдары және Күресу Стратегиялары

Жеке қосымша білім беру қазіргі таңда бүкіл әлемде кең таралған мектептен тыс оқу формасына айналды және бұл құбылыс көбіне «көлеңкелі білім беру» деген атаумен белгілі. Қырғызстанда ағылшын тіліне деген сұраныстың артуы жергілікті ағылшын тілі мұғалімдерін мектептегі негізгі қызметімен қатар ақылы жеке репетиторлықпен айналысуға итермеледі. Мұғалім мен репетитор ретіндегі қос рөлді қатар алып жүру едәуір ауыртпалық тудырып, көбінесе шамадан тыс жұмыс пен өзін-өзі күтуге уақыттың болмауының кесірінен туындайтын психикалық және физикалық тұрғыда шаршауға, яғни кәсіби күйзеліске әкеледі. Соңғы жылдары тіл мұғалімдерінің әл-ауқаты мен кәсіби шаршауы жиі зерттеле бастады. Дегенмен, репетиторлықпен айналысатын мектеп мұғалімдерінің тәжірибесі, әсіресе Қырғызстан сияқты аз зерттелген контекстерде, әлі де толыққанды қарастырылмаған. Осы зерттеу осы олқылықтың орнын толтыруды мақсат етеді. Бұл ғылыми зерттеу Қырғызстандағы сегіз ағылшын тілі мұғалімінің жеке репетиторлықпен айналысуға итермелеген уәждері, олардың кәсіби шаршауының негізгі себептері, оның салдары және осы жағдаймен күресу үшін қолданатын стратегиялары зерттелді. Деректер баяндау мәтіндері мен жартылай құрылымдалған жеке сұхбаттар арқылы жиналды. Зерттеу Бронфенбреннердің (1994) экологиялық жүйелер теориясы мен Карвердің (2020) қысқаша күресу стратегиялары (Brief-COPE) үлгісіне негізделген.

Тақырыптық талдау нәтижесінде қатысушылардың жеке репетиторлықпен айналысуына итермелеген негізгі себептер ретінде қаржылық қажеттілік, кәсіби дамуға ұмтылыс, жеке қанағаттану сезімі, оқыту үдерісіндегі еркіндік және ата-аналар мен оқушылар тарапынан жоғары сұраныс анықталды. Сонымен қатар, эмоционалдық

еңбекке шамадан тыс жүктеме, институционалдык колдаудың жеткіліксіздігі, мұғалім мамандығының қоғамдағы мәртебесінің төмендігі және репетиторлық нарықтағы бәсекелестіктің күшеюі қатысушылардың кәсіби тұрғыда шаршауына әсер еткен негізгі факторлар ретінде танылды. Сондай-ақ, зерттеу нәтижесі бойынша денсаулыққа қатысты ауыр физикалық және психикалық қиындықтар, отбасы мен әлеуметтік қатынастардың шиеленісуі және мамандыққа қатысты тұрақсыздық пен сенімсіздік сезімі кәсіби шаршаудың салдары ретінде анықталды. Қатысушылар көбінесе белсенді, мәселеге бағытталған стратегияларға жүгінгенімен, кейбіреулері мәселеден қашу немесе рухани тәжірибелерге жүгіну стратегияларын қолданған. Бұл зерттеу Қырғызстан және соған ұқсас әлеуметтік-экономикалық жағдайдағы елдер үшін көлеңкелі білім беру саласын реттейтін нақты нормативтік-құқықтық негіздерді жедел түрде қалыптастыру қажеттігін айқындайды. Сонымен қатар, тіл пәнінен сабақ беретін жеке репетиторлардың кәсіби және материалдық қажеттіліктерін мойындау, олардың әлеуметтік қорғалуын қамтамасыз ету маңызды екеніне назар аударады. Мұғалімдердің әл-ауқатын жақсартуға және олардың кәсіби беделін көтеруге бағытталған нақты, әрі ұзақмерзімді білім беру саясаты қажет.

Түйін сөздер: Көлеңкелі білім беру, Ағылшын тілінен жеке ақылы репетиторлық, мұғалім-репетиторлардың кәсіби күйзелісі, Қырғызстан, сапалық зерттеу

Аннотация

Изучение Выгорания Учителей-Репетиторов Английского Языка в Кыргызстане:

Причины, Последствия и Стратегии Преодоления

Частное дополнительное образование стало широко распространённой внеурочной формой обучения по всему миру, часто обозначаемой как «тенивое образование». В Кыргызстане растущий спрос на знание английского языка побудил многих школьных учителей английского языка предоставлять платные услуги репетиторства параллельно со своей основной работой в школе. Совмещение двух ролей — учителя и репетитора — создаёт значительную нагрузку, часто приводящую к выгоранию, которое характеризуется умственным и физическим истощением вследствие чрезмерной занятости и недостатка заботы о себе. Несмотря на то, что благополучие и выгорание преподавателей языков всё чаще изучаются в рамках формального образования, опыт школьных учителей, одновременно занимающихся частным репетиторством, остаётся малоизученным, особенно в таких недостаточно исследованных контекстах, как Кыргызстан. Данное исследование стремится восполнить этот пробел, исследуя мотивации восьми кыргызстанских учителей английского языка, побудившие их заняться репетиторством, основные причины их профессионального выгорания, последствия этого выгорания, а также стратегии, применяемые учителями для преодоления этих последствий. Сбор данных осуществлялся с помощью нарративных письменных рассказов и индивидуальных полуструктурированных интервью. Теоретической основой исследования послужили экологическая теория развития Бронфенбреннера (1994) и шкала кратковременных копинг-стратегий (Brief-COPE) Карвера (2020). Тематический анализ показал, что участников мотивировали финансовая необходимость, стремление к карьерному росту, личное удовлетворение, большая

методическая свобода и высокий спрос со стороны родителей и учащихся. Также выяснилось, что выгорание было обусловлено эмоциональными нагрузками, институциональным пренебрежением, недооценкой учительского труда со стороны общества и конкуренцией на рынке частного обучения. В числе последствий были названы серьёзные физические и психические проблемы, напряжённые семейные и социальные отношения, а также усугубляющееся чувство профессиональной нестабильности. Большинство участников применяли активные стратегии преодоления, ориентированные на решение проблем, однако некоторые прибегали к стратегиям избегания или духовным практикам. Исследование подчёркивает необходимость срочной разработки нормативных механизмов регулирования сектора теневого образования в Кыргызстане и аналогичных контекстах, признания насущных потребностей преподавателей-репетиторов английского языка, а также разработки законов, направленных на защиту их благополучия и укрепление профессиональной идентичности в различных образовательных пространствах.

Ключевые слова: Теневое образование, частное репетиторство по английскому языку, профессиональное выгорание учителей-репетиторов, Кыргызстан, качественное исследование

Table of Contents

Author Agreement.....	ii
Declaration.....	iii
Ethical Approval.....	iv
CITI Training Certificate.....	v
Acknowledgments.....	vi
Abstract	vii
Андатпа.....	ix
АННОТАЦИЯ	xi
Chapter 1: Introduction	1
Background of the Study	2
Problem Statement	5
Purpose of the Study and Research Questions.....	7
Significance of the Study.....	7
Outline of the Thesis	8
Chapter 2. Literature Review.....	9
The ‘Shadow Education’ Phenomenon: Emergence, Modes, and Intensity Worldwide	9
Scale, Nature and Effectiveness of Shadow Education in Central Asia	14
Language Teachers as Private Tutoring Providers: Motives and Effects	20
Language Teacher Burnout: Definition and Causes	25
Language Teacher Burnout: The Consequences and Coping Strategies.....	27
Theoretical Framework: Bronfenbrenner’s (1994) Ecological Systems Theory.....	32
Conclusion	34
Chapter 3. Methodology.....	35
Research Design.....	35
Research Site and Sample.....	37
Data Collection Instruments	40
Data Collection Procedures	42
Data Analysis	43
Researcher Positionality and Reflexivity	48
Ethical Considerations.....	49
Conclusion	50
Chapter 4: Findings	52
Biographical Vignettes of the Research Participants	52
Interpreting the Participants' Experiential Accounts.....	55

Factors Driving the Participants to Undertake Fee-charging EPT.....	56
<i>Additional Income</i>	56
<i>Professional Development and Sense of Self-Fulfillment</i>	57
<i>Flexibility and Autonomy</i>	59
<i>Consumer-Driven Demand and Student Motivation</i>	60
Underlying Causes Leading to EFL Teacher-Tutor Burnout	62
<i>Microsystem: Daily Realities of English Language Teaching and Tutoring</i>	62
<i>Mesosystem: Institutional Interactions and Intersecting Contexts</i>	64
<i>Exosystem: Institutional Influences on EFL Teacher-Tutor Burnout</i>	65
<i>Macrosystem: Societal and Economic Pressures on Language Teacher-Tutors</i>	66
<i>Chronosystem: Time-Related Changes and Long-Term Burnout</i>	67
The Consequences of Participants' Burnout.....	68
<i>Increased Stress, Anxiety, and Health Impact</i>	68
<i>Strained Personal Relationships</i>	69
<i>Career Uncertainty</i>	69
Participants' Strategies to Cope with their Burnout	70
<i>Approach Strategies</i>	71
<i>Avoidant Strategies</i>	74
<i>Neither Approach nor Avoidant Strategies</i>	74
Conclusion	74
Chapter 5: Discussion	76
Revisiting the Theoretical Framework Adopted in this Study	76
RQ1: What Motivated the Participants to Provide Fee-Charging EPT?.....	77
<i>Additional Income</i>	77
<i>Career Advancement and Instructional Freedom</i>	79
<i>Consumer-Driven Demand</i>	81
RQ2: What Factors Caused the Participants' Burnout?.....	83
<i>Microsystem: Daily Realities of English Language Teaching and Tutoring</i>	83
<i>Mesosystem: Institutional Interactions and Intersecting Contexts</i>	84
<i>Exosystem: Institutional Influences on EFL Teacher-Tutors</i>	85
<i>Macrosystem: Societal and Economic Pressures on Language Teacher-Tutors</i>	85
<i>Chronosystem: Time-Related Changes and Long-Term Burnout</i>	86
RQ3: What Are the Consequences of Burnout as Experienced by the Participants?	87
<i>Increased Stress, Anxiety, and Health Impact</i>	87
<i>Strained Personal Relationships</i>	88

<i>Career Uncertainty</i>	89
RQ4: How Do the Participants Manage Burnout (i.e., Their Coping Strategies)?	91
<i>Approach-Oriented Coping Strategies</i>	91
<i>Avoidant and Neither Approach nor Avoidant Strategies</i>	92
Conclusion	92
Chapter 6: Conclusion	94
Major Conclusions of the Study	94
Strengths and Limitations of the Study	97
Implications of This Study	98
Recommendations for Future Research	100
Final Reflections	101
References	102
Appendix A.....	126
Appendix B.....	128
Appendix C.....	134
Appendix D.....	137
Appendix E.....	140
Appendix F.....	141

List of Tables

Table 1. The scale of PT in Central Asia	16
Table 2. Carver's Brief-COPE Scale (MacIntyre et al., 2020)	29
Table 3. Demographic Data of the Participants	38
Table 4. Code Samples	45

List of Figures

Figure 1. Braun and Clarke's model of Thematic Analysis (Howitt & Cramer, 2011).....	44
Figure 2. Thematic Map According to Research Questions.....	47

Chapter 1: Introduction

In recent decades, neoliberalism has emerged as a dominant ideology influencing all domains of an individual's life, including education, which promotes the “social logic of human capital formation” (Seddon et al., 2014, p. 5). The main objective of neoliberal governmentality is to provide people with entrepreneurial skills by strengthening private property rights, free trade, and free markets (Duong & Silova, 2021). Accordingly, modern education aims to prepare a workforce capable of navigating the flexibility and instability generated by the neoliberal economy (Rojo & Del Percio, 2020).

Neoliberal tendencies in education, including decentralization, privatization, and the implementation of standardized curricula and assessments, extended beyond formal school settings (Gupta, 2021; Manan & Hajar, 2022). While schools remain central to educating young people, a substantial amount of teaching and learning occurs outside these formal environments through private supplementary tutoring (PT). Bray (2023) describes PT as “shadow education” because much of its content mimics the curricula and examination systems of mainstream schooling. This definition excludes extracurricular activities related to culture or sports.

A prominent form of PT is English language private tutoring (EPT), which occupies a distinctive position within the PT market for several reasons. Firstly, English is perceived as a vital skill offering a competitive advantage in education and employment, particularly within neoliberal frameworks (Hamid & Mahmud, 2023; Hajar & Tabaeva, 2024; Manan & Hajar, 2022). Secondly, like mathematics, English is a core subject in most global curricula. Furthermore, EPT significantly influences the fields of applied linguistics and language education, encompassing issues such as English tutor identity, the commercialization of English language teaching (ELT), and its consequential washback effects on instructional methods and assessment practices within public education (Yung &

Hajar, 2023). According to Baker (2020), fee-charging PT, including EPT, is “inevitable, universal, and will likely continue to intensify into the foreseeable future” (p. 311). The PT industry provides millions of people with full- or part-time jobs, both offline and online.

In addition to their regular classroom duties, many schoolteachers engage in PT to generate extra income. These dual roles as both schoolteachers and private tutors can negatively impact their well-being, leading to physical and emotional burnout when job demands exceed their capacity (Nayernia & Babayan, 2019). The problem of burnout among language teachers, especially those involved in EPT, is often overlooked or receives limited attention (Griffiths, 2025). This is partly because teachers experiencing burnout may hesitate to seek help, fearing perceptions of ineffectiveness or weakness (Hajar & Mukhamediyeva, 2025). This hesitation exacerbates the problem, illustrating the value of addressing this issue more openly.

In this regard, with a focus on EPT, this thesis documents a qualitative study that examines the issue of English language teacher-tutor burnout in Kyrgyzstan, a post-soviet country. More specifically, this study is the first empirical study in Kyrgyzstan exploring eight English teachers’ motives for providing EPT, their experiences of burnout while managing dual roles, and their coping strategies. The present chapter provides background on the rising demand for EPT and the emerging issue of teacher burnout, particularly among EFL teacher-tutors. It also presents the research problem and purpose, research questions, and the significance of the study.

Background of the Study

Neoliberal ideologies entered Central Asia after the dissolution of the Union of Soviet Socialist Republics (USSR) in 1991. The relatively young republics of Central Asia initiated a range of reforms aimed at fostering economic and political development, promoting the education of their citizens by improving the quality of teaching, and

providing the population with access to free primary and secondary education. There has been an increase in private educational institutions and international partnerships, especially in higher education. The countries launched policies to revitalize their state languages (Amantay et al., 2017; Chotaeva, 2004; Shozamonov et al., 2021). Russian was relegated to the role of a language for interethnic communication, while the significance of the English language grew as regional governments embraced a neoliberal agenda focused on global integration and economic independence (Ahn & Smagulova, 2022; Liddicoat, 2019). However, this transition challenged many Central Asian students struggling with unfamiliar test-based assessments, a shift from Soviet-era practices. Silova (2010) emphasizes that “to adapt to the new socio-political realities and cope with post-socialist system changes,” people began employing various approaches (p. 328). For instance, by viewing education as a marketable service that could be purchased, they increasingly turned to PT providers (Hajar & Karakus, 2023).

The study presented in this thesis was conducted in Kyrgyzstan, a landlocked, mountainous country in Central Asia and the former Soviet republic. Its educational system reflects Soviet-era influences and geographical constraints. School education in Kyrgyzstan is divided into primary (grades 1-4), lower secondary (grades 5-9), and upper secondary education (grades 10-11). These compulsory levels of education are provided free of charge. Grade 11 graduates may take the National Scholarship Testing (NST), an optional centralized high-stakes examination for university entrance. It determines university admission and whether students study on a scholarship or a fee-paying basis (Shamatov & Bahry, 2020).

The Kyrgyzstani school system reflects the country's rich ethnic and linguistic diversity. It serves students from different ethnic backgrounds, including Kyrgyzs (74%), Uzbeks (14.8%), Russians (4.9%), Dungans (1.1%), Uygurs (0.9%), Tajiks (0.8%), and

other groups (National Statistical Committee, 2022). Kyrgyz is the medium of instruction in 1,423 schools, attended by 75% of school-aged children. Furthermore, 216 schools use Russian, 43 use Uzbek, 3 use Tajik, and 551 offer instruction in both Russian and Kyrgyz (Kabar.kg, 2018).

Before 1991, the phenomenon of PT in Kyrgyzstan was predominantly aimed at preparing the elite for university admission (Šťastný, 2024). University professors acting as tutors were reputed to leak exam questions to their tutees, contributing to the perception of PT as being associated with corruption (Khaydarov, 2020). The dissolution of the USSR facilitated the expansion of PT in the newly independent Kyrgyzstan. The growth of PT in Central Asia after 1991 can be attributed to a confluence of sociocultural (such as the increasing societal emphasis on education), economic (including reduced educational funding and the declining status of school teachers), and educational factors (such as a decline in the quality of school education and the introduction of NST) (Bagdasarova & Ivanov, 2009).

Despite an annual 2% wage increase, school teaching in Kyrgyzstan remains poorly compensated (World Salaries, 2024). Teachers typically fall within the lower-middle to middle socioeconomic class, with their earnings influenced by experience, educational attainment, gender, and geographic location. Therefore, many serving teachers found PT essential to generate additional income. However, juggling dual roles as schoolteachers and tutors often leads to burnout.

In Kyrgyzstan, English is widespread, driven by several reasons. Firstly, English is the second most frequently tested subject in NST among eight subjects (Bagdasarova & Ivanov, 2009; testing.kg, 2022). Secondly, since 1991, several English-medium institutions (the American University of Central Asia, the University of Central Asia, the OSCE Academy, International Alatau University, and Kyrgyz-Turkish Manas University) were

established (Bezborodova & Radjabzade, 2021). These universities require high English proficiency for admission. Thirdly, multilingualism is perceived by Kyrgyzstani citizens as a means to realize personal potential, overcome cultural barriers, and engage with the global labor market. Lastly, English proficiency is increasingly regarded as an alternative to labor migration to Russia (Ahn & Smagulova, 2022). Thus, this high demand drives people to seek opportunities to improve their English in informal settings, including private tutorial centers. Related to this, some schoolteachers turn to EPT to supplement their income, although this additional responsibility is often linked to burnout.

Despite financial benefits and growing demand for English tutors, teacher-tutors often face more criticism than support (Duong & Silova, 2021). Kyrgyzstani President Sadyr Zhaparov (Kutbilim, 2024) emphasized that the comprehensive enlightenment of citizens and the development of youth into excellent professionals is directly linked to the efforts of teachers. Therefore, it is essential to not only utilize teacher-tutors' services but also offer them both financial and moral support. Given the lack of research on burnout among EFL teacher-tutors in Kyrgyzstan, the present qualitative study seeks to address this research gap by capturing the voices of eight serving English teachers who are also private tutors.

Problem Statement

Teachers shape education by implementing policy decisions (Johnson, 2013). However, scant attention has been directed to how they cope with workplace challenges, particularly when managing dual roles. Several studies reported that many serving teachers experience increasing dissatisfaction, stress, and feelings of depersonalization often linked to poor working conditions (Skaalvik & Skaalvik, 2015). These issues negatively impact teachers' emotional well-being, resulting in burnout, professional disillusionment, self-doubt, and even severe health problems (Kwafo, 2024; Skaalvik & Skaalvik, 2015).

Support from school administration, community members, parents, colleagues, and policymakers can help teachers overcome school-based challenges. Despite this, teacher attrition is a global issue that also affects Kyrgyzstan (Skaalvik & Skaalvik, 2015). In Kyrgyzstan, almost 60% of young schoolteachers leave their jobs within the first three years (Bengard, 2021). This has contributed to a nationwide teacher shortage (Mir24, 2022). Low salaries are a major factor driving teacher attrition in Kyrgyzstan (Shamatov & Bahry, 2020). To generate additional income, school teachers oftentimes resort to PT. However, undertaking PT can increase the risk of burnout.

Studies on educators' well-being and burnout mostly focused on factors influencing teachers' satisfaction in formal settings (e.g., Brady & Wilson, 2020 in England; Griffiths et al., 2020 in Turkey; Mahmoodi-Shahrehabaki, 2016 in Iran; Prasojo et al., 2019 in Indonesia; Pyhältö et al., 2021; Saloviita & Pakarinen, 2020 in Finland; Skaalvik & Skaalvik, 2009 in Norway; Sulis et al., 2024 in Austria). In contrast, a few empirical studies examined the dual roles of EFL teachers who also work as tutors, including their motives for providing tutoring and their evaluation of EPT experiences in Central Asia (e.g., Hajar & Mukhamediyeva, 2025; Vassilova, 2023).

Furthermore, limited research has explored EPT in Central Asia, with a few exceptions in Kazakhstan (e.g., Hajar, 2023; Hajar & Karakus, 2023b) and in Uzbekistan (Hajar & Tabaeva, 2024), though these studies rarely capture the voices of teachers providing EPT. In Kyrgyzstan, few empirical studies have addressed PT (e.g., Bagdasarova & Ivanov, 2009; Silova, 2009, 2010), and none have investigated burnout among the participants. This qualitative study aims to address this glaring lacuna by capturing the voices of eight EFL teacher-tutors in Kyrgyzstan, reporting the causes of burnout in their teaching profession, and exploring the strategies they adopt or plan to use to deal with their burnout.

Purpose of the Study and Research Questions

This qualitative study aims to fill the gaps in the literature by focusing on the phenomenon of burnout among Kyrgyzstani EFL teacher-tutors. Specifically, it represents the first empirical study in Kyrgyzstan that seeks to investigate teacher-tutors' motives for providing EPT, contributing factors to burnout, the impact of their dual roles on their personal and professional lives, and the strategies they use to manage burnout symptoms. Drawing on Bronfenbrenner's (1994) Ecological Systems Theory, the following research questions guided this qualitative study:

1. What motivated EFL teachers to provide fee-charging EPT in Kyrgyzstan?
2. What factors caused the participants' burnout while conducting the English language private lessons?
3. What are the consequences of burnout as experienced by the participants?
4. How do the participants manage burnout (i.e., their coping strategies)?

Significance of the Study

The significance of this empirical study lies in its potential to enhance the well-being of EFL teacher-tutors in Kyrgyzstan. Being the first study investigating the factors contributing to English teacher-tutors' burnout in Kyrgyzstan, the impact of dual roles as schoolteachers and private tutors, and the strategies for managing burnout symptoms, the findings of this qualitative study can provide insights that benefit teacher-tutors, educational institutions, policymakers, and the broader community.

Firstly, teacher-tutors may gain a deeper understanding of burnout, enabling them to recognize early signs and take steps to manage it. Secondly, this study can be regarded as the first empirical study in Kyrgyzstan that provided EFL teachers with the opportunity to express their own concerns that affect their wellbeing. Thirdly, educational institutions can benefit from the findings by understanding the challenges faced by teaching and

tutoring staff. Based on this understanding, institutions can create supportive work environments. Furthermore, policymakers can use the findings to improve the conditions and well-being of teacher-tutors. Also, this study can urge policymakers in Kyrgyzstan and in other Central Asian countries to enact effective procedures to regulate the PT market due to concerns about exacerbating social and educational inequalities, adverse impacts on formal schooling, corruption, consumer and employee protection, and tax-related issues. Additionally, this study contributes to the broader literature on language teacher well-being and provides a foundation for future research in similar contexts. Finally, the research can also benefit the local community by promoting a better understanding of the pressures faced by teacher-tutors and the importance of supporting them.

Outline of the Thesis

This thesis consists of six chapters. The first chapter introduces the study by providing background data on the emergence and development of PT in Kyrgyzstan, along with the problem statement, purpose, and research questions. Chapter 2 reviews relevant literature and outlines the theoretical framework. The third chapter describes the methodology used in conducting this study, while Chapter 4 presents the findings from the analysis of the qualitative data. Chapter 5 interprets the findings and discusses their implications, study limitations, and suggestions for future research. The final chapter concludes with an overview of the findings, practical recommendations, reflections on the study's significance.

Chapter 2. Literature Review

The previous chapter provided relevant background information for this study on burnout among Kyrgyzstani English language teacher-tutors. It initiated a discussion on the neoliberal influence on education, the rise of fee-charging private tutoring (PT) and English private tutoring (EPT), focusing on its rise in Central Asia, and the dual responsibilities and burnout challenges faced by EFL teacher-tutors. This chapter presents a review of local and international studies on the following themes: definitions and conceptualizations of PT, the scale of PT/EPT in Central Asian countries, the complex identities of teachers as EPT providers, and the motivations for English teacher involvement in fee-charging PT. The present chapter also describes teacher-tutor burnout, including its causes, consequences, and coping strategies used to overcome their diverse challenges. The chapter concludes with an explanation of Bronfenbrenner's (1994) Ecological Systems Theory, which guides the present study. This theory can be useful in this study to examine how different levels of English teachers' environment (e.g., their relationships with tutees, tutees' parents, owners of the tutorial centers, and societal expectations) contribute to their burnout.

The 'Shadow Education' Phenomenon: Emergence, Modes, and Intensity Worldwide

Shadow education refers to fee-charging private tutoring in core academic subjects conducted outside school hours, excluding extracurricular areas such as music, art, or sports (Bray, 1999). It is called 'shadow' education because it mirrors the school system, replicating curricula and evolving alongside mainstream education (Bray, 1999, 2023). Gupta (2022) defines PT as a privatized system designed to improve student performance in formal assessments.

The metaphor "shadow education" was first introduced in a 1991 Malaysia-based study, funded by Canada's International Development Research Centre (Marimuthu et al.,

1991). Stevenson and Baker (1992) then applied the term to Japan, while George (1992) used it for similar practices in Singapore. The concept gained broader attention through Bray's (1999) influential book, *The Shadow Education System: PT and Its Implications for Planners*, published by UNESCO-IIEP.

Shadow education has a long global history (Hajar & Karakus, 2024). In the Middle East, it gained prominence during the 1960s and 1970s (Bray & Hajar, 2023). In East Asia, shadow education has deeper roots, shaped by Confucian values that emphasize education, diligence, and social mobility, often associated with elitism (Yung & Bray, 2017; Zhang & Yamato, 2018). For instance, Japanese tutoring centers, or *jukus*, emerged in 1911 when a Tokyo teacher opened the first center at parents' request to help children prepare for lower secondary entrance exams (Sato, 2012). Similarly, South Korean *hagwons* appeared in 1903, established by the Hwang-Sang Young Men's Christian Association to promote Western culture and support English and math education (Kim, 2016).

In Russia, paid tutoring traces back to the mid-19th century when newspapers advertised these services (Mikhaylova, 2022). During the Soviet period, PT became essential for admission to elite universities, despite state promises of equal educational access (Ivanov & Bagdasarova, 2009). Following the Soviet Union's collapse, shadow education expanded further, driven by chronic underfunding and declining public confidence in educational quality (Silova, 2009).

Over the past two decades, shadow education has grown worldwide, as studies from various regions show. Bray (2021) highlighted its presence in Africa, while Central Asia (Silova, 2009), East Asia (Kim & Jung, 2022), Europe (Bray, 2011), and the Middle East (Bray & Hajar, 2023) have also drawn increasing attention in academic literature.

Although "shadow education" is widely used in international literature, terminology varies by context, with examples including "extra lessons" in parts of the Caribbean (Stewart, 2015), "private tuition" in Mauritius, the UK, and some Southeast Asian countries (Foondun, 2002), "coaching" or "after-school tutoring" in the US (Buchmann et al., 2010), *juku* in Japan (Allen, 2016), *hagwon* in South Korea (Kim & Jung, 2021), *bou zaap* in Hong Kong (Yung, 2021), and *repetitorlik* in post-Soviet regions, including Kyrgyzstan, the context of the present study (Zaylobidinova, 2019).

The growing demand for PT worldwide has diversified its delivery methods, from one-on-one sessions to large lecture halls (Bray & Lykins, 2012). Services are offered by actors ranging from self-employed students and school teachers to local businesses and multinational companies (Bray, 2024; Luo & Chan, 2022). Some companies use technology to connect tutors with families, while others provide in-person sessions in homes or public spaces. Tutor quality varies, with some receiving formal training and others not, and session lengths range from a few hours before exams to over 12 hours weekly during the term and holidays (Bray, 2024).

Regarding the modes of PT, while tutors deliver their tutorial sessions individually or in groups, the literature shows that some tutors instruct online while their assistants support students in person with homework utilizing AI chatbots to aid learners (Yung & Hajar, 2023). The COVID-19 pandemic spurred the rise of Zoom tutors, or "Zutors" (Hajar, 2023), and, reflecting this shift, Hajar's (2023) research on EPT in Kazakhstan found 52% of 336 students from Grade 6 (age 11-12) attended group lessons, 22% experienced both individual and group tutoring, 17% had one-on-one sessions, and only 9% had online EPT, though this number likely rose during the pandemic.

PT – including EPT as its sub-category- has seen substantial global growth due to economic and educational motivations (Baker, 2020). For instance, over one-third of

students in Egypt, India, Malta, and Romania (Bray, 2003, 2006); about 90% of elementary students in South Korea; 85% of secondary students in Hong Kong and China; and 60% of primary students in India and Kazakhstan (Bray & Lykins, 2012). This trend is most evident in countries emphasizing educational effort and high-stakes examinations, such as Singapore and Japan, where PT supports academic competitiveness (Baker & LeTendre, 2005). In post-Soviet Kazakhstan and Kyrgyzstan, students engage in fee-charging PT/EPT to prepare for the Unified National Test (UNT), IELTS, or the National Scholarship TEST (NST) (Shamatov, 2012; Shamatov & Bahry, 2020; Silova, 2009; Silova & Bray, 2006; Silova & Brehm, 2012). Moreover, PT acts as a social mobility tool for middle- and lower-income families, while higher-income groups use it to maintain status (Bray, 2024; Silova, 2009). Additionally, shadow education, including EPT, drives parental investment, impacting students' academic performance, learning strategies, motivation, and well-being (Luo & Chan, 2022), as middle-class families increasingly adopt intensive tutoring strategies characteristic of the tiger parenting phenomenon, driven by cultural and socioeconomic pressures to ensure success in competitive systems (Kobakhidze et al., 2024; Zhang, 2020).

Though PT is often associated with high-stakes exams, studies like Aurini and Davis (2004) show that PT can thrive without them, as in Canada. In under-resourced systems like Cambodia and Egypt, PT fills educational gaps (Bray, 2024; Ille & Peacey, (2019). Conversely, economic constraints and funding cuts, as seen in Syria and Yemen, have driven teachers to adopt PT as a "survival mechanism" (Bray & Hajar, 2023). Although schoolteachers dominate the EPT/PT market in low-income countries (Manzon, 2018), wealthy Gulf states like Qatar and Saudi Arabia saw increases due to ineffective distribution of national resources to schools and teachers (Abu-Shawish, 2023; Al-Maadheed, 2017; Brewer & Goldman, 2010).

This reliance on PT has fostered a large industry contributing to national economies. For example, in South Korea, PT's share of GDP rivals public education (Kim & Park, 2010). The global PT market, valued at over \$200 billion, continues to grow, driven by various cultural and academic factors (Global Industry Analysts, 2022). In Japan, PT transitioned from an elite privilege in the late 19th century to widespread practice by the mid-20th century, with high student participation (Baker, 2020). Similarly, during the Soviet era, PT was reserved for elite university preparation but expanded after the collapse of the Union of Soviet Socialist Republics (USSR) (Bagdasarova & Ivanov, 2009).

While this global expansion underscores the influence of PT on educational systems and economies, a specific area of interest that has yet to receive substantial scholarly attention is EPT, which remains relatively underexplored and is described as "still in its infancy" (Hajar & Tabaeva, 2024, p. 1). This is surprising given the widespread participation in countries where English is central to the curriculum (Hamid & Mahmud, 2023). English proficiency is closely tied to academic success and career prospects, especially in systems prioritizing high-stakes exams (Yung & Wong, 2024).

Over the past decades, PT growth, including EPT, has been linked to neoliberal education reforms emphasizing market-driven principles, individualism, and the commodification of knowledge (Silova & Brehm, 2012). Neoliberalism positions education as a commodity, fostering competitive environments where PT flourishes. This shift transformed education systems from public goods into market-based services.

The significance of English and EPT is closely linked to neoliberal ideologies, where language is commodified as a tool for social and economic advancement. Bourdieu's (1991) concept of the linguistic market serves as a basis for comprehending the commodification of English as linguistic capital, underscoring its significance in economic

transactions. As a commodity, English's utility and market value make it essential for accessing elite jobs and international opportunities (Akynova et al., 2014; Simpson, 2020). Globalized education intensified demand for English, with educational institutions seen as key sites for producing human capital capable of navigating the precarity of the neoliberal economy (Rojo & Del Percio, 2020). Additionally, the notion of linguistic entrepreneurship highlights the strategic use of English to bolster one's socio-economic value, aligning with the neoliberal conception of the "entrepreneurial self" (De Costa, 2020). Viewed as both a tool for social survival and access to various forms of capital (Manan, 2021; Park & Wee, 2012), EPT represents a crucial investment for both individuals and institutions seeking to attain upward mobility in a competitive global job market. Therefore, English and EPT exemplify the convergence of language commodification and neoliberal ideologies, influencing educational and economic practices around the globe.

PT, driven by social competition, cultural expectations, and gaps in public education, emerges as both a product of market-driven reforms and a solution to local educational needs (Hajar & Karakus, 2023; Hajar & Mukhamediyeva, 2025). This dual role highlights PT's multifaceted role in contemporary education, where global policies intersect with local requirements. Additionally, the rise of neoliberalism has heightened the importance of English, intensifying inequalities in access to linguistic resources, an issue further discussed in the next section on PT and EPT in Central Asia.

Scale, Nature and Effectiveness of Shadow Education in Central Asia

Central Asian countries—Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan—experienced a Soviet model that treated schools as self-sufficient, discouraging external supplementation (Kobakhidze, 2016). Although higher education in the USSR was free and supported by state stipends, Central Asia had few institutions, and

only about 15% of secondary graduates could attend (DeYoung, 2008; Shamatov, 2012). This scarcity drove the phenomenon of shadow education to become an essential means to enhance university admission chances, despite ideological opposition (Bray & Lykins, 2012). Chermnikh (2012) observed that shadow education was viewed as a threat, as it exposed flaws in the formal system—an idea incompatible with communist ideology. This stigma persists today, with fee-charging tutoring still viewed negatively in Russia, echoing Soviet-era attitudes (Kobakhidze, 2018).

The Soviet Union's collapse in 1991 triggered severe economic turmoil, including inflation and declining incomes, across post-Soviet states (Šťastný, 2024). Central Asian nations faced unemployment, wage cuts, poverty, and corruption (Niyozov & Shamatov, 2005; Shamatov, 2015; Silova, 2009; Šťastný, 2024). Tajikistan's real GDP fell by more than half, while Kazakhstan, the Kyrgyz Republic, and Turkmenistan saw over a third decrease, with Uzbekistan, the least affected, experiencing an 18% drop (Mertaugh, 2004). Thus, education budgets were slashed, reducing access to textbooks, teacher training, and infrastructure investment (Anderson et al., 2004; Bagdasarova & Ivanov, 2009; Mertaugh, 2004). Teacher salaries in Kyrgyzstan and Tajikistan were described as "symbolic" and poverty-level, insufficient for basic needs (Silova, 2009; World Bank, 2005). This led to a reduction in qualified teachers, deteriorating education quality, and widening achievement gaps between urban and rural students (Holmes et al., 1995; Silova, 2009). These conditions fueled the growth of shadow education, which became highly sought after (Kobakhidze, 2016; Mertaugh, 2004; Silova, 2010). Table 1 provides data on the scale of PT in Central Asia. While some figures represent rough estimates rather than precise measurements, they contribute to a broader understanding of the phenomenon, forming part of the "jigsaw puzzle which can be used to assemble the picture" (Bray, 2021a, p. 445).

Table 1*The Scale of PT in Central Asia*

Central Asian country	PT scale (students)	PT scale (schoolteachers as tutors)
<i>Kyrgyzstan</i>	52.5% of a sample of 1,100 first-year university students reported engaging in PT during their final year of secondary school (Bagdasarova & Ivanov, 2009).	Among the same group, 62.5% reported purchasing PT directly from their schoolteachers (Bagdasarova & Ivanov, 2009).
<i>Kazakhstan</i>	In a sample of 503 students from Grade 6, 71% reported attending PT in the previous 12 months (Hajar et al., 2023). Conversely, in a sample of 1024 primary school students, 56% received PT (Hajar & Tabaeva, 2024).	Among the surveyed students, 13% said their tutors were teachers from other schools, and 10% identified them as their own schoolteachers. However, a notable 48% could not specify who their tutors were, highlighting a significant lack of transparency and accountability in the PT sector (Hajar et al., 2023).
<i>Tajikistan</i>	Among a sample of 994 first-year university students, 60% reported having received PT during their final year of high school (Kodirov & Amonov, 2009).	Among the same group, 73.1% of students revealed that they bought PT sessions from their schoolteachers (Kodirov & Amonov, 2009).
<i>Uzbekistan</i>	Among 109 students from Grade 12 of two schools, 95% reported receiving PT over the previous 12 months (Khaydarov, 2020).	The same study, which included 109 students and 16 teachers from two academic lyceums, found that lyceum teachers were the primary providers of PT (Khaydarov, 2020).
<i>Turkmenistan</i>	Following independence in 1991, unregistered PT classes became widespread, conducted in teachers' homes or other informal settings (Clement, 2006, as cited in Silova, 2009, p. 59).	—

Following the dissolution of the USSR, de-Russification and de-Sovietization processes aimed to protect national interests by removing Soviet symbols and reducing the Russian language's dominance as the main communication medium (Chankseliani, 2017; Pavlenko, 2009). This transformation elevated the role of English, as market-driven economies prioritized skills like English and IT, which offered financial advantages (Mertaugh, 2004).

In Kazakhstan, the government promoted English for international integration through Nazarbayev's 2007 trilingual policy, which expanded instruction to scientific subjects (Kambatyrova, 2024; Karabassova, 2020). While these initiatives aimed to improve English proficiency, they also fueled PT growth, particularly for the UNT exam (Hajar & Karakus, 2023). Tleuzhanova et al. (2020) report that 46% of PT users took private English lessons, and 14% used EPT to prepare for the UNT (Kalikova & Rakhimzhanova, 2009). Other key motivations for learning English were self-improvement (64.5%), career advancement (51.8%), and studying abroad (41.8%) (Tleuzhanova et al., 2020).

Similarly, in post-Soviet Uzbekistan, English gained prominence as a tool for international integration and global communication. Khaitova (2000) described English as essential for promoting an open and democratic society in Uzbekistan. Rising demand for English reflected both government and public recognition of its role in globalization. While no official policy promoted English learning, an increasing number of preschools, secondary schools, and universities included English in their curriculum (Hasanova, 2007).

In Kyrgyzstan, since gaining independence, English has become a top priority across education, government, and the labor market (DeYoung et al., 2006). Though taught primarily as a foreign language, it is valued for enabling personal advancement and access to global job markets. Moreover, English is seen as an alternative to labor migration to Russia (Ahn & Smagulova, 2022), a key destination for Kyrgyzstanis from both more and less Russified regions (Agadjanin & Nedoluzhko, 2022). These factors have driven many students in Kyrgyzstan to learn English and other foreign languages for academic and career development. As a result, among students who received PT, the largest proportion (45.7%) focuses on foreign languages, particularly English (Bagdasarova & Ivanov, 2009).

Overall, Central Asian students considered PT/EPT as an “enrichment strategy” and a path to high-quality education (Silova & Brehm, 2012). Their reasons for attending private lessons included understanding subjects, bridging knowledge gaps, addressing system flaws, and exam preparation, with fewer influenced by peers or parental pressure (Bagdasarova & Ivanov, 2009; Hajar et al., 2023; Khaydarov, 2020). Particularly, EPT in Kyrgyzstan supports students by aligning with school curricula, enhancing proficiency, and preparing for exams such as the National Scholarship Test (NST) and university entrance exams for English-Medium Instruction (EMI) institutions. The NST offers optional tests in eight subjects, with English being the third most selected by students (CEATM, 2023). Silova (2009) reported that 78.2% of Kyrgyzstani students believed PT/EPT impacted their university entrance exam outcomes, with 57.1% citing “some impact” and 24.1% noting a “great impact.” Conversely, 7.8% felt it had no effect, and 10.9% were uncertain. Standardized tests like the NST can serve as indicators of PT/EPT effectiveness. For example, in Kyrgyzstan, students from urban areas (Bishkek, Osh, and regions like Chui and Osh) with better PT access receive higher NST scores than students from rural areas with limited educational support infrastructure (CEATM, 2023; Shamatov & Bahry, 2020). Apart from NST, EPT prepares students for standardized tests like IELTS, TOEFL, and SAT, essential for admission to prestigious universities abroad. Beyond academic preparation, it aids career development by enhancing English communication skills and offering specialized courses such as business English for adults (Yung & Hajar, 2023).

The increasing reliance on PT/EPT in Central Asia reflects trends in student participation and parental investment, driven by the pursuit of academic success and competitive opportunities. This is evidenced by Silova (2009), who reported that over half (51.6%) of PT/EPT users in Central Asia spent more than three academic hours weekly on

tutoring, with 22.1% focusing on one subject and 9.0% attending tutoring for three or more subjects.

A comprehensive study of 1,100 students from five universities in Kyrgyzstan found that 52.5% of students had engaged in PT/EPT during their final secondary school year (Bagdasarova & Ivanov, 2009). This study highlighted various tutoring formats: 25% of students had opted for private lessons only, 8.1% had attended preparatory courses exclusively, and 19.4% had combined across multiple subjects. Moreover, PT/EPT was most common in Grade 11 (48.4%), followed by Grade 10 (21.8%), Grade 9 (17.5%), and Grade 8 or earlier (12.3%). In general, EPT formats range from one-on-one to group and lecture-style sessions common in Asian 'cram schools' (Allen, 2016; Yung, 2019, 2022). The global rise of online EPT broadened access to tailored learning (Kozar & Sweller, 2014; Ventura & Jang, 2010), paving the way for AI platforms that offer personalized language development.

PT/EPT costs in Central Asia reflect regional economic disparities. For example, Silova (2009) highlighted that annual costs per subject equaled 1.28% of GDP per capita (PPP) in Kazakhstan, 1.82% in Kyrgyzstan, and 2.21% in Tajikistan. In particular, Hajar and Karakus (2023) noted that 55% of 952 Kazakhstani students spent 21,000–40,000 tenge (US\$47–90) monthly on PT/EPT. Kalikova and Rakhimzhanova (2009) reported that PT/EPT pricing varied by tutor qualifications, student level, and university prestige, with upper-grade students paying more for university-entrance exam preparation. In Kyrgyzstan, Bagdasarova and Ivanov (2009) observed that the average annual cost per subject was \$63.8; most paid under \$50, though some exceeded \$1,000.

Overall, the emphasis on English education in Central Asia, especially in Kyrgyzstan, underscores its role in academic and economic mobility in a globalized environment. This growing demand increased the need for qualified language educators,

many of whom provide EPT to supplement their income and expand their professional influence. The next section will explore why teachers engage in PT/EPT and its implications for the education system.

Language Teachers as Private Tutoring Providers: Motives and Effects

The EPT/PT industry, with its low entry barriers, became a major employment source for teachers, academics, professionals, and global franchises (Kim & Park, 2012; Suante & Bray, 2024). This study focuses solely on EFL teachers providing EPT. Some studies examined English teachers' dual roles in tutoring, especially how these roles shape their professional identities (Rámila-Díaz, 2023; Trent, 2016; Xiong et al., 2022; Yung & Yuan, 2020). Understanding these identities is crucial in Central Asia, as they reflect changes in educational dynamics and the link between formal teaching and EPT/PT.

During the Soviet era, teaching was a respected profession, but it became more vulnerable after the Soviet collapse due to socio-economic and political changes (Niyozov & Shamatov, 2005; Steiner-Khamsi & Keuren, 2008). In today's post-Soviet context, schoolteachers are the primary EPT/PT providers (Šťastný, 2024). In Central Asia, they make up 69.5% of all tutors: 73.1% in Tajikistan, 70.4% in Kazakhstan, and 62.5% in Kyrgyzstan (Silova, 2009). Additionally, schoolteachers lead preparatory courses, involving 55.5% of students in Kazakhstan, 37.2% in Tajikistan, and 35.8% in Kyrgyzstan. Bagdasarova and Ivanov (2009) found that 62.5% of Kyrgyz students took private lessons from schoolteachers: 39.3% from their class teachers, 8.6% from others at the same school, and 14.6% from teachers at different schools. Schoolteachers also help students find tutors: 44.5% reported this support, with 24.2% tutored directly by teachers and 20.3% receiving referrals (Silova, 2009). Thus, schools themselves function as "tutoring marketplaces" (Ghosh & Bray, 2020, p. 355). Retired teachers also join the PT sector to supplement their

pensions (Bagdasarova & Ivanov, 2009). Only 17.1% of students took lessons from university professors: 20.2% in Kazakhstan and 12.7% in Tajikistan (Silova, 2009).

Language teacher identity in EPT is complex, shaped by roles and societal views (Xiong & Hu, 2022). For example, in Sweden, English private tutors represent their school's or company's ethos (Hallsen & Karlsson, 2019), while in Hong Kong, they are “exam expert-star-teachers,” emphasizing exam success (Yung & Yuan, 2018). English teacher-tutors navigate roles between mainstream teaching and tutoring (De Costa & Norton, 2017). This identity formation involves engagement with students, peers, and societal perceptions, balancing educational integrity and market demands (Bray & Kobakhidze, 2015). Teacher agency—the ability to adapt policies using personal judgment and reflection—supports identity formation by helping tutors respond to institutional norms and student needs (Johnson, 2013; Menken & García, 2010), also supports identity formation by enabling tutors to reflect and adapt (Varghese et al., 2005). This dual role underscores professional adaptability, shaped by both personal and external expectations.

A key reason teachers adopt EPT/PT is to boost their income through entrepreneurial work (Bray & Hajar, 2023; Hajar, 2025; Kobakhidze, 2018; Niyozov & Shamatov, 2005). After the Soviet collapse, teacher salaries in Central Asia—especially in Kyrgyzstan and Tajikistan—fell drastically, both in real value and compared to national averages, leaving educators financially vulnerable (Bray & Lykins, 2012; Mertaugh, 2004). In Kyrgyzstan, the loss of Soviet-era subsidies (housing, transport, utilities) worsened conditions, forcing teachers into the lower-middle class and struggling to meet basic needs (DeYoung et al., 2006; Schwanbeck, 2020). By the 2010s, teacher wages averaged just 55% of the national income—the lowest in the public sector—with urban teachers facing extra strain from high living costs and limited support. In response, teachers increasingly turned to informal networks, or “social capital,” to supplement their

incomes, collaborating with school administrators for unofficial financial support (Schwanbeck, 2020). Many schoolteachers turned to small businesses, challenging their professional identity, as trade was traditionally frowned upon in Soviet culture (Niyozov & Smatov, 2005). To sustain themselves amid systemic challenges, teachers increasingly turned to PT/EPT—at the cost of their commitment to formal teaching—reflecting a societal shift from intellectual to economic priorities (Niyozov & Smatov, 2005; Schwanbeck, 2020).

Teachers also turn to tutoring to regain social status lost in the post-Soviet era (Popa, 2007). Kobakhidze (2016) noted that Georgian teacher felt elevated, able to "shine as teachers" due to their tutoring jobs (p. 129). Abdel-Moneim (2021) described "star teachers" whose student' exceptional results bring them respect and let them select students through entrance exams. In Hong Kong, English tutors are viewed as respected "star-teachers," surpassing the status of mainstream schools (Yung & Yuan, 2018). Trent (2015) found that EPT roles boosted teacher-tutors' professional fulfillment, sometimes exceeding the prestige of formal teaching. One tutor explained that while school teaching might be undervalued, the EPT role brought professional recognition school teaching could not match. Thus, EPT/PT allows teachers to regain or exceed lost status, with "star-teachers" gaining significant prestige.

Beyond income, EPT offers professional fulfillment by fostering skill development and satisfaction from student progress (Hajar & Mukhamediyeva, 2025; Kobakhidze, 2016; Soldo & Jokic, 2013; Werbińska et al., 2019). Students' exam success enhances teacher pride and draws in new learners. In Kobakhidze's (2016) study, seven of 68 teacher-tutors mentioned "self-realization" as a tutoring motive (p. 126). One noted, "Yes, I have the financial motive... but I also have many free students ... I love my profession. It gives me pleasure and professional fulfillment." This suggests EPT is a source of

enjoyment and self-actualization. Conversely, some saw tutoring as repetitive exam-focused instruction that stifled creativity, left little time for growth, and undermined professionalism (p. 141).

Tutoring also provides job security beyond formal teaching, with more retired teachers joining the tutoring market in Kyrgyzstan (Bagdasarova & Ivanov, 2009; Kobakhidze, 2016). Recent educational reforms increased job insecurity, making tutoring a more stable alternative. For retirees, tutoring offers financial stability, routine, and social engagement, supporting their well-being (Pursell, 1973). Finally, EPT/PT offers professional independence. Teachers build networks, collaborate, recommend peers, and set their own rates (Popa & Acedo, 2006).

Despite EPT/PT's advantages, it presents challenges for teachers. Financial incentives often lead teachers to prioritize tutoring, diminishing their focus on school responsibilities. Kobakhidze's (2016) study of 18 Georgian teachers revealed exhaustion and lack of preparation for school tasks. One teacher admitted, "Many teachers try to have less workload in schools to save their energy for [EPT/PT] ... so the main focus shifted from schools to tutoring" (p. 464). This shift impacts public education because teachers were frequently unprepared and lacked proper lesson plans due to fatigue from tutoring. Many expressed guilt, noting they "ha[d] to" conserve energy for tutoring to avoid burnout, blaming inadequate systemic support (p. 132).

Juggling dual roles hinders professional growth and heightens guilt, raising concerns about the quality of EPT/PT. This conflict affects teachers' engagement, posing challenges for parents in discerning high-quality tutoring from diminished performance. These dynamics show how EPT/PT can undermine public education and learning quality.

Additionally, EPT/PT exposes ethical issues like corruption and dishonesty in education (Bray, 2013; Kobakhidze, 2016; Popa & Acedo, 2006; Silova et al., 2006;

Šťastný, 2024). Teachers may face bribery, turning informal tutoring into a corruption breeding ground. Public outcry follows such incidents, revealing systemic issues. Parents may pressure teachers to inflate grades in exchange for money or gifts, particularly for university admission (World Bank, 2000). Low salaries—sometimes just \$200—leave teachers vulnerable, while administrators benefit most, trapping teachers in a “humiliating process” (Kobakhidze, 2016, p. 226). This highlights how EPT/PT can harm teacher integrity.

Some teachers, like Maia in Kobakhidze’s (2016) study, see teaching as a moral vocation, while tutoring feels more profit-oriented—akin to “doing business” (p. 115). Teachers recognizing these roles saw differences in methods, commitment, and attitudes. Accepting money directly from parents created a burden, especially regarding national exam performance. While some found tutoring more relaxed, most felt discomfort, citing restricted personal time and high responsibility. Two teachers described tutoring as humiliating, reliant on parents for payment, and sometimes unpaid (Kobakhidze, 2016). A tutor in Bishkek, Kyrgyzstan, reported similar challenges, citing emotional and physical strain from city-wide travel and last-minute cancellations, which increased frustration (Sputnik Kyrgyzstan, 2020). She faced particular difficulties with wealthy students who showed entitlement, dismissed her efforts, or demanded a “nicer” tutor. Such behavior undermined her professional dignity and contributed to burnout. Parental pressure worsened the strain, as they pushed children beyond their abilities and blamed tutors when results fell short. Moreover, language teacher-tutors face emotional and physical fatigue from juggling dual roles, leading to the issue of burnout, which is explained in the following section.

Language Teacher Burnout: Definition and Causes

Burnout—marked by emotional exhaustion, depersonalization, and a sense of reduced achievement—typically results from prolonged work-related stress (Griggiths, 2025; Jennett et al., 2003; Maslach, 2003; Skaalvik & Skaalvik, 2015). The term "burnout" originated in Graham Greene's novel *A Burn-out Case* (1960) and was later popularized by Freudenberger (1974) as physical and emotional exhaustion from excessive work without adequate self-care (Byrne, 1999; Griffiths et al., 2020). It is recognized as the final stage of stress reactions (Skaalvik & Skaalvik, 2015), triggered by demanding environments (Pines & Aronson, 1988) and prevalent in people-oriented professions like teaching, where emotional labor is significant (Maslach & Jackson, 1986; Nayernia & Babayan, 2019; Prasojo et al., 2019).

Teacher burnout stems from both contextual factors (parent relations, workload, discipline, and time pressure) and personal traits (perfectionism and low resilience) (Nayernia & Babayan, 2019; Sulis et al., 2024). Increasingly strained parent-teacher relationships add to this burden. Popa and Acedo (2006) note that teachers feel devalued when parents—motivated by academic success—exploit financial vulnerabilities through bribery or informal deals. This undermines teacher autonomy and increases anxiety. This lowers self-efficacy and exacerbates teacher burnout (Skaalvik & Skaalvik, 2009).

Research shows teachers face growing workloads and time pressure, overwhelmed by meetings, parent communication, and paperwork—leaving little time for rest (Hargreaves, 2003; Johnson & Birkeland, 2003; Lindqvist & Nordänger, 2006; Skaalvik & Skaalvik, 2009, 2015). They report daily exhaustion and call for lighter workloads (Candeias, 2021; Skaalvik & Skaalvik, 2009, 2015, 2020).

Teachers also encounter emotional strain as student disrespect, and disengagement undermine their authority. Popa and Acedo (2006) highlighted this in a study regarding

Romanian secondary teachers' whose authorities were diminished due to educational reforms and socioeconomic challenges. One participant noted, "Discipline disappeared. I feel shocked and helpless in dealing with their lack of respect" (p. 105). Teachers often view inattentive students as a personal failure, which fosters their stress and anxiety (Skaalvik & Skaalvik, 2017). Larger class sizes and rigorous curricula add frustration, amplifying feelings of helplessness (Saloviita & Pakarinen, 2020). Without support, the demands of discipline and lesson delivery drive up teacher burnout. These stressors create a toxic environment accelerating teacher burnout (Candeias, 2021).

Individual factors such as emotional intelligence, self-efficacy, and pedagogical knowledge can either exacerbate or reduce burnout. A teacher's self-efficacy, shaped by social comparison, significantly affects stress levels. Perceiving themselves as less competent than peers makes teachers feel inadequate and stressed (Skaalvik & Skaalvik, 2009). Low self-efficacy is linked to higher burnout risk, as teachers feel overwhelmed and unable to meet demands. Conversely, teachers with high emotional intelligence and strong self-regulation manage stress more effectively and maintain classroom control, lowering burnout risk. Moreover, robust pedagogical knowledge can bolster confidence and help mitigate stress (Nayernia & Babayan, 2019). In Kyrgyzstan, systemic challenges compound these factors, especially during early teaching years, increasing stress and burnout (Abdybekova, 2021; Shamatov, 2014). New teachers often lack structured mentorship and emotional support, contributing to high burnout and attrition rates. Although there are some mentorship initiatives, such as the AUCA Education Institute's program, they depend on international funding and remain limited in reach (Abdybekova, 2021).

For non-native English teachers, language fluency is particularly important. Their language proficiency affects both their self-confidence and their students' motivation. In

contrast, limited proficiency can trigger anxiety and increase the risk of burnout (Nayernia & Babayan, 2019). Furthermore, contextual dissonance, where school norms clash with a teacher's personal values, can foster feelings of alienation and strain relationships.

Teachers in these settings report emotional exhaustion, depersonalization, and reduced personal accomplishment, driven by self-doubt and pressure to justify their practices (Skaalvik & Skaalvik, 2017). Although discipline issues typically decline at higher grades, value dissonance and low student motivation often increase.

Language Teacher Burnout: The Consequences and Coping Strategies

Teacher burnout—marked by emotional exhaustion, depersonalization, and reduced accomplishment—stems from both contextual and individual factors (Griffiths et al., 2020; Mahmoodi-Shahrebabaki, 2016). Emotional exhaustion refers to being emotionally drained; depersonalization reflects detachment from students; and reduced accomplishment involves a sense of inefficacy (Maslach & Jackson, 1981; Maslach et al., 1996). Initially, emotional insufficiency may evolve into depersonalization and, subsequently, negative self-assessments that reduce productivity and self-confidence (Griffiths et al., 2020). Studies show female teachers experience more exhaustion and reduced accomplishment, while male teachers more frequently report depersonalization (Klapproth et al., 2020; Prasojo et al., 2019; Pyhältö et al., 2021). Additionally, secondary school teachers report higher levels of depersonalization and reduced accomplishment compared to elementary teachers, with those in larger schools facing an elevated risk (Prasojo et al., 2019).

Burnout has significant consequences, including isolation, chronic fatigue, anxiety disorders, depression, low self-esteem, tachycardia, and substance abuse, which may lead to absenteeism (García-Carmona et al., 2018; Mahmoodi-Shahrebabaki, 2016). It also strains relationships with students and colleagues, increasing overall stress (García-

Carmona et al., 2018). In classrooms, teacher burnout contributes to student behavior issues and declining academic performance (Brasfield et al., 2019). These impacts can push teachers to consider changing careers. While cynicism tied to low student motivation may not directly cause attrition, it often leads to absenteeism or sick leave (Brady & Wilson, 2020). Burnout is a major factor in teacher attrition, with nearly half reporting high levels of exhaustion and inadequacy (Pyhältö et al., 2021). This issue is global, affecting teachers at various career stages and in different settings. For instance, Shamatov (2014) found that young teachers in Kyrgyzstan face substantial stress due to inadequate mentorship and support, forcing them to manage complex classrooms alone. This lack of support and the need for supplementary jobs to augment low salaries exacerbates stress and leads to burnout.

The increasing demands on educators, especially teacher-tutors, intensified stress. Reforms aimed at efficiency often lower wages and increase workloads, eroding professionalism and creating high-stress environments (Boufof-Bastick, 2014; MacBeath, 2012; Zaalouk, 2013). Teacher-tutors struggle to balance dual responsibilities, fostering a cycle of fatigue and reduced well-being. The criticism that they face further contributes to their burnout (Duong & Silova, 2021).

Managing time constraints between teaching and tutoring is a major challenge that increases burnout risk (Kobakhidze, 2014). This burden is particularly severe for teachers with families but also affects single teachers. Last-minute tutoring cancellations contribute to stress, often leaving teachers uncompensated. Relief usually comes after exam periods, but ongoing stress harms well-being and disrupts work–family balance, often leading to regret over lost time with family. The continuous fatigue of dual roles often results in health issues, yet many teachers persist without adequate health insurance. Fear of losing private students keeps teachers from reducing workloads or leaving school jobs, even amid

serious health problems. These challenges underscore the urgent need for effective coping strategies and support systems to alleviate burnout among teacher-tutors and ensure their well-being, which will be examined in the following section.

Regarding coping strategies, some studies found that many schoolteachers persist, often balancing regular teaching duties with after-school PT, which exacerbates burnout. For instance, Kobakhidze's (2016) study in Georgia found that teachers frequently feel emotionally drained from school duties, leaving them unable to fully recuperate before tutoring. This ongoing fatigue reinforces their exhaustion and concerns about their effectiveness. These cases illustrate how excessive workloads lead to emotional depletion and self-doubt.

To manage this exhaustion, language teachers adopt various coping strategies. MacIntyre et al. (2020) cite Carver's Brief-COPE Scale, which categorizes strategies as "approach," "avoidant," or "neutral." Approach strategies involve directly addressing the stressor, such as acceptance or seeking support. In contrast, avoidant strategies, like denial or substance use, can exacerbate stress. Notably, no coping strategy is universally effective; its success depends on how well it fits the situation (Carver et al., 1989).

Table 2

Carver's Brief-COPE Scale (MacIntyre et al., 2020)

Approach Strategies	Avoidant Strategies	Neither Approach nor Avoidant Strategies
<ul style="list-style-type: none"> • Acceptance: Acknowledging the reality of what happened and learning to live with it • Emotional Support: Obtaining emotional support and seeking comfort and understanding • Positive Reframing: Seeing the situation from a 	<ul style="list-style-type: none"> • Behavioral Disengagement: Giving up trying to deal with it or abandoning attempts to cope • Denial: Saying to oneself, "this is not real"; refusing to believe it happened • Self-Distraction: Turning to work or other 	<ul style="list-style-type: none"> • Humor: Making jokes about it/making fun of the situation • Religion: Finding comfort in spiritual beliefs/praying or meditating

<p>different, more affirming light</p> <ul style="list-style-type: none"> • Active Coping: Concentrating efforts on doing something about the situation and taking action to try to make it better • Instrumental Support: Seeking help and advice from others; trying to get advice or help from others about what to do • Planning: Devising a strategy about what to do; thinking hard about the steps to take 	<p>activities to take mind off things; doing something to think about it less</p> <ul style="list-style-type: none"> • Self-Blaming: Criticizing oneself or censuring oneself for things that happened • Substance Use: Using alcohol or other drugs to feel better • Venting: Verbalizing unpleasant feelings to let them escape or generally expressing negative feelings
--	--

Coping strategies for burnout among teachers can be categorized as *functional* or *dysfunctional*. *Functional methods* include peer support, professional development, mindfulness practices, and exercise. Conversely, *dysfunctional strategies*, such as excessive alcohol consumption or television viewing, tend to arise when teachers internalize stress and blame themselves for systemic challenges (Klapproth et al., 2020).

Collaboration and peer support are key functional strategies that foster job satisfaction and ongoing professional growth (Edinger & Edinger, 2018; Smetackova et al., 2019). Sharing responsibility for lesson planning and delivery helps teachers reduce stress. This collaborative approach is especially beneficial for novice teachers, who benefit from guidance by experienced peers (Fox & Wilson, 2009; Skaalvik & Skaalvik, 2017). U.S.-based studies show that peer-supported teachers improve more quickly and are more likely to stay in the profession (Kraft et al., 2016). Additionally, collaboration enriches the learning environment for students by offering diverse teaching styles and knowledge (Skaalvik & Skaalvik, 2015).

Institutional support also mitigates stress. For example, some schools implement well-being initiatives like massages, meditation, and wellness sessions. While beneficial,

these programs may be poorly received if seen as obligatory or superficial. Teachers prefer flexible solutions that align with school culture, such as early leave or discretionary time off (Brady & Wilson, 2021). Cutting non-essential tasks like paperwork and meetings can relieve stress without affecting student outcomes. Classroom support, such as teaching assistants, lightens daily demands and improves focus, reducing stress (Prasojo et al., 2019; Saloviita & Pakarinen, 2020).

Workload management and autonomy are equally vital. Teachers who feel trusted to make decisions report higher job satisfaction and well-being, whereas strict supervision often leads to increased stress. Flexibility in lesson planning and work location helps maintain a work-life balance. Brady and Wilson (2020) found that younger teachers recover more quickly, whereas middle-aged teachers often need longer recovery and may take sick leave when breaks fall short (Skaalvik & Skaalvik, 2017). To avoid burnout, some teachers reduce their workload—even at the expense of income.

Professional development is another significant coping strategy. Teachers who possess higher knowledge and competence are better equipped to handle challenges. For example, English teachers with greater language proficiency report less fatigue and greater confidence (Nayerniya & Babayan, 2019). High self-efficacy in classroom management is particularly effective in reducing burnout, as confident teachers manage stress better and maintain stronger relationships with students (Prasojo et al., 2019). Thus, enhancing self-efficacy and professional development are essential for mitigating burnout and improving teacher well-being.

Mindfulness practices, such as meditation, breathing exercises, and journaling, are also employed by teachers to reduce stress and anxiety (Brasfield et al., 2019). Many teachers integrate physical activity into their routines and prioritize sufficient sleep. For instance, one teacher noted, “I exercise to maintain my physical and mental health. That is

very important. I also see that I get enough sleep,” while another said, “After a long day at school, I am extremely tired. When I get home, I lay down on the sofa to recover. It helps. The next day I am OK again” (Skaalvik & Skaalvik, 2015, p. 188).

Examining coping strategies through theoretical perspectives can offer deeper insights. Bronfenbrenner’s (1994) Ecological Systems Theory serves as a useful framework for understanding the complex interplay between teachers and their environments, which will be explored in the following section.

Theoretical Framework: Bronfenbrenner’s (1994) Ecological Systems Theory

This qualitative study uses Bronfenbrenner’s (1994) ecological systems theory to examine how environmental factors shape burnout among Kyrgyzstani English teachers involved in EPT. The theory offers a framework for understanding how multiple systemic levels influence teachers’ professional and personal lives (Hajar & Tabaeva, 2024).

Bronfenbrenner’s (1994) model explains human development through interconnected systems—from the immediate (microsystem) to societal influences (macrosystem) and time-based changes (chronosystem). This layered approach is crucial to understanding teacher burnout in EPT, as multiple systems collectively shape stress and well-being.

The *microsystem* includes immediate environments like home, school, and tutoring centers, where teachers interact directly with students and parents. Teachers engaged in EPT navigate dual microsystems—public schools and tutoring environments—resulting in significant pressure and emotional exhaustion (Kobakhidze, 2016). Kim et al. (2018) describe EPT as a "microsystem of education" interacting with families, schools, and communities (p. 12). These direct, daily interactions significantly affect teacher stress.

The *mesosystem* links different microsystems—for example, how school responsibilities intersect with tutoring duties. Stress from school can spill over into tutoring, adding to emotional strain. Teacher–parent relationships in tutoring, where

financial investment raises expectations, intensify pressure. Bronfenbrenner (1994) noted that the mesosystem reveals how these interconnected environments affect individuals. For teacher-tutors, managing both roles creates a web of stressors that intensify burnout.

The *exosystem* refers to external forces—like policies, mandates, and market trends—that indirectly affect teachers. Curriculum or tutoring policies often increase workloads by introducing new demands. In Central Asia, growing demand for tutoring services increases the pressure on schoolteachers to balance both roles, raising stress and reducing recovery time (Bray & Kobakhidze, 2015).

The *macrosystem* encompasses societal expectations, cultural norms, economic conditions, and educational standards. For EPT teachers, it reflects public attitudes toward education and the reliance on tutoring driven by inadequate salaries. In post-Soviet states like Kyrgyzstan, the teaching profession, once prestigious, now offers limited financial incentives, pushing teachers to tutor for economic survival (Steiner-Khamsi & Keuren, 2008). Such social and financial pressures heighten burnout risk as teachers juggle professional duties with economic demands.

The *chronosystem* refers to time-related changes that impact teachers, such as shifts in career paths, educational reforms, or evolving perceptions of tutoring. Over time, increasing responsibilities, market competition, or changing student expectations can alter how teachers handle their workload and stress. Adapting to these changes is essential, as difficulty doing so can increase burnout risk.

In conclusion, Bronfenbrenner's (1994) ecological systems theory clarifies how multiple layers contribute to teacher-tutor stress and well-being. These include daily interactions (microsystem), school-tutoring balance (mesosystem), policy impacts (exosystem), societal expectations (macrosystem), and time-based pressures (chronosystem).

Conclusion

This chapter analyzed the contextual and individual factors contributing to teacher burnout, focusing on the challenges faced by EFL teacher-tutors in EPT, particularly in Central Asia. It explored the consequences of burnout, emphasizing its detrimental impact on teachers' emotional and physical well-being, professional relationships, and classroom environments. The chapter then examined the coping strategies employed by teachers to mitigate burnout, including institutional and peer support, workload management, and professional development. Finally, Bronfenbrenner's (1994) Ecological Systems Theory was introduced as the study's framework. It provides a comprehensive lens for understanding how systemic levels—from daily EPT interactions to societal expectations and time-based changes—shape teacher-tutors' experiences, well-being, and professional sustainability.

Chapter 3. Methodology

The previous chapter reviewed the literature regarding the scale, nature, and intensity of Private Tutoring (PT) in Central Asia, with a focus on English private tutoring (EPT). This study explored the motivations prompting in-service teachers in Kyrgyzstan to engage in EPT. It also highlighted the challenges they face—particularly burnout—and identified key factors contributing to this issue. Moreover, it explored the implications of burnout, emphasizing its adverse effects on teachers' well-being, instructional practices, and professional interactions, while also considering coping mechanisms to mitigate these challenges. Additionally, Bronfenbrenner's (1994) Ecological Systems Theory was used to contextualize the layered influences shaping teacher-tutors' experiences. The framework helps explain the interaction of individual, institutional, and societal factors in this study. This qualitative research is guided by the following research questions:

1. What motivated the participants to provide fee-charging EPT?
2. What factors caused the participants' burnout while conducting English language private lessons?
3. What are the consequences of burnout as experienced by the participants?
4. How do the participants manage burnout (i.e., their strategy use)?

This chapter outlines the research design, provides the rationale for utilizing a qualitative case study approach, and describes the data collection tools: narrative writing and individual semi-structured interviews. Additionally, it explores the research site and sample, outlines the data collection and analysis procedures, and addresses the study's ethical considerations.

Research Design

This section outlines the research design providing the rationale for the methods employed in the study. A qualitative approach was chosen for its ability to generate rich,

context-specific, and nuanced insights into complex issues (Ahmad et al., 2019; Bloomberg & Volpe, 2019; Braun & Clarke, 2013). Qualitative research uses small, purposefully selected samples to ensure depth and relevance (Patton, 2002).

A qualitative design offers flexibility and adaptability—key to exploring under-researched, complex topics that rigid methods often fail to capture (Creswell, 2013; Dörnyei, 2007). Furthermore, this method allows the researcher to gain a deep understanding of issues of “silenced voices” and “neglected stakeholders” such as teachers whose perspectives, needs, and wellbeing are often left unconsidered (Creswell, 2013, p. 48; MacIntyre et al., 2019, p. 35).

Within the qualitative method, a case study research design was utilized. Case study preserves the holistic nature of real-life events, including individual life cycles, group dynamics, and organizational processes (Yin, 2018). The case can be a specific setting, individual, event, action, decision, or state at micro, meso, or macro levels, involving one or multiple actors (Bogdan & Biklen, 1998; Schwandt & Gates, 2018; Swanborn, 2010). Gall et al. (2007) define a case study as “an in-depth study of instances of a phenomenon in its natural context and from the perspective of the participants involved” (p. 436). Case studies use triangulation to validate findings across multiple variables (Yin, 2018). Researchers gather data from various sources, including observations, documents, interviews, and audiovisual materials (Byrne & Callaghan, 2014; Creswell, 2013; Swanborn, 2010). Given the limited research on English teacher-tutors—particularly in Central Asia (Bray, 2022; Hajar & Mukhamediyeva, 2025)—a case study approach was used to explore the unique experiences of Kyrgyzstani teacher-tutors, as it “draws attention to the question of what specially can be learned from the single case” (Stake, 2008, p. 135).

A multiple explanatory case study investigated teacher-tutor burnout across several cases (Creswell, 2013; Stake, 2008). Furthermore, according to Kekeya (2021), this approach is ideal when the researcher examines both individual cases and cross-case comparisons. Thus, a multiple case study provides rich insights by revealing both shared and unique characteristics across cases. It allows for group-level analysis while preserving each case's distinct context (Shkedi, 2005, p. 21).

Research Site and Sample

Purposive sampling was adopted to select information-rich cases offering deep insights into the phenomenon under study (Merriam, 2009; Patton, 2015). In this research, purposive sampling enabled the deliberate selection of Kyrgyzstani English teacher-tutors experiencing burnout. This approach allowed the researcher to work within practical constraints—such as time, logistics, and resources—while enhancing internal validity by improving the reliability of findings (Andrade, 2021). The participants of the present study met the following criteria: 1) they were in-service English teachers with more than one year of experience in teaching at secondary mainstream schools in Kyrgyzstan; 2) they had at least one year of tutoring experience to be able to share their own in-depth experiences about the phenomenon of burnout; 3) the participants did not have any prior acquaintance with the researcher, ensuring their ability to express their perceptions freely and minimizing potential biases; and 4) the participants represented both genders and were willing to participate voluntarily in the study.

Case study research typically involves four to ten participants to ensure the depth and richness of data (Stake, 2005). Following this recommendation, this study included eight participants who fulfilled the established inclusion criteria. To maintain confidentiality, pseudonyms were assigned to all participants, and their profiles are outlined in Table 3.

Table 3*Demographic Data of the Participants*

№	Name	Gender	Age	Nationality	Educational background	Teaching experience	Tutoring experience
1	Asylzat	Female	45	Kyrgyzstani	BA in English Language	1.5 years	5 years
2	Sonun	Female	28	Kyrgyzstani	BA in English Language	8 years	5 years
3	Atyr	Female	36	Kyrgyzstani	BA in English Language	10 years	3 years
4	Cholpon	Female	36	Kyrgyzstani	MA in Foreign Languages	17 years	9 years
5	Erkebubu	Female	25	Kyrgyzstani	BA in English Language	3 years	5 years
6	Bilimbek	Male	26	Kyrgyzstani	BA in English Language	3 years	6 years
7	Daniyar	Male	34	Kyrgyzstani	MA in English Language	12 years	4 years
8	Naryn	Male	25	Kyrgyzstani	BA in English Language	20 years	12 years

Data for this qualitative multiple case study were collected online from eight English teachers in the Batken region of southern Kyrgyzstan. Participants taught at three urban secondary schools: one in Kyzylkiya and two in Kadamjai. The researcher selected these cities based on personal ties to the region—being born in Kadamjai and raised in Kyzylkiya. This background provided familiarity with the local educational and socio-cultural context, facilitating access to schools and participants. Including teachers from three schools across the two cities allowed for a more comprehensive understanding of English language teacher-tutor burnout across diverse educational and socio-economic settings. This approach captured a wider range of perspectives, producing findings that are rich, nuanced, and reflective of regional diversity. By selecting schools from Kyzylkiya

and Kadamjai, the study also explored potential regional disparities in teacher-tutors burnout, which may arise from differences in community expectations, access to resources, and professional demands shaped by the unique socio-economic conditions of each city.

Although based in Kazakhstan, the researcher found it feasible to approach Kyrgyzstani schools due to the availability of reliable online communication tools. Data collection was conducted entirely online using email and social media platforms (WhatsApp, Instagram, and Telegram) to contact and recruit participants. Narrative writing responses were submitted via email or WhatsApp. Semi-structured interviews were conducted through Zoom or WhatsApp, based on participant preference. A notable challenge in conducting virtual interviews was the internet dependency, which posed obstacles for individuals in areas with poor access. This reliance risked marginalizing participants, potentially affecting research inclusivity and diversity. To address this, participants received comprehensive, easy-to-follow guidelines for Zoom and WhatsApp to build their confidence with the technology. These platforms enabled engagement across distances and time zones (Braun et al., 2017; Salmons, 2017), while offering practical benefits like reduced travel costs, flexible scheduling, and real-time visual interaction. This interaction supported rapport-building and enabled observation of non-verbal cues, including tone and facial expressions (Magnusson & Marecek, 2015). Additionally, virtual interviews enabled participants in remote regions to speak from familiar settings, reducing power imbalances and discomfort (Braun et al., 2017; Hanna & Mwale, 2017). These advantages collectively enhanced the depth, inclusivity, and ethical integrity of the data collection process, making online methods particularly effective for geographically dispersed participants.

To initiate contact and gain study approval, the researcher connected with school administrations through email and WhatsApp. A formal email detailed the study's aims

and requested permission to involve teachers as participants. Follow-up communication was conducted through WhatsApp, Instagram, and Telegram to ensure smooth coordination.

Data Collection Instruments

This study contains data on the experiences of Kyrgyzstani EFL teacher-tutors, which were collected between November 2024 and January 2025 using two qualitative methods: narrative writing and semi-structured interviews.

Narrative writing, the first method, is a structured tool that guides participants in sharing personal experiences without requiring chronological order (Patterson, 2013). It enables researchers to capture these accounts in a holistic and detailed manner (Hajar, 2018). In this study, narrative writing offered several advantages. First, it provides participants with more time to reflect and articulate their thoughts, unlike interviews that require immediate responses. Secondly, it offers clear structure and content guidelines, helping participants present their experiences coherently (Barkhuizen & Wette, 2008). This approach not only helps gather background information about participants and enhances the validity of the study's findings through data collection from multiple sources (Hajar, 2018). It also provides access to participants' "private worlds, inaccessible to experimental methodologies," offering "the insider's view of the processes of language learning and teaching, attrition, and use" (Pavlenko, 2007, pp. 164–165). Furthermore, narrative prompts may encourage teacher-tutors to reflect deeply on their experiences, fostering greater self-awareness (Barkhuizen & Wette, 2008). Additionally, narrative writing helps the researcher uncover why teachers engage in EPT by "[making] sense of these actions through the eyes of the actor" (Fenstermacher, 1997, p. 123). This reflective process enriches the data and helps the researcher formulate more effective interview questions.

To support the respondents in writing their responses, they were given a set of questions in three languages (Kyrgyz, Russian, and English), and they selected their preferred language for writing. Six participants selected Kyrgyz, whereas two chose Russian. Participants were asked questions such as, “*Have you provided fee-charging EPT in the last 12 months?*” and “*What strategies did you take to manage burnout?*” (See Appendix D for the whole list of essay questions). The narrative prompts, adapted from Griffiths and Sönmez (2020), and were delivered via WhatsApp or email based on the participant's preference. They were given seven to ten days to complete and submit their essays via WhatsApp or email.

In addition to narrative writing, individual semi-structured individual interviews were employed. Interview questions were developed from participants' narratives and adapted from Hajar and Mukhamediyeva's (2025) interview guide. Participants were asked about their motivations for engaging in EPT, its advantages and disadvantages. They also reflected on their burnout from balancing dual roles as schoolteachers and tutors, its consequences, and the strategies they adopted or planned to adopt to cope. Following Dörnyei's (2007) recommendations on interview question types and sequencing, an interview protocol with eight main questions was created (see Appendix E). Participants could choose from three languages—Kyrgyz, Russian, or English—enabling them to respond freely and confidently. Most participants chose Kyrgyz; a few opted for Russian. Semi-structured interviews enable researchers to explore unreplicable personal experiences (Merriam & Tisdell, 2015). They give participants allow participants to speak freely—avoiding “ready-made categories that would limit the depth and breadth of ‘their’ story” (Brinkmann & Kvale, 2015; Dörnyei, 2007, p. 136; Warren, 2002). Consequently, interviews are a valuable qualitative method for capturing rich, contextualized experiences—especially in language teaching and learning (Bell, 2007; Braun & Clarke,

2013; Bryman & Bell, 2007; Mirhosseini, 2020). Semi-structured interviews combine a structured plan with flexibility, allowing the researcher to adapt follow-up questions during the interview (Clarke & Braun, 2013; Dörnyei, 2007; Kallio et al., 2016), thus, by becoming a co-producer of the data (Brinkmann & Kvale, 2015; Bryman & Bell, 2007). They are particularly effective in exploring inaccessible complex and sensitive issues (Barriball & While, 1994; Bloomberg & Volpe, 2019; Brinkmann & Kvale, 2015) and are well-suited to this study, as they ensure the reliability of interpretations derived from the narrative frames (Arslan, 2023). The interviews also allowed the researcher to probe responses more deeply, observe facial expressions and vocal tones, and gain richer insights (Magnusson & Marecek, 2015).

Combining narrative writing with semi-structured interviews enabled the collection of rich, multifaceted data. Interviews, each lasting around 30 minutes, were conducted via Zoom or WhatsApp, depending on participant preference.

Data Collection Procedures

After receiving ethical approval from the GSE Ethics Committee, the interview questions were reviewed by the thesis supervisor and piloted with fellow students at Nazarbayev University to ensure their quality (Dörnyei, 2007). The next step was reaching gatekeepers (school administrations) through email or social media platforms (WhatsApp, Instagram, or Telegram). They were contacted after getting the ethics approval, informed about the study's objectives, and asked for permission to interview EFL teachers who taught at the secondary level in their school (see Appendix C for the invitation letter).

After receiving permission, teachers were invited via email or social media to participate in narrative writing and interviews. Invitation letters were provided in three languages (see Appendix C). Participants were asked to share their perspectives on dual roles, burnout, its causes and consequences, and their coping strategies. The agreed

participants received an informed consent form, which outlined the study's purpose, potential risks and benefits, and details on their right to withdraw at any time. The form was provided in Kyrgyz, Russian, and English (see Appendix B). After reviewing and signing the consent forms, participants returned them to the researcher. The narrative essay prompts, also available in Kyrgyz, Russian, and English (see Appendix D), were then sent via email or WhatsApp.

Once the essays were received, the researcher moved on to the next phase—semi-structured online interviews, which took place online via Zoom or WhatsApp, depending on participant preference. Participants were interviewed in their preferred language—Kyrgyz, Russian, or English (see Appendix E). Using a semi-structured format, the researcher asked them to elaborate on the cases described in their narrative essays. Zoom interviews were video-recorded and WhatsApp interviews audio-recorded—with participants' consent. The recordings were transcribed and analyzed to maintain detail and accuracy (Hay-Gibson, 2009; Rubin & Rubin, 1995). After each interview, field notes were taken to refine preparation for subsequent sessions and enhance data richness. The interviews lasted approximately 30 minutes. In both their narrative texts and interviews, participants were encouraged to use Kyrgyz, English, or Russian. Most chose Kyrgyz, while a few selected Russian and English.

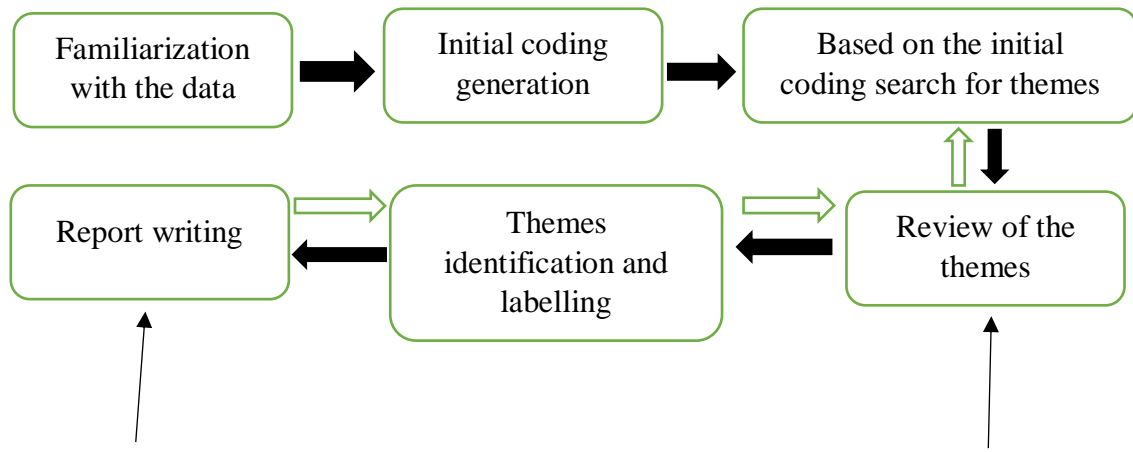
Data Analysis

The researcher analyzed the data according to the six steps of thematic analysis, which includes identifying, organizing, and interpreting patterns of meaning within data (Braun & Clarke, 2006, 2013). Themes are patterns that directly relate to the study's research questions (Braun & Clarke, 2006). Thematic analysis also helped manage and organize the data by identifying similarities and differences without “losing the context”

(Wiebe et al., 2010, p. 926). Figure 1 illustrates the stages of analysis (Howitt & Cramer, 2011, p. 336):

Figure 1

Braun and Clarke's model of Thematic Analysis (Howitt & Cramer, 2011)



Note. This figure presents Braun and Clarke's six-phase model of thematic analysis.

To begin with, the researcher familiarized herself with the gathered data by transcribing the audio and video recordings. Russian-language interviews were transcribed using Sonix.ai, which facilitated the organization, storage, analysis, and representation of text data on one platform (Creswell, 2014, p. 203). Kyrgyz-language interviews were transcribed manually by the researcher, as no reliable transcription software exists for this language. Subsequently, the researcher verified the transcripts against the audio recordings to ensure accuracy. She reviewed the transcripts “actively, analytically, and critically” (Braun & Clarke, 2013, p. 205), refining them where needed and noting features relevant to the study's research questions.

In the second phase, the researcher generated initial codes using a comprehensive coding strategy, analyzing all data in relation to the study's research questions (Clarke & Braun, 2013). This stage yielded multiple initial codes (see Table 4) aligned with the study's aim (for additional examples, see Appendix F).

Initial coding generation stage involved inductive, deductive, and abductive reasoning to reveal deeper patterns and relationships within the data (Brinkmann, 2014). Inductive reasoning allowed themes to emerge directly from the data. For example, the extract “*Sometimes I just want to quit everything, go home, relax, and take care of my kids*” led to the code “*Physical and emotional burnout*” and the theme “*Teacher burnout.*” This bottom-up approach captured participants’ struggles with balancing professional and personal pressures authentically.

Abductive reasoning addressed unexpected insights into the data. For instance, the comment “*Sometimes, I think, yes, maybe I should leave school and focus on private tutoring instead*” reflected EPT as a possible escape from burnout—rather than a cause. This prompted a reinterpretation of existing frameworks, viewing EPT as both a burden and a coping mechanism. Abductive reasoning thus offered a novel perspective on how educators navigate burnout.

Table 4

Code Samples

Interview extracts	Codes	Subthemes	Themes
You work <u>one-on-one</u> . I set <u>my own time, manage my schedule</u> . The timing is <u>entirely my own</u>	Advantages of tutoring	Autonomy and flexibility	Benefits of tutoring
When you can’t get the information across, and <u>the child doesn’t understand</u> . And I think, why should I spend my time on this child? Sometimes, <u>I feel like just quitting—putting an end to it and stopping completely</u>	Tutoring challenges	Lack of student progress	Challenges in EPT
I come home <u>exhausted</u> after a long workday, and I don’t feel like cooking. I can <u>barely stand on my feet</u> ... Usually, when I come home tired, I prepare something quickly before my husband gets home from work. <u>This is</u>	Exhaustion from teaching	Impact of workload on personal life	Work-life balance

just how we live; what can you do?

There's no other choice

Sometimes I just want to quit everything, go home, relax, and take care of my kids. Especially when I'm under pressure...I just want to run away and not see them [kids]. But kids are kids; they come up to me, give me hugs, and you forget everything ...when the issues come up again, you want to avoid them. Sometimes, I think, yes, maybe I should leave school and focus on private tutoring instead

Physical and
emotional
burnout

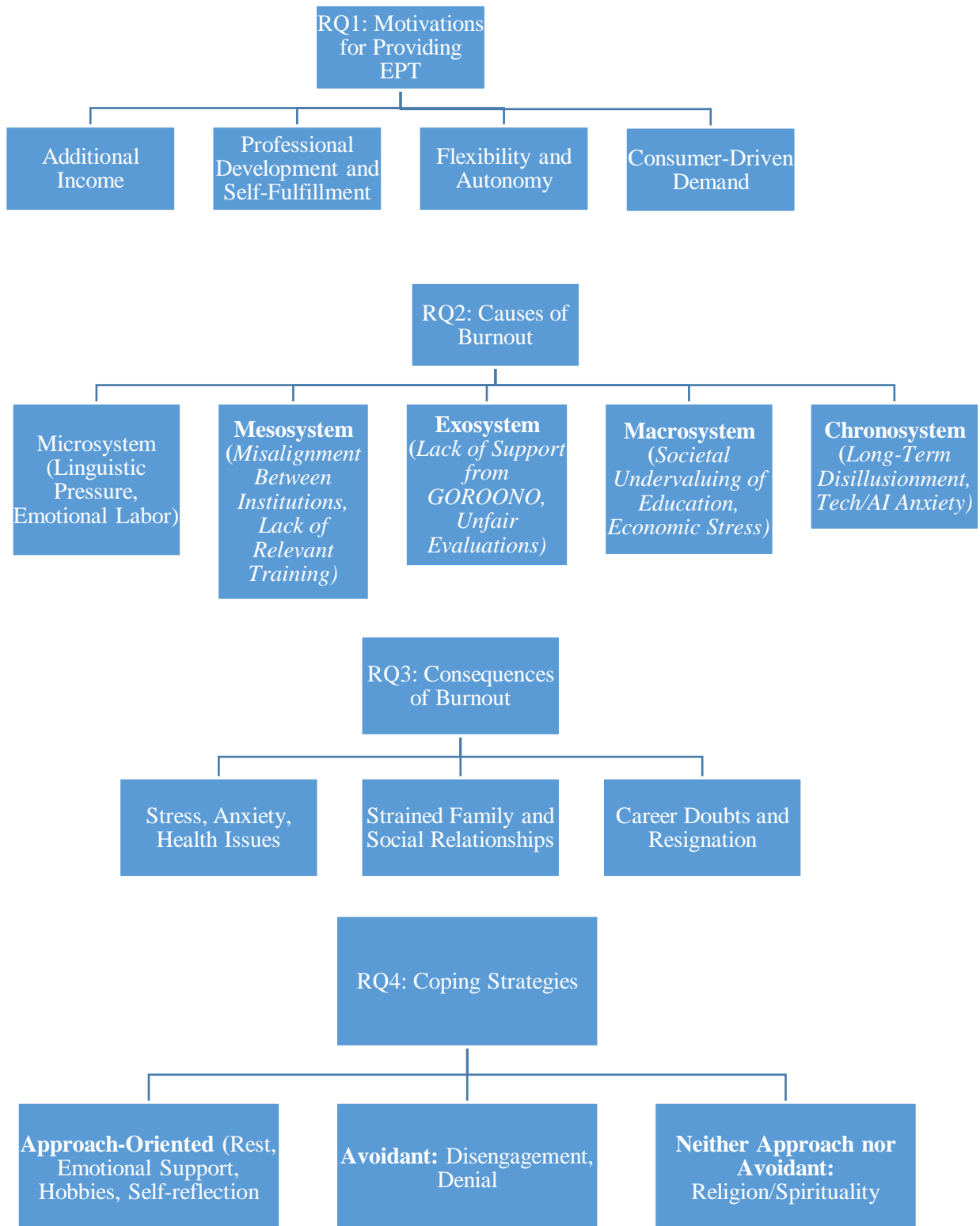
Teacher stress

Teacher
burnout

To ensure reliability, the initial codes and transcripts were shared with the research supervisor after obtaining participant consent (Creswell, 2014). The initial codes were then grouped into four main thematic categories for further analysis (see Figure 2). In thematic data analysis, themes "capture something significant about the data in relation to the research question and represent some level of patterned response or meaning within the dataset" (Braun & Clarke, 2006, p. 82). The analysis and thematic insights will be elaborated further in the next chapter.

Figure 2

Thematic Map According to Research Questions



Note. The final thematic map, based on English teacher-tutors' data, was assembled by the researcher

Researcher Positionality and Reflexivity

Reflexivity is a key methodological tool in qualitative research, requiring the researcher to critically examine their roles, biases, and assumptions throughout the study. This process makes subjectivities visible and explicit, thereby strengthening the research's rigor, authenticity, and ethical grounding (Guillemin & Gillam, 2004; Pillow, 2003). This highlights that findings are co-constructed with participants (Erickson, 2018).

Reflexivity requires a careful balance; excessive self-focus may lead to narcissism, while insufficient attention may overlook vital ethical and epistemological issues (Marcus, 1998).

In this study, reflexivity was particularly significant due to the researcher's personal and professional background. Originating from Kyrgyzstan, the researcher was raised in a family with strong ties to the teaching profession, as both parents were educators. Notably, the researcher's mother balanced dual roles as a school mathematics teacher and private tutor. Witnessing her dedication and challenges deeply shaped the researcher's understanding of teaching and the complexities of managing dual roles.

The researcher's own experiences teaching and tutoring English further enriched this perspective. During undergraduate studies, the researcher began tutoring English and later transitioned into a full-time teaching position at a school. Although tutoring was paused, the intense demands of full-time teaching led to personal experiences of burnout—marked by stress, fatigue, and depersonalization. These experiences heightened the researcher's awareness of teacher-tutor challenges.

Despite this awareness, the researcher did not share personal experiences with participants. Instead, rapport was built by referencing examples from other teachers. These examples included stories from colleagues, peers, and published academic narratives. Sharing neutral, relatable examples created a supportive environment that encouraged

authentic participant responses. This approach followed ethical research practices by building trust and minimizing bias linked to the researcher's positionality.

This approach aligns with reflexive phenomenography, a framework emphasizing knowledge co-construction and the researcher's subjectivity (Adawi et al., 2001; Cousin, 2009). Selective bracketing and transparency in interpretation are crucial to maintaining integrity while drawing on personal insight.

In this study, reflexivity involved critically examining the researcher's own biases and assumptions—especially those shaped by experiences teaching and tutoring in Kyrgyzstan. For instance, the researcher's awareness of the stressors faced by teacher-tutors informed the design of interview questions and the analytical approach. At the same time, this awareness necessitated a deliberate effort to seek alternative interpretations during coding and thematic analysis to reduce bias.

Reflexivity also required acknowledging the shared cultural and professional background between the researcher and participants, which helped build rapport and trust. However, this commonality required careful management to ensure that the participants' perspectives and experiences were foregrounded and not overshadowed by the researcher's preconceptions. By maintaining a reflective stance throughout the study, the researcher ensured that the analysis remained authentic and participant-centered.

Ethical Considerations

Participant identities must be protected across all stages of the research process, from site selection to publication (Creswell, 2013). Ethical approval for this study was obtained from the University prior to data collection. Reaching research participants required ethical sensitivity and cultural awareness to ensure inclusivity and reduce bias (Liamputtong, 2007; Smith, 1999). In line with ethical guidelines, participants in this study received informed consent forms prior to participation. The forms explained the research

purpose, interview length, data storage and usage, and participants' rights. These included the right to withdraw or skip questions without penalty (Creswell, 2014; Roberts & Priest, 2010).

Verbal consent for recording was reaffirmed on the interview day, in addition to prior written consent. Participants were reminded of their right to withdraw from the study at any time without consequences (Dörnyei, 2007). All audio recordings and transcripts were securely stored on a password-protected laptop and cloud, accessible only to the researcher and her supervisor. Data will be destroyed three years post-study to allow for possible future publications while preserving confidentiality.

Pseudonyms were assigned to participants and research sites to ensure anonymity in the report and any future publications (Clarke & Braun, 2013; Cohen et al., 2007; Kaiser, 2012; Marzano, 2012). Pseudonyms were randomly assigned to avoid traceable patterns linking identities to individuals. Although full anonymity was not possible, confidentiality was prioritized (Baez, 2002; Dörnyei, 2007; Glesne & Peshkin, 1991). The researcher guaranteed that participants' identities and school names would remain confidential to protect their professional and personal lives. Participants were reassured that they could skip uncomfortable questions or withdraw without penalty (Dörnyei, 2007). Through informed consent, pseudonymization, and withdrawal rights, this study upheld ethical standards to protect participants' privacy and well-being.

Conclusion

This chapter outlined the study's methodology, including the research design, site and sample selection, data collection procedures, data analysis approach, and ethical considerations. An explanatory instrumental multiple case study design was employed, with eight Kyrgyzstani English teacher-tutors selected through purposive sampling. Data

were collected through narrative writing and individual semi-structured interviews. The next chapter will present the key findings of this study.

Chapter 4: Findings

The previous chapter outlined the research design and data collection methods used in this qualitative study, namely narrative writing and semi-structured interviews. It also explained the thematic analysis guidelines (Braun & Clarke, 2006; 2019) applied to examine the data. Chapter 3 further detailed the participant selection criteria and ethical considerations. The fourth chapter presents the main findings derived from data collected from eight English teacher-tutors (five female and three male) working in three urban secondary schools in the Batken region of Kyrgyzstan. The findings are organized to address the following research questions:

1. What motivated the participants to provide fee-charging English private tutoring (EPT) in Kyrgyzstan?
2. What factors contributed to the participants' burnout while providing EPT?
3. What are the consequences of burnout as experienced by the participants?
4. How do the participants manage burnout (i.e., their strategy use)?

The findings in the following sections are organized into key themes and sub-themes that emerged during the data analysis. First, biographical profiles of the participants are presented. This is followed by a detailed account of the factors motivating their engagement in EPT, the causes and consequences of burnout, and the coping strategies they used to manage it.

Biographical Vignettes of the Research Participants

This section presents biographical vignettes of eight participants (five female and three male teachers) based on their narratives as English teacher-tutors in Kyrgyzstan.

Atyr

Atyr is a 36-year-old female EFL teacher and tutor with a bachelor's degree in English Philology. With ten years of teaching experience, she has been tutoring for the last

three years. Atyr says that family support is essential because its absence leaves her drained and irritable. She identifies student demotivation as a major contributor to teacher burnout. She notes that her tutees are generally more motivated than her school students. To engage students, Atyr adopts interactive methods, including tests and games. To manage burnout, she watches historical films, reads with her son daily, cooks, dines out with her family, and visits amusement parks.

Bilimbek

Bilimbek is a 26-year-old male English teacher and tutor with a bachelor's degree in English Philology. He has three years of teaching and six years of tutoring experience. His primary focus is on teaching general English and preparing students for university exams. He independently recruits his tutees via his Instagram account with 2,000 followers. He mentions school-related tasks and paperwork as key causes of burnout. To manage it, Bilimbek spends quality time with his family, rests, and dedicates "me time" to recharge.

Sonun

Sonun is a 28-year-old female EFL teacher and tutor with a master's degree in Foreign Languages. She also holds a position in school administration. With eight years of teaching experience and five years as a private tutor, Sonun focuses on preparing students for TOEFL, school subject Olympiads, and career-oriented programs. She attributes her burnout to administrative pressures, limited educational opportunities in rural areas, and the high expectations of EPT students. To manage these challenges, she incorporates practical and motivational exercises into her sessions.

Daniyar

Daniyar is a 45-year-old male EFL teacher and former tutor with a master's degree in English Philology. He has 12 years of teaching and four years of tutoring experience.

Daniyar experienced burnout due to disruptions in students' education, parents' indifferent attitudes, health issues, and insufficient support from the tutorial center's management.

Although he organized awareness sessions about disruptions leading to learning loss, these efforts were ineffective. This ultimately led Daniyar to leave the tutorial center.

Asylzat

Asylzat is a 42-year-old EFL teacher and tutor with a bachelor's degree in English Philology. She has five years of tutoring and one and a half years of teaching experience. Asylzat identifies a lack of student motivation, focus, and interest as key contributors to burnout. However, she notes that her tutees are generally more motivated to learn English, making her tutoring experience more enjoyable. In tutoring, she actively uses open discussions by ensuring lesson topics are relatable to everyday life.

Erkebubu

Erkebubu is a 25-year-old female EFL teacher and tutor with a bachelor's degree in English Philology. She has three years of teaching and five years of tutoring experience. Erkebubu specializes in delivering General English lessons. She is also a mother of a 4-month-old baby and a toddler. While juggling her roles as teacher, tutor, and mother, she briefly experienced burnout. She finds that domestic responsibilities cause more burnout than her professional roles. Her greatest sources of work-related stress include students' lack of interest, irresponsibility, and indifference toward lessons. To reduce stress and enhance lesson effectiveness, Erkebubu uses modern technologies, educational platforms, and interactive teaching methods.

Cholpon

Cholpon is a 39-year-old former EFL teacher and tutor with a master's degree in Teaching Foreign Languages (English). She has 17 years of teaching and nine years of tutoring experience. Cholpon prepares students for school Olympiads and the Future

Leaders Exchange (FLEX) Program. She attributes her work challenges to excessive paperwork, student discipline issues, and numerous demands from local education authorities and the Ministry of Education. Additionally, she highlights family pressures as contributing to her stress. According to Cholpon, teachers are expected to manage their professional responsibilities, childcare, and housework, exacerbating their workload. Additional stressors include low salaries, lack of administrative support, and indifference from students' parents. Because of burnout, Cholpon left school and got divorced. Currently, she works in a tutorial center with a flexible schedule.

Naryn

Naryn is an experienced educator with a Master's degree in Education. Currently, he works with several institutions, including private schools, tutorial centers, and his own center, which he founded to offer personalized learning approaches. Additionally, Naryn actively studies psychology and neurolinguistic programming (NLP), integrating this knowledge into his teaching methodology to enhance communication and emotional management. He identifies student demotivation and parents' unrealistic expectations as major sources of burnout. This pressure, combined with the increasing demands of educational reforms, adds a layer of emotional exhaustion. Naryn attends regular therapy sessions and applies NLP-based psychological strategies. He also recharges by spending time with family and pursuing hobbies such as karaoke and swimming.

Interpreting the Participants' Experiential Accounts

This section outlines the major themes that emerged from the analysis of the interview data. These themes include: (1) factors motivating Kyrgyzstani EFL teachers to provide EPT; (2) underlying causes contributing to burnout among the research participants; (3) consequences of their burnout; and (4) strategies adopted by participants to prevent or overcome burnout.

Factors Driving the Participants to Undertake Fee-charging EPT

Data analysis identified four major factors motivating the participants of this study to provide EPT in Kyrgyzstan. These factors include the need for extra income, opportunities for professional advancement and personal satisfaction, the flexibility and autonomy of EPT, and consumer-driven demand influenced by students and parents.

Additional Income

All participants identified supplementary income as a significant motivator for engaging in EPT. Three participants (Bilimbek, Daniyar, and Cholpon) attributed their decision to the low salaries offered by Kyrgyzstani state schools, which necessitated tutoring as an additional source of income. Unlike school teaching, where salaries remain fixed regardless of performance, EPT offers financial rewards that reflect teaching quality and student achievement. Specifically, when parents express satisfaction by making generous payments linked to their child's success, EPT income can exceed that of school teaching. These moments offer teacher-tutors a deep sense of fulfilment, as they feel their efforts are meaningfully recognized and valued. Extract 1 gleaned from Sonun's interview exemplifies this point.

Extract 1:

Depending on student's results, parents pay even more for tutoring. It's nice to receive extra income. They pay their fees willingly, saying, 'Teacher, we are grateful to you.' That also motivates me. (Sonun, November 7, 2024)

One participant (Naryn) mentioned that additional income not only supports financial stability but also facilitates personal and professional development opportunities, as shown below:

Extract 2:

Supplementary income from tutoring plays a significant role in improving my professional and personal life. EPT gives an opportunity to invest in personal

development, travel, and participation in professional development courses. For instance, thanks to my additional projects, I could attend training in the United States. (Naryn, January 23, 2025)

As shown in the above extracts, income serves as the primary motivator for Kyrgyzstani teachers to engage in EPT, supplementing low school salaries and positioning EPT as a viable and rewarding career alternative.

Professional Development and Sense of Self-Fulfillment

Professional development is another critical factor driving seven out of eight participants to undertake fee-based EPT. Three participants (Asylzat, Erkebubu, and Sonun) began tutoring while during university times to gain professional experience early in their teaching careers. Conversely, another participant (Asylzat) mentioned that EPT can serve as an alternative career path for teaching graduates who struggle to secure school employment after university. In non-English-speaking countries like Kyrgyzstan, where English is not the primary language of instruction, EPT helped teachers sustain their English language proficiency.

Extract 3:

At school... You can't conduct lessons entirely in English because not all students understand it... If teachers do not practice their English at all, their fluency can be lost. Tutoring helps me maintain my own practice and not to forget English. (Erkebubu, December 11, 2024)

Regarding professional development, four participants (Daniyar, Naryn, Erkebubu, and Sonun) highlighted that EPT allows teachers to refine their teaching approaches, set higher standards, and expand their expertise beyond the rigid framework of school teaching. Working with diverse and intellectually demanding students further encourages continuous improvement and adaptation of teaching methods. The following extracts elucidate these findings:

Extract 4:

Generally, students who hire tutors often participate in foreign programs, take part in Olympiads, and are academically strong. So, to teach them effectively, you have to put in effort and develop yourself. (Sonun, November 7, 2024)

Extract 5:

Along with keeping practicing my English, tutoring helps me develop methodologically unlike school, where I might stay within a fixed framework, preventing growth. I enjoy managing 2 jobs simultaneously. (Erkebubu, December 11, 2024)

A key reason participants engage in EPT is the sense of self-fulfillment derived from working with highly motivated students. In schools, large class sizes and unmotivated students hinder effective teaching. Teachers frequently spend their 45-minute classes managing logistics or discipline, leaving little time for meaningful instruction. Consequently, lessons often resemble 'therapy sessions' more than structured learning experiences (Asylzat, November 8, 2024). The lack of student engagement diminishes teachers' sense of professional fulfillment. Conversely, as Naryn mentioned, EPT provides a more rewarding teaching experience with an opportunity to contribute to students' success, by serving as a powerful intrinsic motivator for tutors and reinforcing their long-term commitment to the profession.

As interview data demonstrated, EPT functions as a pathway for developing entrepreneurial and business skills. As Cholpon highlighted, beyond instructional expertise, EPT requires knowing how to manage and grow a business. These skills are essential for those who aspire to transition into educational entrepreneurship by launching language courses, as depicted in the following extract.

Extract 6:

In EPT, you're not just teaching—it's like the beginning of a business...Learning how to run a business, how to start something, how to launch a

startup...Communication with people, networking, how to build relationships, business relations—those things as well... I have long-term plans to open my own language courses. (Cholpon, January 10, 2025)

Flexibility and Autonomy

Apart from Naryn, all participants identified flexibility and autonomy as key motivators for engaging in EPT. Unlike school teaching, with its low pay and heavy workload, EPT allows teachers to work independently, free from bureaucratic and administrative burdens. Teachers appreciate the ability to set their own schedules, assess students' levels individually, and tailor lessons accordingly, making the teaching process more effective and rewarding. As one participant (Sonun) emphasized, in EPT, teachers adopt a more relaxed and comfortable approach. This freedom fosters a supportive environment where students feel at ease, promoting both engagement and a genuine love for English.

Extract 7:

In EPT, you set your own schedule, you can choose the level of your students and provide tasks based on their level. In teaching, you need to make students love English while giving them a sense of freedom. That's why I try to be as approachable as possible and lead by example in how I present myself to them. I focus on building relationships. We set the schedule together. We often have tea parties, talking clubs, or movie outings. (Sonun, November 7, 2024)

The relaxed environment of EPT, including the absence of a strict dress code, enables tutors to focus on instruction rather than conforming to institutional formalities.

According to two participants (Atyr and Erkebubu), EPT offers greater flexibility by allowing teachers to tailor lessons to students' needs and incorporate diverse materials (audio, videos, and workbooks), thereby enhancing lesson effectiveness and making teaching more engaging and fulfilling.

Extract 8:

In EPT, you are not limited by a framework. If you choose a book, you can go through the material thoroughly. At school, everything is standardized, and within 45 minutes, you must cover the structure of the lesson. In tutoring, this restriction does not exist; you can teach freely. (Atyr, November 9, 2024)

Female teachers' personal circumstances also influence their decision to undertake EPT. Two participants (Atyr and Erkebubu) noted that staying at home, such as during maternity leave, made them feel stagnant and dissatisfied, reinforcing their need to stay productive through EPT and other meaningful work.

Extract 9:

I had three children, and after maternity leave, you go through postpartum depression. To overcome that, I went back to EPT. (Atyr, November 9, 2024)

Thus, EPT itself can serve as a coping strategy for burnout and depression by diversifying tasks, as long as the tutor manages a student load.

Consumer-Driven Demand and Student Motivation

According to six participants (Cholpon, Bilimbek, Atyr, Sonun, Erkebubu, and Daniyar), consumer-driven demand motivates Kyrgyzstani teachers to provide EPT. Unlike state schools, where students may engage passively in English instruction, EPT operates within a demand-driven framework, serving learners with specific goals: standardized test preparation, migration, or professional advancement. According to two participants (Atyr and Erkebubu), parental involvement reinforces this structure, as financial investment in EPT comes with high expectations for measurable progress, leading parents to actively monitor their child's learning and hold both the student and tutor accountable. Extract 10 supports these perspectives:

Extract 10:

People request private lessons because they're moving to Europe or another country. Last year, I also had lessons for NST preparation. The learning center also doesn't have specialized NST preparation courses. At school, if a student decides to

take the NST English, the teacher is responsible for that student's preparation. At the learning center, students come voluntarily. Parents also pay money, so they demand results both from their child and the teacher. (Erkebubu, December 11, 2024)

Erkebubu identified NST as a key factor motivating both students and parents to seek EPT. Notably, although English is the third most commonly selected subject in the NST (CEATM, 2023), there remains a lack of clarity regarding the test's question format among students, school teachers, and even tutorial centers. Therefore, students and parents limited resources for preparation, leaving private tutors as the primary option for targeted guidance.

Half of the participants (Bilimbek, Atyr, Sonun, and Asylzat) found it relatively easy to attract tutees through word-of-mouth referrals, which helped maintain a stable and self-sustaining client base. For example, Bilimbek noted that most of his students came through personal recommendations rather than social media, highlighting the importance of informal networks in sustaining EPT engagement.

Six participants (Erkebubu, Cholpon, Sonun, Atyr, Bilimbek, and Naryn) identified high student motivation in EPT as another factor driving teachers to this job. This perspective is illustrated further:

Extract 11:

There's a saying, 'Free education isn't valued' (proverb), it's true... at school, some students attend 'just for the sake of attendance'... If a lesson is boring for an uninterested student, they'll disrupt the lesson for those who are engaged and eager to learn... At the tutorial center, students come intentionally, thinking, 'I want to learn this. (Erkebubu, December 11, 2024)

Overall, the key motivators for Kyrgyzstani teachers to provide EPT include income, professional development, flexibility, and autonomy. These factors highlight the dynamics

impacting teachers' decisions to provide fee-based tutoring, leading to a deeper understanding of the causes of burnout discussed in the next section.

Underlying Causes Leading to EFL Teacher-Tutor Burnout

The section discusses the factors contributing to participants' burnout using Bronfenbrenner's (1994) model as the guiding framework. This theory conceptualizes human development as occurring within various systems — microsystem, mesosystem, exosystem, macrosystem, and chronosystem — that collectively shape an individual's experiences.

Microsystem: Daily Realities of English Language Teaching and Tutoring

At microsystem, the burnout of Kyrgyzstani English teacher-tutors is associated with the multifaceted nature of foreign language instruction, the emotional labor involved in maintaining linguistic authority, and the intensified pressure to fulfill both student and societal expectations regarding English. These stressors are different from stressors in other subject areas because although English is a non-native language in Kyrgyzstan, it is perceived as a vehicle for upward social mobility.

One significant source of stress for teacher-tutors is the persistent insecurity related to pronunciation and accent. For example, Cholpon recounted an incident in which a colleague mispronounced a basic word during an open lesson, leading to twenty students internalizing the incorrect form.

Extract 12:

It was hard to watch because this one mistake meant the whole group was repeating the wrong word. And the teacher didn't want to accept it. That moment reminded me how heavy the responsibility is when you're an English teacher. You know that even a small error can be repeated by twenty students for years. (Cholpon, January 10, 2025)

Some participants indicated that English teacher-tutors face heightened scrutiny for their linguistic precision, a level of attention not typically directed at teachers of other subjects. Erkebubu, in particular, recounted how students with international study experience or frequent engagement with English-language media closely scrutinized her language use:

Extract 13:

I've definitely felt that pressure... If I mispronounce even one word, I see it in their eyes. They're analyzing me. It affects my confidence because English isn't our first language. (Erkebubu, December 11, 2024)

For Erkebubu, this insecurity is compounded by the struggle to maintain fluency while juggling multiple languages in multilingual classrooms. She noted how constant switching between Kyrgyz, Russian, and English drained her cognitively, sometimes to the point of forgetting basic vocabulary.

Extract 14:

There are times when I can't recall the most basic English words. Once I even forgot the word 'apron.' It was embarrassing. It's because my brain is constantly shifting between three languages every day. (Erkebubu, December 11, 2024)

According to Asylzat, English holds a distinct ideological significance in Kyrgyz society, heightening student expectations and emotional strain for teachers, as students enter the classroom already influenced by native-speaker norms and globalized English media. The emotional labor of teaching English also involves a persistent internal struggle with legitimacy and adequacy. All participants described a compulsion to over-prepare—despite years of experience—driven by a persistent fear of being exposed for not mastering a textbook task or mispronouncing words. Sonun articulated this concern specifically in relation to teaching advanced-level groups.

Extract 15:

Even after seven years, I prepare like it's my first day. Because if you make one mistake in front of students, they might think you're not qualified. That fear never really goes away. (Sonun, November 7, 2024)

Naryn noted that English teaching is often perceived not merely as content delivery, but as a performance. Teachers are expected to embody fluency, global awareness, and aspirational identities—without sufficient systemic support.

Extract 16:

We're not just teaching a subject. We're performing fluency, we're representing an entire culture. But sometimes, it feels like just in one lesson we're expected to be native speakers, mentors, and psychologists all at once. (Naryn, January 23, 2025)

Overall, the microsystem environment for Kyrgyzstani English teacher-tutors is high-pressure, shaped not only by classroom dynamics but also by the symbolic power of English, where emotional and linguistic demands, self-monitoring, and fear of failure distinguish it from other subjects and illuminate key roots of burnout.

Mesosystem: Institutional Interactions and Intersecting Contexts

The mesosystem captures interactions between schools, EPT centers, teacher training programs, and students' families. The connection between these microsystems shapes the teachers' professional identity, expectations, and emotional well-being by leading to burnout when these intersections are misaligned or lack meaningful support.

A key source of stress for participants is the cultural mismatch between public schools and private tutoring environments. As Cholpon highlighted, school students often participate passively, while private course students come with high expectations for lesson quality, pronunciation, and the teacher's expertise. Navigating this contrast places significant emotional strain on teachers, who feel compelled to demonstrate their competence in both settings continuously.

Furthermore, the disconnect between administrative structures and pedagogical realities can intensify burnout, as several participants (Sonun and Erkebubu) noted that training programs provided by the city education department (GOROONO) were overly generic and failed to address the specific needs of English teachers.

Extract 17:

They hold seminars for new teachers conducted by math or chemistry teachers, not English specialists...we sit there, listening to advice that just doesn't work for our context. Teaching English is different. We need methodology that fits our subject. Otherwise, it's just a waste of time, and we still have to go home and figure everything by ourselves. (Sonun, November 7, 2024)

These frustrations are intensified by the lack of meaningful collaboration among subject departments, particularly when English teachers are expected to compensate for skill gaps in students' reading or writing.

Extract 18:

When students don't know how to write an essay in Kyrgyz or Russian, we teach them organizing their ideas. That's not our job. Each subject is taught in isolation, but English teachers are expected to fix it all. (Naryn, January 23, 2025)

The misalignment between language teachers' professional communities and institutional expectations further contributes to role strain. According to Asylzat and Cholpon, while organizations such as KGTESOL (a national English teachers' association in Kyrgyzstan) and the U.S. Embassy offer meaningful professional development opportunities, these initiatives are frequently unsupported within the school context.

Exosystem: Institutional Influences on EFL Teacher-Tutor Burnout

At exosystem, the participants' major concern is the inadequacy of methodological support structures for Kyrgyzstani English teacher-tutors. While there are professional development programs, participants repeated that these are often designed without understanding the specific needs of English teachers.

Extract 19:

The methodologists from GOROONO don't even speak English. They evaluate your class, give you a score, and leave. But they can't give you advice, useful for teaching English. For other language teachers, they give real feedback. For us, it's just a formality. And if you're a new teacher, they'll say, 'We need to monitor her closely.' But what if they don't understand your subject? (Erkebubu, December 11, 2024)

The absence of content-specific supervision and targeted professional development contributes to English teachers' isolation and strengthens the perception that English is not prioritized at the institutional level. Sonun similarly noted the lack of resources and strategic support:

Extract 20:

We were asked to prepare students for NST, but they didn't provide materials. Other subject teachers had textbooks. But for English, we were told, 'Find your resources, figure it out.' (Sonun, November 7, 2024)

Overall, system rarely included Kyrgyzstani English teachers in decision-making processes, leaving them feeling undervalued despite the heavy demands placed on them.

Macrosystem: Societal and Economic Pressures on Language Teacher-Tutors

In post-Soviet Kyrgyzstan, economic conditions have forced educators to take on multiple jobs to achieve financial stability (Steiner-Khamsi & Keuren, 2008). Three participants (Bilimbek, Naryn, and Asylzat) explicitly mentioned societal attitudes toward education as a demotivating factor, noting that students and parents devalue English unless it is tied to overseas opportunities.

Extract 21:

At school, I tell students, 'Learn English; it will be your bread in future. You will earn a living with it. Russia is no longer trendy; you will go to Europe, Korea, or China, wherever you travel in the world, you will speak English.' Yet, some students tell me directly, 'I'm not interested.' That sometimes upsets me. (Asylzat, November 8, 2024)

These findings indicate that societal attitudes within the macrosystem significantly influence student engagement and contribute to EFL teacher-tutors' emotional strain. When their subject is undervalued, it heightens frustration and increases the risk of their burnout.

Chronosystem: Time-Related Changes and Long-Term Burnout

The chronosystem—defined by changes over time and evolving conditions—shapes how burnout progresses across an EFL teacher-tutor's career. For instance, Sonun raised concerns about increased workloads resulting from ongoing educational reforms, illustrating how time-related pressures contribute to chronic burnout. Other participants reported health problems and contemplation of leaving the profession—further underscoring the cumulative toll of these evolving stressors. The pressure to evolve without institutional support leads to participants' emotional exhaustion. If early in their careers, they had hope and motivation, over time, disillusionment grew, especially when their professional growth was unsupported. Cholpon described her personal trajectory:

Extract 22:

At the beginning, I was so motivated. I wanted to be the best teacher, I wanted to improve my English, and learn new methods. But year after year, you see the same problems—no materials, no support, no appreciation. Eventually, you start questioning if this profession has any future for you. That's when burnout starts creeping in. (Cholpon, January 10, 2025)

Two participants (Cholpon and Erkebubu) mentioned lost opportunities when international funding was cut, due to geopolitical changes outside their control.

Extract 23:

I was selected for a fully-funded TESOL program in Almaty. But after political changes in the U.S., the project was canceled. It wasn't just my loss—it was a lost opportunity for hundreds of teachers like me. We're told to improve ourselves, to

get certified—but when international programs disappear, no one from our government steps in to fill the gap. (Erkebubu, December 11, 2024)

Conversely, Bilimbek referred to the social media presence of language courses, thereby alluding to the increasing competitiveness within the EPT industry and the long-term emotional toll of managing multiple jobs. It means that, for instance, Asylzat may experience pressure as an independent tutor competing with larger companies. This intensifying competition could significantly contribute to the burnout of independent tutors. Erkebubu expressed concern about the impact of artificial intelligence (AI) on EPT, underscoring how technological shifts over time can influence job security and raise stress.

Extract 24:

It seems like tutoring might not have a future. With ChatGPT and AI, students can practice independently. Even if tutoring continues to exist, it may not be as practical as it is now. Competition could also become more intense. (Erkebubu, December 11, 2024)

In conclusion, the chronosystem significantly influences burnout among participants as they contend with ongoing changes over time. The rising competition in the tutoring market, educational reforms, and the impact of AI illustrate the evolving nature of burnout, with sustained pressures continuing to affect teachers' career stability and well-being.

The Consequences of Participants' Burnout

The next key theme is the consequences of burnout among Kyrgyzstani EFL teacher-tutors. This section presents three subthemes: (1) increased stress and health issues, (2) strained personal relationships, and (3) career uncertainty.

Increased Stress, Anxiety, and Health Impact

Five participants—Bilimbek, Atyr, Erkebubu, Cholpon, and Sonun—experienced emotional exhaustion, elevated stress, and anxiety stemming from the burnout associated

with balancing their dual roles as English teachers and private tutors. Emotional strain also disrupts teacher–student interactions, as difficulties in one setting spill over into others. Ultimately, this persistent fatigue and stress contributed to burnout, affecting both professional effectiveness and personal health.

Extract 25:

I have become very forgetful. I have vision problems. Sitting for long hours at work has also caused posture issues. I get irritated very easily. (Sonun, November 7, 2024)

Extract 26:

I had a frozen pregnancy. Stress and the work-related hustle could have been connected to that. (Erkebubu, December 11, 2024)

For example, four participants (Daniyar, Sonun, Erkebubu, and Cholpon) reported experiencing chronic fatigue, vision problems, posture issues, and emotional irritability, with some even facing hospitalization and pregnancy complications linked to stress.

Strained Personal Relationships

The third subtheme is strained personal relationships, which highlights the significant toll burnout takes on teachers' interactions with their families. Two participants (Cholpon and Sonun) reported that exhaustion and stress from managing dual roles left them emotionally drained, causing irritability, a lack of emotional presence at home, and disconnection from loved ones. To the question, “Is there any connection between her burnout and divorce?” Cholpon agreed that it had a “direct connection” (January 10, 2025).

Career Uncertainty

Burnout among Kyrgyzstani English teacher-tutors leads to career uncertainty. Many participants expressed doubts about their future prospects, with the heavy demands

of juggling multiple roles causing them to question the worth and sustainability of their work. Particularly, three participants (Cholpon, Sonun, and Erkebubu) expressed feelings of quitting the profession.

Extract 27:

Burnout makes me question my career choice and the value of my work. I sometimes wonder if what I do has a future. Student indifference, lack of motivation, and the desire for results without effort leave me feeling that my hard work goes unnoticed and unappreciated. (Naryn, January 23, 2025)

Conversely, Atyr contemplated leaving teaching for working at the market, where she would have more financial stability.

Extract 28:

When different incidents happen with students, sometimes I think, ‘It would be easier to work at the market. At least I’d always have money. (Atyr, November 9, 2024)

Overall, the career uncertainty experienced by teachers adds to their stress, deepening burnout as they grapple with doubts about their professional value and long-term prospects in the field.

Participants' Strategies to Cope with their Burnout

The final theme from the data analysis is Kyrgyzstani English teacher-tutors’ techniques to prevent or overcome burnout. In exploring these strategies, Carver's Brief-COPE Scale (McIlvane et al., 2020) provides a useful framework for categorizing various coping techniques.

Table 2

Carver’s Brief-COPE Scale (MacIntyre et al., 2020)

Approach Strategies	Avoidant Strategies	Neither Approach nor Avoidant Strategies
---------------------	---------------------	---

-
- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Taking Breaks and Resting (<i>Cholpon, Bilimbek, Sonun, and Atyr</i>) • Reducing or Increasing Workload (<i>Bilimbek, Erkebubu, Atyr, and Asylzat</i>) • Reevaluating Professional Priorities (<i>Cholpon, Atyr, Asylzat, Bilimbek, and Erkebubu</i>) • Seeking Emotional Support (<i>Cholpon, Bilimbek, Sonun, Erkebubu, and Naryn</i>) • Practicing Self-Reflection (<i>Naryn, Sonun, and Asylzat</i>) • Simplifying Work Life (<i>Sonun and Erkebubu</i>) • Engaging in Hobbies or Interests Outside of Work (<i>Cholpon, Bilimbek, Sonun, Naryn, and Daniyar</i>) • Setting Boundaries (<i>Cholpon, Atyr, Erkebubu, and Asylzat</i>) | <ul style="list-style-type: none"> • Self-Distraction and Denial (<i>Asylzat</i>) • Disengagement (<i>Atyr and Bilimbek</i>) | <ul style="list-style-type: none"> • Religion (<i>Cholpon and Atyr</i>) |
|---|--|--|
-

The coping strategies reported by participants align with Carver's Brief-COPE Scale (McIlvane et al., 2020), illustrating how they manage the emotional and physical demands of their dual roles as schoolteachers and tutors.

Approach Strategies

Taking Breaks and Resting. Four participants (Cholpon, Bilimbek, Sonun, and Atyr) reported that regular breaks and extended vacations helped them manage burnout by providing essential time for recovery.

Reducing or Increasing Workload. Two participants (Bilimbek and Erkebubu) managed stress by modifying their teaching load, either by reducing student numbers or cutting back on hours.

Extract 29:

When I feel burnout approaching, I decrease my workload...I had too many online students, which taught me to increase my rates and reduce the number of lessons so I could have more time for myself. (Bilimbek, December 10, 2024)

Reevaluating Professional Priorities. Five participants (Cholpon, Atyr, Asylzat, Bilimbek, and Erkebubu) reduced burnout by reassessing their professional paths and considering shifts between teaching contexts. This reflection allowed them to better align their responsibilities with personal values and long-term goals.

Extract 30:

Last year, I focused on money, but this year, I'm prioritizing my health and peace of mind. As the saying goes, 'If you go slowly, you'll go further. (Asylzat, November 8, 2024)

Seeking Emotional Support. Familial and professional support are a key strategy for managing burnout. Three participants (Cholpon, Bilimbek, and Sonun) frequently highlighted their family support and sharing household responsibilities, which helped alleviate stress and facilitated better work-life balance.

Extract 31:

I am grateful for my family. They are very supportive...they give me free time. My husband helps by taking care of kids after work, allowing me to have time for myself. (Sonun, November 7, 2024)

Conversely, some participants (Erkebubu and Naryn) mention professional support, including specialists in child care and therapy, as a way to manage their emotional well-being during challenging times.

Extract 32:

I visit a psychologist once every two months. It helps me clear my mind, reassess what is happening, and better understand myself. It is a sort of 'reset' that allows me to keep moving forward and handle challenges. (Naryn, January 23, 2025)

Practicing Self-Reflection. Naryn, Sonun, and Asylzat valued personal growth and self-awareness in managing burnout. They described how psychology and personal development helped them better understand their emotions and approach challenges more

effectively. They also reflected on how life experiences, including family dynamics, shaped their teaching and strengthened their ability to connect with students. This continuous self-reflection allowed them to maintain balance and stay engaged with their work despite the pressures they faced.

Simplifying Work Life. Two participants (Sonun and Erkebubu) focused on simplifying their work by making teaching more enjoyable. They utilized activities capturing students' interest and making teaching less stressful.

Extract 33:

After work, I want peace at home. I try not to create unnecessary problems and make an effort not to bring work home. I prepare teaching materials during my breaks at school or right after my lessons. (Erkebubu, December 11, 2024)

Engaging in Hobbies or Interests Outside of Work. Five participants (Cholpon, Bilimbek, Sonun, Naryn, and Daniyar) found that devoting time to hobbies allowed them to unwind and recharge, providing a healthy escape from the professional pressure.

Extract 34:

Active rest and spending time with loved ones always helped me combat burnout. I go to mountains to escape from the daily routine and feel connected to nature. Such trips allow me to recharge emotionally and physically. Another method that helps me unwind is karaoke. It relieves tension and lifts my mood, even after a tough day. I also enjoy swimming, which helps me stay physically fit and calms me, giving me the opportunity to relax and disconnect from work-related thoughts. (Naryn, January 23, 2025)

Setting Boundaries. Cholpon, Atyr, Erkebubu, and Asylzat emphasized the need to set clear distinctions between their professional and personal time, by limiting work hours, taking regular breaks, and dedicating time for personal activities and rest. Thus, they were able to safeguard their well-being, minimize stress, and ensure they had sufficient time to recharge.

Extract 35:

I started focusing more on my health, and I established a proper daily routine. Previously, I could stay up until midnight. Now, I don't sit for hours—I prepare teaching materials for maximum one hour, then I stop. (Cholpon, January 10, 2025)

Avoidant Strategies

Self-Distraction and Denial. One participant (Asylzat) used humor to make students laugh and to defuse tense situations, thus distracting herself and others from negative emotions.

Disengagement. Two teachers (Atyr and Bilimbek) described withdrawing from stressful situations, by emotionally distancing themselves, thus minimizing the emotional burden and protecting themselves from work pressures and social interactions.

Neither Approach nor Avoidant Strategies

Religion. Two participants (Cholpon and Atyr) claimed that religion offers emotional comfort without confronting burnout; it is a strategy that neither actively addresses nor avoids the stressor but instead fosters spiritual rejuvenation.

Extract 36:

"The hijab opened up a new world for me. I started studying the Quran. I started learning Arabic. It helped me a lot...I began to see many situations differently...I have a very good environment where I am learning. Very good sisters support me. (Cholpon, January 10, 2025)

Conclusion

This chapter presented the study's key findings on burnout among Kyrgyzstani EFL teacher-tutors. It began with the participants' biographical vignettes, offering insights into their professional trajectories. The findings were then organized around four themes: (1) motivations for providing EPT, (2) causes of burnout, (3) its consequences, and (4) coping strategies. These themes were examined through participants' narratives and

relevant theoretical frameworks. The next chapter will further interpret these findings in relation to existing literature and theoretical perspectives on teacher-tutor burnout.

Chapter 5: Discussion

The previous chapter presented the findings of this qualitative study, which examined the experiences of Kyrgyzstani English language teachers, focusing on their motivations for engaging in fee-charging English private tutoring (EPT), the factors contributing to their burnout, its consequences, and the strategies they use to manage it. This chapter discusses the findings using Bronfenbrenner's (1994) ecological systems theory and Carver's Brief-COPE Scale (McIlvane et al., 2020), while situating them within the broader EPT and teacher burnout literature. The chapter is divided into four sections based on the following research questions:

1. What motivated Kyrgyzstani EFL teachers to undertake fee-charging EPT?
2. What factors contributed to the participants' burnout?
3. What are the consequences of the participants' burnout?
4. How do the participants manage burnout (i.e., their coping strategies)?

Revisiting the Theoretical Framework Adopted in this Study

This study was anchored in Bronfenbrenner's (1994) ecological systems theory, offering a multi-layered lens to explore the complex realities faced by Kyrgyzstani EFL teacher-tutors. Bronfenbrenner's model conceptualizes human development through nested systems that interact dynamically over time. The microsystem includes immediate environments—schools, tutorial centers, and family, while the mesosystem reflects the interplay between these contexts. The exosystem includes educational policies and institutional support; the macrosystem involves broader cultural and economic values, such as how English is socially valued and how teachers face financial pressures. The chronosystem captures how these layers evolve over time, such as through reforms or lack of regulation in EPT.

Additionally, this study incorporated Carver's Brief-COPE Scale (McIlvane et al., 2020), which categorizes coping strategies into three types: approach (e.g., planning, seeking support), avoidant (e.g., denial, withdrawal), and neutral (e.g., acceptance, religion). This framework helped analyze how participants manage emotional strain, acknowledging that coping effectiveness varies by context (see Chapter 2). Together, these frameworks will guide the interpretation of findings in the sections that follow.

RQ1: What Motivated the Participants to Provide Fee-Charging EPT?

Participants entered the EPT industry because of four key factors: *supplementary income, professional growth and personal fulfillment, flexibility and autonomy, and consumer-driven demand*. From the lens of Bronfenbrenner's (1994) Ecological Systems Theory, these motivations emerge from interactions across multiple systems—ranging from national salary policies and post-Soviet legacies (macrosystem) to school-level (exosystem) and teachers' personal needs (microsystem).

Additional Income

The analysis identified additional income as the primary motivator for participants to undertake EPT. This finding is consistent with global research on financial incentives as a major driver for teachers offering EPT, especially when school salaries are inadequate (e.g., Alam & Zhu, 2023; Kobakhidze, 2018; Liu & Bray, 2020; Rámila Díaz, 2023; Xiong et al., 2022). Although official data from Kyrgyzstan indicate rising teacher salaries—reportedly from 10,000 to 26,000 som (\$112 to \$293) since 2018 (Vesti.kg, 2024)—several participants still perceived their earnings as insufficient. Despite government pledges to increase education sector salaries (Bilim Akipress, 2025), financial concerns persist among educators, reinforcing the belief that teaching alone cannot ensure economic stability.

The financial struggles of Kyrgyzstani teachers mirror post-Soviet trends, where the collapse of the Soviet Union led to economic instability in education (Bagdasarova & Ivanov, 2009; DeYoung et al., 2006; Silova, 2009). Low salaries and challenging working conditions pushed teachers toward supplementary income through fee-based tutoring (Drummond & DeYoung, 2004; Kalikova & Rakhimzhanova, 2009; Vassilova, 2023). For example, according to Kalikova and Rakhimzhanova (2009), Kazakhstani teacher salaries during the early post-independence period averaged around 12,000 KZT (US\$100), equaling just 60% of the national average wage. Many teachers, especially the novice ones, engaged in fee-charging tutoring as a means of financial survival. Around 56.9% of students, participating in the study, believed that teachers turned to tutoring to supplement their income. Many also reported that teachers encouraged—or even pressured—they to attend private lessons. Thus, tutoring not only highlighted the teachers’ financial vulnerability but also raised ethical concerns.

Similar trends occurred in Syria and Yemen, where PT/EPT became a survival strategy for teachers amid prolonged conflict and economic instability (Bray & Hajar, 2023). Importantly, they viewed EPT as a source of financial autonomy, enabling them to control their income based on their skills and workload. This finding is consistent with prior studies (Kobakhidze, 2018; Petsiotis, 2022), which frames EPT as a “financial cushion” that offers stability during periods of economic uncertainty.

In Extract 1, Sonun described tutoring income as flexible, fluctuating based on student outcomes and parental satisfaction. This adaptability aligns with findings from Georgia (Kobakhidze, 2018) and Greece (Petsiotis, 2022), where teachers similarly benefited from merit-based financial rewards in PT. Kobakhidze’s (2018) ethnographic research in Georgia revealed that teachers in the shadow education sector responded to neoliberal pressures by tying their income to student outcomes, with financial success

depending heavily on reputation and exam performance—reflecting values that reward individual achievement and consumer satisfaction. Sonun’s experience mirrors this, as student achievement and teaching quality directly influenced consistency and income.

Similarly, Naryn noted that EPT income enabled investments in personal and professional development, helping to compensate for limited advancement opportunities in the public education system. This parallels the findings by Hua and Yung (2024), whose narrative inquiry into the careers of experienced English tutors in Mainland China showed that many reinvested their earnings into international education, advanced qualifications, or entrepreneurial ventures.

Career Advancement and Instructional Freedom

Teachers perceive EPT as an opportunity to refine their teaching skills and experience personal fulfillment by interacting with motivated learners. These insights align with prior studies in Kazakhstan, China, and Georgia, which emphasize EPT as a means of both professional and personal development (Hajar & Manan, 2025; Hua & Yung, 2024; Kobakhidze, 2018). For several participants, EPT was instrumental in early career development, offering teaching experience during their university years. By tutoring while studying, they embodied the idea of “learning from a learner” (Werbińska et al., 2019, p. 187).

EPT also allowed participants to maintain their English proficiency. Because English is not widely spoken in Kyrgyzstan, teachers often struggle to maintain fluency without regular use. Erkebubu explained that schools rarely offer full English immersion, whereas EPT allows teachers to use English exclusively. This aligns with research by Hajar and Mukhamediyeva (2025) and Vassilova (2023), who observed that Kazakhstani EFL teachers rely on tutoring to sustain and refine their language skills.

EPT offered teachers flexibility to experiment with pedagogical methods and tailor instruction to student needs. Their experiences support findings by Kobakhidze (2018) and Hajar and Karakus (2025), who argue that EPT provides greater instructional flexibility than formal education settings. For some, EPT opened the doors to educational entrepreneurship. Cholpon emphasized that EPT involves not only instruction but also managing a business, building professional relationships, and launching language courses. This reflects findings by Hajar and Karakus (2025), who observe that private tutors transition into private education entrepreneurship, gaining greater autonomy and career growth.

Moreover, EPT gave the participants a sense of self-fulfillment lacking in formal school. Tutoring motivated students was more rewarding for all participants than teaching in overcrowded schools, where time was mostly spent on classroom management. Seeing private students' progress strongly motivated them. Studies by Bray and Kwo (2014) in Hong Kong and Kobakhidze (2018) in Georgia found that PT enhances teachers' sense of accomplishment by letting them see their direct impact on students. Many participants described EPT as a liberating alternative to the bureaucracy of mainstream schooling. EPT gave them greater autonomy in planning and teaching, allowing them to focus on instruction over administrative tasks, which led to greater satisfaction and effectiveness. These experiences support Bray's (2024) and Kobakhidze's (2014) arguments about how EPT allows teachers to exercise agency in their immediate teaching environment.

EPT offered female participants a practical solution for maintaining career while managing caregiving responsibilities. Through designing their schedules in EPT, both Atyr and Erkebubu remained active in the profession during maternity leave. These findings support Hajar and Manan's (2025) study showing that EPT helps female educators sustain their professional identities despite limited institutional support for work–life balance.

Such gender-responsive flexibility of EPT reflects mesosystemic dynamics between teachers' professional and personal spheres.

Reflecting on participants' motivations highlights the relevance of Bronfenbrenner's (1994) model in understanding their experiences. The microsystem's influence is evident, as participants' work environments and daily interactions shaped their decision to pursue EPT. Additionally, the macrosystem played a role, as the undervaluation of teaching and rising demand for English proficiency created conditions that made EPT necessary and desirable. These insights show that motivations to provide EPT were shaped not in isolation but within interconnected systems influencing teachers' choices.

Consumer-Driven Demand

The study's findings suggest that consumer-driven demand significantly shapes Kyrgyzstani EFL teachers' engagement in EPT. Many participants entered EPT due to student and parent demand, caused by dissatisfaction with school English instruction. These findings align with studies by Bray and Kobakhidze (2015) in Hong Kong, Hua and Yung (2024) in China, and Hajar and Mukhamediyeva (2025) in Kazakhstan, showing a global trend of parents turning to PT/EPT to boost their children's academic performance. From an ecological systems perspective, growing reliance on PT/EPT reflects macrosystem-level dynamics—such as national education policies and exam pressures—that shape parental behavior and influence teacher decisions at the microsystem.

A key driver of this demand is parental concern about academic success, especially in high-stakes exams like the National Scholarship Test (NST). Bagdasarova and Ivanov (2009) found that the launch of university entrance exams in Kyrgyzstan greatly expanded the demand for tutoring. A surprising finding is that, although English is the third most chosen NST subject (CEATM, 2023), quality preparation courses and materials for it are

still limited. Erkebubu noted that many students, parents, and even teachers do not fully understand the test format, leading them to seek help from private tutors. This highlights how the exosystem (assessment policies) and the microsystem (student learning environments) interact to generate localized demand for EPT.

Additionally, student motivation plays a significant role in teachers' decisions to provide EPT. Unlike in state schools, where engagement varies, EPT attracts learners who are intrinsically or extrinsically motivated—for test prep, migration, career goals, or language improvement. Some students enroll voluntarily, while others attend under parental pressure, highlighting how mesosystem interactions—between families and tutorial centers—shape student attitudes and teacher experiences. This aligns with Ireson and Rushforth's (2014) findings in England, which show that parents view PT as a natural extension of their educational role—driven by a focus on academic success, belief in self-regulation, and confidence in supporting their child's learning. Whether they join PT/EPT voluntarily or due to parental pressure, students show more commitment and engagement than their peers in mainstream schools.

Another key factor sustaining the tutoring careers of Kyrgyzstani English teachers is word-of-mouth referrals. Participants noted that personal recommendations remain the most effective way to attract students. Although some tutors tried Instagram ads, informal networks remain the primary recruitment channel. This supports findings by Verger et al. (2016) and Hajar and Karakus (2025), who show that social and professional networks drive the expansion of EPT across educational settings. In Bronfenbrenner's (1994) framework, these personal networks and evolving roles form part of the mesosystem, where ties between teachers, families, and communities reinforce EPT's growth and sustainability.

Overall, at the microsystem, teachers' daily interactions with parents and students created pressure to meet rising expectations for private instruction. Meanwhile, macrosystem forces—such as the growing emphasis on education and the value of English for future opportunities—shaped the increasing reliance on supplementary tutoring. This perspective shows that teachers' involvement in EPT was not just a response to local needs but was rooted in broader social and cultural forces that continue to shape educational practices.

RQ2: What Factors Caused the Participants' Burnout?

This section explores the causes of burnout among Kyrgyzstani English teacher-tutors by linking key themes from the data to existing literature. The discussion is framed by Bronfenbrenner's (1994) ecological systems theory, which offers a layered view of how micro-, meso-, exo-, macro-, and chronosystemic forces interact to shape burnout.

Microsystem: Daily Realities of English Language Teaching and Tutoring

At the microsystem, participants experienced burnout due to pressure over pronunciation accuracy, with minor errors causing anxiety under student scrutiny. These findings align with Sulis et al. (2023), who highlight widespread foreign language anxiety among English teachers working in non-native contexts. Furthermore, participants frequently cited the cognitive fatigue from switching between English, Kyrgyz, and Russian. Within Bronfenbrenner's (1994) framework, these stressors reflect microsystemic pressures or day-to-day interactions teachers face in their teaching environments. As Mischo (2014) elaborates, the microsystem includes not only the teacher and learners but also the ongoing interaction patterns (questioning and feedback), making the microsystem a dynamic space of both support and stress.

Participants also emphasized English's symbolic role in Kyrgyz society. Teachers are not only expected to teach but also to represent global culture and act as aspirational

figures for students. It intensifies emotional and identity-related pressures. Naryn's view of "performing fluency" captures this reality and echoes research on the emotional toll of self-monitoring and identity performance in English language teaching (Horwitz, 1996; Hua & Yung, 2024).

Mesosystem: Institutional Interactions and Intersecting Contexts

At the mesosystem, burnout among participants navigating passive classroom cultures in schools and high expectations in EPT, both of which place significant emotional demands on them. These findings mirror patterns identified by Kobakhidze (2018) in Georgia and Hajar and Mukhamediyeva (2025) in Kazakhstan, where teachers balancing dual roles reported emotional strain and conflicting responsibilities. Hajar and Mukhamediyeva's (2025) qualitative study of eight English teachers in Kazakhstan showed how emotional fatigue and identity tensions emerged as they balanced responsibilities in both school and tutoring settings. These challenges were worsened by inequitable treatment from center owners, high parental demands, and the need to tutor to sustain their livelihoods. The study emphasized that teachers often felt trapped between the conflicting expectations of both institutions. This dynamic illustrates Bronfenbrenner's (1994) mesosystem concept, where interactions between schools and EPT create additional stressors.

Several participants expressed dissatisfaction with professional development initiatives, describing them as ineffective due to a lack of English-specific focus and delivery by non-experts. This concern echoes the findings of Hua and Yung (2024) about training, which misaligns with the instructional needs of English tutors. Participants also are expected to help students with essay writing typically tied to other language subjects. A similar trend appears in Rámila Díaz's (2023) study of English tutors in France, where six participants reported challenges navigating blurred boundaries. Such experiences

underscore how fragmented institutional structures lead to professional fatigue. Viewed through the ecological framework, burnout among teacher-tutors emerged not from isolated challenges but from persistent tensions across interconnected systems. Conflicting expectations and poor coordination between the microsystem and mesosystem—particularly between schools and tutoring centers—heightened emotional and professional strain. This ongoing negotiation of overlapping roles illustrates the complexity of the mesosystem and its contribution to teacher-tutor burnout.

Exosystem: Institutional Influences on EFL Teacher-Tutors

At the exosystem of Bronfenbrenner's (1994) model, burnout is shaped by institutional structures that indirectly affect teachers' day-to-day environments. These include regional education departments, professional development programs, and broader governance mechanisms. In this study, burnout was linked to a lack of methodological support and limited access to supervisors with adequate English proficiency. Participants noted that classroom observations felt superficial, with feedback lacking subject relevance or practical value. These perspectives align with Pan and Zhou's (2023) findings, which show that teacher-tutors work without subject-relevant supervision.

The exosystem is crucial in shaping teachers' work environments indirectly—through policy decisions, administrative support, and resource allocation. In Kyrgyzstan, these structural gaps heighten professional isolation among English teachers, particularly in rural areas. The marginalization of English in national education policy further contributes to teacher demotivation, as participants felt institutional priorities favor other subjects, leaving English instruction under-resourced and undervalued.

Macrosystem: Societal and Economic Pressures on Language Teacher-Tutors

At macrosystem, broader sociocultural and economic dynamics exacerbate the participants' burnout. Some participants noted that declining societal regard for English—

when not linked to overseas opportunities—diminishes the perceived value of their work. Both parental and student engagement with English reflected a transactional mindset, focused narrowly on short-term academic gains or access to international mobility. This pattern echoes Hajar and Mukhamediyeva's (2025) findings, where unrealistic parental expectations and assumptions that financial investment in EPT should produce rapid results intensified teacher stress and led to emotional exhaustion. The societal undervaluation of teaching and the growing transactional view of English education highlight the macrosystem's powerful role in shaping teachers' sense of purpose, identity, and emotional well-being. These broader societal influences help explain why many participants felt isolated and disillusioned despite their commitment to education.

Chronosystem: Time-Related Changes and Long-Term Burnout

The cumulative impact of shifting education policies, technological change, and evolving professional expectations contributes to participant burnout at the chronosystem. Participants reported a gradual decline in motivation and well-being, with several considering leaving the profession due to persistent fatigue. These experiences reflect longitudinal patterns described by MacIntyre et al. (2020) and Griffiths (2023), who argue that ongoing institutional neglect and instability contribute to declining teacher engagement over time. Griffiths (2023), drawing on both research and teacher narratives, further describes burnout as a long-ignored but pervasive issue in education. She identifies emotional exhaustion, lack of administrative support, and the devaluation of teacher perspectives as major contributors to long-term burnout, which also can undermine student outcomes and the overall education system.

Erkebubu also cited geopolitical disruptions and the cancellation of international programs discouraging, especially when national institutions failed to provide meaningful alternatives. This mirrors consequences seen under China's Double Reduction Policy,

where abrupt regulatory changes left teacher-tutors vulnerable and unsupported (Hua & Yung, 2024). Participants also identified AI and intensifying market competition as future challenges, raising concerns about the long-term viability of EPT in a rapidly evolving educational landscape (Zhang & Bray, 2020). These findings underscore the relevance of Bronfenbrenner's (1994) model, particularly the chronosystem's role in shaping teacher-tutors' long-term experiences. The gradual buildup of professional fatigue, combined with shifting policies and societal expectations, reveals how life-course changes intensify burnout and career uncertainty.

RQ3: What Are the Consequences of Burnout as Experienced by the Participants?

This section examines the consequences of burnout among Kyrgyzstani EFL teacher-tutors. As shown in Chapter 4, these consequences fall into three main categories: heightened stress causing physical and mental health issues, strained interpersonal relationships, and increasing uncertainty about their professional future. Each category will be examined further and discussed in relation to the relevant literature.

Increased Stress, Anxiety, and Health Impact

This study found that burnout among Kyrgyzstani EFL teacher-tutors leads to significant psychological and physical health consequences, including chronic stress and anxiety, often without sufficient recovery time. These accounts reflect emotional exhaustion as the core symptom of burnout, arising from sustained, unmanaged stress (Maslach & Leiter, 2016). Constant transitions between school and EPT created little room for rest. This aligns with Saloviita and Pakarinen (2021), whose large-scale study of 4,567 Finnish primary teachers found that inadequate institutional support—the lack of assistance in inclusive classrooms—led to higher burnout. Although class size showed only a minimal correlation, the availability of teaching assistants reduced emotional exhaustion and depersonalization.

Forgetfulness and concentrating difficulty, noted by Sonun, reflect the impact of chronic stress on memory and emotional regulation. MacIntyre et al. (2020) observed similar patterns, reporting cognitive decline as a common outcome of teacher stress. Participants also experienced fatigue, vision issues, posture problems, and emotional irritability. More severe outcomes included hospitalization and reproductive complications: Cholpon was hospitalized with chronic fatigue, and Erkebubu linked her frozen pregnancy to stress. Earlier studies (e.g., Hakanen et al., 2006; Pyhältö et al., 2020) also link burnout with physical exhaustion and health issues.

Female participants reported severe health effects, including reproductive health. This supports prior research indicating that women are more vulnerable to burnout due to the combined burden of work and domestic responsibilities (Greenglass & Burke, 2003; Klapproth et al., 2020). In a cross-sectional study of 380 German teachers during the COVID-19 lockdown, Klapproth et al. found that female teachers experienced significantly higher stress than their male counterparts. Nevertheless, women used more functional coping strategies—such as active problem-solving and seeking emotional support—than men.

Overall, these findings support Griffiths' (2023) assertion that burnout is a cumulative condition shaped by both internal pressures (e.g., perfectionism) and external stressors (e.g., financial insecurity).

Strained Personal Relationships

The findings revealed that burnout significantly influences the personal lives of participants, particularly familial and social relationships. When they are emotionally and physically drained from managing multiple roles, they struggle to engage meaningfully with family members. These experiences align with Brady and Wilson's (2021) findings that emotional overload from teaching infiltrates home life, prompting teachers to adopt

coping strategies such as avoiding work at home to preserve mental space. However, maintaining these boundaries is difficult—especially when EPT obligations extend into evenings and weekends, limiting rest and family time.

In Kyrgyzstan, many teachers' performing additional roles intensifies the work-life imbalance, especially for women, who shoulder caregiving duties. Klapproth et al. (2020) and Griffiths (2023) highlight how such dual burdens contribute to higher stress and relational strain, a pattern mirrored in this study where most participants were women navigating both professional and domestic responsibilities. Psychologically, these accounts illustrate depersonalization (Maslach et al., 2001). While applied to teacher–student interactions, this detachment was also present in participants' personal lives. MacIntyre et al. (2020) similarly note that emotional exhaustion eroded interpersonal support and heightened feelings of loneliness and disconnection among teachers.

Babic et al. (2023) also observe that mid-career teachers balancing multiple roles struggle to maintain boundaries, as professional stress spills into family life. Cholpon's decision to leave her school job and limit EPT was a turning point—a coping strategy to reclaim time and reconnect with her loved ones. Her experience highlights the value of workload flexibility in mitigating burnout's relational effects.

Career Uncertainty

As data analysis identified, career uncertainty is a major consequence of burnout among Kyrgyzstani EFL teacher-tutors. Participants attributed emotional exhaustion, doubts about their long-term future, and thoughts of leaving the profession to juggling dual roles, lack of recognition, financial instability, and insufficient institutional support. Cholpon described an internal conflict—feeling both professionally fulfilled and emotionally exhausted. She expressed a strong need for rest and recovery, noting that without it, she might have to leave either her school position or EPT. Her experience aligns

with Pyhältö et al. (2020) and Maslach et al. (2001), who emphasize that burnout undermines professional efficacy and long-term commitment. Similarly, Naryn questioned the meaning and value of his career—a sentiment echoed in Saloviita and Pakarinen (2021), who link burnout to diminished accomplishment and growing regret about one’s professional path.

By highlighting the tension between emotional investment and economic survival, Atyr mentioned that financial pressure was a stronger motivator for her career reconsideration. This aligns with Sulis et al. (2023), who describe “reality shock” as common among early-career teachers. Many enter the profession with idealism but encounter emotional exhaustion and financial need leading to reconsidering their future.

Importantly, career uncertainty did not stem only from current stress but also from a lack of future clarity. Teachers struggled to envision sustainable pathways in education, especially under the dual burden of school teaching and EPT. This reflects findings by MacIntyre et al. (2020), who surveyed over 600 language teachers globally during the early months of the COVID-19 pandemic. Their study revealed that the emergency transition to online teaching intensified stress due to blurred work-life boundaries, insufficient training, and rapid institutional changes. Teachers using avoidant coping strategies (e.g., denial, disengagement, self-blame) were more likely to experience heightened anxiety, sadness, and burnout, while those using approach-oriented strategies (e.g., planning, seeking support) reported greater well-being and resilience. These parallels suggest that even beyond crisis contexts, professional insecurity and lack of structural support can erode teacher confidence and long-term engagement.

Overall, drawing on Bronfenbrenner’s (1994) framework, the findings illustrate the burnout emerges not merely from individual fatigue but from cumulative pressures across multiple systems. At the microsystem, emotional exhaustion disrupted participants’ health

and strained family relationships. At the mesosystem, conflicting demands from school and tutoring intensified isolation and stress. Macrosystemic factors—such as the societal undervaluation of teaching and economic reliance on EPT—reinforced career uncertainty and weakened long-term commitment. Over time, as captured by the chronosystem, persistent systemic neglect and shifting educational landscapes deepened disillusionment. These insights highlight the urgent need for holistic approaches to teacher well-being that consider the complex, layered nature of burnout across different stages of teachers’ professional and personal trajectories.

RQ4: How Do the Participants Manage Burnout (i.e., Their Coping Strategies)?

This section discusses the methods Kyrgyzstani English teacher-tutors adopt to manage their burnout. Using Carver’s Brief-COPE framework (1997, as cited in MacIntyre et al., 2020), participants’ strategies were categorized into approach, avoidant, and neutral coping styles.

Approach-Oriented Coping Strategies

The most common strategies reported by research participants included taking breaks, adjusting workloads, reevaluating priorities, seeking emotional support, and setting boundaries. These align with Brief-COPE subscales such as active coping, planning, acceptance, and emotional support. For instance, Bilimbek reduced his teaching load and raised his rates to maintain income while easing workload pressure. Additionally, several participants redefined their professional goals to align with personal well-being. As Asylzat reflected: “Last year, I focused on money, but this year, I’m prioritizing my health...” This shift reflects Tedeschi and Calhoun’s (2004) description of growth during adversity. Moreover, all participants relied on support from either family or professionals. For example, Naryn and Erkebubu received household support and counseling services for

emotional regulation. These practices underscore the importance of social support in managing burnout (Gustems-Carnicer & Calderón, 2013; MacIntyre et al., 2020).

Several participants mentioned self-reflection and simplifying their work routines to maintain emotional balance. They also separated work from personal life. These strategies align with research emphasizing the effectiveness of planning and boundary-setting as coping mechanisms (Mercer & Gregersen, 2020). Additionally, hobbies enabled participants to recharge physically and emotionally, by improving their well-being (Seligman, 2011).

Avoidant and Neither Approach nor Avoidant Strategies

Some participants adopted avoidant strategies, such as distraction, denial, and disengagement, which offer short-term relief but increase stress over time (Carver & Connor-Smith, 2010).

Two participants (Cholpon and Atyr) turned to religion as a source of emotional support. While not directly addressing the stressors, their religious practices offered stability and spiritual grounding (Taku et al., 2008).

Carver's Brief-COPE framework provided valuable insights into how participants navigated the emotional and professional challenges of burnout. Many participants adopted proactive methods to sustain their well-being despite systemic pressures. However, the presence of avoidant responses also underscores the limits of individual agency when structural issues remain unaddressed. These findings highlight that coping is not a static process but is shaped by the interaction between personal resilience and environmental constraints.

Conclusion

This chapter interpreted the findings from Chapter 4 in relation to existing research, drawing on Bronfenbrenner's (1994) ecological systems theory and Carver's Brief-COPE

Scale (McIlvane et al., 2020) as guiding frameworks. Accordingly, it examined the key motivations behind Kyrgyzstani English language teachers' involvement in fee-based EPT, the systemic and emotional stressors contributing to their burnout, the effects of burnout on their professional and personal well-being, and the coping strategies they used to navigate these challenges.

Chapter 6: Conclusion

The previous chapter discussed the main findings of the present study, which examined the underlying causes of burnout among English language teacher-tutors in Kyrgyzstan, as well as the factors motivating their engagement in English private tutoring (EPT). The study also explored the consequences of burnout and participants' coping strategies. This final chapter presents the main conclusions, discusses the study's strengths and limitations, and offers implications for policy and practice.

Major Conclusions of the Study

This study examined motivations, burnout factors, consequences, and coping strategies of Kyrgyzstani EFL teacher-tutors, using Bronfenbrenner's (1994) ecological systems theory and Carver's Brief-COPE Scale (McIlvane et al., 2020).

Financial need was the most consistently reported motivation, echoing international findings (Bray & Hajar, 2023; Khaydarov, 2020; Petsiotis, 2022). Some participants claimed that the low salaries in Kyrgyzstani state schools necessitated tutoring as an additional source of income. Opportunities for professional development and personal fulfillment motivate schoolteachers to provide EPT (Khaydarov, 2020; Kobakhidze, 2018; Šťastný et al., 2021; Werbińska et al., 2019). Several participants enhanced their understanding of educational entrepreneurship through EPT, supporting claims that it helps teachers expand pedagogical expertise and pursue diverse career paths (Hajar & Karakus, 2025; Hajar & Manan, 2025).

Many participants were motivated by the autonomy and fulfillment EPT offered, particularly in working with motivated students, unlike in mainstream schools constrained by time and low engagement (Bray & Kwo, 2014; Hajar & Karakus, 2025; Hua & Yung, 2024).

Consumer-driven demand also was significant in participants' decisions to enter the EPT market (Ball & Youdell, 2008; Ghosh & Bray, 2020; Gupta, 2021). The high demand for English tutors was driven by students' and parents' aspirations to pass standardized tests, pursue migration, or achieve professional advancement.

Burnout among Kyrgyzstani English teacher-tutors stems from a complex interplay of factors across multiple ecological levels. Within the microsystem, emotional labor in classroom interactions, concerns about pronunciation and accent, and the pressure to project native-like fluency, are significant sources of stress. This finding supports previous research showing that foreign language anxiety and the burden of linguistic self-monitoring are especially pronounced among non-native English teachers (Horwitz, 1996; Hua & Yung, 2024; Sulis et al., 2023).

The mesosystem analysis reveals that inadequate training and conflicting institutional expectations increased professional strain—mirroring international patterns (Hajar & Mukhamediyeva, 2025; Kobakhidze, 2018; Rámila Díaz, 2023). Language teachers also express frustration with professional development programs overlooking the needs of English instruction (Hua & Yung, 2024). At the exosystem, poor access to methodological support and unequal growth opportunities exacerbated participants' isolation and emotional strain (Pan & Zhou, 2023; Trent, 2016; Zhang, 2023).

At the macrosystem, the declining status of EFL teaching and the instrumental view of education, undermine teacher motivation and professional commitment (Hajar & Mukhamediyeva, 2025; Steiner-Khamsi & Keuren, 2008; Verger et al., 2016). At the chronosystem, prolonged systemic neglect, growing competition within the EPT sector, and the rise of AI contribute to emotional exhaustion among language teachers (Griffiths, 2023; MacIntyre et al., 2020; Zhang & Bray, 2020).

Regarding consequences, the burnout among participants manifests in three major ways: serious health issues, strained personal relationships, and growing career uncertainty. Participants reported emotional exhaustion, chronic fatigue, and, in some women, reproductive complications requiring hospitalization—highlighting gendered vulnerabilities in the profession (Greenglass & Burke, 2003; Klapproth et al., 2020). Burnout strained family dynamics, as teachers experienced emotional detachment and conflict due to heavy workloads and insufficient rest (Brady & Wilson, 2021; MacIntyre et al., 2020). This emotional withdrawal resembled depersonalization (Maslach et al., 2001). Additionally, career-related doubts emerged as teachers struggled to reconcile their professional commitment with exhaustion. Overall, burnout is a cumulative condition shaped by overlapping personal, professional, and institutional pressures (Griffiths, 2023; Schonfeld & Bianchi, 2016).

Many participants adopted approach-oriented strategies to manage burnout-related pressures. They adjusted their workloads, prioritized well-being, sought emotional and social support, set clearer professional boundaries, and engaged in leisure activities. These methods improve emotional regulation and resilience in teaching (MacIntyre et al., 2020; Seligman, 2011). Many also engaged in self-reflection and realigned their professional goals, reflecting growth through adversity as articulated by Tedeschi and Calhoun (2004). Fewer participants used avoidant strategies like denial or disengagement, but those who did experienced greater emotional strain (Carver & Connor-Smith, 2010; MacIntyre et al., 2020). Some participants turned to religion, representing a “neither approach nor avoidant” category in Carver’s Brief-COPE framework, that provided spiritual support (Taku et al., 2008).

Strengths and Limitations of the Study

A major strength of this research is its contribution to addressing a significant empirical gap within Kyrgyzstani educational landscape. EPT in Kyrgyzstan received limited scholarly attention, with the most relevant investigations dating back more than a decade (Bagdasarova & Ivanov, 2009; Silova, 2009). Although teacher burnout (e.g., Griffiths, 2025; Griffiths et al., 2020; Sulis et al., 2024) and tutor well-being (e.g., Djan, 2022; Kwafo, 2024) were studied independently, there is a lack of empirical research examining burnout among educators who simultaneously serve as schoolteachers and private tutors. To the best of my knowledge, the only empirical study exploring the burnout of Kazakhstani language teacher-tutors was Hajar and Mukhamediyeva (2025). The present study is the first to investigate this phenomenon among educators in Kyrgyzstan. This qualitative study provides valuable insights into a largely neglected but increasingly relevant area of research. Using Bronfenbrenner's (1994) model, the research shifts the focus from an individualized understanding of burnout to considering how institutional, societal, and policy-level dynamics interact with personal and professional pressures, thus, leading to language teacher-tutor burnout.

The use of a qualitative multiple case study approach (Creswell, 2013; Yin, 2009) facilitates an in-depth investigation of burnout across various school contexts in Southern Kyrgyzstan. The combination of narrative writing and semi-structured interviews strengthens the depth and credibility of the data through triangulation, which enhanced data credibility, depth, and richness by capturing and cross-validating multiple facets of participants' experiences. Narrative writing allowed participants to deeply reflect on their experiences (Barkhuizen & Wette, 2008; Hajar, 2018), while semi-structured interviews offered opportunities to clarify complex experiences (Kallio et al., 2016; Mirhosseini, 2020).

This study has some limitations contextualizing its contributions. First, the small sample size of eight English teacher-tutors, all from southern Kyrgyzstan, limits the generalizability of the findings. While the case study enabled in-depth exploration, it may not reflect the broader diversity of teacher experiences across regions and schools. Future research should include more geographically diverse samples to explore the impact of location and context on burnout and coping.

Second, while valuable for uncovering nuanced and contextually embedded experiences, using only qualitative methods may limit the ability to identify broader trends among EFL teacher-tutors. Incorporating a mixed-methods design in future research could complement rich qualitative insights with quantitative data, enabling comparisons across teaching experiences, genders, institutions, and types of PT.

Third, although the study briefly captured participants' views on potential government regulation of the EPT sector, this issue could not be fully explored within the scope of the current thesis. Future studies on teacher perspectives regarding EPT regulation and quality would enrich shadow education policy debates.

Finally, although gendered patterns of burnout were noted, the intersection of teaching and domestic roles was not analyzed. Future research should examine how gender shapes burnout, resilience, and career progression in both school and PT/EPT.

Acknowledging these limitations, the present study highlights important avenues for future inquiry into the professional well-being of EFL teacher-tutors in evolving educational landscapes.

Implications of This Study

Based on findings, several key policy and practice-oriented implications emerge to support educators' well-being and improve the quality of EPT in Kyrgyzstan. A key implication is the need for a formal regulatory framework to monitor and oversee the EPT

sector. As shown in research from Cambodia (Hammond, 2018), Egypt (Ille & Peacey, 2019), and Georgia (Kobakhidze, 2018), the absence of regulation poses serious risks, including educational corruption and grade inflation. Prohibiting schoolteachers from privately tutoring their enrolled students would be a critical step toward safeguarding academic integrity. Regulations should also mandate tutor registration and accountability to uphold ethical standards in EPT.

Additionally, the study highlights the need for systemic improvements in teacher pay, status, and working conditions. All participants reported that low salaries were a primary driver for seeking supplementary income through EPT. As noted in prior studies (Bray & Kwo, 2014; Hajar & Manan, 2025), improving official teacher salaries and working conditions could significantly reduce the financial pressures that push educators into dual employment and help alleviate the emotional exhaustion from excessive workloads. The study also recommends a regulatory body monitor private tutors' qualifications. Establishing minimum teaching qualifications and certification requirements would protect students, enhance parental confidence, and contribute to the professionalization of the EPT sector. As some participants noted, such measures could prevent the erosion of educational standards and reinforce public trust in tutoring.

Schools and educational authorities should prioritize teacher well-being as an integral component of educational quality. School leaders should implement counseling services, professional mentoring, stress management workshops, and peer support groups to address emotional exhaustion for teachers. Echoing Griffiths (2023), teacher well-being should be treated as a systemic priority affecting student outcomes. Finally, policymakers should consult teachers when designing regulations impacting their professional lives. Recognizing teachers as key stakeholders can make the education system more responsive and sustainable.

Recommendations for Future Research

Building on this study's findings, several recommendations can guide future research on EFL teacher-tutors' experiences within PT/EPT and formal education.

First, future studies would benefit from employing a mixed-methods approach combining qualitative and quantitative techniques. Integrating survey data with in-depth interviews would allow researchers to identify patterns across larger populations. Such approach could facilitate comparisons across teaching experience, institutions, genders, and geographical locations, by enhancing the findings' depth.

Second, beyond teachers, it would be valuable to incorporate the perspectives of tutorial center administrators, educational policymakers, and especially parents. Moreover, understanding parental expectations and motivations would offer important insights into the external pressures faced by EFL teacher-tutors.

Third, further research can explore the gendered dimensions of burnout among language teachers. Preliminary findings from this study suggest that women may face distinct challenges in balancing professional and domestic responsibilities. Focused inquiry into how gender intersects with workload, emotional labor, and coping strategies would deepen understanding of language teacher well-being and inform targeted support policies.

Another area for future inquiry is professional identity negotiation of teacher-tutors in Kyrgyzstan. This underexplored dimension may reveal how teacher-tutors navigate the conflicting demands of dual roles in formal education and PT/EPT, and how these tensions shape their professional coherence and emotional resilience.

Lastly, future research should examine how digital innovations are reshaping EPT. Investigating the challenges of online tutoring platforms for both teachers and students would be critical to understanding professional demands for EFL teachers.

Final Reflections

Overall, this study contributed to a deeper understanding of the multifaceted nature of English teacher-tutor burnout in Kyrgyzstan, by showing how participants navigate these challenges with creativity and reflection, and continue to provide EPT by overcoming their struggles in formal education.

As Kyrgyzstan reforms education and prioritizes English, teacher sustainability must become a key concern. Teacher-tutors should be supported, valued, and empowered—rather than expected to survive. They must be seen not just as reform agents but as professionals whose well-being is vital to system success. By doing so, we safeguard the future they help shape.

References

- Abdel-Moneim, M. A. (2021). In search of a school façade: Explaining the centrality of private tutoring among high-performing students in Egypt. *International Journal of Educational Development*, 83, 102384. <https://doi.org/10.1016/j.ijedudev.2021.102384>
- Abdybekova, N. A. (2021). *Pedagogical conditions of using Google Classroom in online lessons*. Alatoo Academic Studies.
- Abu-Shawish, R., & Romanowski, M. H. (2022). Teachers' understandings of the social and professional support needed to implement change in Qatar. *Heliyon*, 8(1), e08818. <https://doi.org/10.1016/j.heliyon.2022.e08818>
- Ahn, E. S., & Smagulova, J. (2022). English language choices in Kazakhstan and Kyrgyzstan. *World Englishes*, 41(1), 9–23. <https://doi.org/10.1111/weng.12552>
- Ahmad, S., Wasim, S., Irfan, S., Gogoi, S., Srivastava, A., & Farheen, Z. (2019). Qualitative vs. quantitative research—A summarized review. *Journal of Evidence Based Medicine and Healthcare*, 6, 2828–2832. <https://journals.indexcopernicus.com/api/file/viewByFileId/916903.pdf>
- Akynova, D., Zharkynbekova, S., Agmanova, A., Aimoldina, A., & Dalbergenova, L. (2014). Language choice among the youth of Kazakhstan: English as a self-representation of prestige. *Procedia - Social and Behavioral Sciences*, 143, 228–232. <https://doi.org/10.1016/j.sbspro.2014.07.393>
- Alam, M. B., & Zhu, Z. (2023). Teaching in the shadows: Exploring teachers' intentions and behaviors towards private tutoring in Bangladesh. *Heliyon*, 9, e12534. <https://doi.org/10.1016/j.heliyon.2022.e12534>
- Allen, D. (2016). Japanese cram schools and entrance exam washback. *The Asian Journal of Applied Linguistics*, 3(1), 54–67. <https://caes.hku.hk/ajal/index.php/ajal/article/view/338>

- Amantay, A., Myrzabayeva, A., & Karabay, A. (2017). Kazakhs should speak Kazakh: Language policy realization in urban Kazakh families. *NUGSE Research in Education*, 2(2), 13–20. <https://www.researchgate.net/publication/322580782>
- Anderson, K. H., Pomfret, R., & Usseinova, N. (2004). Education in Central Asia during the transition to a market economy. In S. P. Heyneman & A. J. DeYoung (Eds.), *The challenges of education in Central Asia* (pp. 131–153). Information Age Publishing.
- Babic, S., Mairitsch, A., Mercer, S., & King, J. (2023). Language teachers' capitals as resources for wellbeing across the career trajectories. *European Journal of Teacher Education*, 46(5), 587–605. <https://doi.org/10.1080/02619768.2023.2280530>
- Bagdasarova, N., & Ivanov, A. (2009). Private tutoring in Kyrgyzstan. In I. Silova (Ed.), *Private Supplementary Tutoring in Central Asia: New Opportunities and Burdens* (pp. 119–142). UNESCO-IIEP. <https://etico.iiep.unesco.org/sites/default/files/2017-09/185116E.pdf#page=113>
- Baker, D. P. (2005). Demand for achievement: The worldwide growth of shadow education system. In D. P. Baker & G. K. LeTendre (Eds.), *National differences, global similarities* (pp. 1–24). Stanford University Press.
- Baker, D. P. (2020). An inevitable phenomenon: Reflections on the origins and future of worldwide shadow education. *European Journal of Education*, 55(3), 311–315. <https://doi.org/10.1111/ejed.12410>
- Ball, S. J., & Youdell, D. (2008). *Hidden privatization in public education*. Education International. <https://www.right-to-education.org/resource/hidden-privatisation-public-education>
- Barkhuizen, G., & Wette, R. (2008). Narrative frames for investigating the experiences of language teachers. *System*, 36(3), 372–387. <https://doi.org/10.1016/j.system.2008.02.002>

- Baez, B. (2007). Thinking critically about the “critical”: Quantitative research as social critique. *New Directions for Institutional Research*, 133, 17–23.
<https://doi.org/10.1002/ir.20118>
- Bell, J. (2005). *Doing your research project: A guide for first-time researchers in education, health, and social science* (4th ed.). Open University Press.
- Bell, E., & Bryman, A. (2007). The ethics of management research: An exploratory content analysis. *British Journal of Management*, 18(1), 63–77. <https://doi.org/10.1111/j.1467-8551.2006.00487.x>
- Bengard, A. (2021, October 14). Pochti 60 protsentov molodykh uchiteley ukhodyat iz shkoly v techenie pervykh tryokh let [*Almost 60 percent of young teachers leave school within the first three years*]. 24.kg. https://24.kg/obschestvo/210351_pochti-60-protsentov-molodyh-uchiteley-uhodyat-iz-shkoly-v-techenie-pervyh-treh-let/
- Bloomberg, L. D., & Volpe, M. (2019). *Completing your qualitative dissertation: A road map from beginning to end* (4th ed.). SAGE.
- Bogdan, R. C., & Biklen, S. K. (1998). *Qualitative research in education: An introduction to theory and methods* (3rd ed.). Allyn & Bacon.
- Boufooy-Bastick, B. (2014). Culturometric constructions of teacher identities: Professional development versus global neoliberal performativity. In B. Boyd, B. Szplit, & A. Zbróg (Eds.), *Teachers and teacher educators as learners* (pp. 123–135). University of Cumbria Press.
- Brady, J., & Wilson, E. (2021). Teacher wellbeing in England: Teacher responses to school-level initiatives. *Cambridge Journal of Education*, 51(8), 1059–1076.
<https://doi.org/10.1080/0305764X.2020.1775789>

- Brasfield, M. W., Lancaster, C., & Xu, Y. J. (2019). Wellness as a mitigating factor for teacher burnout. *Journal of Education*, 199(3), 166–178. <https://us.sagepub.com/en-us/journals-permissions>
- Bray, M. (1999). *The private costs of public schooling: Household and community financing*. UNESCO/IIEP.
- Bray, M. (2003). Community initiatives in education: Goals, dimensions, and linkages with governments. *Compare: A Journal of Comparative and International Education*, 33(1), 31–45. <https://doi.org/10.1080/03057920302598>
- Bray, M. (2006). Private supplementary tutoring: Comparative perspectives on patterns and implications. *Compare*, 36(4), 515–530. <https://doi.org/10.1080/03057920601024974>
- Bray, M. (2013). Benefits and tensions of shadow education: Comparative perspectives on the roles and impact of private supplementary tutoring in the lives of Hong Kong students. *Journal of International and Comparative Education*, 2(1), 18–30. <https://doi.org/10.14425/00.45.72>
- Bray, M. (2021). Teachers as tutors, and tutors as teachers: Blurring professional boundaries in changing eras. *Teachers and Teaching: Theory and Practice*, 27(7–8), 682–695. <https://doi.org/10.1080/13540602.2021.2019700>
- Bray, M. (2021). Shadow education in Europe: Growing prevalence, underlying forces, and policy implications. *ECNU Review of Education*, 4(3), 442–475. <https://doi.org/10.1177/2096531119890142>
- Bray, M. (2023). Shadow education in Asia and the Pacific: Features and implications of private supplementary tutoring. In W. O. Lee, P. Brown, A. L. Goodwin, & A. Green (Eds.), *International Handbook on Education Development in the Asia-Pacific* (pp. 159–181). Springer. https://doi.org/10.1007/978-981-16-2327-1_10-2

- Bray, M. (2024). Timescapes of shadow education: Patterns and forces in the temporal features of private supplementary tutoring. *Globalisation, Societies and Education*, 22(5), 890–903. <https://doi.org/10.1080/14767724.2022.2143330>
- Bray, M., & Hajar, A. (2023). *Shadow education in the Middle East: Private supplementary tutoring and its policy implications*. Taylor & Francis.
<https://library.oapen.org/bitstream/handle/20.500.12657/75940/>
- Bray, M., & Kobakhidze, M. N. (2015). Evolving ecosystems in education: The nature and implications of private supplementary tutoring in Hong Kong. *Prospects*, 45, 465–481.
<https://link.springer.com/article/10.1007/s11125-015-9353-2>
- Bray, M., & Kwo, O. (2014). *Regulating private tutoring for public good: Policy options for supplementary education in Asia*. UNESCO/CERC.
<https://hub.hku.hk/handle/10722/196415>
- Bray, M., & Lykins, C. (2012). *Shadow education: Private supplementary tutoring and its implications for policy makers in Asia*. Asian Development Bank.
- Brewer, D., & Goldman, C. A. (2009). The imperative and challenges of large-scale education reform: The case of Qatar. In O. Abi-Mershed (Ed.), *Trajectories of Education*. Georgetown University Press.
- Bronfenbrenner, U. (1994). Ecological models of human development. *International Encyclopedia of Education*, 3(2), 37–43. <https://www.ncj.nl/wp-content/uploads/media-import/docs/6a45c1a4-82ad-4f69-957e-1c76966678e2.pdf>
- Buchmann, C., Condrón, D. J., & Roscigno, V. J. (2010). Shadow education, American style: Test preparation, the SAT, and college enrollment. *Social Forces*, 89(2), 435–461.
<https://doi.org/10.1353/sof.2010.0105>
- Byrne, B. M. (1998). *Structural equation modeling with LISREL, PRELIS, and SIMPLIS: Basic concepts, applications, and programming*. Lawrence Erlbaum Associates.

- Byrne, D., & Callaghan, G. (2022). *Complexity theory and the social sciences: The state of the art*. Routledge. <https://doi.org/10.4324/9781003213574>
- Candeias, A. (2020). Stress: The disease of the 21st century. *Health Problems of Civilization*, 14(1), 1–7. <https://www.termedia.pl/Journal/-74/pdf-42390-10?filename=Candeias%20Stress.pdf>
- Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology*, 56(2), 267. <https://doi.org/10.1037/0022-3514.56.2.267>
- Chankseliani, M. (2017). Charting the development of knowledge on Soviet and post-Soviet education through the pages of comparative and international education journals. *Comparative Education*, 53(2), 265–283. <https://doi.org/10.1080/03050068.2017.1293407>
- Chermnikh, V. (2012). When did a tutor become the enemy of people? *School of Life*, 29. <http://shkolazhizni.ru/archive/0/n55559/>
- Chotaeva, C. (2005). The ethnic and religious situation in Kyrgyzstan. *Central Asia and the Caucasus*, 3(33), 69.
- Clarke, V., & Braun, V. (2013). Teaching thematic analysis: Overcoming challenges and developing strategies for effective learning. *The Psychologist*, 26(2), 120–123. <https://uwe-repository.worktribe.com/preview/937606/>
- Cohen, L., Manion, L., & Morrison, K. (2017). Qualitative, naturalistic, and ethnographic research. In *Research Methods in Education* (pp. 287–322). Routledge. <https://doi.org/10.4324/9781315456539-15>
- Cousin, G. (2009). *Researching learning in higher education: An introduction to contemporary methods and approaches*. Routledge. <https://doi.org/10.4324/9780203884584>

- Creswell, J. D., Pacilio, L. E., Lindsay, E. K., & Brown, K. W. (2014). Brief mindfulness meditation training alters psychological and neuroendocrine responses to social evaluative stress. *Psychoneuroendocrinology*, *44*, 1–12.
<https://doi.org/10.1016/j.psyneuen.2014.02.007>
- Creswell, J. W., & Poth, C. N. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage Publications.
- De Costa, P. I. (2020). Linguistic racism: Its negative effects and why we need to contest it. *International Journal of Bilingual Education and Bilingualism*, *23*(7), 833–837.
<https://doi.org/10.1080/13670050.2020.1783638>
- De Costa, P. I., & Norton, B. (2017). Introduction: Identity, transdisciplinarity, and the good language teacher. *The Modern Language Journal*, *101*(S1), 3–14.
<https://doi.org/10.1111/modl.12368>
- De Young, A. J., Reeves, M., & Valyayeva, G. K. (Eds.). (2006). *Surviving the transition: Case studies of schools and schooling in the Kyrgyz Republic*. Information Age Publishing.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies*. Oxford University Press.
- Duong, B. H., & Silova, I. (2021). Portraits of teachers in neoliberal times: Projections and reflections generated by shadow education research. *Globalisation, Societies and Education*, *19*(5), 696–710. <https://doi.org/10.1080/14767724.2021.1878013>
- Edinger, S. K., & Edinger, M. J. (2018). Improving teacher job satisfaction: The roles of social capital, teacher efficacy, and support. *The Journal of Psychology*, *152*(8), 573–593.
<https://doi.org/10.1080/00223980.2018.1489364>

- Foondun, A. R. (2002). The issue of private tuition: An analysis of the practice in Mauritius and selected South-east Asian countries. *International Review of Education*, 48(6), 485–515. <https://doi.org/10.1023/A:1021374811658>
- Fox, A., & Wilson, E. (2009). “Support our networking and help us belong!”: Listening to beginning secondary school science teachers. *Teachers and Teaching*, 15(6), 701–718. <https://doi.org/10.1080/13540600903357025>
- Gall, M. D., Gall, J. P., & Borg, W. R. (2007). *Educational research: An introduction* (8th ed.). Pearson.
- García-Carmona, M., Marín, M. D., & Aguayo, R. (2019). Burnout syndrome in secondary school teachers: A systematic review and meta-analysis. *Social Psychology of Education*, 22, 189–208. <https://doi.org/10.1007/s11218-018-9471-9>
- George, P. S., & Others. (1992). *The middle school—and beyond* (ED343254). Association for Supervision and Curriculum Development. ERIC. <https://eric.ed.gov/?id=ED343254>
- Ghosh, P., & Bray, M. (2020). School systems as breeding grounds for shadow education: Factors contributing to private supplementary tutoring in West Bengal, India. *European Journal of Education*, 55(3), 342–360. <https://doi.org/10.1111/ejed.12412>
- Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researchers: An introduction*. Longman.
- Greenglass, E., & Burke, R. J. (2003). Teacher stress. In M. F. Dollard, A. H. Winefield, & H. R. Winefield (Eds.), *Occupational stress in the service professions* (pp. 213–236). CRC Press. <https://doi.org/10.4324/9780203422809-11>
- Griffiths, C. (2021). What about the teacher? *Language Teaching*, 56(2), 147–158. <https://doi.org/10.1017/S0261444821000171>
- Griffiths, C. (2025). *Language intake: Understanding and improving language learning and teaching*. Routledge.

Griffiths, C., & Sönmez, H. (2020). *Teaching and researching language learning strategies: Self-regulation in context* (2nd ed.). Routledge.

<https://books.google.kz/books?id=Q13bDwAAQBAJ>

Griffiths, C., Sönmez, G., & Tajeddin, Z. (2020). Burnout and good language teachers. In C. Griffiths (Ed.), *Lessons from Good Language Teachers* (pp. 80–92).

<https://books.google.kg/books?id=Q13bDwAAQBAJ>

Gupta, A. (2021). Teacher-entrepreneurialism: A case of teacher identity formation in neoliberalizing education space in contemporary India. *Critical Studies in Education*, 62(4), 422–438. <https://doi.org/10.1080/17508487.2019.1708765>

Hajar, A. (2018). Motivated by visions: A tale of a rural learner of English. *The Language Learning Journal*, 46(4), 415–429. <https://doi.org/10.1080/09571736.2016.1146914>

Hajar, A. (2023). Investing in English private tutoring to achieve an ideal multilingual self: Evidence from Post-Soviet Kazakhstan. In K. W. H. Yung & A. Hajar (Eds.), *International Perspectives on English Private Tutoring* (pp. 17–35). Springer.

https://doi.org/10.1007/978-3-031-26817-5_2

Hajar, A. (2024). Learning in the shadows: Exploring primary school students and their parents' perceptions of fee-charging private tutoring in Kazakhstan. *Globalisation, Societies and Education*, 1–15. <https://doi.org/10.1080/14767724.2024.2335658>

Hajar, A., & Karakus, M. (2023). An inevitable phenomenon: A bibliometric analysis of shadow education research (1982–2022). *Annual Review of Comparative and International Education*, 46, 193–213.

https://pure.coventry.ac.uk/ws/portalfiles/portal/79316520/Hajar_Karakus_2023_-_Shadow_education_-_AAM_and_Coversheet.pdf

- Hajar, A., & Karakus, M. (2023). Private supplementary tutoring and educational inequality in secondary education in Kazakhstan. *Central Asian Survey*, 42(3), 617–636.
<https://doi.org/10.1080/02634937.2023.2234420>
- Hajar, A., & Manan, S. A. (2025). Unpacking the complexity of English language teacher-tutor identities in Kazakhstan: A qualitative inquiry. *Innovation in Language Learning and Teaching*. Advance online publication.
<https://doi.org/10.1080/17501229.2025.2455000>
- Hajar, A., & Mukhamediyeva, S. (2025). Shadow education and teacher burnout. In C. Griffiths (Ed.), *Teacher burnout from a complex systems perspective: Contributors, consequences, contexts and coping strategies* (pp. 179–204). Palgrave Macmillan.
https://doi.org/10.1007/978-3-031-85024-0_9
- Hajar, A., Sagintayeva, A., & Izenkova, Z. (2023). Private supplementary tutoring at a transition point in Kazakhstan's education system: Its scale, nature, and policy implications. *European Education*, 55(1), 16–29.
<https://doi.org/10.1080/10564934.2023.2179926>
- Hajar, A., & Tabaeva, A. (2024). Primary school students' experiences of English private tutoring in Uzbekistan using participatory methods. *The Asia-Pacific Education Researcher*, 1–14. <https://doi.org/10.1007/s40299-024-00830-9>
- Hallsén, S., & Karlsson, M. (2019). Teacher or friend? Consumer narratives on private supplementary tutoring in Sweden as policy enactment. *Journal of Education Policy*, 34(5), 631–646. <https://doi.org/10.1080/02680939.2018.1458995>
- Hamid, M. O., & Mahmud, R. (2023). The dynamics of private tutoring and the English language in Bangladesh. In K. W. H. Yung & A. Hajar (Eds.), *International perspectives on English private tutoring* (pp. 95–112). Palgrave Macmillan.
https://doi.org/10.1007/978-3-031-26817-5_6

- Hanna, P., & Mwale, S. (2017). I'm not with you, yet I am... virtual face-to-face interviews. In V. Braun, V. Clarke, & D. Gray (Eds.), *Collecting qualitative data: A practical guide to textual, media and virtual techniques* (pp. [page range]). Cambridge University Press. <https://research.brighton.ac.uk/en/publications/im-not-with-you-yet-i-am-virtual-face-to-face-interviews>
- Hasanova, D. (2007). Broadening the boundaries of the expanding circle: English in Uzbekistan. *World Englishes*, 26(3), 276–290. <https://doi.org/10.1017/S0266078407001022>
- Hargreaves, A. (2003). *Teaching in the knowledge society: Education in the age of insecurity*. Teachers College Press. <https://books.google.kz/books?id=DjIOTa2fg-MC>
- Hay-Gibson, N. (2009). Interviews via VoIP: Benefits and disadvantages within a PhD study of SMEs. *Library and Information Research*, 33(105), 1756–1086. <https://nrl.northumbria.ac.uk/id/eprint/1252>
- Howitt, D., & Cramer, D. (2011). *Introduction to research methods in psychology* (3rd ed.). Prentice Hall.
- Howitt, P. (1996). On some problems in measuring knowledge-based growth. *Canadian Institute for Advanced Research*.
- Ille, S., & Peacey, M. W. (2019). Forced private tutoring in Egypt: Moving away from a corrupt social norm. *International Journal of Educational Development*, 66, 105–118. <https://doi.org/10.1016/j.ijedudev.2018.12.003>
- Ireson, J., & Rushforth, K. (2014). Why do parents employ private tutors for their children? Exploring psychological factors that influence demand in England. *Journal for Educational Research Online*, 6(1), 12–33. <https://doi.org/10.25656/01:8839>
- Jennett, H. K., Harris, S. L., & Mesibov, G. B. (2003). Commitment to philosophy, teacher efficacy, and burnout among teachers of children with autism. *Journal of Autism and*

Developmental Disorders, 33, 583–593.

<https://link.springer.com/article/10.1023/B:JADD.0000005996.19417.57>

Johnson, S. M., & Birkeland, S. E. (2003). Pursuing a “sense of success”: New teachers explain their career decisions. *American Educational Research Journal*, 40(3), 581–617. <https://doi.org/10.3102/00028312040003581>

Kalikova, S., & Rakhimzhanova, Z. (2009). Private tutoring in Kazakhstan. In I. Silova (Eds.), *Private Supplementary Tutoring in Central Asia: New Opportunities and Burdens* (pp. 93–118). <https://etico.iiep.unesco.org/sites/default/files/2017-09/185116E.pdf#page=87>

Kallio, H., Pietilä, A. M., Johnson, M., & Kangasniemi, M. (2016). Systematic methodological review: Developing a framework for a qualitative semi-structured interview guide. *Journal of Advanced Nursing*, 72(12), 2954–2965. <https://doi.org/10.1111/jan.13032>

Kambatyrova, A. (2024). Parents’ language ideologies in the context of trilingual education policy in Kazakhstan. *International Journal of Multilingualism*, 21(3), 1201–1217. <https://doi.org/10.1080/14790718.2022.2153850>

Karabassova, L. (2020). Understanding trilingual education reform in Kazakhstan: Why is it stalled? In D. Egéa (Ed.), *Education in Central Asia: A Kaleidoscope of Challenges and Opportunities* (pp. 37–51). Springer. https://link.springer.com/chapter/10.1007/978-3-030-50127-3_3

Kekeya, J. (2021). Qualitative case study research design: The commonalities and differences between collective, intrinsic, and instrumental case studies. *Contemporary PNG Studies*, 36, 28–37.

Khaydarov, S. (2020). Shadow education in Uzbekistan: Teachers’ perceptions of private tutoring in the context of academic lyceums. *Orbis Scholae*, 14(2), 81–104. <https://www.ceeol.com/search/article-detail?id=913445>

- Kim, J. H., & Park, D. (2010). The determinants of demand for private tutoring in South Korea. *Asia Pacific Education Review, 11*, 411–421.
<https://link.springer.com/article/10.1007/s12564-009-9067-3>
- Kim, S. C., Jillapali, R., & Boyd, S. (2021). Impacts of peer tutoring on academic performance of first-year baccalaureate nursing students: A quasi-experimental study. *Nurse Education Today, 96*, 104658. <https://doi.org/10.1016/j.nedt.2020.104658>
- Klapproth, F., Federkeil, L., Heinschke, F., & Jungmann, T. (2020). Teachers' experiences of stress and their coping strategies during COVID-19-induced distance teaching. *Journal of Pedagogical Research, 4*(4), 444–452. <https://eric.ed.gov/?id=EJ1282769>
- Kobakhidze, M. N. (2014). Corruption risks of private tutoring: Case of Georgia. *Asia Pacific Journal of Education, 34*(4), 455–475. <https://doi.org/10.1080/02188791.2014.963506>
- Kobakhidze, M. N. (2016). *Teachers as tutors: Shadow education market dynamics in Georgia* (Doctoral dissertation, University of Hong Kong Libraries).
<https://link.springer.com/book/10.1007/978-3-319-95915-3>
- Kobakhidze, M. N. (2018). *Teachers as tutors: Shadow education market dynamics in Georgia*. Springer. <https://doi.org/10.1007/978-3-319-95915-3>
- Kodirov, S., & Amonov, N. (2009). Private tutoring in Tajikistan. In I. Silova (Ed.), In *Private Supplementary Tutoring in Central Asia: New Opportunities and Burdens* (pp. 143–165). UNESCO.
- Kraft, M. A., Marinell, W. H., & Shen-Wei Yee, D. (2016). School organizational contexts, teacher turnover, and student achievement: Evidence from panel data. *American Educational Research Journal, 53*(5), 1411–1449.
<https://doi.org/10.3102/0002831216667478>

- Kwafo, A. D. (2024). College of education: Tutors' perceived professional practice and their well-being. *East African Journal of Education Studies*, 7(2), 162–180.
<https://doi.org/10.37284/eajes.7.2.1875>
- Liamputtong, P. (2006). *Researching the vulnerable: A guide to sensitive research methods*. Sage Publications.
- Liddicoat, A. J. (2019). Language-in-education policy in the Central Asian republics of Kyrgyzstan, Tajikistan, Turkmenistan, and Uzbekistan. In A. Kirkpatrick & A. J. Liddicoat (Eds.), *The Routledge International Handbook of Language Education Policy in Asia* (pp. 452–470). Routledge. <http://wrap.warwick.ac.uk/113878>
- Lindqvist, P., & Nordänger, U. K. (2006). Who dares to disconnect in the age of uncertainty? Teachers' recesses and "off-the-clock" work. *Teachers and Teaching*, 12(6), 623–637.
<https://doi.org/10.1080/13540600601029637>
- Liu, J., & Bray, M. (2020). Private subtractory tutoring: The negative impact of shadow education on public schooling in Myanmar. *International Journal of Educational Development*, 76, 102213. <https://doi.org/10.1016/j.ijedudev.2020.102213>
- MacBeath, J. (2013). Leading learning in a world of change. In Centre for Educational Research and Innovation (Ed.), *Leadership for 21st Century Learning* (pp. 181–204). OECD Publishing.
- MacIntyre, P. D., Gregersen, T., & Mercer, S. (2019). Language teachers' coping strategies during times of crisis: A study of teacher resilience. *Modern Language Journal*, 103(2), 81–90.
- Mahmoodi-Shahrehabaki, M. (2017). The effect of perfectionism on burnout among English language teachers: The mediating role of anxiety. *Teachers and Teaching*, 23(1), 91–105. <https://doi.org/10.1080/13540602.2016.1203776>

- Magnusson, E., & Marecek, J. (2015). *Doing interview-based qualitative research: A learner's guide*. Cambridge University Press. <https://doi.org/10.1017/CBO9781107449893>
- Manan, S. A., & Hajar, A. (2022). English as an index of neoliberal globalization: The linguistic landscape of Nur-Sultan, Kazakhstan. *Language Sciences*, 92, 101486. <https://doi.org/10.1016/j.langsci.2022.101486>
- Manzon, M. (2018). Private tutoring in Asia: Illuminating the shadow. In J. C.-K. Lee & K. J. Kennedy (Eds.), *Routledge International Handbook of Schools and Schooling in Asia* (pp. 319–322). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781315694382-29/private-tutoring-asia-maria-manzon>
- Marcus, G. E. (1998). Meanings of the market: The free market in Western culture. *Journal of the Royal Anthropological Institute*, 4(4), 804–806.
- Marimuthu, T., Singh, J. S., Ahmad, K., Kuan, L. H., & Osman, S. (1991). Extra school instruction, social equity and educational quality. *International Development Research Centre*.
- Marzano, R. J. (2012). *Becoming a reflective teacher*. Solution Tree Press. <https://books.google.kz/books?id=MWAXBwAAQBAJ>
- Maslach, C. (1982). *Burnout: The cost of caring*. Prentice-Hall.
- Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Organizational Behavior*, 2(2), 99–113. <https://doi.org/10.1002/job.4030020205>
- Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). *MBI: Maslach burnout inventory*. Sunnyvale, CA: CPP, Incorporated.
- McIlvane, W. J., Kledaras, J. B., Gerard, C. J., Wilde, L., & Smelson, D. (2018). Algorithmic analysis of relational learning processes in instructional technology: Some implications

- for basic, translational, and applied research. *Behavioural Processes*, 152, 18–25.
<https://doi.org/10.1016/j.beproc.2018.03.001>
- Mercer, S., & Gregersen, T. (2019). *Teacher wellbeing*. Oxford University Press.
<https://books.google.com/books?id=3hvQDwAAQBAJ>
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Mertaugh, M. (2004). Education in Central Asia, with particular reference to the Kyrgyz Republic. In A. J. De Young & S. P. Heyneman (Eds.), *The Challenge of Education in Central Asia* (pp. 153–180).
<https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=d5146a39c840015749a5f6f2118f5828a7e129b1>
- Mills, A. J., Durepos, G., & Wiebe, E. (Eds.). (2010). *Encyclopedia of case study research* (Vols. 1–2). SAGE Publications. <https://doi.org/10.4135/9781412957397>
- Mirhosseini, S. A. (2020). *Doing qualitative research in language education*. Springer Nature.
- Nayernia, A., & Babayan, Z. (2019). EFL teacher burnout and self-assessed language proficiency: Exploring possible relationships. *Language Testing in Asia*, 9(1), 3.
<https://link.springer.com/article/10.1186/s40468-019-0079-6>
- Niyozov, S., & Shamatov, D. (2005, May). Teaching and trading: Local voices and global issues from Central Asia. Aga Khan University, Institute for Educational Development.
https://ecommons.aku.edu/cgi/viewcontent.cgi?article=1131&context=pakistan_ied_pdf
[ck](https://ecommons.aku.edu/cgi/viewcontent.cgi?article=1131&context=pakistan_ied_pdf)
- Natsional'nyy statisticheskiy komitet Kyrgyzskoy Respubliki. (n.d.). Natsional'nyy sostav naseleniya [National composition of the population].
<https://stat.gov.kg/ru/opendata/category/312/>

- Ozhidaetsya li povyshenie zarplaty uchiteley v novom uchebnom godu? Otveta ministra [Will teachers' salaries increase in the new academic year? Minister's response]. (2025, May 2). *Bilim AKIpress*. <https://bilim.akipress.org/ru/news:2263801>
- Pavlenko, A. (2007). Autobiographic narratives as data in applied linguistics. *Applied Linguistics*, 28(2), 163–188. <https://doi.org/10.1093/applin/amm008>
- Pavlenko, A. (2009). Language conflict in post-Soviet linguistic landscapes. *Journal of Slavic Linguistics*, 247–274. <https://www.jstor.org/stable/24600143>
- Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative Social Work*, 1(3), 261–283. <https://doi.org/10.1177/1473325002001003636>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods: Integrating theory and practice* (4th ed.). Sage Publications.
- Pillow, W. (2003). Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research. *International Journal of Qualitative Studies in Education*, 16(2), 175–196. <https://doi.org/10.1080/0951839032000060635>
- Popa, S., & Acedo, C. (2006). Redefining professionalism: Romanian secondary education teachers and the private tutoring system. *International Journal of Educational Development*, 26(1), 98–110. <https://doi.org/10.1016/j.ijedudev.2005.07.019>
- Prasojo, L. D., Habibi, A., Yaakob, M. F. M., Pratama, R., Yusof, M. R., Mukminin, A., & Hanum, F. (2020). Teachers' burnout: A SEM analysis in an Asian context. *Heliyon*, 6(1). [https://www.cell.com/heliyon/fulltext/S2405-8440\(19\)36803-3](https://www.cell.com/heliyon/fulltext/S2405-8440(19)36803-3)
- Pyhältö, K., Pietarinen, J., Haverinen, K., Tikkanen, L., & Soini, T. (2021). Teacher burnout profiles and proactive strategies. *European Journal of Psychology of Education*, 36(1), 219–242. <https://link.springer.com/content/pdf/10.1007/s10212-020-00465-6.pdf>

- Roberts, C., & Priest, H. (2010). Informed consent in research. *Journal of Nursing Practice*, 12(3), 115–121.
- Rojo, L. M., & Del Percio, A. (Eds.). (2019). *Language and neoliberal governmentality*. Routledge.
- Salmons, J. (2017). Using social media in data collection: Designing studies with the qualitative e-research framework. In L. Sloan & A. Quan-Haase (Eds.), *The SAGE handbook of social media research methods* (pp. 177–197). SAGE Publications.
<https://doi.org/10.4135/9781473983847.n12>
- Saloviita, T., & Pakarinen, E. (2021). Teacher burnout explained: Teacher-, student-, and organization-level variables. *Teaching and Teacher Education*, 97, 103221.
<https://doi.org/10.1016/j.tate.2020.103221>
- Seddon, T., & Levin, J. (Eds.). (2013). *Educators, professionalism and politics: Global transitions, national spaces and professional projects*. Routledge.
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being*. Free Press.
- Shamatov, D. (2012). The impact of standardized testing on university entrance issues in Kyrgyzstan. *European Education*, 44(1), 71–92. <https://doi.org/10.2753/EUE1056-4934440104>
- Shamatov, D. A. (2013). Everyday realities of a young teacher in post-Soviet Kyrgyzstan: The case of a history teacher from a rural school. In C. Engin-Demir & P. Akçalı (Eds.), *Politics, Identity, and Education in Central Asia* (pp. 133–157). Routledge.
<https://doi.org/10.4324/9780203385616-11>
- Shamatov, D., & Bahry, S. (2020). Variation in educational quality in Kyrgyzstan by district and language of instruction: An analysis of 2017 national scholarship test results. In D.

- Eg ea (Eds.), *Education in Central Asia: A Kaleidoscope of Challenges and Opportunities* (pp. 21–35). Springer. https://doi.org/10.1007/978-3-030-50127-3_2
- Shozamonov, S. I., Nazarova, S. A., & Djuraev, B. B. (2021). Problems of development of the Uzbek language in current society. *Open Journal of Modern Linguistics*, 11(4), 613–620. <https://doi.org/10.4236/ojml.2021.114046>
- Silova, I. (2006). From sites of occupation to symbols of multiculturalism: Reconceptualizing minority education in post-Soviet Latvia. Information Age Publishing.
- Silova, I. (2009). The crisis of the post-Soviet teaching profession in the Caucasus and Central Asia. In A. M. Kazamias & R. Cowen (Eds.), *Research in Comparative and International Education*, 4(4), 366–383. <https://doi.org/10.2304/rcie.2009.4.4.366>
- Silova, I. (2009). Varieties of educational transformation: The post-socialist states of Central/Southeastern Europe and the former Soviet Union. In *International Handbook of Comparative Education* (pp. 295–320). Springer. https://link.springer.com/chapter/10.1007/978-1-4020-6403-6_19
- Silova, I. (2010). Private tutoring in Eastern Europe and Central Asia: Policy choices and implications. *Compare*, 40(3), 327–344. <https://doi.org/10.1080/03057920903361926>
- Silova, I., & Brehm, W. C. (2012). The shifting boundaries of teacher professionalism: Education privatization(s) in the post-socialist education space. In J. Levin & T. Seddon (Eds.), *World Yearbook of Education 2013* (pp. 55–74). Routledge. <https://doi.org/10.4324/9780203073940-6>
- Silova, I., & Bray, M. (2006). The hidden marketplace: Private tutoring in former socialist countries. In I. Silova, M. Bray, & C. Lykins (Eds.), *Education in a Hidden Marketplace: Monitoring of Private Tutoring* (pp. 71–98). https://www.opensocietyfoundations.org/uploads/394bb3b8-ef04-4f5f-8521-5e0b4dff389c/hidden_20070216.pdf#page=72

- Skaalvik, E. M., & Skaalvik, S. (2015). Job satisfaction, stress, and coping strategies in the teaching profession: What do teachers say? *International Education Studies*, 8(3), 181–192. <https://eric.ed.gov/?id=EJ1060892>
- Skaalvik, E. M., & Skaalvik, S. (2016). Teacher stress and teacher self-efficacy as predictors of engagement, emotional exhaustion, and motivation to leave the teaching profession. *Creative Education*, 7(13), 1785. https://www.scirp.org/html/2-6303143_69852.htm
- Skaalvik, E. M., & Skaalvik, S. (2017). Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction, and emotional exhaustion. *Teaching and Teacher Education*, 67, 152–160. <https://doi.org/10.1016/j.tate.2017.06.006>
- Skaalvik, E. M., & Skaalvik, S. (2020). Teacher burnout: Relations between dimensions of burnout, perceived school context, job satisfaction, and motivation for teaching. A longitudinal study. *Teachers and Teaching*, 26(7–8), 602–616. <https://doi.org/10.1080/13540602.2021.1913404>
- Smetackova, I., Viktorova, I., Pavlas Martanova, V., Pachova, A., Francova, V., & Stech, S. (2019). Teachers between job satisfaction and burnout syndrome: What makes a difference in Czech elementary schools. *Frontiers in Psychology*, 10, 2287. <https://www.frontiersin.org/articles/10.3389/fpsyg.2019.02287/full>
- Soldo, A., & Jokić, B. (2013). The roles of teachers in the decision concerning the use of private tutoring services. In B. Jokić (Ed.), *Emerging from the shadow: A comparative qualitative exploration of private tutoring in Eurasia* (pp. 115–162). Network of Education Policy Centers.
- Stake, R. E. (2005). Qualitative case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (3rd ed., pp. 119–150). Sage.
- Stake, R. E. (2008). Qualitative case studies. In N. K. Denzin & Y. S. Lincoln (Eds.), *Strategies of Qualitative Inquiry* (3rd ed., pp. 119–150). Sage.

- Steiner-Khamsi, G., Harris-Van Keuren, C., Silova, I., & Chachkhiani, K. (2008). The pendulum of decentralization and recentralization reforms: Its impact on teacher salaries in the Caucasus, Central Asia, and Mongolia [Background paper]. UNESCO. <http://unesdoc.unesco.org/images/0017/001780/178023e.pdf>
- Suante, P. K., & Bray, M. (2023). Researching forms of shadow education: Methodological challenges and complexities of private supplementary tutoring in Myanmar. *ECNU Review of Education*, 6(3), 89–110. <https://doi.org/10.1177/20965311231167194>
- Swanborn, P. (2010). *Case study research: What, why and how?* SAGE Publications.
- Šťastný, V. (2024). *The expansion and diversity of shadow education: Global perspectives, local contexts*. Faculty of Education, Charles University. <https://doi.org/10.14712/9788076034433>
- Taku, K., Calhoun, L. G., Cann, A., & Tedeschi, R. G. (2008). The role of rumination in the coexistence of distress and posttraumatic growth among bereaved Japanese university students. *Death Studies*, 32(5), 428–444. <https://doi.org/10.1080/07481180801974745>
- Tedeschi, R. G., & Calhoun, L. G. (2004). Posttraumatic growth: Conceptual foundations and empirical evidence. *Psychological Inquiry*, 15(1), 1–18. https://doi.org/10.1207/s15327965pli1501_01
- Tleuzhanova, G. K., Shunkeyeva, S. A., Tuleubayeva, S. K., Sarzhanova, G. B., Mazhenova, R. B., & Aubakirova, G. T. (2020). Functional rating of the English language in multilingual education in Kazakhstan. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(10), 1806–1824.
- U.S. Department of Health, Education, and Welfare. (1979). *The Belmont report: Ethical principles and guidelines for the protection of human subjects of research*. https://www.hhs.gov/ohrp/sites/default/files/the-belmont-report-508c_FINAL.pdf

- Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity, and Education*, 4(1), 21–44. https://doi.org/10.1207/s15327701jlie0401_2
- Ventura, A., & Jang, S. (2010). Private tutoring through the internet: Globalization and offshoring. *Asia Pacific Education Review*, 11, 59–68. <https://doi.org/10.1007/s12564-009-9065-5>
- Vassilova, M. (2023). *Teaching English in the shadows: Exploring English teacher-tutors' identities in Kazakhstan* (Master's thesis, Nazarbayev University). Nazarbayev University Repository. <https://nur.nu.edu.kz/handle/123456789/7817>
- Warren, C. A. B. (2002). Qualitative interviewing. In J. F. Gubrium & J. A. Holstein (Eds.), *Handbook of interview research: Context and method* (pp. 83–101). SAGE Publications. <https://books.google.kz/books?id=uQMUMQJZU4gC>
- Werbińska, D., Bozyiğit, E., Guerra, L., Ekiert, M., & Köse, S. (2019). English language teachers' conceptualizations of one-to-one private tutoring: An international phenomenographic study. *Glottodidactica*, 46(2), 175–196. <https://doi.org/10.14746/gl.2019.46.2.11>
- World Salaries. (2024). *Average teacher salary in Kyrgyzstan*. World Salaries. <https://worldsalaries.com/average-teacher-salary-in-kyrgyzstan/>
- Yung, K. W.-H. (2021). Shadow education as a form of oppression: Conceptualizing experiences and reflections of secondary students in Hong Kong. *Asia Pacific Journal of Education*, 41(1), 115–129. <https://doi.org/10.1080/02188791.2020.1727855>
- Yung, K. W. H. (2022). Enhancing language learning in private tutoring. In H. Reinders, C. Lai, & P. Sundqvist (Eds.), *The Routledge handbook of language learning and teaching beyond the classroom* (p. 15). Routledge. <https://doi.org/10.4324/9781003048169>

- Yung, K. W. H. (2019). Exploring the L2 selves of senior secondary students in English private tutoring in Hong Kong. *System*, 80, 1–10.
<https://doi.org/10.1016/j.system.2018.11.003>
- Yung, K. W. H., & Wong, S. F. P. (2024). L2 motivation in shadow education: Analysing students' L2 learning experience in online English private tutoring. *The Language Learning Journal*, 52(5), 556–570. <https://doi.org/10.1080/09571736.2024.2305409>
- Yung, K. W. H., & Yuan, R. (2020). 'The most popular star-tutor of English': Discursive construction of tutor identities in shadow education. *Discourse: Studies in the Cultural Politics of Education*, 41(1), 153–168.
<https://doi.org/10.1080/01596306.2018.1488241>
- Yung, K. W. H., & Hajar, A. (Eds.). (2023). *International perspectives on English private tutoring: Theories, practices, and policies*. Springer. <https://doi.org/10.1007/978-3-031-26817-5>
- Zaalouk, M. (2013). Globalization and educational reform. In J. Levin & T. Seddon (Eds.), *World Yearbook of Education 2013* (pp. 201–214). Routledge.
- Zaylobidinova, M. G. (2019). *Shadow education in Uzbekistan: Parents' perspectives in demand for private tutoring in secondary school in Ferghana* [Master's thesis, Ferghana State University].
- Zhang, W. (2020). Shadow education in the service of tiger parenting: Strategies used by middle-class families in China. *European Journal of Education*, 55(3), 388–404.
<https://doi.org/10.1111/ejed.12414>
- Zhou, H. Y., Cui, X. L., Yang, B. R., Shi, L. J., Luo, X. R., Cheung, E. F., ... & Chan, R. C. (2022). Audiovisual temporal processing in children and adolescents with schizophrenia and children and adolescents with autism: Evidence from simultaneity-

judgment tasks and eye-tracking data. *Clinical Psychological Science*, 10(3), 482–498.

<https://doi.org/10.1177/21677026211031543>

Appendix A



Thesis Title: Unpacking English Language Teacher-Tutor Burnout in Kyrgyzstan:
Causes, Consequences, and Coping Strategies

Declaration of the Use of Generative AI

I hereby declare that I have read and understood NUGSE's policy concerning appropriate use of generative AI tools and composed this work independently (please check one):

- with the use of generative artificial intelligence tools, or
 without the use of generative artificial intelligence tools.

(If you have used generative AI tools, please complete the rest of this form.)

During the preparation of this proposal/thesis, I used ChatGPT to receive guidance on organizing essays and to ask questions that enhance my understanding of the topic, as well as to obtain more formal or academic phrasing for certain words and expressions; moreover, I used Grammarly to review and improve grammar and sentence correctness in my writing.

I also declare that I

- am aware of the capabilities and limitations of generative AI tool(s),
 have verified that the content generated by AI systems and adopted by me is factually correct,
 am aware that as the author of this thesis I bear full responsibility for the statements and assertions made in it,
 have submitted complete and accurate information about my use of generative AI tools in this work, and

acknowledge that there may be disciplinary consequences if I have breached NU Student Code of Conduct or not followed NUGSE's guidelines regarding appropriate AI use.

Name: Eliaur Gulamidinova

Signature:

A handwritten signature in black ink, appearing to be 'Eliaur', written over a light green rectangular background.

Date: May 29, 2025

Appendix B

INFORMED CONSENT FORM

Title of the study: Unpacking English Language Teacher-Tutor Burnout in Kyrgyzstan: Causes, Consequences, and Coping Strategies

DESCRIPTION:

You are invited to participate in a research study on understanding the causes and consequences of burnout among English language teacher-tutors in Kyrgyzstan and exploring the strategies they use to cope with this issue. You will be asked to participate in a narrative writing task and a semi-structured interview, which will be conducted online. With your consent, the interviews will be audio-recorded. The recordings will be used for research purposes only and will be stored securely. After the study is completed, all recordings will be deleted.

TIME INVOLVEMENT:

Your participation in this study will take approximately 1 to 1.5 hours, which includes time for both the narrative writing task and the interview.

RISKS AND BENEFITS:

There are no foreseeable risks associated with this study. The benefits of this study include contributing to a better understanding of the challenges faced by teacher-tutors in Kyrgyzstan and potentially helping to inform policies or support systems to aid educators in similar roles. Participation in this study will not affect your employment, medical care, or grades.

PARTICIPANT'S RIGHTS:

Participation in this study is entirely voluntary. You have the right to withdraw from the study or discontinue your participation at any time without penalty or loss of benefits to which you are otherwise entitled. You may also choose to refuse to answer any particular question during the interview. The results of this study may be presented at scientific or professional meetings or published in academic journals, but any data you provide will be kept confidential.

CONTACT INFORMATION:

If you have any questions or concerns about this research, please contact the Master's Thesis Supervisor, Anas Hajar, at anas.hajar@nu.edu.kz or +7 747 323 1562.

Independent Contact:

If you have concerns or complaints about how this study is being conducted or your rights as a participant, you may contact the GSE Research IREC subcommittee at gse.irec@nu.edu.kz.

Please sign this consent form if you agree to participate in this study.

- I have carefully read the information provided.
- I have been given full information regarding the purpose and procedures of the study.

- I understand how the data collected will be used, and that any confidential information will be seen only by the researchers and will not be revealed to anyone else.
- I understand that I am free to withdraw from the study at any time without giving a reason.
- With full knowledge of all the above, I agree, of my own free will, to participate in this study.

Signature: _____

Date: _____

The extra copy of this signed and dated consent form is for you to keep.

МАКУЛДУК ФОРМАСЫ

Изилдөөнүн аталышы: Кыргызстандагы англис тили мугалим-репетиторлорунун чарчап-чаалыгуусун: себептерин, жыйынтыктарын жана күрөшүү стратегияларын изилдоо

ТҮШҮНДҮРМӨ:

Сизди Кыргызстандагы англис тили мугалим-репетиторлорунун чарчап-чаалыгуусунун себептерин жана жыйынтыктарын түшүнүү жана бул маселени башкаруу үчүн колдонулган стратегияларды аныктоо боюнча изилдөөгө катышууга чакырабыз. Сизден кыскача жазуу тапшырмасы жана жарым-жартылай түзүлгөн онлайн интервьюга катышуу талап кылынат. Сиздин макулдугуңуз менен интервьюлар аудио турундо жазылат. Жазылган материалдар изилдөө максатында гана колдонулуп, коопсуз түрдө сакталат. Изилдөө аяктагандан кийин бардык жазуулар өчүрүлөт.

УБАКЫТТЫН КЕРЕКТЕЛИШИ:

Бул изилдөөгө катышууңуз болжол менен 1-1,5 саатты талап кылат. Бул убакытка кыскача жазуу тапшырмасы жана интервью кирет.

КООПТУУЛУКТАР ЖАНА ПАЙДАЛАР:

Бул изилдөө менен байланышкан кандайдыр бир кооптуу жагдайлар күтүлбөйт. Изилдөөнүн пайдасы Кыргызстандагы мугалим-репетиторлордун кыйынчылыктарын жакшыраак түшүнүүгө салым кошуу жана ушундай ролдогу мугалимдерге колдоо көрсөтүүчү саясаттарды жана системаларды түзүү үчүн маалымат берүү болуп саналат. Бул изилдөөгө катышуу сиздин жумушуңузга, медициналык камкордугуңузга же окуу бааларыңызга таасир этпейт.

КАТЫШУУЧУНУН УКУКТАРЫ:

Бул изилдөөгө катышуу толугу менен ыктыярдуу болуп саналат. Сиз каалаган убакта изилдөөдөн чыгып кетүүгө же катышуудан баш тартууга укуктуусуз, бул учурда сиз кандайдыр бир артыкчылыктарды же укуктарды жоготпойсуз. Ошондой эле интервью учурунда айрым суроолорго жооп берүүдөн баш тартууга укугуңуз бар. Бул изилдөөнүн жыйынтыктары илимий же кесиптик жыйындарда сунушталышы же илимий журналдарда жарыяланышы мүмкүн, бирок сиз берген маалыматтар жашыруун бойдон калат.

БАЙЛАНЫШ МААЛЫМАТЫ:

Эгерде сизде бул изилдөө тууралуу суроолор же тынчсыздануулар пайда болсо, изилдөө жетекчиси Анас Хажар менен anas.hajar@nu.edu.kz электрондук почтасы же +7 747 323 1562 телефону аркылуу байланыша аласыз.

Көз карандысыз байланыш:

Эгерде сиз изилдөөнүн кантип жүргүзүлүп жаткандыгына же изилдөөгө катышуучу катары укуктарыңызга байланыштуу суроолор же даттануулар болсо, GSE Изилдөө IREC комитети менен gse.irec@nu.edu.kz электрондук дареги аркылуу байланыша аласыз.

Эгер сиз бул изилдөөгө катышууга макул болсоңуз, бул макулдук формасына кол коюңуз.

- Мен берилген маалыматты кылдаттык менен окудум.
- Изилдөөнүн максаты жана процедуралары боюнча толук маалымат алдым.
- Жыйналган маалыматтардын кантип колдонуларын жана жашыруун маалыматты изилдөөчүлөр гана көрө аларын, эч кимге ачык көрсөтүлбөй турганын түшүнөм.
- Изилдөөдөн каалаган убакта себепсиз чыгып кетүүгө укугум бар экенин түшүнөм.
- Жогоруда айтылгандардын бардыгын толугу менен түшүнүп, өз каалоом менен бул изилдөөгө катышууга макулмун.

Кол тамга: _____

Дата: _____

Бул кол коюлган жана даталанган макулдук формасынын кошумча көчүрмөсү сизге берилет.

ФОРМА ИНФОРМИРОВАННОГО СОГЛАСИЯ

Название исследования: Изучение эмоционального выгорания учителей-репетиторов английского языка в Кыргызстане: причины, последствия и стратегии борьбы

ОПИСАНИЕ:

Вас приглашают принять участие в исследовании, направленном на понимание причин и последствий эмоционального выгорания среди учителей-репетиторов английского языка в Кыргызстане и изучение стратегий, которые они используют для борьбы с этой проблемой. Вам будет предложено принять участие в написании нарратива и в полуструктурированном интервью, которое будет проведено онлайн. С вашего согласия интервью будет аудиозаписано. Записи будут использованы исключительно в исследовательских целях и будут храниться в безопасности. После завершения исследования все записи будут удалены.

ВРЕМЯ УЧАСТИЯ:

Ваше участие в исследовании займет приблизительно от 1 до 1,5 часов, включая время для написания нарратива и интервью.

РИСКИ И ПОЛЬЗА:

Никаких предвидимых рисков, связанных с этим исследованием, нет. Польза от участия в данном исследовании заключается в содействии лучшему пониманию проблем, с которыми сталкиваются учителя-репетиторы в Кыргызстане, и возможном влиянии на разработку политик или систем поддержки, направленных на помощь преподавателям в аналогичных ролях. Участие в этом исследовании не повлияет на вашу работу, медицинское обслуживание или оценки.

ПРАВА УЧАСТНИКА:

Участие в данном исследовании является полностью добровольным. Вы имеете право отказаться от участия или прекратить участие в исследовании в любое время без штрафных санкций или потери каких-либо привилегий, на которые вы имеете право. Вы также можете отказаться отвечать на любой из вопросов интервью. Результаты исследования могут быть представлены на научных или профессиональных встречах или опубликованы в научных журналах, но все предоставленные вами данные останутся конфиденциальными.

КОНТАКТНАЯ ИНФОРМАЦИЯ:

Если у вас возникнут вопросы или сомнения по поводу этого исследования, пожалуйста, свяжитесь с научным руководителем магистерской диссертации, Анасом Хаджаром, по адресу: anas.hajar@nu.edu.kz или по телефону: +7 747 323 1562.

Независимый контакт:

Если вас не устраивает ход данного исследования или если у вас есть жалобы или общие вопросы о ваших правах как участника, вы можете связаться с подкомитетом GSE Research IREC по адресу: gse.irec@nu.edu.kz.

Пожалуйста, подпишите эту форму согласия, если вы согласны участвовать в данном исследовании.

- Я внимательно прочитал(а) предоставленную информацию.

- Мне была предоставлена полная информация о целях и процедурах исследования.
- Я понимаю, как будут использоваться собранные данные, и что любые конфиденциальные данные будут доступны только исследователям и не будут разглашены другим лицам.
- Я понимаю, что могу отказаться от участия в исследовании в любое время без объяснения причин.
- Осознавая все вышеперечисленное, я соглашаюсь по собственной воле участвовать в данном исследовании.

Подпись: _____

Дата: _____

Экземпляр подписанной и датированной формы согласия остается у вас.

Appendix C

Invitation Letter

Dear teacher,

I hope this message finds you well. My name is Elianur Gulamidinova, and I am conducting a research study as part of my thesis for completing the master's program at Nazarbayev University. I am reaching out to English language teacher-tutors in Kyrgyzstan to explore the causes of teacher burnout and the coping strategies employed to manage this challenge.

The study, titled "Unpacking English Language Teacher-Tutor Burnout in Kyrgyzstan: Causes, Consequences, and Coping Strategies," aims to gain insight into the experiences of English language tutors in navigating their professional challenges and managing stress. We believe that your insights and experiences as a teacher-tutor can provide invaluable perspectives on how burnout affects educators in this field and the strategies they use to cope with it.

Purpose of the Study: The goal of this research is to understand the factors contributing to burnout among English language teacher-tutors in Kyrgyzstan and to explore the strategies used to manage this issue. Your participation will involve two parts: first, a narrative writing task consisting of 5-8 questions, followed by a semi-structured interview with 10-12 questions. The interviews will be conducted online at a time that is convenient for you, as I am unable to visit the research site in person. Each interview is expected to last approximately 30-40 minutes.

Ethical Considerations: Please rest assured that all the information you provide will be kept strictly confidential and used solely for academic purposes. Your participation is completely voluntary, and you are free to withdraw at any time without penalty. All data will be anonymized to protect your identity, and the confidentiality of your responses will be fully maintained.

Benefits of Participation: While there are no direct benefits to you, your participation will contribute to a deeper understanding of the burnout challenges faced by English language teacher-tutors in Kyrgyzstan. This research may also inform future support systems and policies to help educators in similar roles. Your experiences will provide a platform for voices like yours to be heard in academic and policy-making circles.

Thank you for considering this opportunity to contribute to important research. I look forward to the possibility of working together to shed light on this significant issue facing educators in Kyrgyzstan.

Best regards,

Elianur Gulamidinova

Student, Nazarbayev University Graduate School of Education (NUGSE)

Чакыруу Кат

Урматтуу мугалим,

Саламатсызбы! Мен, Элянур Гуламидинова, Назарбаев Университетинин магистратура программасын бүтүрүү үчүн дипломдук иштин алкагында изилдөө жүргүзүп жатам. Мен Кыргызстандагы англис тили мугалим-репетиторлорунун иштеги түйшүктөн чарчап-чаалыгуу себептерин жана бул маселе менен күрөшүү стратегияларын изилдөө максатында сизге кайрылып жатам.

Изилдөөнүн аталышы: "Кыргызстандагы англис тили мугалим-репетиторлорунун чарчап-чаалыгуусу: себептерин, жыйынтыктарын жана күрөшүү стратегияларын изилдөө". Бул изилдөө англис тили мугалим-репетиторлорунун кесиптик кыйынчылыктарын кантип жеңип жаткандыгын жана стресс менен күрөшүүдө кандай стратегияларды колдонорун түшүнүү максатын көздөйт. Сиздин мугалим-репетитор катары тажрыйбаңыз бул маселеде мугалимдерге канчалык таасир этээрин жана алар колдонгон күрөшүү стратегияларын тереңирээк түшүнүүгө баа жеткис салым кошот деп ишенебиз.

Изилдөөнүн максаты: Бул изилдөөнүн максаты – Кыргызстандагы англис тили мугалим-репетиторлорунун чарчап-чаалыгуусунун себептерин түшүнүү жана бул маселени башкаруу үчүн колдонулган стратегияларды изилдөө. Сиздин катышууңуз эки этаптан турат: биринчиси, 5-8 суроодон турган кыскача жазуу тапшырмасы, андан кийин 10-12 суроо менен жарым-жартылай түзүлгөн маек болот. Маектер онлайн режиминде өткөрүлөт, себеби мен изилдөө объектисине түз барып иш алып бара албайм. Ар бир маек болжол менен 30-40 мүнөт убакытты алат.

Этикалык аспектилер: Сиз берген маалыматтар толугу менен жашыруун сакталат жана академиялык максаттар үчүн гана колдонулат. Сиздин катышууңуз ыктыярдуу жана каалаган учурда эч кандай жазага тартылбастан изилдөөгө катышуудан баш тарта аласыз. Сиздин жеке маалыматыңыз толугу менен жашыруун сакталат жана жоопторуңуздуңу купуялуулугу камсыз кылынат.

Катышуунун пайдасы: Сиз үчүн эч кандай түз пайда болбосо да, сиздин катышууңуз Кыргызстандагы англис тили мугалим-репетиторлорунун чарчап-чаалыгуу көйгөйлөрүн тереңирээк түшүнүүгө салым кошот. Бул изилдөө келечекте ушундай ролдордо иштеген мугалимдерди колдоо системаларын жана саясаттарды түзүүгө жардамчы болушу мүмкүн. Сиздин тажрыйбаңыз академиялык жана саясатты иштеп чыгуучу чөйрөлөрдө мугалимдердин үнүн жеткирүүгө мүмкүндүк берет.

Бул маанилүү изилдөөгө салым кошуу мүмкүнчүлүгүн карап көргөнүңүз үчүн чоң рахмат. Кыргызстандагы мугалимдер туш болгон бул маанилүү маселени тереңирээк изилдөөгө бирге салым кошо алабыз деп үмүттөнөм.

Терен урматтоо менен,

Элянур Гуламидинова

Назарбаев Университетинин Билим берүү Жогорку мектебинин (NUGSE) студенти

Пригласительное письмо

Уважаемый преподаватель,

Надеюсь, что это сообщение находит Вас в добром здравии. Меня зовут Элянур Гуламидинова, и я провожу исследование в рамках своей магистерской работы в Назарбаев Университете. Я обращаюсь к преподавателям-репетиторам английского языка в Кыргызстане с целью изучения причин профессионального выгорания среди учителей и стратегий, которые они используют для борьбы с этим явлением.

Моё исследование, озаглавленное «Изучение выгорания среди преподавателей-репетиторов английского языка в Кыргызстане: изучение причин, последствий и стратегий преодоления», направлено на получение понимания опыта преподавателей-репетиторов в преодолении профессиональных трудностей и управлении стрессом. Мы считаем, что Ваши знания и опыт как преподавателя-репетитора могут предоставить бесценные перспективы относительно того, как выгорание влияет на педагогов и какие стратегии они используют для его преодоления.

Цель исследования: цель данного исследования – понять факторы, способствующие выгоранию среди преподавателей-репетиторов английского языка в Кыргызстане, а также изучить стратегии, используемые для борьбы с этим явлением. Ваше участие будет включать два этапа: сначала Вам будет предложено написать нарративное эссе, состоящее из 5-8 вопросов, а затем пройти полуструктурированное интервью с 10-12 вопросами. Интервью будет проводиться онлайн в удобное для Вас время, так как я не могу лично посетить место проведения исследования. Ожидаемая продолжительность каждого интервью составляет около 30-40 минут.

Этические соображения: Пожалуйста, будьте уверены, что вся предоставленная Вами информация будет строго конфиденциальной и будет использована исключительно в академических целях. Ваше участие является полностью добровольным, и Вы можете отказаться от участия в любой момент без каких-либо последствий. Все данные будут анонимизированы для защиты Вашей личности, и конфиденциальность Ваших ответов будет полностью соблюдена.

Преимущества участия: хотя прямых выгод для Вас нет, Ваше участие внесет вклад в более глубокое понимание проблем выгорания среди преподавателей-репетиторов английского языка в Кыргызстане. Данное исследование также может помочь в разработке будущих систем поддержки и реформ для педагогов, находящихся в аналогичных ролях. Ваш опыт предоставит платформу для того, чтобы такие голоса, как Ваш, были услышаны в академических и политических кругах.

Спасибо за рассмотрение этой возможности внести вклад в важное исследование. Я с нетерпением жду возможности совместной работы над освещением этой значимой проблемы, с которой сталкиваются преподаватели в Кыргызстане.

С уважением,

Элянур Гуламидинова

Студент, Высшая школа образования Назарбаев Университета (NUGSE).

Appendix D

Questions for narrative writing:

Dear Teacher,

I hope this message finds you well. I am conducting a research study on the burnout experienced by English language teacher-tutors in Kyrgyzstan, as this issue is often overlooked in academic research despite its significant impact on teachers. I would greatly appreciate your thoughts and insights on the following questions to help deepen the understanding of this important topic. If you know any other teacher-tutors who would like to participate, I would be happy to receive their contributions as well. Thank you for your time and support.

Questions:

1. Have you provided fee-charging private tutoring in English in the last 12 months?
2. If yes, how many tutees do you currently have?
3. Have you ever experienced burnout or felt you were close to burnout while juggling two jobs as a schoolteacher and private tutor? YES / NO
4. What are the main causes of burnout or near-burnout in your teaching/tutoring experience?
5. What strategies or actions did you take to cope with or manage these challenges?
6. Please provide the following information (optional):

Email:

Gender: Male / Female/ prefer not to say

Age range: 20–29 / 30–39 / 40+

Teaching experience: 0–5 years / 6–10 years / 11–20 years / 20+ years

Tutoring experience: one year/ two years/ 3 years/ 4-5 years/ more than 5 years

I am currently teaching: preschool / primary / secondary / tertiary students

I agree to the use of this data for research and/or publication purposes. YES / NO

Thank you again for your participation and for sharing your valuable experiences.

Best regards,

Elianur Gulamidinova

Nazarbayev University Graduate School of Education (NUGSE)

Урматтуу мугалим,

Саламатсызбы! Мен Кыргызстандагы англис тили мугалим-репетиторлорунун чарчап-чаалыгуусуна байланыштуу изилдөө жүргүзүп жатам, анткени бул маселе мугалимдерге тийгизген олуттуу таасирине карабастан, академиялык изилдөөлөрдө көп учурда көңүл сыртында калып келет. Бул маанилүү теманы тереңирээк түшүнүүгө жардам берүү үчүн төмөнкү суроолорго жооп берип, ойлоруңуз жана байкоолоруңуз менен бөлүшсөнүз, абдан ыраазы болмокмун. Эгерде сиз билген башка мугалим-репетиторлор дагы катышууну каалашса, мен алардын да салымын кубануу менен кабыл алам. Убактыңызды бөлгөнүңүз жана колдооңуз үчүн рахмат.

Суроолор:

1. Соңку 12 ай ичинде англис тилинен акы алып, жеке сабактарды өттүңүзбү?
2. Эгерде ооба болсо, учурда канча окуучуңуз бар?
3. Мектеп мугалими жана жеке репетитор катары эки жумушту айкалыштырууда, эч качан күйүп кетүү же күйүп кетүү абалына жакындап калуу сезимин баштан кечирдиңизби? ООБА / ЖОК
4. Жеке сабак берүү жана мугалимдик тажрыйбаңыздагы күйүп кетүү же анын жакындосунун негизги себептери кайсылар?
5. Бул кыйынчылыктарды жеңүү же башкаруу үчүн кандай стратегияларды же аракеттерди колдоносуз?
6. Төмөнкү маалыматтарды толтуруңуз (милдеттүү эмес):

Электрондук почта:

Жынысы: Эркек / Аял / айтууну каалабайм

Жаш диапозону: 20–29 / 30–39 / 40+

Окутуу тажрыйбасы: 0–5 жыл / 6–10 жыл / 11–20 жыл / 20+ жыл

Репетитордук тажрыйба: 1 жыл / 2 жыл / 3 жыл / 4–5 жыл / 5 жылдан ашык

Мен азыр сабак берем: мектепке чейинки / башталгыч / орто мектеп / жогорку окуу жай

Бул маалыматты изилдөө жана/же жарыялоо максатында колдонууга макулмун.
ООБА / ЖОК

Сиздин катышууңуз жана баалуу тажрыйбаңыз менен бөлүшкөнүңүз үчүн дагы бир жолу ыраазычылык билдирем.

Терен урматтоо менен,

Элянур Гуламидинова

Назарбаев Университетинин Билим берүү Жогорку мектебинин (NUGSE) студенти

Уважаемый учитель,

Надеюсь, это сообщение находит вас в добром здравии. Я провожу исследование по проблеме эмоционального выгорания среди учителей-репетиторов английского языка в Кыргызстане, так как этот вопрос часто остается вне внимания академических исследований, несмотря на его значительное влияние на преподавателей. Я была бы очень признательна за ваши мысли и наблюдения по следующим вопросам, чтобы помочь глубже понять эту важную тему. Если вы знаете других учителей-репетиторов, которые хотели бы принять участие, я буду рада получить их ответы. Спасибо за ваше время и поддержку.

Вопросы:

1. Предоставляли ли вы платные частные уроки по английскому языку за последние 12 месяцев?
2. Если да, сколько учеников у вас на данный момент?
3. Испытывали ли вы когда-либо выгорание или ощущали, что находитесь на грани выгорания, совмещая работу учителем и частным репетитором? ДА / НЕТ
4. Каковы основные причины выгорания или его приближения в вашем опыте преподавания и репетиторства?
5. Какие стратегии или действия вы предпринимали, чтобы справиться с этими трудностями?
6. Пожалуйста, укажите следующую информацию (необязательно):

Электронная почта:

Пол: Мужской / Женский / предпочитаю не указывать

Возрастная категория: 20–29 / 30–39 / 40+

Опыт преподавания: 0–5 лет / 6–10 лет / 11–20 лет / более 20 лет

Опыт репетиторства: один год / два года / 3 года / 4-5 лет / более 5 лет

В настоящее время я преподаю: дошкольникам / учащимся начальной школы / учащимся средней школы / студентам вузов

Я согласен на использование этих данных для научных исследований и/или публикаций. ДА / НЕТ

Еще раз благодарю вас за участие и за то, что поделились своим ценным опытом.

С уважением,

Элянур Гуламидинова

Студент, Высшая школа образования Назарбаев Университета (NUGSE)

Appendix E

Individual semi-structured interview protocol for the burnout of English language teacher-tutors in Kyrgyzstan focusing on their perceptions of their dual roles (teacher and tutor), the causes of burnout they experience, the consequences of the burnout, and the strategies they use to cope with it

Interviewer: Elianur Gulamidinova, Master of Arts in Multilingual Education
second year student at Nazarbayev University Graduate School of Education

Interviewee:

This qualitative research aims to capture the voices of eight English language teacher-tutors in Kyrgyzstan, reporting the causes of burnout in their teaching profession, the consequences of burnout, and exploring the strategies they adopt or plan to use to deal with their burnout.

Questions:

1. How long have you been providing private tutoring in English?
2. What motivated you to become a private tutor?
3. What are the advantages and disadvantages of providing tutoring?
4. Have you experienced burnout while tutoring? If so, can you describe the experience?
5. What are the primary sources that make you burnout while managing your roles as teacher and tutor simultaneously?
6. How do you deal with your burnout?
7. Which kind of support to reduce your level of burnout?
8. Is the private tutoring market regulated in Kyrgyzstan? if yes, please describe the regulatory procedures. If not, why?

Appendix F

Interview Transcript

Interviewer: Could you tell us about yourself?

Interviewee: I graduated in 2022 with a degree in English language and literature. That same year, I started working as an English teacher at a school-gymnasium. At the same time, I began teaching English at a learning center. I've been working as an English teacher for over two years now. As a tutor, I started during my student years, so it's been about five years.

Interviewer: How many students do you currently have?

Interviewee: At the moment, 20 students.

Interviewer: What areas do you mainly teach your students?

Interviewee: Mainly, I teach general English. Last year, I also had lessons for ORT preparation and Olympiad preparation. Sometimes there are cases when people request private lessons because they're moving to Europe or another country and need English.

Interviewer: Which of these areas do you find the most challenging?

Interviewee: The most challenging would probably be ORT preparation, because I don't have much experience in that area. Secondly, I haven't had the opportunity to study that area deeply. When I took the ORT myself, the format and content were very different from the current ORT. That's why I haven't taught that course much. I would need to research it thoroughly before teaching it.

Interviewer: Do you use specific materials for ORT preparation, or are materials provided by the school or learning center?

Interviewee: The school doesn't provide materials. The learning center also doesn't have specialized ORT preparation courses. At school, if a student decides to take the ORT in English, the teacher is responsible for that student's preparation. But the school doesn't supply the necessary materials—you have to research and find them on your own.

Last year, even the students didn't know what materials they needed to prepare for the ORT. They were confused and couldn't achieve good results. That's why this was a bit more challenging for me.

Interviewer: Do you use different materials for the school and the tutorial center?

Interviewee: Completely different materials. The current textbooks at schools don't match the students' actual proficiency levels. For example, a 5th-grade textbook isn't suitable for the level of a 5th-grade student. At the learning center, we use English File by Oxford.

Interviewer: What motivated you to work as both a schoolteacher and a tutor at the same time?

Interviewee: The first reason is that limiting myself to just school doesn't suit my personality. Simply going to school and coming back doesn't allow me to see any growth or development in myself.

Another reason is that at school, you just teach according to the program, following the curriculum. You can't, for instance, conduct lessons entirely in English. Some students understand, others don't. Their levels don't match.

If there's no language practice, fluency can be lost. Tutoring helps me maintain my own practice, improve, and grow. Working in different roles helps me develop methodologically and meet higher standards. At school, you might stay within a fixed framework, and that can prevent growth.

The financial aspect is another reason. I enjoy managing 2-3 jobs simultaneously. Just working at school doesn't suit me—it feels limiting.

Interviewer: Is additional income from tutoring important to you, and if so, how important?

Interviewee: Right now, since I'm not working at a school, tutoring is not my additional income but my main income. Before going on maternity leave, it was my additional income. I don't sacrifice my time just to teach for little money or for free. Instead, I'd rather dedicate that time to my children. There was a time when my husband's relative texted me on WhatsApp, saying that his daughter was struggling with English and that he couldn't afford to send her to a course. I said, "Alright, let your daughter come over. If I have time at home, I'll help her for about half an hour as much as I can." Other than that, I have never just gathered a group and given lessons for free. If I had nothing to do and was bored, maybe I would have taught for little money. But I don't have time to be bored.

Interviewer: What other differences do you see between school and tutorial center students?

Interviewee: There's a saying, "Free education isn't valued" (proverb), and it's true. For example, at school, some students attend "just for the sake of attendance." Their family situations and social conditions vary. Some come from full families, others from incomplete families. Some have parents who pay attention to them, others don't. Some students are interested, others are not. The students who are cared for at home and have an interest in learning will succeed. Those who aren't interested or supported by their families will fall behind, no matter how hard the teacher tries.

If a lesson is boring for an uninterested student, they'll disrupt the lesson for those who are engaged and eager to learn.

At the learning center, students come voluntarily, either because they or their parents are interested. They come intentionally, thinking, "I want to learn this." Parents also pay money, so they demand results both from their child and the teacher. They monitor their child closely, ensuring they study.

Another difference is the number of students. At learning centers, class sizes are smaller—10-14 students maximum. This allows you to work individually with each student. At schools, even when classes are divided for language lessons, there are still 15-25 students per group.

Interviewer: What are the advantages of tutoring?

Interviewee: It's easier to establish a connection with the students. Since the number of students is smaller, to be honest, most of them come from full families, around 80-90%. There might be children of migrant families, but generally, they are well-raised. So, there's a respectful relationship between students and teachers. Students know their place, and teachers know theirs.

At schools, based on my experience, such respect isn't always present. There are cases where students insult teachers or write inappropriate words on

desks. Last year, I saw a senior teacher become so upset that she cried because of such behavior.

At the learning center, there's a friendly atmosphere. While the boundaries between students and teachers are less strict, there's still respect.

Interviewer: What do you think about your colleagues?

Interviewee: At the learning center, there are about 15 teachers, mostly women. We all have respectful relationships. At school, there's more competition among teachers. There is competition at the learning center as well, but it's not as intense as in schools.

Interviewer: How many lessons do you currently teach?

Interviewee: Six hours a week.

Interviewer: At your busiest, how many hours have you taught in a day?

Interviewee: Last year, I taught around 8-9 hours a day: 6-7 hours at school, and then private lessons for students preparing to go abroad.

Interviewer: Do you have online lessons, or are all your lessons offline?

Interviewee: Currently, I have online lessons. Previously, all my lessons were offline.

Interviewer: Have you experienced burnout due to having two jobs?

Interviewee: Burnout happens when I stop working. If I spend my time productively outside the house, I feel satisfied. When I waste time at home or on unproductive activities, I experience unpleasant feelings. There are times when I feel physically exhausted, but I wouldn't call that burnout.

Interviewer: Have you ever thought about quitting school teaching or tutoring entirely?

Interviewee: Yes, those thoughts come up, usually when I'm tired. If I experience burnout, it's short-term. It doesn't last long. It might happen when I feel overwhelmed or like I can't keep up.

At school, you don't just teach your lessons and leave. There are competitions, Olympiads, ORTs, and numerous small tasks involved.

One of the advantages of the learning center is that it doesn't have the same level of documentation as schools. At the learning center, you focus solely on lessons.

Sometimes I think about choosing just one side, but each has its own pros and cons. I don't want to leave either entirely. If I leave the learning center, I miss out on self-development. If I leave school, my career growth won't progress much. Career advancement is more noticeable in schools.

I'm still thinking about which direction to choose, but I haven't decided yet. At the learning center, you don't accumulate work experience for your labor record book, but you do pay taxes. To build a formal work history, I have to work at a school.

For example, in my early years, I minimized my school hours and focused on the learning center to keep my labor record going. However, some school administrators noticed this and criticized me, saying I was devoting more of my energy to the learning center. But after I taught lessons at regional and city seminars, they stopped raising the issue. They realized I was still contributing effectively at school.

Interviewer: How does the lack of student motivation affect your teaching?

Interviewee: At school, I see it as normal. Some students like a subject, others don't. For example, I never studied physics passionately. I only studied enough to get a good grade (для галочки). Not all students will like every subject. It's impossible to make everyone interested.

At the learning center, however, this does make me reflect. If a student loses interest, I wonder if there's something wrong with my teaching. At the learning center, students come with enthusiasm and ambition. If a student who was previously engaged suddenly becomes disinterested, it makes me question whether I made a mistake.

Regardless of the setting, when a student isn't interested, it impacts the teacher. You start thinking, "Is my lesson boring?" If it's my first time teaching a class, I'll definitely question myself. However, once I get to know the student, if they remain disinterested in all subjects, I realize it's not just my fault. Their lack of motivation may stem from their social or personal circumstances.

Interviewer: Did the school administration request you to conduct a seminar? What was your reaction?

Interviewee: My initial reaction was fear. If I had more experience or years of teaching, I wouldn't have been afraid. At that time, I had only been teaching for 4-5 months.

One of the English teachers gave a seminar on TESOL, and then I was instructed to give a seminar as well. When I first heard about it, I was scared, but I pulled myself together, prepared, and it turned out well. Afterward, I received very positive feedback. For example, teachers who had worked with Gapyr Madaminov praised my seminar. That gave me self-confidence.

After that, I wasn't as afraid of giving seminars. In large school environments, self-confidence is essential. If you don't respect yourself, no one else will. If you don't have self-confidence, even your students won't take you seriously. With time and experience, I gained that confidence.

Interviewer: Have you ever experienced conflicts or misunderstandings with parents?

Interviewee: Over the past three years, I've worked as a teacher but haven't taken on the role of a homeroom teacher. Some people have linked this to my work at the learning center, saying I don't have the time to take on a homeroom class. However, it's also because of my personal circumstances—I have young children at home.

If I had taken on the responsibility of a homeroom class, conflicts or misunderstandings with parents would likely have been more frequent. But since I've only worked within the scope of my subject, there haven't been many issues.

There were one or two instances at the learning center where parents contacted me to discuss their child's progress. For example, one student was learning at a slower pace. I explained to the parent that while I spent one hour with other students, I dedicated 1.5 hours to their child, gave them extra assignments, and paid special attention to their progress. I even showed the parent camera recordings from the classroom to reassure them. The parent was grateful and satisfied.

I didn't see these as conflicts but rather as opportunities to communicate with parents. It's important for parents to know what's happening in the classroom. At the learning center, we even hold open house days and invite parents to observe lessons.

At school, it's not the same. In the past, parents were more involved—they would come to check on how their child was doing. Now, it's hard to get parents to participate. Even when you invite them, very few actually show up.

Interviewer: What were the consequences of burnout for you? Did it affect your health or daily life in any way?

Interviewee: Stress always leaves an effect over time, right? But overall, it hasn't really had a negative impact on my health.

Interviewer: When I interviewed teachers, some said that their hair started falling out or they became forgetful. Did you experience anything like that?

Interviewee: I wouldn't say it was *specifically* a result of burnout, but I do know how stress from work can affect a person. Two years ago, when I was still adapting to my job, I experienced a lot of stress at work, and I think other factors also played a role. I had a miscarriage and lost a baby. I experienced a lot of stress at work.

Interviewer: Were there any other effects? Did any of your habits change?

Interviewee: I've noticed that the more work I have, the more disciplined I am. And the less work I have, the worse my discipline gets. I just let myself go. That's something I noticed. And when I have a lot of work, I manage to do everything. But when I have less work, I somehow can't manage to do anything.

Interviewer: Do you have your own classroom at the school or the learning center?

Interviewee: At school, there are over 80 teachers, so not everyone has their own classroom. Homeroom teachers are assigned classrooms, but I wasn't given one. I'm assigned specific rooms to use for my lessons.

Having personal space is very important. If I had my own classroom, it would be easier to prepare for lessons. For example, if I wanted to use visual aids, I wouldn't have to carry my laptop, journals, flashcards, and books from class to class. A dedicated space would also make it easier to store and access teaching materials.

Personal space also provides a place to rest between classes. If one class leaves and another is about to start, you have a moment to gather yourself. Right now, I don't have that because I'm constantly moving from one classroom to another.

Even students have noticed this. Last year, 11th-grade girls asked me why I didn't have my own classroom. I compared the energy required to manage a homeroom class and a classroom to my current situation. Taking responsibility for 30-40 students and managing a homeroom class would consume a lot more energy. I'd rather move from classroom to classroom.

Interviewer: What strategies do you use to cope with stress?

Interviewee: After work, I want peace and quiet at home. I try not to create unnecessary problems and make an effort not to bring work home with me. I prefer to prepare plans and materials during my breaks at school or right after my lessons.

If I'm mentally tired from work, I try to stay physically active at home. I spend time with my kids, and after they go to bed, I take 1-2 hours for myself.

Interviewer: What kind of support would you want to make your job easier?

Interviewee: Maybe I would expect support from my husband. But I don't have any particular expectations. I think I should take responsibility myself. When my husband is free from work, he helps as much as he can. Other than that, I don't expect support from anyone else.

Interviewer: What additional support or resources would you like to maintain your emotional well-being?

Interviewee: Right now, I need support with childcare. I'm looking for a nanny. Household chores don't cause me much stress, but I do wish I had more time for myself. Sometimes I think, "Why isn't a day 30-35 hours instead of 24?"

Interviewer: How satisfied are you with the income from tutoring?

Interviewee: I'd say it's average. On a scale of 1 to 10, I'd rate it a 5. It used to be around 8-9. To maintain balance and avoid burnout, if I increase my tutoring load, I reduce my school hours, and vice versa.

Interviewer: Is the private tutoring market in Kyrgyzstan regulated?

Interviewee: No, it's not. Learning centers are inspected for tax compliance and sanitary standards, but the quality of education isn't monitored. Private tutors working independently aren't supervised at all.

Interviewer: If the market were regulated, what challenges or advantages would it bring for private tutors?

Interviewee: One advantage would be that higher-quality teachers might enter the field. Right now, both qualified and less qualified individuals are working as tutors. Regulation could ensure that only the best remain.

Interviewer: If someone came to you saying they wanted to manage two jobs, what advice would you give them?

Interviewee: I'd advise them to evaluate which job they like more and which is more beneficial. If they focus more on one job, they should reduce their workload in the other. Trying to handle both jobs at a high level might lead to physical exhaustion and reduce productivity.

Interviewer: What are your future plans?

Interviewee: It seems like tutoring might not have much of a future. With tools like ChatGPT and artificial intelligence, students can now practice independently. Because of this, I think tutoring might not be as useful in the long term. Even if it continues to exist, it may not be as beneficial or practical as it is now. Competition could also become more intense.

I want to explore another field.

Interviewer: A completely different field or still within education?

Interviewee: I like the field of education.

Interview Coding Sample (Excerpt)

Interview extracts	Codes	Subthemes	Themes
You work <u>one-on-one</u> . I set <u>my own time, manage my schedule</u> . The timing is <u>entirely my own</u>	Advantages of tutoring	Autonomy and flexibility	Benefits of tutoring
When you can't get the information across, and <u>the child doesn't understand</u> . And I think, why should I spend my time on this child? Sometimes, <u>I feel like just quitting— putting an end to it and stopping completely</u>	Tutoring challenges	Lack of student progress	Challenges in EPT
I come home <u>exhausted</u> after a long workday, and I don't feel like cooking. I can <u>barely stand on my feet</u> ... Usually, when I come home tired, I prepare something quickly before my husband gets home from work. <u>This is just how we live; what can you do? There's no other choice</u>	Exhaustion from teaching	Impact of workload on personal life	Work-life balance
Sometimes I just want to quit everything, go home, relax, and take care of my kids. Especially when I'm under pressure... <u>I just want to run away and not see them</u> [kids]. But kids are kids; they come up to me, give me hugs, and you forget everything ...when the issues come up again, you want to avoid them. Sometimes, <u>I think, yes, maybe I should leave school and focus on private tutoring instead</u>	Physical and emotional burnout	Teacher stress	Teacher burnout