

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**A STUDY ON THE PROFESSIONAL BURNOUT OF EFL
TEACHERS AT VOCATIONAL AND TECHNICAL ANATOLIAN
HIGH SCHOOLS IN ADANA**

Sevda UĞUZ

MASTER OF ARTS

ADANA / 2016

**REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT**

**A STUDY ON THE PROFESSIONAL BURNOUT OF EFL
TEACHERS AT VOCATIONAL AND TECHNICAL ANATOLIAN
HIGH SCHOOLS IN ADANA**

Sevda UĞUZ

Supervisor: Prof. Dr.Yasemin KIRKGÖZ

Member of the Examining Committee: Asst. Prof. Dr. Reyhan AĞÇAM

Member of the Examining Committee: Asst. Prof. Dr.Mustafa MAVAŞOĞLU

MASTER OF ARTS

ADANA / 2016

To ukurova University Institute of Social Sciences,

We certify that this thesis is satisfactory for the award of the degree of Master of Arts in the Department of English Language Teaching.

Supervisor: Prof. Dr. Yasemin KIRKGÖZ

Member of the Examining Committee: Asst. Prof. Dr. Reyhan AĞÇAM

Member of the Examining Committee: Asst. Prof. Dr. Mustafa MAVAŞOĞLU

I certify that this thesis conforms to the formal standards of the Institute of Social Sciences. / / 2016

Prof. Dr. Yıldırım Beyazıt ÖNAL

Director of Institute

PS: The uncited usage of the reports, charts, figures and photographs in this thesis, whether original or quoted for mother sources, is subject to the Laws of Works of Art and Thought No:5846

NOT: Bu tezde kullanılan ve başka kaynaktan yapılan bildirişlerin, çizelge, şekil ve fotoğrafların kaynak gösterilmeden kullanımı, 5846 sayılı Fikir ve Sanat Eserleri Kanunu'ndaki hükümlere tabidir.

ETİK BEYANI

Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Tez Yazım Kurallarına uygun olarak hazırladığım bu tez çalışmada;

- Tez içinde sunduğum verileri, bilgileri ve dokümanları akademik ve etik kurallar çerçevesinde elde ettiğimi,
- Tüm bilgi, belge, değerlendirme ve sonuçları bilimsel etik ve ahlak kurallarına uygun olarak sunduğumu,
- Tez çalışmasında yararlandığım eserlerin tümüne uygun atıfta bulunarak kaynak gösterdiğimi,
- Kullanılan verilerde ve ortaya çıkan sonuçlarda herhangi bir değişiklik yapmadığımı,
- Bu tezde sunduğum çalışmanın özgün olduğunu,

bildirir, aksi bir durumda aleyhime doğabilecek tüm hak kayıplarını kabullendiğimi beyan ederim. 24 / 07/ 2016

Sevda UĞUZ

ÖZET

ADANA’DA MESLEKİ VE TEKNİK ANADOLU LİSELERİNDE İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ TÜKENMİŞLİK DÜZEYLERİNİN İNCELENMESİ ÜZERİNE BİR ÇALIŞMA

Sevda UĞUZ

Yüksek Lisans Tezi, İngiliz Dili ve Eğitimi Anabilim Dalı

Danışman: Prof.Dr. Yasemin KIRKGÖZ

Temmuz, 2016, 99 sayfa

Bu çalışma, Mesleki ve Teknik Anadolu Liseleri’nde görev yapan İngilizce öğretmenlerinin demografik değişkenlere ve tükenmişlik düzeylerini etkileyebilecek bazı unsurlara göre tükenmişlik düzeylerini belirlemek ve tükenmişliğe neden olan faktörleri tespit etmek amacıyla yapılmıştır.

Araştırmaya Adana il merkezindeki (Seyhan, Çukurova, Sarıçam, Yüreğir) Mesleki ve Teknik Anadolu Liseleri’nde görev yapan 110 İngilizce öğretmenin katılımıyla gerçekleştirilmiştir. Bu çalışma nitel ve nicel araştırma yöntemlerini kullanankarışık araştırma desenli bir çalışmadır. Araştırma grubunun kişisel özellikleri ile ilgili bilgi sahibi olmak amacıyla araştırmacı tarafından hazırlanan ve 20 sorudan oluşan Kişisel Bilgi Formu, tükenmişliği ölçmek amacıyla Maslach tarafından geliştirilen ve 22 sorudan oluşan “Maslach Tükenmişlik Ölçeği (1981)” ve yarı-yapılandırılmış görüşme tekniği uygulanmıştır.

Anketle elde edilen nicel veriler bilgisayar ortamında SPSS 17 paket programı kullanılarak frekans ve % hesaplamaları yapılmıştır. Kişisel Bilgi Formu veyarı yapılandırılmışsorular ile toplanan nitel veriler için ise nicel verileri desteklemek amacıyla içerik analizi yapılmıştır. Elde edilen sonuçlara göre Adana’da Mesleki ve Teknik Anadolu Liseleri’nde görev yapan İngilizce öğretmenlerinin mesleki tükenmişlik seviyeleri yüksektir.

Veri analizi, İngilizce öğretmenleri arasında 49 kişiyle yüksek seviyede, 37 kişiyle orta seviyede ve 24 kişiyle düşük seviyede tükenmişliğin varolduğunu göstermiştir. T-test ve Anova verileri tarafından desteklenen sonuçlar de tükenmişlik açısından cinsiyet, yaş, eğitim geçmişi, mesleki deneyim ve medeni durumun anlamsal

bir farklılık yaratmadığını göstermiştir. Detaylı çalışma ve yarı-yapılandırılmış görüşme verilerinin analiziyle öğrenciyle ilgili faktörlerin diğer zorlukların önüne geçtiği bulunmuştur. Bulgular, aşırı iş yükü, idari kadro, fiziki çevre ve karar verme özerkliğindeki eksikliğin öğretmen tükenmişliği ile ilintili olduğunu göstermiştir. Tükenmişliği önlemek ve azaltmak için bazı öneriler de bu çalışmaya dahil edilmiştir.

Anahtar Kelimeler: Tükenmişlik, tükenmişlik alt boyutları, mesleki ve teknik anadolu lisesi, öğretmen



ABSTRACT**A STUDY ON THE PROFESSIONAL BURNOUT OF EFL TEACHERS AT
VOCATIONAL AND TECHNICAL ANATOLIAN HIGH SCHOOLS IN ADANA****Sevda UĞUZ****Master of Arts, English Language Teaching****Supervisor: Prof. Dr. Yasemin KIRKGÖZ****July, 2016, 99 pages**

The aim of this study is to determine the burnout levels of the ELT teachers working at Vocational and Technical Anatolian High Schools in terms of demographic variables and certain elements which might effect the level of burnout and to try to determine the factors causing burnout.

110 teachers working at Vocational and Technical Anatolian High Schools in central part of Adana (Seyhan, Çukurova, Sarıçam, Yüreğir) participated in this research. This study is based on a mixed research design, using both qualitative and quantitative research methods. Demographic Information Form containing 20 questions which have been prepared by the researcher to get information about the personal characteristics of the research group, “Maslach Burnout Inventory (1981)” which involves 22 questions developed by Maslach to measure burnout, and a semi-structured interview technique were utilized.

The quantitative data obtained from the questionnaire were analyzed by statistical software 17 (SPSS). Moreover, the qualitative data collected using the Demographic Information Form and semi structured interviews were analyzed through content analysis to support the quantitative data. Results revealed that EFL teachers who are working in Vocational and Technical Anatolian High Schools in Adana have a high level of burnout. The data analysis implicated that burnout existed among EFL teachers with 49 high level of burnout, followed by 37 moderate level, and 24 low. Additionally, on the basis of independent samples' test scores and Anova results, it can be implicated that there is no significant difference in gender, age, marital status, educational background, work experience in terms of burnout. As a result of the detailed study and analysis of the data findings from semi structured interviews, it was found that student-

related factors dominate other challenges. The findings also show that work overload, administrative staff, physical environment, and lack of autonomy in decision making are associated with teacher burnout. In order to prevent and reduce burnout levels, some suggestions were also included in the study.

Keywords: Burnout, burnout dimensions, vocational and technical high school, teacher.



ACKNOWLEDGEMENTS

It is a pleasure for me to thank, my supervisor, Prof. Dr. Yasemin KIRKGÖZ ,without whom this MA study would not have been possible, for her invaluable and unconditioned encouragement and support. She has been a model for me since my university years with her kindness, affection and patience.

I also wish to express my sincere appreciation to Asst. Prof. Dr. Reyhan AĞÇAM and Asst. Prof. Dr.Mustafa MAVAŞOĞLU for their valuable remarks and support.

Finally, I owe much to all my family members for their support and unconditional love throughout my life.

Sevda UĞUZ

Adana-2016

TABLE OF CONTENTS

	Page
ÖZET	iv
ABSTRACT	vi
ACKNOWLEDGEMENTS	viii
ABBREVIATIONS	xii
LIST OF TABLES	xiii
LIST OF APPENDICES	xiv

CHAPTER I

INTRODUCTION

1.1. Introduction.....	1
1.2. Background of the Study	2
1.3. Statement of Problem.....	4
1.4. Purpose of the Study	4
1.5. Research Questions.....	5
1.6. Significance of the Study	6
1.7. Limitations of the Study	7
1.8. Definitions	8

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction	9
2.2. Burnout	9
2.2.1. The Preliminary Period.....	10
2.2.2. The Empirical Period.....	11
2.3. Dimensions of Burnout.....	15
2.3.1. Emotional Exhaustion.....	15
2.3.2. Depersonalisation	16
2.3.3. Reduced Personal Accomplishment	17
2.4. Causes of Burnout.....	18
2.4.1. Individual Factors	19
2.4.2. Work-Related Factors	20
2.5. Consequences of Burnout	22
2.6. What is <i>not</i> Burnout?	24

2.7. Teacher Burnout	25
2.8. Related Research in Turkey	31
2.9. Measurement of Burnout	33

CHAPTER III

METHODOLOGY

3.1. Introduction.....	35
3.2. Aim	35
3.3. Research Questions.....	35
3.4. Participants.....	36
3.5. Data Collection Procedure	37
3.5.1. Setting	37
3.5.2. Vocational and Technical Anatolian High Schools.....	37
3.5.3. Instruments	39
3.5.3.1. Personal Information Form	39
3.5.3.2. Maslach Burnout Inventory- Educators Survey	40
3.5.3.3. Pilot Study	41
3.5.3.4. Semi-structured Interviews	41
3.6. Data Analysis.....	42

CHAPTER IV

RESULTS

4.1. Introduction.....	45
4.2. Results.....	45
4.2.1. MBI-ES	45
4.2.2. Interviews	51
4.2.2.1. Analysis of The Responses To “What Is The Best Thing About Your Work?”	52
4.2.2.2. Analysis of The Responses To “What Is The Most Challenging Thing About Your Work?”	54
4.2.2.3. Analysis of The Responses To “What Kind of Situations Lead Teachers To Burnout In Classroom?”	55
4.2.2.4. Analysis of The Responses To “Have You Ever Thought of Leaving The Job? Why?”	58
4.2.2.5. Analysis of The Responses To “What Institutional Factors Contribute To The Teacher Burnout?”	60

CHAPTER V

CONCLUSION

5.1. Introduction	63
5.2. Discussion.....	63
5.3. Pedagogical Implications.....	67
5.4. Suggestions for Further Research.....	71
REFERENCES.....	73
APPENDICES.....	90
CURRICULUM VITAE.....	99



LIST OF ABBREVIATIONS

GB: General Burnout

EE: Emotional Exhaustion

D: Depersonalization

PA: Personal Accomplishment

MBI-ES: Maslach Burnout Inventory Educators Survey

EFL: English as a Foreign Language

ELT: English Language Teaching

SPSS: Statistical Package for Social Sciences

AWS: The Areas of Worklife Survey

OECD: Organisation for Economic Co-Operation and Development

LIST OF TABLES

	Page
Table 1. Participants' Demographic Characteristics	36
Table 2. Attendance in General High Schools and Vocational High Schools	38
Table 3. Categorization for Burnout Scores on MBI-ES	43
Table 4. Frequency and Percentages of Professional Burnout Subscales	46
Table 5. Descriptive Statistics of the Variables	48
Table 6. T-test Results for the Relationship Between Burnout and Gender	49
Table 7. ANOVA Results for the Relationship Between Burnout and Age	49
Table 8. T-test Results for the Relationship Between Burnout and Marital Status.....	50
Table 9. Results of ANOVA for the Relationship Between Burnout and Work Experience	50
Table 10. T-test Results for the Relationship Between Burnout and Educational Status	51

APPENDIXES

	Page
Appendix A. Kişisel Bilgi Formu (PIF).....	90
Appendix B. The Maslach Burnout Form And The Original Likert Scale Items.....	93
Appendix C. Maslach Tükenmişlik Ölçeği Eğitici Formu	94
Appendix D. MBI Scoring Key	95
Appendix E. Permission from MoNE.....	96



CHAPTER I

INTRODUCTION

1.1. Introduction

“Choose a job you love, and you will never have to work a day in your life.” This quote from Confucius clearly indicates the importance of profession in human life. The amount of time spent and the environment at work are the strongest and the most consistent predictor of all the job factors that influence human life aside from the job scope itself.

Working life has been the subject of great changes in recent years with greater demands and responsibilities, increasing the pressure to work inside contemporary working life. This is basically due to the emergence of the "social web" and the huge embrace of technology and particularly the mobile gadgetry in our lives. Living in a fast-moving world, teachers have to cope with rapid changes, continuing knowledge explosion, as well as increasingly complex responsibilities that are rather difficult to maintain (Turnbull, 2007).

New demands are often placed on the schools in addition to the existing ones to be equipped with current knowledge and modern methods of acquiring new knowledge. The changes that have taken place in schools have changed the roles of teachers, too. For example, teachers need to be able to use and handle information technology such as computer, photocopier and power point presentations. In addition, the school might need teachers to make decisions and cope with the stress of changing educational regulations. Such challenges have affected the work climate, attitude and well-being of individuals.

Work life problems have been associated with numerous physical and mental health implications. It is not the job but the person-environment fit that matters. These emotionally, physically, and mentally consuming pressures render teaching a highly stressful profession, which is viewed as extremely stressful by approximately one quarter of school teachers (Kyriacou, 2001). The state of the resulting chronic stress can lead to the disease of what is called “burnout”. “Burnout is a state of emotional, mental, and physical exhaustion caused by excessive and prolonged stress.” (Maslach, Schaufeli & Leiter, 2001, p. 397). No two individuals can possibly experience burnout in quite the same way; however, burnout researches provide a basis for the variables to study and attempt to predict who will experience burnout.

This chapter introduces the overall thesis. First, it offers a brief explanation of the background information to the study. Second, it states the problem and purpose of the study. Third, it indicates what its research questions and limitations are and why the study is significant. Finally, it defines the limitations of the study and the key terms.

1.2. Background of the Study

The effects of the rapidly changing workplace through globalization, in the fields of macro-economics, technology, culture and politics, on working conditions forced organisations to update themselves in the past decade (Schabracq & Cooper, 2000). Dollard and Winefield (2002) suggested that under the pressure of economic rationalism, employees are experiencing overemployment, resulting in job intensification, increased work pressures, and longer working hours. As the nature of work has become more fluid, workers are expected to learn new skills, perform multiple tasks, and self-manage. In addition to this, organizational downsizing has resulted in reduced job security and stability, work quality and pay (Kendall et al., 2000). These, in turn, have led to increase in role ambiguity, possibly resulting in increased work stress and illness (Dunnette, 1998).

Trends such as increased work pace, more high-skilled jobs, and the increased use of information and communication technology lead to higher demands on the mental functions of workers (Maslach, et al., 2001). As a consequence, high levels of psychological distress become common among working populations. When distress reaches the level of clinical relevancy, it can be defined as a stress-related disorder (SRD) such as neurasthenia, adjustment disorders and burnout (Van Der Klink JJ, 2003). Although burnout is correlated with other mental health conditions, it is supported that it is a construct distinct from other mental health disorders, from a general stress reaction, and from other work phenomena such as job dissatisfaction (Maslach, et al., 2001). Burnout is especially thought to be widespread among employees in public service systems (Awa, et al., 2010).

Teachers start their teaching life with high idealism and expecting to get high outcomes; however, after they start teaching, they realize the stressful teaching environment (Friedman, 2000). They are obliged to cope with students and new conditions in their institutions. Teachers who are not supported enough can be

confronted with a lot of problems such as first signs of burnout (Walsdorf & Lynn, 2002, p. 190).

Burnout was first defined by Freudenberger (1974) as the feeling of failure and exhaustion resulting from excessive demands on a person's energy within sufficient reward for the effort. Carter (1994) defines teacher burnout as “physical, emotional, and attitudinal exhaustion that begins with a feeling of uneasiness and mounts as the joy of teaching begins to gradually slip away”.

Block (1978) and Freudenberger (1983) have categorized many of the symptoms associated with burnout into three groups: physical (e.g. exhaustion, lingering cold, frequent headaches, gastrointestinal disturbances, weight loss, sleeplessness and shortness of breath), psychological (e.g. changeable mood, irritability, depression, loss of caring for people, cynical attitude, increased frustration, feelings of helplessness, greater professional risk-taking (e.g. smoking, escapist drinking, drug use), and behavioral (e.g. deterioration in work performance and absenteeism). Common symptoms of burnout are lack of energy, joy, enthusiasm, satisfaction, motivation, interest, and zest, dreams for life, ideas, concentration, self-confidence, or humor. (McGee-Cooper, 1990).

Maslach and Jackson (1986) formed the major theoretical perspective of burnout defined as a syndrome characterized by emotional exhaustion, depersonalization and reduced personal accomplishment. It is usually defined as “...a state of exhaustion in which one is cynical about the value of one's occupation and doubtful of one's capacity to perform” (Maslach, Jackson, & Leiter, 1996, p. 20). Emotional exhaustion is the central strain dimension of burnout, described as feelings of being emotionally drained by one's work. This factor can cover physiological illnesses and chronic fatigue (Evers, Brouwers, and Tomic, 2002).

Depersonalization/Cynicism is a negative or excessively detached response to the work itself and/or to the individuals with whom employees' interact while performing their job. Finally, lack of personal accomplishment refers to a decline in one's feelings of competence and of successful achievement at work (Maslach, Schaufeli, & Leiter, 2001; Schaufeli, Leiter, & Maslach, 2009). As burnout can cause such serious results, teacher burnout is an important phenomenon to investigate.

Taking into account all of these, it is significant to study burnout and its consequences in EFL teacher contexts of vocational and technical high schools in Adana, Turkey. Basically, the study assumes that EFL teachers' assessment of their

individual, school-level, and administrative conditions will reflect what potential antecedents of teacher burnout are.

1.3. Statement of the Problem

The changing speed in the 21st century has effected many aspects of working life, causing inevitable stress in business life, disrupting daily routines (Lazarus & Folkman, 1984). Kyriacou has shown that teachers are among the ones with the highest risk of job stress (2001). Learning how to cope with the occupational demands, the continuous challenges and problems related to the teaching profession is not an easy process. Uncertainty, low self-efficacy, administrative interruptions, ineffective classroom management, firm instructional outlines, inflexible curricula and reality shock are the problems that teachers might face in their working environment (Munthe, 2001).

Kyriacou (2001) states that the main sources of teacher stress are teaching students who lack motivation, maintaining discipline in the classroom, confronting general time pressures and workload demands, being exposed to a large amount of change, being evaluated by others, having challenging relationships with colleagues, and management, and being exposed to generally poor working conditions. As a result of experiencing high level of burnout, teachers might leave the profession (Høigaard, Giske & Sundsli, 2012). Burnout does not only affect teacher retention and attrition, but it also influences teachers' psychological states in that it leads to emotional exhaustion, depersonalization, and reduced personal accomplishment (Leiter & Maslach, 1998). Therefore, investigating the burnout levels of EFL teachers might help us deeply understand the reasons for burnout. Shortly, it is expected that the present study will generate more information useful in understanding EFL teachers' problems, improving the quality of teaching conditions, and taking preventative actions before the burnout issues progress to a risky point.

1.4. Purpose of the Study

This study aims at investigating burnout levels of EFL teachers currently working at vocational and technical Anatolian high schools located in the center of Adana province. Hence, it specifically deals with (1) the professional burnout levels of EFL teachers in terms of a) emotional exhaustion dimension, b) depersonalization

dimension, c) personal accomplishment dimension; (2) the level of EFL teachers' professional burnout according to some demographic variables; (3) common factors causing EFL teachers to burnout. The current study is intended to fill the gap in the field arising from lack of sufficient research focusing on burnout levels of EFL teachers working at vocational and technical Anatolian high schools.

The objective of the first phase is to measure the perceived burnout levels of EFL teachers working at vocational and technical Anatolian high schools by employing Maslach Burnout Inventory-Educators Survey (MBI-ES), which is the most widely accepted scale in scientific studies for assessing teacher burnout. The second phase aims at gathering personal information of the subjects (such as age, gender, marital status, educational background, working experience) and collecting work-related information (such as individual, school-level, administrative sources of burnout) of EFL teachers through interviews. In the final phase, the relationship between these work-related information and the EE, DP, and PA burnout levels of the teachers will be examined with reference to the personal information. In brief, with these purposes in mind, the study aims to find out answers to its research questions offered in part 1.5.

1.5. Research Questions

With the concerns presented above, the research questions of this study focus on the EFL teacher burnout at high school level. The current study aims to answer the following research questions:

- 1) What is the level of EFL teachers' professional burnout in terms of;
 - a) emotional exhaustion dimension?
 - b) depersonalization dimension?
 - c) personal accomplishment dimension?
- 2) What is the level of EFL teachers' professional burnout according to some demographic variables (age, gender, marital status, educational background, work experience)?
- 3) What are the common factors causing EFL teachers' burnout?

The study aims at measuring the perceived burnout levels of EFL teachers in three subscales of burnout, exploring the variability in these burnout subscales in

reference to the participants' socio-demographic characteristics, discovering individual, school-level, and administrative predictors of EE, DP and PA burnout processes, and conducting a qualitative study in order to determine common factors causing burnout among EFL teachers.

1.6. Significance of the Study

“Education is the most powerful weapon which you can use to change the world.” This quote from Nelson Mandela indicates the importance of education. It is clear that education system cannot be considered without teachers as a driving force. Teachers assume a wide range of roles assigned formally or informally to back up school and student achievement. Leading in the classroom and in the school and gaining the respect of students and as a positive model, teachers must be called a nation builder. Booming a national development and constructing a wealthy society with knowledge begin with teachers. No other figure can play a greater role than a teacher does in building the next generations.

The psychological as well as physical state of teachers is very important (Demerouti et al., 2001). Stressed teachers (Kyriacou, 2001), loss of enthusiasm and motivation to teach (Bakker, Schaufeli, Leiter & Taris, 2008), decreased teacher effectiveness (Høigaard et al., 2012), a reduced self-efficacy (Skaalvik & Skaalvik, 2010), and teacher attrition (Høigaard et al., 2012) are some basic burnout effects on education.

It is also known that the work environment in a job context could evoke burnout mostly caused by factors such as unsatisfying working conditions (Bakker, Demerouti & Euwema, 2005; Farber, 2000), role conflict and role ambiguity, lack of social support (Lee & Ashforth, 1993), work overload (Borg & Riding, 1991), time pressure, large classes, isolation, poor opportunities for promotion (Chang 2009; Boyle, Borg, Falzon, & Baglioni, 1995), and students' misbehavior (Boyle et al., 1995).

Teachers experience a high workload and work pressure because the amount of new tasks might be over their capacity or they receive little support from their schools (OECD, 2003). EFL teachers, particularly those working in vocational and technical Anatolian high schools, face a different challenge because of the students' low level of motivation and limited occasions where they have to use English outside the classroom (British Council, 2013). The disinterested and low-motivated students often

caused discipline problems, which is more likely to cause EFL teachers' burnout (McCormick & Barnett, 2011).

Literature research has shown that although there are some studies on burnout at different educational levels in Turkey, only a few studies were carried out with the participation of vocational high school teachers. Although several studies on EFL teachers' burnout have been done in Turkey (Atila, 2014; Cephe, 2010; Kulavuz, 2006; Öztürk, 2013; Unaldı, Bardakci, Dolas & Arpaci, 2013), there has not been much research on the EFL teachers working at vocational and technical high schools. The present research, investigating burnout levels of teachers working at vocational and technical high schools in Adana by demographic variables, is believed to provide valuable insights into guiding teachers, increasing EFL teachers' awareness of burnout, and helping them to develop preventive measures against burnout.

1.7. Limitations of the Study

The current study has some limitations, so findings should be evaluated with great care. The limitations of this study can be listed as follows:

1. This study is limited with 110 EFL teachers serving in vocational and technical Anatolian high schools, affiliated to the Ministry of National Education, in the center of Adana during the 2014-2015 academic year.
2. In relevant literature, there are many other variables that can affect the burnout level in the searched literature. Although these variables might give a different perspective to the topic, they can go beyond the study.
3. Investigating only vocational and technical Anatolian high school teachers limits the scope of the study and makes it impossible to generalize the findings to the teachers working at other types of high schools.
4. In the present study, teachers sometimes preferred not to mention about nasty situations and hesitated to talk about them, which resulted in a low level of motivation to answer some questions in detailed way. Yet, burnout is a subject related to human psychology; thus, further studies are needed to shed light on the issue.

1.8. Definitions

Burnout: Burnout is a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do 'people work' of some kind (Maslach & Jackson, 1986, p.1).

Emotional Exhaustion: It corresponds to the notion of strain as it has been linked to tension, anxiety, physical fatigue, insomnia, and so on (Maslach & Jackson, 1981).

Depersonalization: Depersonalization corresponds to the notion of coping; through depersonalization, the individual attempts to staunch the depletion of emotional energy by considering others as objects or numbers rather than as people (Maslach, 1982).

Reduced Personal Accomplishment: It is the self-evaluation component and is related to reduced professional efficacy, productivity or capability, low morale, and an inability to cope with job demands. It represents a decline in one's feelings of competence and achievement at work (Schwarzer & Hallum, 2008, pp. 154-155).

Stress: It is a particular interaction between the person and the environment, appraised by the person as being exceeding his or her personal resources, and, as a consequence, disrupting daily routines (Lazarus & Folkman, 1984).

CHAPTER II

REVIEW OF LITERATURE

2.1. Introduction

This chapter discusses the theoretical concept of burnout and its applications in educational settings. It begins with the definitions of burnout in general. Then, the history of burnout is presented in three phases. The next part addresses the theoretical aspects of the burnout and its differences from other psychological concepts. Following this, the reasons and the consequences of burnout and the three dimensions of teacher burnout are presented. Finally, measurement of burnout is described with frequently used instruments.

2.2. Burnout

Burnout, as a psychological syndrome in response to chronic interpersonal stressors on the job, has arguably become one of the most popular research topics in various professional fields. The introduction of the term “burnout” to the social sciences was in 1974 by Freudenberger. It began to appear with some regularity in the United States, especially among people working in the human services.

The first empirical study related to burnout was published by Christina Maslach in 1976. Since that time, it has been studied in many countries (Paine, 1982).

People have a relationship with their work, and a breakdown in the relationship is a significant phenomenon of the modern age because employees having burnout risk show low job performance and might deal with serious health problems in the following years. (Bakker, Demerouti & Sanz-Vergel, 2014).

Traditionally, burnout is considered as a three-dimensional syndrome; emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Jackson, 1981). The exhaustion component represents the basic individual stress dimension of burnout described as feelings of being overextended and depleted of one's emotional and physical resources. Depersonalization, or cynicism, component represents the interpersonal context dimension of burnout. It refers to a cynical, negative attitude towards one's work or towards the recipients of one's service. For instance, teachers might make cynical comments about their pupils or physicians about

their patients. Finally, the third symptom of burnout is a lack of personal accomplishment, which refers to the self-evaluation dimension, a decline in one's feelings of competence and of successful achievement and productivity at work (Schaufeli, Leiter & Maslach, 2009). As seen clearly above, burnout definitions vary and there is no consensus among scholars about its conceptualization.

2.2.1. The Preliminary Period

The history of burnout can be investigated in three periods: The first period is the preliminary period. The term burnout was first used in the novel *A Burnt-Out Case* by Greene in 1961. The novel is about a tired and detached architect having lost his motivation to work, could neither suffer nor laugh (Davis, 1961). Early articles on burnout appeared in the mid-1970s in the United States, and their initial contributions were labelled as “burnout” used colloquially to refer to the effects of chronic drug abuse, and presented it as not being an unusual response. Till 1974, the term burnout was used in this meaning (Grosh & Olsen, 1994).

Freudenberger, as a consulting psychiatrist, borrowed the term from the illegal drug scene (1974). The term defined as the “gradual emotional depletion, loss of motivation, and reduced commitment” and “to fail, to wear out, or become exhausted by excessive demands on energy, strength, or resources” among volunteers of the St. Mark's Free Clinic in New York's East Village in 1974 (p. 159).

The first studies on burnout were based on the human services and health care jobs (Cherniss, 1980; Farber, 1982). The main subject of these jobs is to provide aid and service to people in trouble. These jobs can be characterized by emotional and interpersonal stressors. Freudenberger (1974) examined health care workers demoralized by caring for drug addicts and wrote the leading articles. He believed that workers worked harder when faced with emotional exhaustion.

Maslach and Pines (1977) and Maslach and Jackson (1981) found the opposite, namely, deterioration in work productivity. The belief in deterioration of work quality continued through the decades to present time (Taris et al., 2005). Maslach (1976), a social psychologist studying emotions in the workplace, noticed the term “burnout” when interviewing human services workers on emotional sides of job stress and how these workers coped with their emotional arousal using cognitive strategies. As a result of the interviews, in contrast to Freudenberger, Maslach and Pines (1977) and Maslach

and Jackson (1981) found that work productivity deteriorated when workers often felt emotionally exhausted. They developed negative perceptions and feelings about their clients or patients and experienced crises in professional competence. They also found that the coping strategies had significant connotations on the professional identity and job behavior of people (Maslach et al., 1996; Taris et al., 2005). Hence, care-giving and service occupations constitute the roots of burnout research because the relationship between provider and recipient is a crucial factor in this kind of jobs.

The early writings of burnout research was effected by the clinical and social psychological perspectives. Since burnout was not based on an individual stress response, it had more to do with the individual relationships in the workplace due to interpersonal context of the job giving importance to the emotions, motives and values of an individual. The focus on the relationship between provider and the recipient and on the situational context of service occupations constitutes its social side. However, the clinical side focused on burnout symptoms and mental health issues. Human services interviews suggested some identifiable regularities. First, emotional exhaustion is a common response when service and care jobs have been so demanding and involving. Depersonalization (cynicism) also emerged from these interviews, and emotional distance from the clients as a way of protecting oneself from intense emotional stress of the work could incapacitate at work. Excessive detachment and little concern; however, cause employees to behave clients in negative, callous, and dehumanized ways (Maslach et al., 2001). The relationships between provider and coworkers or family members were the source of both emotional strains and rewards functioning as a resource for coping with stress in some cases. The empirical study of burnout did not begin until the 1980s through the work of researchers, such as Schwab, Maslach, and Jackson (1986).

Numerous studies were also conducted regarding the empirical period of burnout, which will be presented in the following section.

2.2.2. The Empirical Period

In the 1980s, an empirical research period which was more systematic began thanks to theoretical and methodological contributions from the field of industrial-organizational psychology. After using questionnaire and survey methodology and conducting research with larger populations, quantitative results appeared.

As a result of interviews, observation, and psychometric development, a multidimensional construct to assess burnout was found by Maslach and Jackson (1981). The Maslach Burnout Inventory (MBI) developed by Maslach&Jackson (1981) has been widely used by researchers. It was identified as “a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity” as a human service concept (Maslach et al., 1996, p. 4).

However, while early burnout research focused primarily on care-giving occupations such as nursing (Maslach & Jackson, 1981; Maslach et al., 2001) by the late 1980s, researchers and practitioners noticed that burnout was also seen among managers, entrepreneurs, and white- and blue collar workers. So, the concept burnout began to be used in other jobs, too which requires creativity, problem solving, or mentoring skills. After this generalization, burnout was defined as “a state of exhaustion in which one is cynical about the value of one’s occupation and doubtful of one’s capacity to perform” (Maslach et al., 1996, p. 20). Interest in burnout quickly emerged by teachers as the care-giving group (Farber, 1991). Via the use of standardized tools and research designs a richer perspective diversity on burnout has been attained.

Several new perspectives took this empirical phase to 1990s. First, the burnout concept was extended to jobs beyond the human services and education, such as computer technology and military, managers. Second, burnout research was flourished by more sophisticated methodology and statistical tools which permit researchers to examine the contribution of many potential influences. Third, longitudinal studies which are important for evaluating intervention effects to lessen burnout showed the links between the work environment at one time and the individual’s thoughts and feelings at a later time (Maslach et al., 1996). After these longitudinal studies, Maslach and her colleague Michael Leiter (2001) claimed that engagement is characterized by energy, involvement and efficacy. In addition, burnout might result in negative outcomes related to job function (performance, output, etc.) and physical and mental health. Murray (2002) also stated that burnout is caused not only by feeling sick and tired but also other humanly factors such as changes in public policy and cutbacks in government funding.

In her book called *The measurement of experienced burnout* Maslach (1981) puts her distinguished ideas forward as:

“Burnout is a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind. A key aspect of the burnout syndrome is increased feelings of emotional exhaustion. As their emotional resources are depleted, workers feel they are no longer able to give of themselves at a psychological level. Another aspect is the development of negative, cynical attitudes and feelings about one's clients. Such negative reactions to clients may be linked to the experience of emotional exhaustion, i.e. these two aspects of burnout appear to be somewhat related. This callous or even dehumanized perception of others can lead staff to view their clients as somehow deserving of their troubles (Ryan, 1971), and the prevalence among human service professionals of this negative attitude toward clients has been well documented (Wills, 1978). A third aspect of the burnout syndrome is the tendency to evaluate oneself negatively, particularly with regard to one's work with clients. Workers feel unhappy about themselves and dissatisfied with their accomplishments on the job” (p. 99).

According to Maslach and Leiter (1997), the burnout process starts with the wearing out of engagement, when “. . . energy turns into exhaustion, involvement turns into cynicism, and efficacy turns into ineffectiveness” (p. 24). Schaufeli and Salanova (2007) defined and operationalized engagement as the positive antithesis of burnout, and developed the Utrecht Work Engagement Scale (UWES) to measure vigor, dedication, and absorption as the three engagement dimensions. Gonzalez-Roma et al. (2006) showed that the UWES and the MBI are negatively related, and that the dimensions of exhausting, vigor, cynicism and dedication constitute a continuum dubbed energy and identification, respectively (Cited in Schaufeli et al., 2008).

In 2000s, when positive psychology pioneer phase boomed, positive occupational behavior was defined as “the study and application of positively oriented human resource strengths and psychological capacities that can be measured, developed, and effectively managed for performance improvement in today's workplace” (Luthans, 2003, p. 179). Although “engagement” was formulated and the first empirical studies were carried out before the positive psychology movement in 2000, this booming phase increased the scientific interest in work engagement complemented with a positive approach. Business community also encouraged rephrasing burnout as the erosion of engagement. Economy emphasized cost reduction, efficiency, and cash flow, the

management of human capital was on the agenda of modern organizations expecting their employees to be proactive, initiative, collaborative, responsibility taker, professional development, and a high quality performance commitment (Schaufeli et al., 2008).

The term “burnout” has been defined in different manners by psychologists, researchers, physicians, medical scientists, academicians, and even economists in various disciplines for a long time. Freudenberger (1974) used the term to describe physical and emotional exhaustion, associated with negative attitudes caused by intense interactions with working people, and a tiredness and assimilation mood which stems from working hard without interest and motivation. He also used the term to describe gradual emotional depletion and missing the motivation and commitment in young volunteer workers with high commitment who work in a clinic.

Burnout has been described as a process of increasing disillusionment “a progressive loss of idealism, energy, and purpose experienced by people in the helping professions as a result of conditions in their work” (Edelwich & Brodsky, 1980, p. 14). Pines et al. (1981) defines it as a syndrome of emotional and physical tiredness arising from development of negative occupational tendencies, and missing interest for work.

Maslach and Jackson (1981, p. 99) define burnout as the syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do ‘people-work’ of some kind. Maslach et al. (1996) also stated that burnout is a consequence of prolonged job stress and is most often characterized by exhaustion, cynicism, and reduced professional efficacy. Maslach and Leiter (1997) reformulated burnout as: “the index of the dislocation between what people are and what they have to do. . . a malady that spreads gradually and continuously over time, putting people into a downward spiral from which it's hard to recover” (p. 17).

Accumulating empirical evidence suggests that burnout is a process that gradually develops across time (Maslach & Leiter, 1997). It is a syndrome of emotional exhaustion, depersonalization and diminished personal accomplishment recognized as an occupational problem for various people-oriented professions, such as social services, health care or education (Maslach, 1976; Maslach and Goldberg, 1998). Beckstead (2002), Shamian et al. (2001) and Wheeler and Riding (1994) stated that it is a type of prolonged response to chronic work-related stressors, and therefore, it has a special significance in health care where staff experience both psychological-emotional and physical stress. It is the feeling of being tired of work, long-term exhaustion which is

caused by long-term exposure to undesired conditions of work, and loss of both energy and motivation to work and also a perception that the resources available do not match up to the demands made (Bonn et al., 2000).

Other definitions also include negative attitude towards work such as emotional exhaustion, cynicism, low morale, insomnia, depersonalization, reduced accomplishment, lowered productivity, loss of feeling for clients, and physical depletion (Maslach, 1982; Maslach, Schaufeli & Leiter, 2001; Poulin & Walter, 1993; Skovholt, 2001; Soderfeldt et al., 1995). However, Byrne (1999, p. 15) claims that there is still no universally accepted definition of burnout.

Janssen, Schaufeli and Houkes (1999) claim that burnout is a multidimensional concept developing as a reaction to working environment stressors. According to Shirom (1989), emotional exhaustion can be considered as the core outcome of burnout. Starting with emotional exhaustion, depersonalisation and reduced personal accomplishment come to the scene. This might lead to quitting one's job as the final step of burnout. If an individual cannot cope with the consequences of burnout, the person comes to the unwanted end.

2.3. Dimensions of Burnout

Engelbrecht, Berg and Bester (2009) state that burnout has three basic dimensions as 'emotional exhaustion' which comprises burnout in the first stage, then 'depersonalisation' used as a coping strategy, and finally 'reduced personal accomplishment'. Researchers disagree on using the word burnout as a general term (Maslach & Jackson, 1981; Cordes & Dougherty, 1993) because it can cause to minimize the importance of three burnout subscales described in the following parts.

2.3.1. Emotional Exhaustion

As a first and basic stage of burnout, emotional exhaustion is "a clear signal of distress in emotionally demanding work" (Maslach et al., 1996, p. 20), as an imbalance between resources and demands, also human services that professions experience with considerable stress caused by the emotionally demanding relationships with recipients such as pupils, patients, clients, or prisoners. In 1993, Maslach pointed out that exhaustion represents the individual strain dimension of burnout, describing feelings of fatigue and depletion of emotional energy. According to Maslach & Goldberg (1998),

emotional exhaustion refers to feelings of being emotionally overextended, having no energy to face another day or another person in need, drained, used up and depleted of one's emotional resources because of work overload and personal conflict at work. The emotional exhaustion component represents the basic stress dimension of burnout. Moreover, Maslach et al. (2001) imply that exhaustion refers to the basic individual stress dimension of burnout representing the feelings of being overextended and depleted of one's emotional and physical resources.

Feeling tired, drained and frustrated as well as restless and nervous are the characteristics of the emotionally exhausted workers who are psychologically unable to provide for their clients (Farber, 1991; Maslach & Jackson, 1981; Maslach et al., 1996). Emotional exhaustion is explained by Maslach (1999) as “the feelings of being emotionally overextended and emotional resources depletion, wearing out, loss of energy, and fatigue” (p. 215). Teachers suffering from emotional exhaustion are unable to “give of themselves to students as they once could” (Maslach et al., 1996, p. 28) and they get the feeling that “I have nothing left to give” (Farber, 1991, p. 73). Thus, they viewed burnout from the perspective of an individual and characterized it as one's lack of enough resources to cope with work demands.

2.3.2. Depersonalisation

After emotional exhaustion, depersonalization also refers to cynicism posing serious problems such as indifference toward work and client, negative attitudes and behaviors, an excessively detached and mechanical manner to other people, who are usually the recipients of one's service. These reactions might be the results of emotional exhaustion, and in this aspect emotional exhaustion and depersonalisation may be seen as interrelated.

Depersonalisation has also been described as negative or inappropriate attitudes toward recipients, loss of idealism, and irritability (Maslach, 1999). These negative attitudes and behaviors are considered as defensive coping mechanisms. In order to reduce emotional exhaustion, the burnout candidate creates a psychological distance to protect himself or herself against the stressful social environment. According to Maslach & Goldberg (1998) depersonalization refers to a negative, callous, or excessively detached response to other people, or excessively detached response to various aspects of the job. Feeling cynical, cold, and distant, relinquishing ideals and

showing cynical indifference serve as a self-protecting mechanism (Maslach & Leiter, 1997). To illustrate, anger at those perceived as having caused the problem, e.g. students, is a signal for depersonalization. As noted by Farber (1991), the inner voice of the teachers who experience depersonalization and cynicism is reflected as “I’d rather spend time doing paper work than interacting with students; most of the kids don’t try, why should I ?” (p. 82). Since burnout has three dimensions, three major symptom categories must be recognized with each: physical symptoms for physical exhaustion; symptoms connected with attitudes and feelings for emotional exhaustion and depersonalization besides behavioral symptoms for lowered job accomplishment or lowered productivity.

2.3.3. Reduced Personal Accomplishment

Reduced personal accomplishment is considered to be the third phase of the burnout syndrome. In this last phase, employees feel dissatisfied with themselves and the work they do. Reduced professional accomplishment goes beyond the depersonalization by adding the reduced competence, productivity or capability, low morale, withdrawal, and inability to cope with a tendency to evaluate past and present self accomplishments at work. Finally, reduced accomplishment refers to feelings of incompetence and a lack of achievement and productivity at work (Maslach et al., 2001).

After feeling less effective in achieving the goals, personal accomplishment diminishes, and incompetence, self doubt feelings and a negative performance perception may exist. A general unhappiness and dissatisfaction with themselves, their professional abilities, and their effectiveness (Maslach & Jackson, 1981; Maslach et al., 1996; Maslach et al., 2001) and loss of confidence and a lost sense of adequacy (Maslach & Leiter, 1997) are the characteristics of reduced personal accomplishment sufferers. Maslach (1999) defines the reduced personal accomplishment as “a decline in one’s feelings of competence and successful achievement in one’s work” (p. 215). Reduced personal accomplishment also refers to a decline in feelings of self-efficacy linked to depression and inability to cope with the demands of the job because of lack social support and opportunities to develop professionally (Maslach & Goldberg, 1998, p. 64).

The inner voice of the teachers who experience reduced personal accomplishment is reflected as “I will try but it is a losing cause” (Farber, 1991, p. 82) and “no longer feel they are contributing to students’ development. Consequently they are vulnerable to experiencing profound disappointment...both severe and enduring” (Maslach et al., 1996, p. 28).

As a result, it is good to take a look at the different claims, whether the three components of burnout develop parallel to each other or not. The different claims based upon the issue are listed as: burnout was not a process of one component leading to another (Schwab & Iwanicki, 1982), it was, to some degree a sequential process (Lee and Ashforth, 1993), a combination of physical fatigue, emotional exhaustion and cognitive weariness (Shirom, 1989), and emotional exhaustion was the essence and depersonalization and personal accomplishment related variables but not part of the burnout construct (Koeske & Koeske, 1989). Burnout teachers might evaluate their accomplishments at work negatively. They may provide significantly less information and feel they are no longer doing a meaningful and important job and no longer happy with teaching as a profession. These negative outcomes drag researchers to find out the causes of burnout.

2.4. Causes of Burnout

The nature of work life as a cultural context can manifest the reasons of burnout. Excessive exposure to stressors could result in the development of burnout (Maslach & Goldberg, 1998). In the past, burnout was viewed as a specific threat for inexperienced, idealistic and young service professionals. Although young service professionals felt exhausted, cynical, and discouraged because of their experiences in serving unresponsive clients in the atmosphere of organizational difficulties in 1960s, young professionals in the 21st century are not usually naive. They can get nearly all the detailed descriptions of work life thanks to mass media providing continuous stream of information.

Although people have few illusions about the work life, they are still prone to burnout (Cho et al., 2006), even the ones who have been working since the 1970s (Bakker et al., 2008). People whose work needs human relationship, such as health care and mental health care professionals, social welfare workers, lawyers, and business

employees are more vulnerable to burnout as they come along with the emotional strain (Chan, 2007; 2009). Manzano et al. (2013) summarize the situation as:

“We have been talking about burnout syndrome for barely 30 years and already it has become a kind of "epidemic" with repercussions both at the individual, organizational and social level. The information that has accumulated regarding this syndrome over the years has been growing exponentially.” (p. 800)

Although social or face-to-face workers are seen more vulnerable to burnout, the results of the studies conducted by Maslach (1982; 1998), Huberman and Vandenberghe (1999), and Çapri (2006) have shown that the threat has also become more frequent among the workers in other fields, including teachers. In short, there is a need to pay attention to concurrent role of both work-setting and individual factors in the emergence of burnout.

2.4.1. Individual Factors

Burnout is more a social phenomenon than an individual one (Maslach et al., 2001); even so, individual factors play a big role related to burnout. Researchers have found that there is a relationship between burnout and individual factors such as demographic characteristics, personality characteristics and family characteristics. Certain demographic variables, including age, marital status, and gender were also found to be related to burnout (Maslach, 1982; Poulin & Walter, 1993).

Age is one of the most prominent factors in the demographic variables having a limited role in burnout process (Gutek et al., 1988). Although Collings and Murray (1996) state that older workers are prone to burnout, Barak et al. (2001) report that burnout among younger employees are higher. People younger than 40 are more vulnerable to burnout than those older than 40.

Many of the burnout studies involve in the field of human services like teaching, and most of these studies focus on the effects of age, gender, ethnicity, and marital status on burnout while measuring the level of burnout (Maslach et al., 2001). According to these studies, gender is not a strong predictor of burnout; males often score higher on cynicism and women score slightly higher on exhaustion (Maslach et

al., 2001). Additionally, younger employees score greater on burnout than older employees (Maslach, 2003).

As to marital status, some studies indicate that singles are more prone to burnout in contrast to those who are married (Maslach, 2003). Farber (2000) shows that youngs who are under 40, teaching in middle or senior high schools, idealistic or passionate about their work, and tend to be influenced by external events are more vulnerable to burnout (p. 676). Maslach and Jackson (1981) examined 1025 human service employees from the United States and found that the more educated people are, the higher scores they get on emotional exhaustion. Although some studies show no meaningful difference in terms of emotional exhaustion and depersonalisation (Dericioğulları, Konak, Arslan & Öztürk, 2007), other findings show that younger teachers are more likely to burnout than older ones (Byrne, 1991; Anderson & Iwanicki, 1984; Maslach & Jackson, 1981; Ghorpade, Lackritz & Singh, 2007). As to gender as a variable, females had higher scores on emotional exhaustion and depersonalisation whereas males had higher scores on personal accomplishment (Dericioğulları et al., 2007), contrary to the results of Maslach & Jackson (1981), and Chan (2007). There are some other different results. For example, Byrne (1991) states that females suffer more from burnout, but Anderson & Iwanicki (1984) state the opposite. Marital status is another variable and Byrne (1991, 1999) and Maslach & Jackson (1986) state that there is no significant difference between the two genders, but Maslach & Jackson (1981) state that single teachers score higher on emotional exhaustion. Dericioğulları et al. (2007) also state that married people score higher on personal accomplishment. It has also been argued that the positive self-evaluations relates strongly to various aspects of work related well-being (e.g., job satisfaction), so the higher the personal resources are, the more positive the self-regard is.

2.4.2. Work-Related Factors

A number of occupational factors are associated with burnout besides individual factors. Brummelhuis (2009) states that work demands and household-family demands are the elements increasing burnout: “Previous studies have confirmed that job demands, such as physical workload and time pressure, as well as family demands (e.g. mental home demands and household tasks) enhance burnout” (p. 65).

In the twenty-first century, public sector organizations frequently have ideals exceeding their resources (Potter et al., 2007). The demand-resource imbalance promotes exhaustion and reduces professional efficacy (Schaufeli, 2006). Janssen et al. (1999) state that burnout is associated with work overload, lack of social support from colleagues, supervisors or the directors. However, as burnout is a three-dimensional concept, various job stressors can be related to different dimensions. Stress occurs when resources are threatened by 'demands' such as work overload or role stress; when resources are lost such as unemployment, and when levels of return do not match one's investments of resources (Hobfoll and Freedy, 1993). Leiter (1991, 1993) state that although resources were more strongly related to depersonalization and reduced personal accomplishment, job demands are mainly related to emotional exhaustion.

Factors causing burnout can be categorised in many different ways such as the personality characteristics and the conditions of the workplace (Kottler et al., 2005). The factors including lifestyle, personality traits can contribute to burnout. People can cope with stressful jobs when they feel valuable and appreciated (Paine, 1982).

Burnout shows itself as an extreme form of stress; those who work in interpersonally intense occupations, such as teaching, and the service industries experience it more widely (Leithwood & Beatty, 2008). Several mental health problems such as increased risk of feelings of anxiety, depression and lowered self-esteem are associated with burnout. Maslach et al. (2001) observed several stress-related negative physical health consequences, too. Farber (1991) states that it can cause drug and alcohol abuse, and emotional and psychosomatic illnesses. Maslach & Jackson (1981) clearly describe the serious consequences of burnout as a bidirectional case: "The consequences of burnout are potentially very serious for the staff, the clients, and the larger institutions in which they interact" (p. 10). Similarly, Jackson and Maslach (1980) suggest that burnout can lead to a deterioration in the quality of care or service that is provided by the staff.

While exhaustion and cynicism arise from workload and collegial conflicts, the last factor, inefficacy, results from material deficiency to perform the job in a satisfactory manner (Maslach, 2003). Maslach and Leiter (1997) identified some reasons of burnout as workload, lack of control over establishing and following day-to-day priorities, insufficient reward and the accompanying feelings of continually having to do more for less, the feeling of community in which relationships become impersonal and teamwork is undermined, the absence of fairness in which trust, openness, and

respect are not present, and conflicting values, in which choices that are made by management often conflict with their mission and core values.

According to Ozdemir (2007), emotional exhaustion is caused due to classroom management efficacy, marital status and teaching experience and depersonalization due to classroom management efficacy and marital status, and for the personal accomplishment classroom management efficacy, gender, and teaching experience are the determining factors of the overall burnout level. Moreover, teacher burnout is linked to feeling powerless in teaching process, being reluctant to prepare lessons, having no motivation to come to school, having low level of energy, and having no interest in the subject to be taught (p. 490).

The burnout reasons for the teachers can be listed in the job context as working conditions, fairness, the values of organizations, role conflict and role ambiguity, lack of social support (Goddard & O'Brien, 2004), lack of support from supervisors (Grayson & Alvarez, 2008; Rinke, 2008; Skaalvik & Skaalvik, 2009), lack of feedback and praise, little participation in decision making, and lack of teacher autonomy (Maslach et al., 2001), work overload, time pressure, isolation, fear of violence, and poor opportunities for promotion (Brenninkmeijer et al., 2001), salary (Rinke, 2008), being aware of little professional prestige, holding the same position for a long time (Cano-Garcia et al., 2005), excessive paperwork, large schools with overcrowded classrooms, the lack of staff and equipment, behavioral problems of students, and social relations (Hakanen et al., 2006), the degree of relation with students, indicating that positive relationship between the teacher and the students make burnout unlikely to occur (Grayson and Alvarez, 2008). Taking these reasons into account, it is significant to study burnout and its consequences in EFL teachers contexts.

2.5. Consequences of Burnout

Farahbakhsh (2009) describes consequences of working stress as reduced working strength, feeling more tiredness and disability, suffering from frequent headaches, sleeping disorders, and anorexia at the individual level. Diminished positive affect, increased marital conflicts, and feelings of stress among family members are the outcomes in the family aspect (Bakker, Demerouti & Schaufeli, 2005). According to Pines (1982), the psychological outcomes are anxiety, anger, frustration, depression, tension, powerlessness, hopelessness, failure, detachment, and feeling of inability. Chan

(2007, p. 34) also lists the psychological outcomes as “varying from mild frustration, anxiety, and irritability to emotional exhaustion and more severe psychosomatic and depressive symptoms.”

The physical symptoms can also be fitted into the individual level. An individual can experience chronic fatigue, frequent colds, flu, headaches, insomnia, excessive use of drugs, decline in self-esteem, as well as marital and family conflict (Cherniss, 1980). Rudow (1999) explains the consequences as sickness (neurotic and psychosomatic disorders, fatigue, sleeping disorders, depression, abuse of alcohol or drugs), absence, early retirement, low performance of teachers, and bad mood (job dissatisfaction, depressive moods, dullness), and social behavior (lack of involvement, charisma, warm emotions).

Although these symptoms are held at individual level, they can perform in the *organizational* level, as well. Lourel, Mouda & Chevaleyre (2009) state that burnout is seen as a manifestation of psychological and physiological distress related to job perception of an individual. This perceived stress causes distress that plunges the employee into disengagement, absenteeism, and health-related complaints, dissatisfaction with the job, undermining of tasks, problems with sleep, and the emergence of aggressive or addictive behaviours (p. 230).

The individual consequences have an effect on the organizational and occupational aspects of burnout process. Farahbakhsh (2009) describes organizational performance decreasing effects including less work, frequent delays, various complaints, conflict and strife in work environment, change of position and job, or job quitting. World Health Organization (1995) also confirmed this view by defining psychological health as the ability of communicating with the other people, changing the personal and social situations, and solving personal oppositions and tendencies in a logical and proper way.

Another occupational aspect of burnout is adaptation to overload, stress, and the perception that conditions are not likely to change. This can cause several negative occupational results ranging from increasing discouragement, pessimism, decline in motivation, effort, and involvement in work, frequent irritability and anger with colleagues and students, preoccupation with one's own comfort and welfare on the job and resistance to change (Sarason, 1982). Diminished work performance, organizational commitment and increased absenteeism levels are the other results (Eby, Casper, Lockwood, Bordeaux & Brinley, 2005).

To conclude, burnout might lead to many consequences including symptoms such as feeling ineffective, or worn out (Farber, 2000a), feeling helpless, physically depleted, and emotionally drained, withdrawing and caring less, emotional callousness, diminished sense of personal accomplishment and negative selfassessment (Cordes & Dougherty, 1993).

Since the causes and the consequences of burnout has contributed to confusions among concepts such as, stress, depression, anxiety, alienation, and strain, the following section tries to bring clarity for relationship between this construct and two other main ones, i.e., stress and depression.

2.6. What is *not* Burnout?

The concept of burnout has been used interchangeably with other concepts such as occupational stress, job stress, work stress and distress in many studies (Adam et al., 2001). These two concepts, namely stress and burnout, are similar, but they are not identical. Engelbrecht, Berg and Bester (2009, p. 3) explain the differences as “burnout is characterised by a multi-dimensional symptomatology and develops due to a protracted period of job stress”. The theory of Selye (1956) identifies stress as a major influence on such physiological problems, but literature often confuses or equates “stress” with “burnout.”

Kyriacou (2001) states that stress is the experience of unpleasant emotions, frustration or anger; however, burnout results from prolonged stress characterized by physical, emotional and attitudinal exhaustion. Farber (1991) observes that stress could be positive or negative; however, burnout is distinctly and exclusively negative. Cordes and Dougherty (1993), whose work on burnout has been described as comprehensive (Maslach et al., 2001), claim that depersonalization and reduced personal accomplishment dimensions distinguish burnout from stress and call three component model of burnout “unique as a stress phenomenon” (p. 625). Viewing emotional exhaustion as the core of burnout, they seedepersonalization as a new construct to stress literature.

Rudow (1999) defines burnout as “ a phenomenon that takes years or even decades to evolve. It is often a lingering process unnoticed or underestimated by the teacher. Burnout is thus in large part a function of years of employment. The syndrome typically does not show clearly until after fifteen or twenty years on the job...” (p. 54).

The cynicism dimension, in particular, represents a basic hallmark of the burnout experience (Maslach, 2003).

Farber (2000) claims that burnout teachers might have diagnosed themselves wrongly because there are three types of psychological disorders which can be classified under the term burnout: wearout, underchallenged type and classic burnout. Wearout is the state of someone giving up immediately as confronts with stress and receives no praise. Classic burnout occurs due to increased stress and hard work in one's work place. The last one, an underchallenged type, occurs when someone confronts with monotonous and unstimulating work conditions. Teachers, in general, are worn-out rather than burned out as they stop working harder and reduce their efforts, investing less in work. However, burned out teachers can be well-educated, idealistic, and confident, but in several months or perhaps even years, after trying to find new, creative ways to motivate and teach children, they feel that these efforts are not paying off and they are ineffective and might be mistrusted by the students. As a result, they might feel burnout.

2.7. Teacher Burnout

Although the risk of burnout can happen to anybody, human service occupations appear particularly susceptible, with teaching being no exception (Brouwers and Tomic 2000; Farber, 2000). For an effective teaching, teachers should be really safe from burnout because the consequences of burnout might be frustrating for both teachers and learners in the teaching and learning process (Cephe, 2010, p. 25). Several surveys indicate that up to a third of the teachers consider teaching as a highly stressful occupation (Borg & Falzon, 1989).

In recent years, professional burnout of teachers has been investigated and defined as a negative psychological experience, that is, the reactions to job-related stress (Ratlif, 1988). Resulting from job strains, burnout might lead to maladaptive coping responses and poor work performances, high absenteeism, lack of commitment, abnormal desire for vacations, low satisfaction, self-esteem, and an inability to take work seriously (Farber, 2000).

In order to arrange some ways of managing burnout, it is important to predict the sources of stress and burnout (Abel & Sewell, 1999). Haberman (1995) describes burnout teachers as paid employees who stop functioning as professionals. Teaching

with no emotional commitment to the task and no sense of efficacy, they do not continue caring or believing that the lives of the students cannot be changed by expending any serious effort.

Burnout teachers can be seen as “strong insensitives” who are able to handle the negative conditions of work and students as they do not perceive their failures as a sign of personal inadequacies. In addition, they remain employed without taking much responsibility for the learning of the students (Haberman, 1995). When teachers feel they can no longer educate, inspire their students or they see the impossibility of change or improvement both in themselves and in their students, they are prone to burnout.

Work conditions such as student apathy, discipline problems in the classroom, overcrowded classrooms, excessive paperwork and/or excessive testing and demands for standards to be met at all costs, long working hours, a lack of job security, the continual complaint of low wages and most importantly, poor teacher-student relations can be listed as the frequent causes of burnout for the teachers (Kyriacou, 2001). Charles (1981) states that classroom discipline, including all aspects of teaching especially student discipline, is at the top of the list as the most stressful aspect of teaching. It probably contributes more to teacher burnout than any other factor by building high levels of anxiety and frustration that cause to feel helplessness and to consume teaching and learning time (p. 48). Mainly, student misbehaviour causes teacher stress that leads to burnout whose effects on student learning are adverse (Lewis & Lovegrove, 1987).

The theoretical model on teacher stress considers stress as a process, the centre of which is ‘the appraisal of and coping with work’ (Rudow, 1999). Many studies state some other stressors such as the social influences and workplaces of teachers (Kelchtermans & Strittmatter, 1999), misbehaviours of students (Kottler, Zehm & Kottler, 2005), classroom discipline, influence of interpersonal interaction (Watts & Robertson, 2011), working conditions; work overload, lack of autonomy, emotional demands, low social support, role ambiguity, poor motivation for work, time pressure, role conflict, conflicting staff relationships in school administration and management, and pressure and criticisms from parents and the wider community, and lack of interest in their work, new programs (Chan, 2009).

Smylie (1999) also emphasizes the relationship of role conflict (trying to perform different roles at the same time) and role ambiguity (unclear about the needs or the limits of the role to perform) with burnout, psychological tension, and anxiety. Feeling discouraged and disillusioned because of being not satisfied with their own

needs for challenges, recognition, and appreciation, burnout teachers feel discouraged about themselves as the sufficient feelings of fulfilment are not provided in their work. As one of the most stressful of all occupations, daily pressures and fragmented demands from a number of sources, students, parents, administrators and teachers themselves are the stressors that teachers face (Kottler, et al., 2005, p. 116), whose results damage the ability of teacher to reach students successfully (LeCompte and Dworkin, 1991).

The influence of mental exhaustion on teacher burnout has been searched by many researchers. For example, Farber (1984), Maslach & Pines (1977) identified a variety of problems related to teacher burnout. Goddard and O'Brien (2004) also show that teachers who have a second university degree are more vulnerable to burnout because of being unsatisfied with their working conditions. Brenninkmeijer et al. (2001) investigated the differences between teachers experiencing high and low burnout in relation to their feelings of superiority. The results indicate that positive superiority was lower for highly burnout teachers, and negative superiority was not affected.

Skaalvik and Skaalvik (2009) examined the relations between school context, teacher burnout, and teacher job satisfaction on supervisory support, time pressure, parental relations, and teacher autonomy in the aspect of the three dimensions of burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment). They found that job satisfaction of teachers is related to emotional exhaustion, which is strongly linked to time pressure, whereas depersonalization and reduced personal accomplishment are strongly linked to parental relationships mostly.

Incorporating demographic variables, teacher satisfaction, and teachers' perceptions of school climate, Grayson and Alvarez (2008) imply that different aspects of school climate related differently to the three burnout dimensions that link to parental relationships such as parent-community relations, administration, and student behavior. Emotional exhaustion is closely related to parent-community and student-peer collaborations. Various aspects of school climate also affected burnout dimensions. As a result, teachers could develop high levels of exhaustion when they face with poor parent and community support.

Dworkin, Saha and Hill (2003) discuss the relationship between teacher burnout and the democratic school setting, examining the links between the behaviors associated with a democratic school and teacher burnout. They report that authoritarian and unsupportive principals make the teachers more burnout than supportive and non-

authoritarian principals. In addition, burnout teachers have difficulty in supporting student-centered instruction.

Emotions of teachers can affect the cognition, behavior, and motivation of students and teachers (Sutton & Wheathley, 2003). While reviewing the literature on how emotions of teachers are triggered and adjusted, Chang (2009) found that the unpleasant feelings about student behavior and teaching tasks may evoke burnout. Moreover, Hong (2010) found that dropout teachers experience more emotional burnout than others. As to the type of school leading to burnout, if teachers have high self-efficacy and experience in the schools, the ratio of burnout is likely to be low for the teachers.

Bümen (2010) adds that teachers in private schools have lower levels of burnout than the ones in public schools. Abel and Sewell (1999) stated that urban school teachers experienced greater stress because of poor working conditions and poor staff relations than rural teachers. In their research, it is also found that stress is greater when the reason is misbehaving students than the one resulted from poor working environments and poor collegial relationships for both urban and rural teachers. Additionally, the reason of rural teacher burnout is mostly time pressure; however, urban school teacher burnout results from student misbehavior. Moreover, both stress and burnout level of urban teachers and rural teachers are affected by poor working conditions.

Kyriacou (2001) lists the stress factors of teachers as unmotivated students, disciplinary problems, time pressure, workload, low self-esteem, and role conflict, the challenge of dealing with new situations, collegial and administrative relationships, and poor working conditions. Teachers have to cope with students even in their break time and this kind of additional burdens can cause teachers to feel exhausted and emotionally stressed (Brenninkmeijer et al., 2001).

As a part of human service workers, teachers endeavour for students and they want to get some positive feedback. If they are unable to get this feedback, teachers might feel less effective; so, both experienced and novice teachers can be prone to burnout (Goddard & O'Brien, 2004). According to Chang (2009), novice teachers are generally anxious because of being inexperienced in their fields. Additionally, Hong (2010) states that burnout may easily occur if inexperienced teachers have failure in classroom management and coping with misbehaviours of students. Mostly, people

having no satisfaction with their working conditions are more prone to work related burnout, which is caused by a misfit between the work environment and the individual.

Furthermore, emotional exhaustion of teachers can cause intolerance towards students and decrease the abilities to motivate students (Brenninkmeijer et al., 2001).

Kyriacou (2001) defines teacher stress as the experience of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher (p. 28). In the same study, stress factors are listed as teaching pupils who lack motivation, maintaining discipline, time pressures and workload, coping with change, being evaluated by others, dealings with colleagues, self-esteem and status, administration and management, role conflict and ambiguity, and poor working conditions. Abel & Sewell (1999) identify the reasons of teacher burnout as excess time pressure, poor relationships with colleagues, large classes, lack of resources, isolation, fear of violence, role ambiguity, poor opportunities for promotion, lack of support, lack of participation in decision-making, and behavioral problems of pupils.

Schaufeli and Enzmann (1998) divide the development of teacher burnout into three stages: the occurrence of stress is the first stage, tiredness and emotional tension are the second stage, and negative changes in attitudes of teachers are the last stage.

Lewin (1951) states that behaviour of a person is determined by the interaction between his or her personal characteristics and environmental factors that might affect teacher satisfaction to cause burnout.

Regarding age factor, emotional exhaustion is often among young teachers; however, depersonalization often occurs among men. On the other hand, burnout is more common among secondary school teachers than among elementary school teachers (Van Horn et al., 1997). Boyle et al. (1995) add the following reasons of teacher stress: pupil misbehavior such as noisy and impolite pupils, time and resource difficulties such as time pressure and lack of facilities, recognition needs such as limited opportunities for promotion, and poor relationships with colleagues and pupils' parents. Friedman (2000) claims that school culture can foster burnout. When the school administration enforces clearly defined, narrow, measurable goals on the teacher, teachers might have no opportunity for experimenting with new learning methods, for discussing problems they encounter, and for having supportive contact with the school administration.

When it comes to marital status, singles were reported to be more effected by burnout than their married counterparts. People who have a higher education level were found to have higher levels of burnout because the ones with a higher educational status were less satisfied with their working conditions (Maslach et al., 2001). Some studies linked burnout to self-efficacy, for example, Brouwers and Tomic (2000) state that teachers who doubt their self-efficacy, affected depersonalization and personal accomplishment, which are two of the dimensions of burnout, are inclined to burnout. Schwarzer & Hallum (2008) also state that self-efficacious teachers suffer less from burnout. Low self-efficacious teachers have also low self-esteem.

Dworkin et al. (2003) states that novice teachers are more prone to burnout as they do not know coping strategies. This is illustrated in relation to the teacher education and induction phase of novice teachers to their organization. If this phase is not supportive enough, facing with a problematic process becomes inevitable.

Chan (2007) states that “teacher burnout can cause serious problematic consequences both for the teaching careers of the teachers and for the learning outcomes of their students” (p. 35). Burnout teachers tend to rely on routine rigidly about their practices and resist to change. They behave less sympathetic toward students, perform less well as a teacher whose emotional exhaustion might lead to cognitive shortcomings, a reduction in tolerance, lose their temper with difficult pupils, being less apt to prepare adequately for class, and generally being less productive (Rudow, 1999; Abel & Sewell, 1999), have higher sickness, absence rates (Rudow, 1999), lower self-efficacy (Bümen, 2010), lack of power, isolation from peers, lack of common purpose among staff members, and lack of collegial support (Brouwers & Tomic, 2000). Their negative mood, lack of commitment and involvement in their jobs may also destroy their ability to motivate pupils and cause poor performer students. This situation influences the whole school atmosphere negatively by causing personal conflict and disrupting job tasks with their unmotivated appearance (Maslach et al., 2001). These symptoms can lead ultimately to increased neurotic and psychosomatic illnesses, absenteeism, and early retirement. (Farber, 1982). Additionally, these results are all a kind of financial burden to society and influences social life equally (Cano-Garcia et al., 2005).

Although many burnout teachers do not leave their jobs due to the reasons such as age, the desire of retirement, and fear of unemployment (Hughes, 2001), there are also teachers planning to leave their jobs because of burnout. The reasons of the intention to leave the job are quite the same as the general reasons of burnout, described

in Section 2.4 of the thesis. Smethem (2007) lists the reasons of leaving the job as workload, stress, negative student behavior, examination results, pressure on good results by the administration, relationships with colleagues and school staff.

Briefly, the results of burnout can be categorized as: physiological, psychological, and psychosocial (Grayson & Alvarez, 2008). Tiredness and illnesses leading to absenteeism are the physiological reasons. Psychological results are depersonalization, stress and a negative change in self-efficacy or other negative beliefs about oneself and the job. Psychosocial factors are the introversion and deterioration of social relationships. Cano-Garcia et al. (2005) state that introversion brings passivity by distancing from the organization and society and leads to emotional exhaustion. As a further step, it leads to deterioration of social relations including family relations. On the other hand, the teachers having positive relationship with their students do not lose their motivation in their job (Grayson & Alvarez, 2008).

The final step of burnout is leaving the job. More specifically, teacher burnout might impair the quality of teaching and adversely affect teachers' appraisal and tolerance of students' misbehaviour, possibly leading to job dissatisfaction, work alienation, physical and emotional ill-health, and teachers leaving the profession (Chan, 2007, p. 35).

In addition to these examples of worldwide teacher burnout research studies, further research in Turkey context can contribute to understanding of burnout among teachers.

2.8. Related Research in Turkey

As for the Turkish context, pioneering studies on teacher burnout in Turkey began in mid-90s, which are similar to the ones listed above. Studies dealing with burnout teachers working in different types of schools such as primary school teachers were carried out by Bümen (2010), Cemaloğlu & Kayabaşı (2007), Ozdemir (2007), and Tümkaya (2005). Several studies were carried out with elementary school teachers (Demir, 1997; Girgin, 1995), high school teachers (Aydoğan, Dogan, & Bayram, 2009; Baysal 1995; Demirel, Güler, Toktamis, Özdemir, & Sezer, 2005; Sünbül, 2003), geography teachers (Geçit, 2012), music teachers (Otacıoğlu, 2008), physical education teachers (Cihan, 2011), private courses' teachers (Çağlar & Demirtaş, 2011), student

teachers (Balkıs, Duru, Buluş, & Duru, 2011), general education teachers, and special education teachers (Akcemete, Kaner and Sucuoğlu, 2001).

Similarly, EFL teachers burnout was also researched (Atila, 2014; Cephe, 2010; Kulavuz, 2006; Öztürk, 2013; Unaldı, Bardakci, Dolas, & Arpaci, 2013). Atila (2014) worked with a total of 135 participants, 40 of whom were English teachers working at different types of schools, 45 were the instructors working at Gazi University and the other 45 were from Ankara University. The researcher found that participants who have less experience, do not have post graduate degree, who have graduated from ELT departments, and who work in the same institution with less than five years, have heavier workload. It was also found that females are more vulnerable to burnout.

In another study, Kulavuz (2006) investigated the relationship between burnout and participation in learning activities among Turkish EFL instructors working at language preparatory programs of state and private universities in Istanbul. The results revealed that the instructors at state universities showed significantly lower sense of personal accomplishment and participation in professional activities compared to the those at private universities.

Öztürk (2013) explored the burnout levels of 139 Turkish EFL instructors employed in eight different state universities. The results showed that the instructors had a moderate burnout level, additionally, heavy workload, institutional problems, and student misbehavior were the reasons leading to burnout.

Cephe (2010) investigated factors leading to burnout from the micro and macro perspectives. Academic and administrative provisions of the institution are identified as micro variables, as explained below:

Academic variables are related to the frequency and quality of in-service training, clinical supervision, existence and function of a mentor or a supervisor and number of courses and work load. Administrative variables are those which may be summarized as the tune, mood and the quality of the administrative body functioning in the institution (Cephe, 2010, p. 29).

As for the macro variables, such as governmental and personal variables, governmental variables included the salaries, the economic conditions of the English instructors, and their need for extra work. Personal variables involve depersonalization, emotional exhaustion and reduced personal accomplishment. Finally, Cephe (2010)

investigated that there are many micro and macro variables affecting teachers negatively and leading them to burnout.

Unaldi et al. (2013) aimed to find out whether there was a relationship between occupational burnout of 224 Turkish EFL teachers and personality traits. The results revealed the existence of occupational burnout and a positive correlation between occupational burnout and neuroticism.

In this chapter, first, the reasons of the teacher burnout were mentioned. Second, the results of teacher burnout were discussed. Finally, in the last part of Chapter 2, the measurement of burnout will be provided.

2.9. Measurement of Burnout

The Maslach Burnout Inventory (MBI), the commonly used inventory to assess burnout, contains subscales for each dimension of burnout, and it has been used for well over 1,000 studies; thus, it can be considered as the “gold standard” for measuring the construct (Schaufeli & Enzmann, 1998).

Originally MBI was developed for general use and this version is called MBI-General Survey (Maslach and Jackson, 1981). The MBI was first designed to identify burnout in human services field (MBI-HSS). Halbesleben and Buckley (2004) revised it later and adapted it to identify burnout in many different occupations (MBI- General Survey, non-human services field, MBI-Educator Survey). Most scientific research addresses the three-subscales of burnout as exhaustion, depersonalization, and reduced personal accomplishment, as implied in the MBI. Maslach's Burnout Inventory-General Survey (MBI-GS) is originally designed to assess professional burnout in human service, education, business and government professions. It is generally administered to educators and other human service workers. Actually, there are three different burnout survey forms, one for educators (Educators Survey), one for providing human services (Human Services Survey) and one for occupations without direct personal contact with service recipients or with only casual contact with people (General Survey). Oldenburg Burnout Inventory (OLBI) based on MBI is a recent scale involving exhaustion (emotional and physical) and disengagement from work dimensions (Demerouti et al., 2001). However, it is not valid enough to replace MBI with OLBI (Halbesleben & Buckley, 2004).

Teacher Burnout Scale (Richmond, Wrench and Gorham, 2001) and the Tedium Scale, designed to measure physical exhaustion, emotional exhaustion and mental exhaustion, are the other questionnaires. The Tedium Scale gives total burnout score in contrast to MBI. CBI and TS define personal burnout as the degree of general physical or psychological fatigue (Kristensen et al., 2005).

However, among scholars, a debate revolves around two interrelated issues: the dimensions of burnout and its scope. Some critics claim that burnout is essentially equivalent to exhaustion (Pines et al., 1981; Kristensen et al., 2005). Various aspects of exhaustion have been identified such as physical, emotional, and mental exhaustion (Pines et al., 1981), physical and psychological exhaustion, physical fatigue, emotional exhaustion, and cognitive weariness (Kristensen et al., 2005). In spite of having no scientific reason to use the term “exhaustion” referring to burnout, some researchers insist on labelling exhaustion as burnout because of the power of the catchy metaphor, including a broad cultural experience that it is hard to leave.

The ICD-10 burnout diagnosis was used in 1997 in Sweden, after its becoming one of the five most common diagnoses (Friberg, 2006, p. 72), and without a formal ICD-10 diagnosis, the person cannot have a financial compensation in case of sick-leave or disability. In this system burnout (code Z73.0) is coded as problems related to life management difficulty.

Chapter 3 details the methods and procedures used in this study. It includes a description of the research design, participants, instruments, and the methods used for qualitative and quantitative data collection and analysis.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter presents methods and procedures of the present study. First, aim of the study, research questions, and information about the participants are provided. Subsequently, data collection instruments and data analysis procedures are introduced in detail.

3.2. Aim

The main purpose of this study is to determine the burnout level of EFL teachers working at Vocational and Technical Anatolian High Schools in the center of Adana and to explain factors and variables affecting or having relation with these burnout patterns.

3.3. Research Questions

The current study aims to answer the following research questions:

1. What is the level of EFL teachers' professional burnout in terms of;
 - a. emotional exhaustion dimension?
 - b. depersonalization dimension?
 - c. personal accomplishment dimension?
2. What is the level of EFL teachers' professional burnout according to such demographic variables as gender, age, marital status, educational background, and work experience?
3. What are the common factors causing EFL teachers to burnout?

In order to provide answers to the questions in concern, data were obtained from EFL teachers working at certain types of secondary educational institutions in Turkey. Detailed information about them is presented in the following section.

3.4. Participants

The participants of the study were 110 EFL teachers working in schools affiliated to the Ministry of National Education (Milli Eğitim Bakanlığı, MEB) in the center of Adana, Turkey during the 2014-2015 academic year. The demographic characteristics of the participants are shown in Table 1.

Table 1

Participants' Demographic Characteristics

Categories		F	%	Cumulative %
Gender	Female	84	76.4	76.4
	Male	26	23.6	100
Age	23-28	29	26.4	26.4
	29-34	13	11.8	38.2
	35-40	29	26.4	64.5
	41-46	20	18.2	82.7
	47 and above	19	17.3	100
Marital	Married	77	70.0	70.0
Status	Single	29	26.4	96.4
	Divorced	4	3.6	100
Work	0–5 years	53	48.2	48.2
Experience	6–10 years	18	16.4	64.6
	11–15 years	25	22.7	87.3
	16–20 years	10	9.1	96.4
	20 or above	4	3.6	100
Educational	B.A	97	88.2	88.2
Status	M.A	10	9.1	97.3
	Ph.D	3	2.7	100

As seen in Table 1, of 110 EFL teachers, 84 (76.4 %) were females and 26 (23.6 %) were males. Ages of the teachers ranged from 23 to 53 years with a mean of 36.69 years. The number of the participants whose ages are between 23-28 is 29 (26.4 %), 29-34 is 13 (11.8 %), 35-40 is 29 (26.4 %), 41-46 is 20 (18.2 %) and those who are aged

above 47 is 19 (17,3%). As for the marital status of the participants, 70 % of them were married, 26,4 % were single, and 3,6 % were divorced. Their teaching experience ranged from one to 25 years. Concerning work experience, 48,2 % of the participants had been teaching for 1-5 years, 16,4 % for 6-10 years, and 22,7 % for 11-15 years, 9,1 % for 16-20 years and the remaining 3,6 % for over 20 years. As for their educational background, at the time of the study, 10 teachers held an M.A. degree three of whom were pursuing their doctoral studies and the others held a B.A. degree in ELT or a related field such as English Language and Literature or American Language and Literature.

Apart from this, the interviews of the study were held with the participation of ten teachers selected from those who completed the MBI questionnaire and displayed burnout symptoms. Of ten interviewees, two were male and eight were female. Their ages ranged from 25 to 40 with an average of 32,4, and the range of their teaching experience varied between one and 20 with an average of 9.7 years.

3.5. Data Collection Procedure

3.5.1. Setting

The study was carried out with EFL teachers employed at Vocational and Technical Anatolian high schools affiliated to the Ministry of National Education and located in the center of Adana, Turkey in 2014-2015 Academic Year. The following chapter outlines the educational structure of these schools.

3.5.2. Vocational and Technical Anatolian High Schools in Turkey

Many changes in the foreign language education curriculum provoke numerous handicaps for students and teachers in Turkey where the English language has been spreading in an enormous speed (Kırkgöz, 2007). However, each time there is a new ELT curriculum implementation in schools which required teachers to adapt both themselves and their students to the new program. While following the realted changes, they are faced with numerous challenges. Namely, changing teaching style, acquisition of new strategies, and using alternative assessment techniques are likely to affect teacher self-efficacy, and to lead teachers to burnout. To solve the problems and deficits in teacher education discussed above, innovative and updated English language education programs are needed (Kırkgöz, 2009).

The Turkish educational system consists of 12 years of compulsory education (4 years primary education, 4 years pre-secondary education and 4 years secondary education). The aim of the education offered at vocational and technical high schools in Turkey is to train and educate the students for employment in the work areas related to the department they studied during their secondary education. Vocational and technical high schools are the least prestigious among all high schools in the country and the easiest to enter considering scores obtained in the high school entrance examination. If students have not been admitted to other prestigious high schools such as Anatolian high schools, high schools of science, Anatolian fine arts high schools, they have a choice to enroll in vocational and technical Anatolian high schools based on the scores they get from the entrance examination. However, the graduates of these schools have several disadvantages. First of all, intense vocational training makes them less prepared for the academically-oriented university entrance examination. Additionally, the university entrance examination is not directly related to a vocational field of interest. Lastly, while vocational graduates are provided with direct access to vocational schools of higher education without consideration of their scores at the university entrance examination, they have limited specific fields to study (Günbayı & Akcan, 2015). As a result, students are reluctant to attend vocational and technical Anatolian high schools through their personal choices. The reasons for the choice of these schools could be listed as getting inadequate scores from TEOG (Entrance to High School Examination), economic inadequacy of the families, and the necessity to get a job. Table 2 illustrates the rising percentages of students attending vocational and technical Anatolian high schools in Turkey.

Table 2

Attendance in General High Schools and Vocational High Schools

Year	General H.S.	Vocational H.S.
In 1998 (OECD, 1998)	65%	35%
In 2002 (OECD, 2002)	63%	37%
In 2005 (OECD, 2005)	58%	42%
In 2009 (OECD, 2009; MEB, 2009)	63%	37%
In 2012 (MEB, 2012)	57%	43%

In Table 2, OECD and MEB statistics clearly show that the number of students enrolling in vocational high schools in Turkey considerably increased between 1998 and 2012. Instruments used to collect data throughout the study are outlined in the following section.

3.5.3. Instruments

Basically, research methods are divided into two groups, as quantitative and qualitative. Muijs (2004) states that, for the purpose of gaining reliable and valid results, numerical data are collected and transformed into statistical knowledge in quantitative research. The most significant numerical features are highlighted by numbers as “descriptive statistics provide summarizing large quantities of data” (Antonius, 2003, p. 9).

This study is based on a mixed research design, using both qualitative and quantitative research methods. The data were collected through Personal Information Form and interview developed by the researcher, and MBI questionnaire for Educators (MBI-ES) (Maslach, Jackson & Leiter, 1996). The Personal Information Form was intended to categorize teachers based on various demographic features such as gender, age, marital status, educational background, and work experience. The MBI-ES questionnaire was used in this research as it is the most appreciated and widely used instrument to collect information in studies with a focus on burnout. The reliability of the questionnaire was measured with Cronbach Alpha Coefficients, and it was computed as .79. Semi-structured interview format was adopted to support the data collected through the questionnaire in order to explore the participants’ perspectives on various aspects of burnout. As expressed by McDonough and McDonough (2006), semi-structured interviews accommodate a greater flexibility in relation to the organization of questions and allow for substantial follow-up responses, despite having a structured framework. Accordingly, different sets of questions were asked to teachers throughout the interviews.

3.5.3.1. Personal Information Form

Personal Information Form (PIF) consists of 20 items prepared by the researcher. This form is designed to reveal personal information about the participants from the point of age, gender, marital status, and work experience, educational

background. It is assumed that there might be correlations between participants' demographic features and their responses to the questionnaire items. A cover letter was added to the PIF, to inform the subjects about the purpose of the research ensuring them that their responses would be confidential and assessed only by the researcher (See the PIF form in Appendix A).

3.5.3.2. Maslach Burnout Inventory- Educators Survey

The most widely used scale in measuring burnout is Maslach Burnout Inventory (MBI) developed by Maslach and Jackson (1981). In the current research, the Educators Survey (ES) form was used (Maslach, Jackson & Leiter, 1996) replacing the word "recipient" with "student" (Maslach et al., 1997). Several studies substantiated the validity and reliability of the MBI-ES with these changes (Maslach, Jackson, & Leiter 1996; Schaufeli). Iwanicki and Schwab (1981) report Cronbach alpha estimates of .90 for emotional exhaustion, .76 for depersonalization, and .76 for personal accomplishment. Likewise, Gold (1984) reports estimates of .88, .74, and .72, respectively for the dimensions in concern. These MBI-ES results were found parallel to MBI results in terms of reliability.

In teaching profession, students are the recipients of the teachers. This change was made to ensure clarity and consistency in the interpretation of items (See MBI-ES in Appendix B). The MBI-GS consists of 22 items designed to assess three aspects of the burnout syndrome, which are reflected on its subscales: emotional exhaustion (EE, 9 items), depersonalization (DP, 5 items), and lack of personal accomplishment (PA, 8 items). All 22 items on the MBI-ES are scored on a 7-point Likert scale ranging from 0 (never) to 7 (everyday).

Items 1, 4, 7, 9, 12, 16, 17, 22 and 25 included the statements designed to measure feelings of being emotionally drained of all energy or used up and exhausted by work. Items 3, 5, 10, 13 and 19 were designed to measure the teachers' feelings of insensitivity and impersonal replies towards their students. Items 2, 6, 8, 14, 15, 18, 21 and 24 were intended to measure feelings of competence and successful achievement in the teachers' work with their students (See MBI Scoring Key in Appendix D). The questionnaire forms were given to 150 teachers during April and May, 2015. From 150 questionnaires, 110 valid returned questionnaires were used for the subsequent analysis of the data.

3.5.3.3. Pilot Study

Interviews are a form of collecting qualitative data which can be implemented to identify issues from the perspective of participants (Hennink et al., 2011, p. 9). Running a small scale piloting is intended to ensure that the participants can understand the questions and give detailed and honest feedback on the questionnaire design. So, the semi-structured interview used in this study was piloted with three teachers to ensure that the questions are clear and comprehensible for EFL teachers.

It is noteworthy that the participants were also asked additional questions allowing them to share their opinions about other relevant issues in detail. The questions at stake gave no pre-set answer options; instead, they allow the participants to put down exactly what they say in their own words.

3.5.3.4. Interviews

Interviews are the other data-collecting tool in the study to get more reliable information. To verify the information gathered from the questionnaire, and to have a better understanding of the thoughts of participants related to the burnout, interview questions were constructed in the light of results obtained from quantitative data analysis.

The following are the questions in concern:

- *What is the best thing about your work?*
- *What is the most challenging thing about your work?*
- *What kind of situations lead teachers to burnout in classroom?*
- *Have you ever thought of leaving the job? Why?*
- *What institutional factors contribute to the teacher burnout?(Is your thought asked when an important decision is taken? Are successful employees given a prize? Is there a safe and peaceful working environment in your institution? Are the employees treated equally and fairly?*

The interview questions were constructed in accordance with the subscales of The Areas of Worklife Survey (AWS). The possible mismatch between a person and his or her job are assessed by (AWS) (Leiter & Maslach, 2011). AWS is comprised of 28

items that produce distinct scores for each of the six areas of worklife: Workload (5), Control (4), Reward (4), Community (5), Fairness (6), and Values (4).

The interview questions were designed to determine the common factors of burnout. McNamara (1999) remarks that interviews are particularly beneficial as a follow-up to questionnaires, to understand the real reason behind an experience, and to further investigate participants' responses. In this way, the interviewer could seek information around the topic in more detail. Interviews were conducted with ten randomly selected teachers in June, 2014 to support the data collected through the questionnaire in order to elicit participants' opinions and feelings about their own burnout level. The participants were allowed to respond to the questions both orally, and their responses were recorded for content analysis which will be introduced in the section of data analysis procedures.

3.6. Data Analysis

The quantitative data collected from EFL teachers working at vocational and technical Anatolian high schools in the center of Adana through MBI-ES, which is the major data collection instrument of the present study, were analyzed using the Statistical Program for Social Sciences (SPSS) 17.0. The research sample was described using descriptive statistics such as mean, median, standard deviation, range, frequency and percentage.

MBI-ES was given to 150 EFL teachers randomly, and 110 of the fully completed of them were included for data analysis. The collected data were entered into SPSS 17.0 for quantitative analysis. In order to analyze the burnout level of teachers, the descriptive statistics were calculated for each item in the scales together with means for each sub-dimensions. The MBI-ES consists of twenty-two items designed to assess three aspects of the burnout syndrome which are reflected on its subscales: emotional exhaustion (EE), depersonalization (DP), and lack of personal accomplishment (PA). Participants were asked to choose among seven options: *never, a few times a year or less, once a month or less, a few times a month, once a week, a few times a week, and everyday*.

Cronbach's Alpha value of the subscale of emotional exhaustion (EE), which consists of 9 items, was measured .91. Similarly, it was calculated .72 for the subscale of Depersonalization (DP) which consists of 5 items, and .74 for Personal

accomplishment (PA) which is comprised of 8 items. That is, all subscales proved reliable based on Cronbach's alpha values.

Due to its psychometric properties, the most recent version of MBI-ES (Maslach et al., 1996), which provides a distinct perspective on the teachers' relationship to their work, their students and their accomplishments, was used in this study.

Zalaquett & Wood (1997) clarify that the MBI-ES could be interpreted in the way that 9 items in the EE subscale describe feelings of being emotionally overextended and exhausted by one's work while 5 items in the DP subscale describe an unfeeling and impersonal response towards recipients of one's care or service. Finally, 8 items in PA subscale describe feelings of competence and successful achievement in one's work with people.

As indicated by Maslach and Jackson (1981) for both the emotional exhaustion and depersonalization subscales, higher mean scores correspond to higher degrees of experienced burnout, and since some of component items on each subscale had low loadings on the other, there is a moderate correlation between the two subscales (p. 101). Conversely, lower mean scores on PA subscale, which are independent from other subscales and of which component items do not load negatively on them, correspond to higher degrees of burnout. Frequency of each item was assessed with a 7-point Likert scale with the extremes of 0 (indicating never) and 6 (indicating every day). The sum of frequencies was calculated for each category.

Table 3

Categorization for Burnout Scores on MBI-ES

Categorization	High	Moderate	Low
Emotional Exhaustion	27 or over	17–26	0–16
Depersonalization	13 or over	7–12	0–6
Personal Accomplishment	0–31	32–38	39 or over

MBI-ES Scoring Key directs the user to specifically set items to each burnout dimensions, and summative scores must be calculated for each dimension. For the emotional exhaustion dimension, scores with the range of 0-16 are regarded as low, 17-26 as moderate, and 27 or over as high. For the depersonalization dimension, scores

ranging from 0 to 6 are regarded as low, those from 7 to 12 as moderate, and from 13 and over as high. The items in the subscale of personal accomplishment, were coded reversely. Namely, they were pointed as 6 (*never*), 5 (*a few times a year or less*), 4 (*once a month or less*), 3 (*a few times a month*), 2 (*once a week*), 1 (*a few times a week*), and 0 (*everyday*).

Subsequently, responses to MBI-ES items were transformed to categories for each of the three subscales using the scoring key. Contrary to emotional exhaustion and depersonalization factors, low levels of personal accomplishment was regarded as burnout.

Data from interviews were analyzed through content analysis under some common categories. To keep the participants' identity confidential, each form was coded with a number rather than the participant's name. The interviews were conducted with the randomly selected teachers in order to provide responses to previously identified research questions.

The three subscales of teacher burnout (i.e., EE, DP, and PA) were set as the dependent variables, whereas the demographic variables of the participants (i.e., gender, age, marital status, educational background and working experience) as well as individual and work related factors were the independent variables.

CHAPTER IV

RESULTS

4.1. Introduction

In the previous chapter, it was stated that PIF, MBI-ES, and the interviews were used as data collection tools. Both quantitative and qualitative data analyses were used to answer the research questions. In this chapter, results obtained from quantitative and qualitative data analyses, respectively will be presented.

4.2. Results

The first research question attempted to explore the participants' level of burnout which can be identified as emotional exhaustion, depersonalization and reduced personal accomplishment, while the second research question explored the relationship between teachers' level of burnout and such variables as age, experience, and gender. Finally, the third research question investigated common factors causing teacher burnout through interviews. Under this section the results of statistical analysis are presented.

4.2.1. MBI-ES

The MBI-ES questionnaire was used in this research as it provides a distinct perspective on the teachers' relationship to their work, their students and their accomplishments. It includes 22 statements to which the participants are expected to respond anonymously. MBI-ES is expressive when it is applied to the whole population of the study at a time, and it could be applied individually or in a group session in which privacy is ensured. There were three different groups of questions in the MBI-ES questionnaire each of which aims to measure different states of participants' level of burnout.

In order to test the reliability of data analysis, the internal consistencies of the scales were examined. Besides, Cronbach's alpha values were calculated to test the internal consistency for MBI and its subscales, and Cronbach's Alpha values for the questionnaire were found .79. Additionally, reliability analysis was conducted separately. In order to answer the first research question, which investigated the burnout

levels of teachers in terms of the three burnout dimensions (emotional exhaustion, depersonalization, and reduced personal accomplishment), descriptive statistics were utilized. The scores obtained from 110 teachers were grouped into three categories and shown in Table 2. High scores on emotional exhaustion and depersonalization, and low scores on personal accomplishment are indicative of burnout.

Table 4

Frequency and Percentages of Professional Burnout Subscales

Item	Level					
	Low		Moderate		High	
	f	%	f	%	f	%
Emotional exhaustion	24	21.9	37	33.6	49	44.5
Depersonalization	53	48.3	16	14.5	41	37.2
Personal accomplishment	27	24.5	35	31.9	48	43.6

Table 4 indicates 21.9 % of 110 teachers have low levels of emotional exhaustion whereas 44.5 % of them were classified with high levels of emotional exhaustion. In addition, 48.3 % of them have low levels of depersonalization while 37.2 % of them have high levels of depersonalization. Finally, it has been revealed that 24.5 % of the teachers have low levels of personal accomplishment and 43.6 % of them were categorized with high levels of personal accomplishment.

According to the statistical findings, teachers are in danger of emotional exhaustion. Leiter and Maslach (1988) states that job conditions are strongly related to emotional exhaustion. The results obtained from the burnout subscales show that teachers suffer from stressors (environmental demands) that exceed their capabilities and resources (Shirom, 1989). Interview results also support that it is impossible to continue teaching if a teacher is not happy in the working environment. When teachers start their teaching career, they have hopes and expectations, and they feel disappointed as they meet the real challenges in their worklife. The responses to Items 1, 2, 3, 6, 8, 13, 14, 16 and 20 in MBI-Educators Survey have clearly shown that the teachers experience emotional exhaustion at various rates.

It can be seen that the number of participants who do not seem to suffer from burnout was only 24, which is 21.9 % of the sampling group. Those who tend to burn out constitute 33.6 % (n: 37) of the participants. Among others, 49 teachers (44.5 %)

show a high degree of burnout. Table 4 indicates that the percentage of emotional exhaustion was high among teachers working as EFL teachers at vocational and technical Anatolian high schools. So, it might be concluded that occupational stressors and interpersonal problems might have caused them to feel stress while performing their job.

For the depersonalization dimension, participants' responses to Items 5, 10, 11, 15 and 22 were calculated. As seen in Table 4, approximately half of the teachers like their job and working with students. They behave respectfully toward their students and colleagues, and really care about their students, encouraging them to do their best. However, approximately half of them sometimes behave in an impersonal and negative manner toward the students. They never take the credit for the students as they never think that students might blame them for the undesired situations. They have no desire to try anything new. Namely, 37.2 % of the teachers behave toward their students and colleagues in a callous manner, and 14.5 % of them have a tendency to do so.

Emotional exhaustion and depersonalization dimension both refer to lack of energy, loss of enjoyment, being reluctant to go to work or being eager to leave it, and feeling tired, drained, and depleted in most days. Finally, these all might cause problems in personal life and result in removing emotionally and physically from job and other responsibilities (McGee-Cooper, 1990; Maslach & Leiter, 2008).

On the contrary to emotional exhaustion and depersonalization subscales, Items 4, 7, 9, 12, 17, 18, 19 and 21 on the personal accomplishment subscale were scored conversely because a low level of personal accomplishment was considered as a sign of burnout. According to the results, 24.5 % of the participants scored low on the personal accomplishment subscale, indicating that they were experiencing burnout. It seems that they have difficulty in understanding how their students feel, and dealing with their problems. They also feel that they cannot influence their students' lives in a positive way and create a positive atmosphere in their classes. They neither feel happy and accomplished nor enjoy while working with their students closely. Not surprisingly, those who have a lower sense of personal accomplishment show symptoms of emotional exhaustion and depersonalization, too. As an outcome of exhaustion and depersonalization, teachers feel much less effective in their job, and their performance significantly decreases. For this subscale, scores were converted according to the MBI-ES instructor's manual directions, and items were calculated as determined by the

directions (See Appendix D). Maslach and Jackson (2007, p. 101) explains this subscale as:

“In contrast to the other two subscales, lower mean scores on this subscale correspond to higher degrees of experienced burnout. It is important to note that the Personal Accomplishment subscale is independent of the other subscales and that its component items do not load negatively on them. In other words, personal accomplishment cannot be assumed to be the opposite of emotional exhaustion and/or depersonalization.”

Table 4 also shows that practically half of the teachers have a higher sense of personal accomplishment (43.6 %). In that sense, they have feelings of competence and successful achievement in their work. The scale was used to determine the participants' burnout level in the categories of emotional exhaustion, depersonalization and reduced personal accomplishment. The means for each subscale and standard deviations were calculated, and the results are presented in Table 5.

Table 5
Descriptive Statistics of the Variables

Variable	Number of respondents	Mean	SD	Cronbach Alpha
Occupational Burnout	110	2.94	.598	.79
Emotional Exhaustion	110	3.25	.632	.91
Depersonalization	110	2.67	.372	.72
Reduced Personal Accomplishment	110	2.73	.391	.74

Table 5 shows the mean value and standard deviation of the variables. It is observed that the mean value of professional burnout variable was around 2.94, and the greatest mean value among its dimensions was measured for emotional exhaustion as (3.25), and the lowest value was counted for depersonalization (2.67).

The data were also analyzed in order to find out whether there are differences among scores of participants on MBI and its sub-scales according to their gender, age, experience, and the department they graduated from. In order to investigate the relationships between burnout (MBI Total Point) and the demographic variables of the

subjects, Analysis of Variance (ANOVA), and t-test were used. The t-test was used to determine whether the means of two groups are statistically different from each other. The obtained results in terms of gender are shown in Table 6.

Table 6

T-test Results for the Relationship Between Burnout and Gender

Gender	N.	M.	S.D.	Std. E M	t	p
Female	84	2.14	.42	.09	1.36	.17
Male	26	2.01	.39	.04	1.31	.20

According to Table 5, the “p” value was found higher than .05 (.177), indicating no significant difference between the two groups’ levels of burnout regarding gender ($t=1.36$, $p>0.05$). A higher level of burnout (mean= 2.14) was measured for female teachers; nonetheless, it is not a statistically significant difference.

Table 7

ANOVA Results for the Relationship Between Burnout and Age

Age	N	M	SD	Std. E	95% Confidence Interval For Mean	
					Lower Bound	Upper Bound
23-28	29	2.48	.72	.18	2.05	2.91
29-34	13	2.28	.49	.12	2.03	2.53
35-40	29	2.20	.53	.17	1.84	2.56
41-46	20	2.28	.42	.11	2.02	2.57
47 +	19	2.86	1.31	.65	.76	4.94
Total	110	2.42	0.69	0.8	2.01	2.18

According to Table 7, the mean scores of participants who are older than 47 years were counted higher than those of other age groups. This group consists of 19 participants. There was a high standard deviation compared to other standard deviations in the sub-scales. ANOVA results demonstrate that there are no significant differences

between participants' levels of burnout in terms of ($p>0,05$) their age. Table 8 provides the statistical results for the relationship between the teachers' levels of burnout and their marital status.

Table 8

T-test Results for the Relationship Between Burnout and Marital Status

Marital Status	N.	M.	S.D.	Std. E M	t	p
Married	77	2.02	.38	.04	-0.3	.98
Single	29	2.02	.45	.09	-0.3	.97

According to Table 8, the “p” value was calculated higher than .05 (.97), which means there is no statistically significant difference between the teachers' levels of burnout and their marital status ($t= -.03$, $p>,05$). Results of ANOVA in order to see whether the relationship between their burnout levels and experience in teaching is statistically meaningful are illustrated in Table 9.

Table 9

Results of ANOVA for the Relationship Between Burnout and Work Experience

Work Experience	N	M	SD	Std. E	95% Confidence Interval For Mean	
					Lower Bound	Upper Bound
0-5 years	53	2.51	.74	.22	2.05	2.97
6-10 years	18	2.27	.42	.08	2.06	2.49
11-15years	25	2.34	.93	.27	1.72	2.95
16-20years	10	2.32	.42	.11	2.05	2.60
20 +	4	2.68	.09	.04	1.21	2.14
Total	110	2.14	.11	.07	2.13	2.46

As seen in Table 9, there are no significant differences between participants' levels of burnout ($p>0,05$) and their work experience. The group including teachers

with 20 and above years of experience showed the highest level of burnout (mean= 2,68); however it is not statistically significant. T-test results for the relationship between the teachers' burnout and educational status are found in Table 10.

Table 10

T-test Results for the Relationship Between Burnout and Educational Status

Educational Status	N.	M.	S.D.	Std. E M	t	p
B.A.	97	2.04	.39	.04	0.88	.38
M.A.	10	1.97	.37	.06	0.92	.37

According to Table 10 “p” value was measured higher than .05 (0,38), which means there is no significant difference between the teachers' burnout level and their educational status ($t = .88, p > .05$)

Although this difference is not significant, the mean burnout score of those who held a B.A. degree was higher than those who held a MA degree at the time of the study ($M = 2.04$).

As stated earlier, the qualitative data of the study were collected from 10 randomly selected EFL teachers who completed the MBI. In order to find out their opinions about burnout, interviews were conducted with them. During the interview, five semi-structured questions were posed to them. The questions were prepared especially to see the relationship between burnout and the above-mentioned factors.

4.2.2. Interviews

The data derived from the questionnaire were also analyzed for each demographic variable (i.e. gender, age, marital status, working experience, and educational status) in order to understand the relationship between them and burnout.

As stated by Muijs (2004, p. 185), ANOVA allows researchers to compare a certain number of groups with respect to the mean score of a continuous (or ordinal with many scale points) variable. It was used in this research to find out whether there is a significant difference between burnout and such variables as age, gender, educational status, marital status and working experience. Besides, the t-test was applied to see if there was a statistically significant difference between the two variables. Finally, results of data analyses were tabulated.

As previously mentioned, the current study made use of an interview comprising five semi-structured questions designed by the researcher to collect qualitative data to gain more insights into the EFL teachers' thoughts and feelings about their level of burnout in addition to the MBI-ES.

In the next section, the results of the interviews will be discussed in relation to each interview question. There are a number of factors that trigger teacher burnout in literature. The quantitative data results show that nearly half of the teachers experience emotional exhaustion, and that the other half are slightly prone to it. Hence, the interview questions were formed according to the results of MBI-ES.

In order to have a deeper understanding of their opinions and experiences of burnout, they were administered an interview. Participant names could not be given for ethical reasons, instead participant numbers were given such as P.1. , P.2. at the end of the quotations.

4.2.2.1. Analysis of the Responses to “What Is the Best Thing About Your Work?”

First of all, the interviewees were asked to mention the factors that made them feel pleasant most. The question aimed to gain a general insight into teachers' opinions about their profession, and to reveal when or on which occasions they feel best about it. All of the interviewees stated that they occasionally feel pleasure while performing their job due to various reasons and factors. The majority expressed that the best thing about their work is teaching a skill or subject to the students who enjoy coming in classroom and getting prepared for the class. All the participants acknowledged that being aware of playing a part in shaping a hopefully better future is one of the precious sides of teaching. A female teacher with seven years of experience stated that:

“Becoming a teacher is more than having a job. The truth is that it is hard for many teachers to do it more than a few years because of stress and responsibilities. Fortunately, there are also a number of rewarding aspects of being a teacher that go beyond the salary. For instance, each new school year brings in new individuals that can blossom and fulfill their potential.”(P. 2.)

Similarly, a 42 years old male teacher mentioned that introducing students to new ideas and ways of doing things are so rewarding when a teacher is able to get

through to them, and that teaching is equally loaded with sobering responsibility and humor. According to the same teacher, there is no better way to learn about a subject than to teach it; so, teachers are lifelong learners, and being a teacher requires staying young and following latest trends in fashion, music, movies, technology, and pop culture because s/he spends long hours with dozens of young people every day.

Additionally, although there are rules and regulations that must be followed, a teacher can direct what goes on in his or her classroom each day. They have the chance to decide how to approach a subject, and to get the information across to their students. They have a level of autonomy; indeed, they are mostly answerable to administrators, parents. There is also another fact that they can simply enjoy some rest and relaxation, and has breaks during both summer and winter holidays. This might provide them with the opportunity to refresh themselves before heading back into the classroom.

The following extract from the transcription of a 12 years experienced interviewee's response exemplifies the views of the teachers supporting the idea that psychological sense of willingness of students makes them feel best:

“Interaction with students (both inside and the outside of the classroom) gives me the feeling of fulfilment and joy, and this aspect of being a teacher is rewarding.”(P.3)

Also, a female teacher with 15 years experience summarizes her feeling best about her work as *“.....building strong and lasting relationships with the students.”(P.5)*

As is perceived from the answers of the respondents to the first question, without an exception, it is possible to claim that teachers feel best when their students behave in a good manner.

In Turkey, EFL teachers' career development has been unstable as they are expected to work in a variety of teaching contexts (state or private primary schools, secondary schools, high schools, institutions of higher education) under different kinds of constraints and within different organizational cultures. As a result, they have to learn immediately how to handle with problems of students of varying ages, language background, level of motivation, and interests. Moreover, changes in foreign language teaching policies, language assessment systems and externally imposed innovative curricula have increased the complexity of teacher roles and responsibilities.

The main factors on teacher job satisfaction seem to be related both to the actual work of teaching such as working with children, developing friendly relationships with children, and to the intellectual side of teaching such as autonomy, independence and being open to try out new ideas (Day et al., 2006; Evans, 2001; Farber, 1982; Scott & Dinham, 2003; Shann, 1998). Irrespective of gender, age, marital status, working experience and educational background, the teachers expressed clearly that they have the greatest satisfaction and achievement through helping students to realize their potential, experience success and grow into responsible adults.

Teachers also counted student enthusiasm and responsiveness as a vital factor of their own willingness. Working for students and affecting their lives is the main source of satisfaction for teachers. Conversely, working with problematic and demotivated students could affect their satisfaction negatively, and could be considered the source of emotionally draining and discouraging experiences.

4.2.2.2. Analysis of the Responses to “What Is the Most Challenging Thing About Your Work?”

As the second interview question, the teachers were asked to specify the most challenging times in their teaching, and factors affecting their job performance. With this question, it was intended to bring to light the reasons for physical and emotional exhaustion occurring while teaching. Teachers stated that they encounter some problems such as location of the school, social isolation, cultural differences among themselves and people living around the school, being assigned as out-of-field teachers, students' lack of basic knowledge in English, crowded classrooms, type of school, problems with the administration, and poor collegial relationships.

The view of a 50-year-old female teacher presented below:

“When I am faced with a group of unique individuals, it is virtually impossible for things to go according to the plan. This is one of the most stressful thing in my job.”(P. 4.)

A female teacher with seven years of experience also expressed her opinion:

“Teachers are supposed to do certain tasks some of which are really useless and meaningless. These tasks are not updated, and not related to our modern century.”
(P.6.)

Followingly, a male teacher with ten years of experience expressed similar concerns:

“Working 30 hours a week in a crowded school makes it hard for me to stay healthy.” (P.1.)

A 50year-old male teacher also clarified his dissatisfaction with these words:

“The main reasons of problems and frustration in our teaching life are parents and procedures. Practically, in every situation, school administrators believe that teachers are wrong and to be blamed.”(P.3.)

It is also evident that the use of technology plays a big role in effective language teaching at school. However, it would not be wise to expect the EFL teachers participating in this study to make use of it as the schools they are working at are not equipped with adeaquate technology. Additionally, previous research (Fernet et al., 2012; Skaalvik & Skaalvik, 2010) clarified that there is a link between teachers' perceptions of school administrators and self-efficacy, and that the relationship between the teachers and school administrators seems to have a negative influence on all three sub-dimensions of burnout. In the present study, it was concluded from the interviewees' responses that EFL teachers have negative perceptions of school administrators, which might be counted as one of the factors that increase their level of burnout.

4.2.2.3. Analysis of the Responses To “What Kind of Situations Lead Teachers to Burnout in Classroom?”

The third interview question was asked to reveal the reasons why teacher feel negative about their work (or any situation) for any length of time, and whether they have worn some habitually negative grooves in their brain.

Factors leading to stress and burnout are often related to the characteristics of being effective or highly qualified and the pressures related to achieving those goals (Grant, 2007), and increased accountability measures for teachers (Sorenson, 2007). However, they are not the only factors that contribute to stress in the teaching profession. According to the responses of the EFL teachers, students' lack of interest, demotivation and unwillingness are the main factors causing the teachers to be mentally exhausted. Some sample interview extracts are as follows:

"I feel emotionally drained while I'm teaching to unwilling or demotivated students."(female, 38 years old, P.7.)

"Indifferent students are the cause of my exhaustion."(female, 30 years old, P.2.)

"Endeavouring to get the students' attention makes me feel mentally and physically exhausted."(female, 25 years old, P.10)

".....students' using mobile phones, chewing gums in the classroom, and making too much noise while I am teaching make me feel nervous."(female, 32 years, P.8.)

The following statements from the transcription of the responses of some interviewees exemplify the views of the EFL teachers supporting the idea that the vocational and technical Anatolian high schools' students have a low profile:

"I don't even remember how many times I warn students not to use their mobilephones during classes and to stop chewing gums in an ordinary day."(30 years old, seven years experienced, P.2.)

"Students who do not get prepared for classes make me feel physically and mentally exhausted."(40 years old, 15 years experienced, P.5.)

Some interviewees pointed out that heavy teaching load also plays an important part in their feeling physically drained.

Two of the respondents mention about that in the following statements:

"Teaching for ten hours a day is really exhausting". (female, 25 years old, P.10.)

“I feel miserable at the end of the day since I am assigned with too many class hours.”(male, 35 years old, P.1.)

The answer of a 29 years old female teacher to the third question show that there is a connection among the students’ demotivation, teaching load and exhaustion, as expressed in the following extract:

“Some classes are crowded (over forty students). This makes me tired. Time is not enough for me. I have difficulty in gathering attention of my students because we also have to teach those who do not want to learn English at all. Besides, their parents are unfortunately indifferent to their children’s education. Extra administrative responsibilities also make me tired. I just want to deal with my profession and the courses I am assigned with. I am fed up with the way students behave. They destroy everything I prepare for them.”(P.6.)

A review of the participants’ responses suggests that the EFL teachers raise their voice louder particularly regarding their negative perceptions on students’ behavioral problems. Some of the participant teachers reported as follows:

“ I have to deal with students’ behavioral problems instead of instructing them. I have to do so every year as if I were teaching in a primary or pre-secondary school. Most of the students in school are male, and unfortunately they do not intend to go on their education at a university. Instead, they want to get a job once they have graduated from the high school. So, they do not show any sign of interest in learning English.”(50 years old, 25 years experienced, P.4.)

“...generally indifferent students create such burnout atmosphere in classes (if you are a teacher who strives so hard to teach something). Most of my colleagues complain about the same problems.”(42 years old, 12 years experienced, P.3.)

“...if I ask them (the students) not to do something, they mostly behave rebellious and keep misbehaving. These behaviors are mainly challenging for me.”(38 years old, 12 years experienced, P.7.)

The following responses to the interview also indicate student related problems causing burnout for them:

“unwillingness of the students, the education system, and the curriculum are some of those situations”(32 years old, eight years experienced, P.8.)

“...failure in submitting homework on time is one of the problems I encounter. Most of the time, I have to warn them about that...”(30 years old, seven years experienced, P.2.)

“...Year after year, teaching high school students who have no desire to fulfill academic tasks, and neglect their studies tires me more.. ”(42 years old, 12 years experienced, P.3)

“...although I use different methods and techniques to teach a new subject and I do my best, students’ success never rises, so I cannot feel confident as a teacher.” (29 years old, seven years experienced, P.6.)

Overall, as seen in the interview extracts, students lacked proper attitudes and moral values in their relationships.

Studies also support the data gathered from interviews by presenting the main contributors to teacher stress are poor student behaviour (Geving, 2007), lack of administrative support (Blase, Blase & Du, 2008; Lambert et al., 2006) and the excessive number of tasks (Brown, 2005). The combination of these factors will result in nearly 50 % of teachers leaving the profession before they reach their sixth year of teaching (Ingersoll & Smith, 2004). As a result, students’ negative attitudes and poor behaviour, their lack of moral values, unfair treatment of administrators, being tired of the number of tasks might result in burnout.

4.2.2.4. Analysis of the Responses to “Have You Ever Thought of Leaving The Job? Why?”

The question was asked to find out the reasons that make the teachers carry on their job or that cause them to leave it. The findings have revealed that basically all teachers occasionally lose their enthusiasm for working in their institutions because of feeling tired in and out of the classroom.

Teaching is a highly stressful career, and teachers’ leaving profession percent is at an alarming rate (Hanushek, 2007; Ingersoll & Smith, 2003). 32 % of teachers who changed schools expressed “poor working conditions” as an important reason for their

decision. Moreover, 37 % of teachers who left the profession stated they were leaving profession “to pursue a job outside of teaching” (Cox et al., 2007).

When the participants’ answers to this question were analyzed, it is seen that six out of ten teachers reported they had chosen their job voluntarily but would not choose it again if they had such a chance. There is a compilation of the answers of EFL teachers to this question below:

“I am planning to teach for a few more years and I want to take up another job later. I have chosen this job voluntarily, but if I had another chance, I would not choose it again.” (male, 35 years old, P.1.)

“In my opinion, the teaching profession can be performed for five years at the most because English lessons which are taught at public schools are somehow limited and this decreases the English proficiency of EFL teachers.” (male, 42 years old, P.3.)

The following participant expresses an identical view:

“I did not think of my choice of profession in detail... I was just inspired by foreign languages, and my family convinced me that teaching was an ideal job for females. I am planning to leave teaching at the earliest opportunity and I am currently studying another field.” (female, 38 years old, P.7.)

The owner of the last excerpt, a female teacher with 12 years of experience, also reported that she would not choose teaching again if she had the possibility. Moreover, it could be noted that if they receive no support from the school administrators, teachers might choose to leave their positions (Kersaint et al., 2007). Hughes (2001) also claims that working in a low-pay career increases the difficulty of repaying student loans quickly. It clearly means that many teachers will accept the consequences of burnout, and like to remain in the same position. Additionally, the decision to leave the job could be prevented to some extent by the availability of acceptable alternative employment and geographic immobility. Leaving job is regarded as one way to escape workplace stress that could lead to burnout. (p. 289).

A female teacher with 15 years of experience expressed her ideas on this matter as:

“I have chosen this profession voluntarily but now, I decided that I am not that excited to proceed. If I have the chance, I would choose another job. As I think about the life conditions in Turkey, I think I will stay as a teacher forever ”(P.5.)

Likewise, a 50-year-old female teacher added her feelings with these words:

“ I am not a risk taker, and I am not brave enough to change my job because I need money. The complexity of changing or leaving job bothers me.”(P.4.)

However, data gathered from the interviews display that the majority of the interviewed teachers intend to remain in their teaching positions until they get retired. On the contrary, a female teacher with seven years of experience responses as:

“I have chosen my job voluntarily, and I would decide on this job again. Becoming a teacher was my childhood dream, so I am planning to go on teaching till retirement.”. (P.6.)

These statements also indicate that most of the interviewees have voluntarily chosen teaching as a profession, which seemingly increases their intrinsic motivation in carrying out it, and leading for them not to leave their job (Giannakaki et al., 2011). On the other hand, some teachers want to leave their job if their living conditions are not satisfactory. Previous studies reported that besides living conditions and culture, school facilities also influence teachers' decisions to stay (Buckley et al., 2005).

As a result, the primary reasons stated for leaving teaching profession can be condensed down to poor working conditions, lack of administrative support, and low salary (Ingersoll, 2001; Kelly, 2004). Those stated for remaining in teaching profession include a collegial work environment, receiving support from the administration, and self-efficacy.

4.2.2.5. Analysis of the Responses to “What Institutional Factors Contribute to the Teacher Burnout?”

The last interview question aimed to reveal the circumstances in which institutional systems take part in burnout via interpretations of participants embedded in

these systems. It also aimed to reveal how organizational cultures reflect and reinforce institutional conditions.

The interviewees were asked about factors disturbing themselves, and their responses were examined in detail. One of the respondents stated that the principal can be a stress factor that causes teacher burnout. When the principal is unfair, teachers have trouble with him or her. A female teacher with eight years of experience stated her situation as:

“The principal has the last word to say, so I usually have to stay calm; otherwise, I am assigned with difficult tasks to be done on public holidays.”(P.8.)

Upon the question if teachers feel part of the institution, they state that they do not feel a sense of belonging to their schools, since decisions are taken without consulting them. As a consequence, the feeling of not being truly valued turns the school atmosphere negative. The administrative regulations, and crowded classrooms that are not ideal for teaching a foreign language constitute its major problems. A female teacher with 25 years of experience expresses her feelings clearly:

“Teachers cannot feel valuable because the administrative staff focus on the students’ needs rather than the teachers’ ”(P.4.)

One of the teachers responded that in her school, she feels as if she was a slave because her school is like somewhere ruled by monarchy, and that this makes her feel depressed. Dworkin et al. (2003, p. 108) summarize administrative problems as follows: a principal reigning over the teachers, a lack of collaboration among teachers and the principal himself/ herself. Instead of all these burnout provoking mannered principals, nonauthoritarian, supportive and collegial principals who involve teachers in decision-making might decrease burnout levels of their teachers. In this regard, a 32 years old female teacher stated that rules are set by the principal himself/ herself, causing the teachers to be more aggressive. She stated that the problem does not arise only from setting rules but from their application because the relevant regulations issued by the state are not applied at school properly.

The interview results of this study are in line with those obtained in Flores and Day (2006) who reported that heavy workload, bureaucratic work, lack of

administrative support, wide variety of tasks to be performed and assessment procedures of teachers' performance are the factors that challenge them.

To summarize, the common problems are the existence of unclear and paper-based rules, excessive number of rules, procedures created by the authoritative figures at schools, and the authoritarian point of view. Maslach and Goldberg (1998, p. 65) claim that situational variables are more strongly predictive of burnout than are personal ones. The opinions elicited from the respondents show the importance of school facilities on their burnout

"The teachers' room is the only place for us to socialize" (female, 50 years old, P.4.)

".... the building of our school is in a poor condition... there is no educational atmosphere in it..." (male, 42 years old, P.3.)

"We do not have a computer lab, and that is why we can not use Dyned Program effectively." (female, 38 years old, P.7.)

Likewise, a female teacher with 3 years of experience and a female teacher with 25 years of experience highlight the significance of physical facilities of his/ her school stating:

".... There is no teachers' room in our school. So, we use school library as the teachers' room. Since anyone can enter the room any time, I cannot rest even in a five-minute break"(P.10.)

" I wish we had an English language classroom equipped with instructional materials to be used by EFL teachers for effective language education."(P.4.)

In this chapter, the quantitative and qualitative data obtained from the MBI-ES and semi-structured interviews have been presented. The results were described and correlated to each other to find out whether the teachers are truly considered as burned out. Those obtained from both quantitative and qualitative data analyses revealed to be consistent with each other.

The results in concern will be discussed in the following chapter.

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Introduction

Chapter 5 starts with a short review of the study design, followed by a review of the findings. In this study, burnout levels of EFL teachers who work at vocational and technical Anatolian high schools in Adana, Turkey were investigated in terms of subject variables of gender, marital status, age and years of experience, and educational background.

This investigation was carried out through quantitative and qualitative research procedures. The answers to the research questions of this study were given based on analysis results of data collected through both MBI- ES and semi-structured interviews. Finally, conclusions based on the research questions were tied to the theoretical framework of the study, and some suggestions were presented for practical use in EFL teaching and for further studies that could be conducted in the field.

5.2. Discussion

This study was designed to investigate burnout levels of Turkish EFL teachers serving at vocational and technical Anatolian high schools in the center of Adana, Turkey across such dimensions as emotional exhaustion, depersonalization, and reduced personal accomplishment. Secondly, burnout levels of EFL teachers working at these schools were investigated with respect to their gender, age, marital status, work experience, and educational background. Lastly, the common factors leading them to burnout were investigated. Both qualitative and quantitative data were gathered using mixed research design. The valid 110 questionnaires administered to 150 Turkish-speaking EFL teachers constituted the quantitative data, and the interviews held with 10 of them provided the qualitative data for the present study.

The first research question was related to examining their burnout levels. MBI- ES was used to address this research question. According to the results, nearly half of the teachers have high levels of emotional exhaustion, and nearly the other half had moderate levels of emotional exhaustion. As to the dimension of depersonalization,

almost half of the EFL teachers had low levels of depersonalization, and the other half had moderate and high levels of depersonalization.

It can be inferred from these results that high levels of emotional exhaustion might have triggered depersonalization. Lee and Ashforth (1993) proposed that burnout progresses from emotional exhaustion to depersonalization, and from emotional exhaustion to lack of personal accomplishment (Cited in Bährer-Kohler, 2012) This is incompatible with Byrne (1999) who found that emotional exhaustion occurs first, and it causes depersonalization. So, EFL teachers participating in this study might have undergone a similar process.

Also, approximately half of them had high sense of personal accomplishment. To sum up, teachers having high degree of burnout display all dimensions of burnout: emotional exhaustion, depersonalization, and reduced personal accomplishment. Interview findings were also in line with those reported previously in Brouwers and Tomic (2000) who indicate that colleague and principal support, respectively, were closely associated with teacher burnout.

The second research question addressed to the effect of demographic variables on burnout levels of the teachers. The findings have demonstrated that female teachers have higher level of burnout than their male colleagues (mean= 2.14). More specifically, male teachers had slightly lower scores than females regarding level of burnout, and these findings support the results reported by Lippel (1999) and van Dick and Wagner (2001). So, it could be concluded that female teachers are slightly at more at risk in this concern than men.

In addition, age revealed to be a significant personal variable predicting teacher burnout. The mean scores of the participants who are older than 47 years are higher than those of other age groups. The former group consisted of 19 participants, and also a high standard deviation compared to those in the sub-scales; namely, the teachers with 20 and above years of experience has the highest level of burnout (mean= 2,68). Literature about the relation between age and burnout generally reveals that older employees are likely to have higher levels of stress (Collings & Murray, 1996). In this study, the findings approved that burnout is the result of a long term exposure to chronic job stressors; and, these results are compatible with the literature. For instance, Caughey (1996) clarified that prolonged stress is associated with chronic anxiety, psychosomatic illness and a variety of other emotional problems. Collings & Murray (1996) expressed

that burnout is a particularly serious feature of chronic stress, and one that can impair the human service worker's effectiveness.

Another factor that was used in burnout studies was the participants' educational level. The mean burnout score of those who have a B.A. degree was found higher than the rest ($M=2.04$). Depending on the status of education a significant difference has not been detected in subscales of "emotional exhaustion", "depersonalization" and "personal accomplishment". People who possessed a higher education level were found to be more vulnerable to burnout. Namely, the ones with a higher educational status were less satisfied with their working conditions (Maslach et al., 2001).

With regard to marital status, those who are single seem to be inclined to burnout in contrast to those who are married (Maslach, 2003). However, findings of this study showed that there is no significant difference between marital status of the teachers and their burnout levels. Finally, it has been found that teaching experience was slightly correlated with the burnout dimensions. According to Sunbul (2003), it is an important variable in burnout processes. However, research findings in this regard are sparse and inconsistent (Byrne, 1999). The most experienced teachers showed the highest scores in emotional exhaustion. Some studies show that teachers with more experience have higher levels of burnout. For example, Pierce and Molloy (1990) found higher depersonalization scores for older teachers. Additionally, Saari and Judge (2004) claimed that more experienced teachers reported less job satisfaction. On the other hand, Ozdemir (2007) indicated that teachers might experience burnout early and late in their career.

As for the third research question, interviews were conducted with 10 EFL teachers randomly selected from the participants of the research who completed the MBI-ES. It is apparent from the interview results, that some of the EFL teachers were seriously affected by burnout both physically and mentally. It was found out that the common factors causing their burnout can be categorized as excessive paperwork, work overload, stressful work environment, low salary, student misbehaviours, lack of autonomy in class and school, and incompatibility with principal and colleagues.

The results also show that most of the EFL teachers who participated in the study had high and moderate levels of emotional exhaustion. As to the depersonalization aspect, more than half of the teachers had high and moderate levels of depersonalization. Being compatible with the literature, this study displays that depersonalization is associated with reduced feelings of accomplishment (Van Horn et

al., 1997). All in all, more than half of the teachers had significantly lower sense of personal accomplishment, meaning that they felt they were not effective and sufficient in their jobs, and so, they would not contribute to their students for a better future.

The interviews also highlighted some matters on working conditions in these schools. It has been found that working environment and working conditions are not satisfactory for teachers because there is a huge difference between the idealized conditions and the existing ones. Students' misbehavior (e.g., aggression and demotivation, Hart, 1987) and poor working conditions (e.g., role conflict, work overload; Schaufeli, 2006) are regarded as important stressors in teaching profession. The study revealed some identical results to the previous research in the literature. This findings might be explained by Rosenholtz and Simpson (1990), expressing that when teachers feel restricted in their teaching because of poor working conditions, and negative feelings that are likely to occur. At the organizational level, emotional exhaustion could also be explained by such poor working conditions. Besides, teachers are found to be ignored by the organization; for instance, Mazur and Lynch (1989) found that lack of recognition and appreciation from principals were related to burnout. As a result, feeling of being not valued could contribute to a more negative working atmosphere. Borg and Riding (1991) also supported that it is important to provide teachers with the facilities to carry out their job properly, to provide a suitable working environment, and not to overload them with work (p. 370).

First of all, it is clear that work environment is a significant factor among the burnout factors. This was supported by both qualitative and quantitative findings. For this study, poor physical conditions of the schools and inadequate facilities, and work overload have affected the burnout levels of the teachers negatively.

Furthermore, if the job description is not clear, the requirements constantly change, and become hard to understand. Besides, when the objectives are mismatching, teachers are at higher risk of burnout. Leiter and Maslach (1999) state that a chronic imbalance between job characteristics (e.g., demands) and employee characteristics (e.g., needs) results in burnout. When expectations of a person and the actual work environment differ, a gap occurs between the employee and the work itself. Moreover, lack of cooperation among other departments might also be associated with role conflict. In teaching profession, for instance, an EFL teacher does not have to explain all the concepts in students' own language but s/he might be forced to do so because when the teacher translate a word to the students' mother tongue, they mostly do not know the

concept even in their own language (e.g. tsunami, cell, and adjective). Role conflict has been found to be strongly associated with exhaustion dimension of burnout (Cordes & Dougherty, 1993; Maslach et al., 1996).

The interview results also showed that in spite of above-stated inadequacies in these schools, the reason why teachers think of leaving their jobs is unreadiness of the students and their disrespectful behaviors. This forces them to develop more negative interaction with students, effecting classroom atmosphere negatively. When they could not get positive feedback from the students, sometimes even no feedback, they feel unsuccessful and depressed. Bakker (2004) found that social support from colleagues is negatively correlated with both exhaustion and depersonalization dimensions of burnout.

The development of burnout frequently begins at an early stage of emotional exhaustion. High levels of emotional exhaustion lead to a withdrawal resulting in depersonalized reactions to people, and a cynical attitude towards the job (e.g., Taris, Le Blanc, Schaufeli & Schreurs, 2005). Namely, emotional exhaustion might lead to the depersonalization stage of burnout (Maslach et al., 2001).

On the other hand, Demerouti et al. (2001) claim that exhaustion and depersonalization develop rather parallel, and have different antecedents. The development of burnout follows two processes. The first process is related to job demands leading to frequent overtaxing, and finally to exhaustion. A lack of job resources (e.g., lack of social support) represents a second process leading to disengagement from work. So, insufficient resources in meeting job demands lead to withdrawal behavior from work. Withdrawal behavior provokes to disengagement in the end (p. 501).

The results of the current study are compatible with those studies previously conducted by Burisch (2006) and Maslach et al. (2001) who concluded that burnout does not occur “overnight”. The following section aims to provide pedagogical implications for EFL teaching.

5.3. Pedagogical Implications

In line with the results of this study, pedagogical implications are offered mainly for policy makers, educational administrators, teachers, and researchers. There are exceptional teachers who do not have feelings of burnout; however, it is a fact that it

requires to take measures to prevent the state of burnout. The opposite feeling of burnout is engagement, characterized by energy, and an effective link to the profession.

Engagement is thought to produce pleasant outcomes at both individual and organizational levels. Engaged employees are optimistic about their future and meeting their own demands by participating in different organizational roles (Bakker et al., 2008). Sharing problems and engaging in social activities are other ways to cope with the symptoms of burnout. All teachers might experience stress at work, but they can overcome professional burnout through active problem solving, social and emotional support from colleagues, reorganizing the teaching situation or changing their teaching strategy. Counselling services can be another solution for preventing or decreasing the level of burnout (Kyriacou, 2001). Most of the burned out teachers have to remain in their positions, so it is necessary to consider ways of dealing with burnout to enable teachers to work in a less stressful environment. Farber (2000) and Maslach and Goldberg (1998) propose that the operating principles of the school and the work setting should be changed by supporting the development of energy, involvement, and effectiveness to promote the well-being and productivity of the employees. A work setting supporting engagement, energy, and effectiveness should be created in order to bolster the state of the employees. Chang (2009) states that predicting the problems in the classroom in advance and discovering alternative ways to cope with the challenges are two ways of preventing burnout. Teaching is an emotional profession, and teachers have to learn how to identify, reflect on and regulate emotions so as to enable themselves to manage their feelings.

Hughes (2001) reports that it is necessary to determine the precursors of burnout in order to deal with it in an effective way. Precautionary and collaborative interventions should replace prescribed coping techniques for burnout which are in two categories: direct action techniques and palliative techniques. For the first one, teachers can manage on their own; for the second one, on the contrary, teachers cannot deal with the sources of stress; instead, they deal with the ways to lessen stress. Kyriacou (2001) listed coping strategies as follows: keeping problems in perspective, avoiding confrontations, relaxing after work, discussing problems, controlling one's feelings, having a healthy home life, planning ahead and prioritizing, and recognizing one's own limitations.

Awareness of burnout might help teachers and administrators develop some coping strategies. Administration, for instance, can promote team work and close

professional connections among teachers and provide cooperative decision making processes such as periodic and online meetings. Additionally, personal development units can be established for teachers. They can also provide adequate mentoring to make a commitment to teachers who are in need of success and long term professional achievement to promote teachers' sense of being supported, belonging, and being valued in the workplace.

Teachers who are intrinsically motivated are found to be more satisfied with their jobs than those who are extrinsically rewarded, which probably leads to higher retention. This has to be recognized by the policymakers who play a big role in changing the educational system (Smethem, 2007).

Additionally, burnout is negatively influenced by adverse parental relationships. Furthermore, as parents are not a homogenous group, the commitment of both teachers and parents is required for a positive and successful relationship. Proposing teacher training programs that incorporate strategies of communication and cooperation with parents, from which teachers can profit, is an alternative way of taking precautions for burnout (Skaalvik & Skaalvik, 2010).

Teachers can benefit from the findings in how to raise their awareness of the factors leading them to burnout, how to develop monitoring skills on their burnout levels, and how to choose the best preventive method for handling their burnout at individual and organizational levels.

Maslach et al. (2001) state that by removing the employees from the job, individual solutions mainly encompass the employees because of their own strategies leading to a better assimilation to the work environment. However, organizational factors play a more important role in the prevention of burnout than individual ones since the latter fights against exhaustion, but does not show any effect against depersonalization and reduced personal accomplishment. Changing the environment, triggering individuals' capacities to deal with their environment, stress inoculation training, relaxation, time management, assertiveness training, rational emotive therapy, training in interpersonal and social skills, teambuilding, management of professional demands, and meditation are some ways to prevent burnout. These factors have to work in a cooperative manner in order to deal with burnout (p. 418).

For that reason, Friedman (2000) proposes that teachers should be informed about the existence of burnout before starting the teaching profession. Policy makers can help to increase teacher productivity and satisfaction through well-functioning

schools by setting more flexible and fair regulations, following a more flexible management, increasing teacher participation in decision-making activities, and developing more qualified teacher training programs.

As suggested by Kyriacou (2001), other properties that well-functioning schools have are: good communication between staff, a strong sense of collegiality, management decisions based on consultation, consensus established on key values and standards, whole school policies in place, clearly defined role and expectations, positive feedback and praise teachers receive, good level of resources and facilities to support teachers, support available to help solve problems, policies and procedures easy to follow, minimised red tape and paperwork, additional duties matched to teachers' skills, building an environment which is pleasant to work in, senior management making good use of forward planning, induction and career development advice (p. 31-32).

The following suggestions are listed in order to socialize teachers effectively, and ensure and foster a productive work setting in which teachers stay engaged and motivated instead of feeling burnout. Engagement was proposed as an antithesis of burnout (Maslach & Leiter, 1997). It is also suggested that psychological relationships to work can be seen as a continuum between burnout representing the negative endpoint and engagement representing the positive endpoint in terms of people's experience with their jobs (Maslach, 2005). Next, teachers should be welcomed in an appealing school environment so that they can socialize as soon as possible, develop a sense of community, and reduce the likelihood of role conflict and role ambiguity. Role conflict takes place when the individual is faced with conflicting demands from different authorities or incongruent values (Leiter & Maslach, 2004). Role ambiguity, on the other hand, is defined as "endemic uncertainty" in teacher burnout (Maslach and Leiter, 1999). This is when teachers receive mixed messages from different sources and they cannot cope with all these requests.

The orientation of the teachers may be facilitated by overviewing the traditions of school location. It is also problematic to recruit new teachers, especially in the middle of an academic year because it takes some time for these new teachers to get used to the system. In order to provide teachers' induction into their new occupation or organization, school orientation programs, well-functioning induction programs, have to be organized to identify and cope with teachers' early problems at work (Gianakaki et al., 2011; Weiss, 1999). The working conditions should be improved by comprising the

reduction of classroom size, the availability of sufficient teaching equipment, and the increase of salary to satisfy basic needs. Sleegers (1999) states that “the interactions between teachers and their working conditions shape the professional identities of teachers, which in turn influence the manner in which teachers perceive and respond to their work” (p. 252). The workload should be shared equally, so teachers would not feel exhausted and stressed out. Maslach and Leiter (1997, p. 10) stated that workload is the most obvious indication of a mismatch between a person and the job and a key dimension of organizational life. From the perspective of organizations, workload means productivity; however, from the perspective of individuals, workload means time and energy (p. 34). Teachers should participate in collaborative decision-making that would help teachers to feel a part of the decision-making process. Dworkin, Saha, and Hill (2003) clarified that social support, collegiality, and teacher involvement in decision making explained 34 % of the variance in burnout as a whole concept. The principals should be open-minded, and the teachers can come up with suggestions. The administration and the teachers should support each other, and the principal should praise and reward teachers. Moreover, teachers should know how to work in team and how to decide on matters in groups. Feedback and exchange of ideas could improve the teachers to reduce conflicts. Learning how to cope with stress in order to avoid burnout via seminars, the exchange of experiences among teachers, or taking some psychological support from the counselling service could be helpful.

5.4. Suggestions for Further Research

In this study, the nature of burnout, the burnout level of the EFL teachers who work for vocational and technical high schools in Adana were investigated by administering the MBI-ES questionnaire and semi-structured interview questions only to the EFL teachers. The burnout views of EFL teachers and students in other schools may also be investigated.

One of the most significant limitation that this study encountered was time constraint. So, future studies might be conducted by interviewing with many more EFL teachers and applying more questionnaires in order to obtain more reliable and generalizable results, and this would help lighting the burnout reasons.

The present study constituted only 110 volunteer EFL teachers for quantitative data and 10 volunteer instructors for qualitative data. Thus, having a larger sample from

more vocational and technical high schools in Adana could give more representative results for characteristics of burnout and areas of worklife.

The interviews were applied ignoring whether the interviewees were high or low burnout teachers in three dimensions of burnout. Further research may consider grouping the interviewees according to their burnout scores and compare comments and statistical data from these teachers. Demographic factors (e.g., gender, marital status, years of experience, age, educational background) may also be investigated in relation to high and low burnout teachers with the help of interviews because the demographic factors were also ignored in the interviewing process.

The study has also highlighted many possibilities and fields of further research. The results suggest that additional studies could be conducted with another variable correlated with teachers burnout: their relationship with administrators and colleagues. In accordance with this finding, the sources of the problem could be examined and solutions could be put forward. Also, primary, secondary and high school EFL teachers' burnout research may be conducted widely.

Moreover, given the teachers' responses to the semi-structured questions, it has been found out that the most important reason of their being emotionally drained is student misbehaviour. This could be examined in detail and necessary precautions to meet needs of teachers and students could be taken.

REFERENCES

- Abel, M. H., & Sewell, J. (1999). Stress and burnout in rural and urban secondary school teachers. *The Journal of Educational Research*, 92(5), 287-293.
- Adam, K.B., Matto, H.C. and Harrington, D. (2001). The traumatic stress institute belief scale as a measure of vicarious trauma in a national sample of clinical social workers. *Families in Society: The Journal of Contemporary Human Services*, 82, 363–371.
- Akçamete, G., Kaner, S., & Sucuoğlu, B. (2001). *Öğretmenlerde tükenmişlik, iş doyumu ve kişilik*. Ankara: Nobel Yayınevi.
- Anderson, M. B. & Iwanicki, E. F. (1984). Teacher motivation and its relationship to teacher burnout. *Educational Administration Quarterly*, 20, 94-132.
- Antonius, R. (2003). *Interpreting quantitative data with SPSS*. United Kingdom, London: Sage Publications.
- Atila, E. (2014). *The relationship between burnout and job satisfaction levels of English teachers and instructors: Ankara Case*. Unpublished Master's Thesis, On Sekiz Mart University, Çanakkale.
- Awa WL, Plaumann M, Walter U (2010). Burnout prevention: A review of intervention programs. *Patient Educ Couns*, 78(2), 184–190.
- Aydogan, I., Dogan, A. A., & Bayram, N. (2009). Burnout among Turkish high school teachers working in Turkey and abroad: a comparative study. *Electronic Journal of Research in Educational Psychology*, 7(3), 1249-1268.
- Bährer-Köhler, S. (2012). *Burnout for experts: Prevention in the context of living and working*. Switzerland: Springer Science & Business Media.
- Bakker, A.B., Demerouti, E., & Euwema, M.C. (2005). Job resources buffer the impact of job demands on burnout. *Journal of Occupational Health Psychology*, 10, 170-80
- Bakker, A. B., Schaufeli, W. B., Leiter, M. P., & Taris, T. W. (2008). Work engagement: An emerging concept in occupational health. *Work & Stress: An International Journal of Work, Health & Organisations*, 22(3), 187-200.
- Bakker, A.B., Demerouti, E., & Sanz-Vergel, A.I. (2014). Burnout and work engagement: The JD-R approach. *Annual Review of Organizational Psychology and Organizational Behavior*, 1, 389–411
- Balkıs, M., Duru, E., Buluş, M., & Duru, S. (2011). Tükenmişliğin öğretmen adayları

- arasındaki yaygınlığı, demografik değişkenler ve akademik başarı ile ilişkisi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 29(1), 151-165.
- Barak, M., Nissly, J. , & Levin, A (2001). Antecedents to retention and turnover among child welfare, social work, and other human service employees: What can we learn from past research? *A review and metanalysis. The Social Service Review*, 75(4), 625-645.
- Baysal, A. (1995). *Lise ve dengi okul öğretmenlerinde meslekten tükenmişliğe etki eden faktörler*. Yayınlanmamış yüksek lisans tezi, Dokuz Eylül University, İzmir.
- Beckstead, J. W. (2002). Confirmatory factor analysis of the Maslach Burnout Inventory among Florida nurses. *International Journal of Nursing Studies*, 39, 785–792.
- Blase, J., Blase, J., & Du, F. (2008). The mistreated teacher: A national study. *Journal of Educational Administration*, 46(3), 263-301.
- Block, A. J. (1978). Combat neurosis in inner city schools. *American Journal of Psychiatry*, 135, 1189-1192.
- Bonn, D. & Bonn, J. (2000). Work-related stress: can it be a thing of the past? *The Lancet*, 355(9198), 124.
- Borg, M. G. & Falzon, J. M. (1989). Stress and job satisfaction among primary school teachers in Malta. *Educational Review*, 41, 271-279.
- Borg, M. G., & Riding, R. J. (1991). Towards a model for the determinants of occupational stress among schoolteachers. *European Journal of Psychology of Education*, 6, 355-373.
- Boyle, G. J., Borg, M. G., Falzon, J. M., & Baglioni, A. J. (1995). A structural model of the dimensions of teacher stress. *British Journal of Educational Psychology*, 65, 49–67.
- Brenninkmeijer, V., Vanyperen, N. W., & Buunk, B. P. (2001). I am not a better teacher, but others are doing worse: burnout and perceptions of superiority among teachers. *Social Psychology of Education*, 4, 259-274.
- British Council (2013). *Turkey National Needs Assessment of State School English Language Teaching*.
- Brouwers, A., & Tomic, W. (2000). A longitudinal study of teacher burnout and perceived self-efficacy in classroom management. *Teaching and Teacher Education*, 16, 239-253.

- Brown, S. W. (2005). Emily and Rebecca: A tale of two teachers. *Teaching and Teacher Education: An International Journal of Research and Studies*, 21(6), 637-648.
- Brummelhuis, L.L. (2009). Reducing burnout through support in the workplace and the family domain. In R. Schwartzhoffer (Ed.), *Psychology of Burnout: Predictors and Coping Mechanisms* (pp. 63-90). New York: Nova Science Publishers.
- Buckley, J., Schneider, M., & Shang, Y. (2005). Fix it & they might stay: School facility quality and teacher retention in Washington. D.C. *Teachers College Press*, 107, 1107-1123.
- Burisch, M. (2006). *Das Burnout-Syndrom: Theorie der inneren Erschöpfung* [The Burnout- Syndrome: A Theory of inner Exhaustion]. Heidelberg: Springer Medizin Verlag.
- Bümen, N.T. (2010). *The relationship between demographics, self efficacy, and burnout among teachers. Eğitim Araştırmaları-Eurasian Journal of Educational Research*, 40, 16-35.
- Byrne, B. M. (1991). Burnout: Investigating the impact of background variables for the elementary, intermediate, secondary, and university educators. *Teaching and teacher education*, 7(2), 197-209
- Byrne, B. (1999). The nomological network of teacher burnout: a literature review and empirically validated model. In R. Vandenberghe and A.M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice* (pp.15-37). Cambridge, UK: Cambridge University Press.
- Cano-Garcia, F. J., Padilla-Munoz, E. M., & Carrasco-Ortiz, M. A. (2005). Personality and contextual variables in teacher burnout. *Personality and Individual Differences*, 38, 929-940.
- Carter, S. (1994, December). *Organizing systems to support competent social behavior in children and youth*. The University of Oregon, Western Regional Resource Center.
- Caughey, J. (1996). Psychological distress in staff of asocial services district office: A pilot study. *British Journal of Social Work*, 26, 389-398.
- Cemaloğlu, N., & Kayabaşı, Y. (2007). Öğretmenlerin tükenmişlik düzeyi ile sınıf yönetiminde kullandıkları disiplin modelleri arasındaki ilişki. *Gazi Eğitim Fakültesi Dergisi*, 27(2), 123-155.

- Cephe, P. T. (2010). A study of the factors leading English teachers to burnout. *H. U. Journal of Education*, 38, 25-34.
- Chan, D. W. (2007). Burnout, self-efficacy, and successful intelligence among Chinese prospective and in-service school teachers in Hong-Kong. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 27(1), 33-49
- Chan, D. W. (2009). Burnout and the antithesis of burnout: developing positive interventions for the well-being of Chinese teachers in Hong Kong. In R. Schwartzhoffer (Ed.), *Psychology of Burnout: Predictors and Coping Mechanisms*.(pp.39-63). New York: Nova Science Publishers.
- Chang, M. (2009). An appraisal perspective of teacher burnout: examining the emotional work of teachers. *Education Psychology Review*, 21, 193-218.
- Charles, C. M. (1981). *Building classroom discipline: From models to practice*. New York: Longman.
- Cherniss, C. (1980). *Professional burnout in human service organizations*. New York: Praeger.
- Chevaleyre, S. (2009). Relationship between desire for control and job control and their effects on job burnout in health-care personnel. In R. Schwartzhoffer (Ed.). *Psychology of Burnout: Predictors and Coping Mechanisms*. (pp. 229-241). New York: Nova Science Publishers.
- Cho, J., Laschinger, H.K. and Wong, C. (2006). Workplace empowerment, work engagement, and organizational commitment of new graduate nurses. *Nursing Leadership*, 19, 43-60.
- Cihan, B. B. (2011). *Farklı illerde çalışan ilköğretim okullarında görevli beden eğitimi öğretmenlerinin, mesleki tükenmişlik düzeylerini incelenmesi ve karşılaştırılması*. Unpublished MA Thesis, Gazi University, Ankara.
- Collings, J. & Murray, P. (1996). Predictors of stress amongst social workers: An empirical study. *British Journal of Social Work*, 26, 375–387
- Cordes, C. L., & Dougherty, T. W. (1993). A review and an integration of research on job burnout. *Academy of Management Review*, 18(4), 621–656.
- Cox, S., Parmer, T., Tourkin, S., Warner, T., & Lyter, D. M. (2007). *Documentation for the 2004-2005 teacher follow-up survey (NCES 2007-349)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

- Çağlar, Ç., & Demirtaş, H. (2011). Dersane öğretmenlerinde tükenmişlik ve iş doyumu. *E-international Journal of Educational Research*, 2(2), 30-44.
- Çapri, B. (2006). Tükenmişlik ölçeğinin Türkçe uyarlaması: geçerlik ve güvenirlik Çalışması. *Mersin University Journal of the Faculty of Education*, 2(1), 62-77.
- Day, C., Stobart, G., Sammon, P., & Kington, A. (2006). Variations in the work and lives of teachers relative and relational effectiveness. *Teachers and Teaching: Theory and Practice*, 12(2), 169-192.
- Demerouti, E., Bakker, A.B., Nachreiner, F. and Schaufeli, W.B. (2001a). The job demands-resources model of burnout. *Journal of Applied Psychology*, 86, 499-512.
- Demir, K. (1997). *İlköğretim okullarında görev yapan öğretmenlerin ve okul yöneticilerinin örgütsel stres kaynakları*. Unpublished PhD. Thesis, Ankara University, Ankara.
- Demirel, Y., Güler, N., Toktamis, A., Özdemir, D., & Sezer, R. E. (2005). Burnout among high school teachers in Turkey. *Middle East Journal of Family Medicine*, 3(3), 33-36.
- Dericioğulları, A., Konak, Ş., Arslan, E., & Öztürk, B. (2007). Öğretim elemanlarının tükenmişlik düzeyleri: Mehmet Akif Ersoy Üniversitesi örneği. *Fırat Sağlık Hizmetleri Dergisi*, 2,(5).
- Dollard, M.F. and Winefield, A.H. (2002). *Mental Health: Overemployment, Underemployment, Unemployment and Healthy Jobs*. Australian e-Journal for the Advancement of Mental Health.
- Dunnette, M. D. (1998). Emerging trends and vexing issues in industrial and organisational psychology. *Applied Psychology: An International Review*, 47, 129-153.
- Dworkin, A., Saha, L. J., & Hill, A. N. (2003). Teacher burnout and perceptions of a democratic school environment. *International Education Journal*, 4(2), 108-120.
- Eby, L. Casper, W., Lockwood, A., Bordeaux, C & Brinley, A. (2005). Work and family research in IO/OB: Content analysis and review of the literature (1980-2002). *Journal of Vocational Behavior*, 66, 124-197
- Edelwich, J., & Brodsky, A. (1980). *Burnout: Stages of disillusionment in the helping Professions*. New York: Human Sciences Press.
- Engelbrecht M., Berg H.& Bester, C. (2009). Burnout and compassion fatigue: The case of professional nurses in primary health care facilities in the free state province, South

- Africa. In R. Schwartzhoffer (Ed.), *Psychology of Burnout: Predictors and Coping Mechanisms*. (pp. 1-37). New York: Nova Science Publishers.
- Evans, L. (2001). Delving deeper into morale, job satisfaction and motivation among education professionals. *Educational Management and Administration*, 29(3), 291-306.
- Farabakhsh, S. (2009). A study of job burnout, sources and coping strategies in top managers of governmental organizations in province of Lorestan, Iran. *Australian Journal of Basic and Applied Sciences*, 3(4), 4032-4039.
- Farber, B. (1982). *Stress and burnout: Implications for teacher motivation*. Annual Meeting of the American Educational Research Association, New York, March 1982.
- Farber, B. A. (1984). Teacher burnout: Assumptions, myths, and issues. *Teachers College Record*, 86, 321-338.
- Farber, B. A. (1991). *Crisis in education: Stress and burnout in the American teacher*. San Francisco: Jossey-Bass.
- Farber, B. A. (2000). Treatment strategies for different types of teacher burnout. *JCLP/ In Session: Psychotherapy in Practice*, 56(5), 675-689.
- Fernet, C., Guay, F., Senécal, C., & Austin, S. (2012). Predicting intraindividual changes in teacher burnout: The role of perceived school environment and motivational factors. *Teaching and Teacher Education*, 28, 514-525.
- Flores, M. A., & Day, C. (2006). Contexts which shape and reshape new teachers' identities: A multi-perspective study. *Teaching and Teacher Education*, 22, 219-232.
- Freudenberger, H. J. (1974). Staff burnout. *Journal of Social Issues*, 30, 159-165.
- Freudenberger, H.J. (1975). The staff burnout syndrome in alternative institutions. *Psychotherapy: Theory, Research and Practice*, 12, 73-82.
- Freudenberger, H.J. (1983). Burnout: Contemporary issues, trends, and concerns. In B.A. Farber (Ed.). *Stress and burnout in the human service professions*. (pp.23-28). New York: Pergamon Press.
- Friberg, T. (2006). *Diagnosing burn-out: an anthropological study of a social concept in Sweden*. Media Tryck, PhD thesis, Lund University, Lund.
- Friedman, I. A. (2000). Burnout in teachers: shattered dreams of impeccable professional performance. *JCLP/ In Session*, 56(5), 595-606.
- Geçit, Y. (2012). Coğrafya eğitimcilerinin mesleki tükenmişlik düzeyleri. *Elektronik*

- Sosyal Bilimler Dergisi*, 11(39), 88-103.
- Geving, A. M. (2007). Identifying the types of student and teacher behaviours associated with teacher stress. *Teaching and Teacher Education: An International Journal of Research and Studies*, 23(5), 624-640.
- Ghorpade, J., Lackritz, J., Singh, G. (2007). Burnout and personality: evidence from academia. *Journal of career assessment*, 15, 240-256.
- Giannakaki, M., Hobson, A. J., & Malderez, A. (2011). Student teachers' perceptions of the effectiveness of their initial preparation. *European Journal of Education*, 46(4), 456-473.
- Girgin, G. (1995). *İlkokul öğretmenlerinde meslekte tükenmişliğin gelişimini etkileyen değişkenlerin analizi ve bir model önerisi: İzmir ili kırsal ve kentsel yöre Karşılaştırması*. Yayımlanmamış doktora tezi, Dokuz Eylül University, İzmir. 76-82.
- Girgin, G., & Baysal, A. (2006). Zihinsel engelli öğrencilere eğitim veren öğretmenlerin mesleki tükenmişlik düzeyi ve bazı değişkenler (İzmir örneği). *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 18.
- Goddard, R., & O'Brien, P. (2004). Are beginning teachers with a second degree at higher risk of early career burnout. *Australian Journal of Teacher Education*, 29(1), 1-10.
- Grant, T. (2007). *Education planning guide: teachers aim for highly qualified status*. The Pittsburgh Post-Gazette.
- Grayson, J. L., & Alvarez, H. K. (2008). School climate factors relating to teacher burnout: a mediator model. *Teaching and Teacher Education*, 24, 1349-1363.
- Grosh, W.N. & Olsen, D. C. (1994). *When helping starts to hurt: A new look at burnout among psychotherapist*. New York: W.W. Norton & Company, Inc.
- Gutek, B. A., Repetti, R., & Silver, D. (1988). Nonwork roles and stress at work. In C. Cooper & R. Payne (Eds.). *Causes, coping, and consequences of stress at work*. (pp.147-174). New York: Wiley.
- Günbayi, İ. & Akcan, F. (2015). Making Vocational And Technical Upper Secondary Schools More Attractive For Students To Prefer: An Action Research. *International Journal on New Trends in Education & their Implications*, 6, 13-29.
- Haberman, M. (1995). Star teachers of children in poverty. *Kappa Delta Pi International Honor Society in Education*. West Lafayette, Indiana. 60.

- Hakanen, J. J., Bakker, A. B., & Schaufeli, W. B. (2006). Burnout and work engagement among teachers. *Journal of School Psychology, 43*, 495-513.
- Halbesleben, J. R. B., & Buckley, M. R. (2004a). Burnout in organizational life. *Journal of Management, 30*, 859-880.
- Hanushek, E. A. (2007). The single salary schedule and other issues of teacher pay. *Peabody Journal of Education, 82*(4), 574-586.
- Hart, N. I. (1987). *Student teachers' anxieties: Four measured factors and their relationship to pupil disruption in class*. *Educational Research, 29*(1), 12-18.
- Hennink, Monique; Hutter, Inge & Bailey, Ajay (2011). *Qualitative research methods*. Thousand Oaks, CA: Sage
- Hobfoll, S. E. & Freedy, J. (1993). *Conservation of resources: a general stress theory applied to burnout*. In W. B. Schaufeli, C. Maslach & T. Marek (Eds.) *Professional burnout: Recent developments in theory and research*. 115- 129. Washington, DC: Taylor & Francis.
- Hoigaard R., Giske R., & Sundsli, K. (2012). Newly qualified teachers' work engagement and teacher efficacy influences on job satisfaction, burnout, and the intention to quit. *European Journal of Teacher Education, 35*(3), 347-357.
- Hong, J. (2010). Pre-service and beginning teachers' professional identity and its relation to dropping out of the profession. *Teaching and Teacher Education, 26*, 1530-1543.
- Houtte Van M. (2006). Tracking and Teacher satisfaction: Role of study culture and Trust. *The Journal of Educational Research, 99*(4), 247-254.
- Huberman, A.M. & Vandenberghe, R. (1999). *Introduction- burnout and the teaching profession*. In R. Vandenberghe and A.M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice*. (pp.1-11). Cambridge, UK: Cambridge University Press.
- Hughes, R. E. (2001). Deciding to leave but staying: teacher burnout, precursors and turnover. *The International Journal of Human Resource Management, 12*(2), 288-298.
- Ingersoll, R. M. (2001). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal, 38*(3), 499-534.
- Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational Leadership, 60*(8), 30-33.

- Ingersoll, R. M., & Smith, T. M. (2004). Do teacher induction and mentoring matter? *NASSP Bulletin*, 88(638), 28-40.
- Janssen, P. M., Schaufeli, W. B., & Houkes, I. (1999). Work-related and individual determinants of the three burnout dimensions. *Work and Stress*, 13, 74-86
- Kelchtermans, G. & Strittmatter, A. (1999). Beyond Individual Burnout: A perspective for improved schools. Guidelines for the prevention of burnout. In R. Vandenberghe & M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice*. (pp.304-314). Cambridge, UK: Cambridge University Press.
- Kelly, S. (2004). An event history analysis of teacher attrition: Salary, teacher tracking, and socially disadvantaged schools. *The Journal of Experimental Education*, 72(3), 195-220.
- Kendall, E., Murphy, P., O'Neill, V., & Bursnall, S. (2000). *Occupational stress: Factors that contribute to its occurrence and effective management*. Canberra, Australia: Centre for Human Services, Griffith University
- Kersaint, G., Lewis, J., Potter, R., & Meisels, G. (2007). Why teachers leave: Factors that influence retention and resignation. *Teaching and Teacher Education*, 23, 775-794.
- Kırkgöz, Y. (2007). *English language teaching in Turkey: Policy changes and their implementations*. *RELC Journal*, 38(2), 216-228.
- Kırkgöz, Y. (2009). Globalization and English language policy in Turkey. *Educational Policy*, 23(5), 663-684.
- Koeske, G. F. & Koeske, R. D. (1989). Workload and burnout: Can social support and perceived accomplishment help? *Social Work*, 34, 243-248.
- Kottler, J. A., Zehm, S. J., Kottler, E. (2005). *On being a teacher- the human dimension*. The United States of America: Corwin Press.
- Kraft, U. (2006). Burned Out. *Scientific American Mind*, 17(3), 28-33).
- Kristensen, T.S., Borritz, M., Villadsen, E., & Christensen, K. B. (2005). The Copenhagen burnout inventory: a new tool for the assessment of burnout. *Work & Stress*, 19, 192-207.
- Kulavuz, D. (2006). *Exploring burnout and participation in professional learning activities among university prep Turkish EFL instructors*. Unpublished Ph.D. Thesis, Boğaziçi University, Istanbul.

- Kyriacou, C. (2001). *Teacher stress: directions for future research*. *Educational Review*, 53(1), 27-35.
- Lackritz, J.R. (2004). Exploring burnout among university faculty: incidence, performance, and demographic issues. *Teaching and Teacher Education*, 20(7), 713-729.
- Lambert, R. G., McCarthy, C. J., Gilbert, T., Sebree, M., & Steinley-Bumgarner, M. (2006). Validity evidence for the use of the Preventive Resources Inventory with college students. *Measurement and Evaluation in Counseling and Development*, 39, 66-85.
- Lazarus, R.S., & Folkman, S. (1984). *Stress, appraisal, and coping*. New York:Springer.
- LeCompte, M. D. & Dworkin, A. G. (1991). *Giving up on school: Student dropouts and teacher burnouts*. Newbury Park, California: Corwin Press.
- Lee, R. T., & Ashforth, B. E. (1993). A further examination of managerial burnout: Toward an integrated model. *Journal of Organizational Behaviour*, 14, 3–20.
- Leiter, M. P., & Maslach, C. (1988). The impact of interpersonal environment on burnout and organizational commitment. *Journal of Organizational Behavior*, 9, 297-208.
- Leiter, M. P., & Maslach, C. (1998). Burnout. In H. Friedman (Ed.), *Encyclopedia of mental health* (pp. 202–215). New York: Academic Press
- Leithwood, K. & Beatty, B. (2008). *Leading with teacher emotions in mind*. United States of America: Corwin Press.
- Lewin, K. (1951). *Field theory in social science*. New York, NY, US: McGraw-Hill.
- Lewis R. & Lovegrove, M. N. (1987). The teacher as disciplinarian: How do students feel? *The Australian Journal of Education*, 31 (2).
- Lippel, K. (1999). *Workers' Compensation and Stress*. *International Journal of Law and Psychiatry*, 22(1), 79-89.
- Luthans, Fredrick. (2003). *Positive organizational behavior (POB): Implications for leadership and HR development and motivation*. In R.M. Steers, L.W. Porter, and G.A. Bigley (eds.), *Motivation and leadership at work*. 178-195. New York: McGraw-Hill/Irwin
- Manzano-García y Juan-Carlos Ayala-Calvo (2013). New Perspectives: Towards an Integration of the concept "burnout" and its explanatory models. *Anales de psicología*, 29, 800-809.

- Maslach, C. (1976). Burned-out. *Human Behavior*, 5, 16–22.
- Maslach, C. & Pines A. (1977). The Burn-Out Syndrome in the Day Care Setting. *ChildCare Quarterly*, 7, 100-113.
- Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational Behavior*, 2, 99-113.
- Maslach, C., Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational Behaviour*, 2, 99-11.
- Maslach, C., & Jackson, S. E. (1982). Burnout in the health professions: A socialpsychological analysis. In G. Sanders & J. Sub (Eds.). *Social psychology of health and Illness*. Hillsdale. NJ: Erbaum.
- Maslach, C., & Jackson, S.E. (1986). MBI: *Maslach Burnout Inventory, Manuel Research Edition*. Palo Alto, CA: Consulting Psychologists Press.
- Maslach, C., Jackson, S. & Schwab, R. L. (1986). The MBI Educators Survey [originally Form Ed.]. In C. Maslach & S. E. Jackson, *The Maslach Burnout Inventory* (2nd ed.) Palo Alto, CA: Consulting Psychologists Press.
- Maslach, C., Jackson, S.E., & Leiter, M.P. (1996). MBI: The Maslach BurnoutInventory: *Manual, Consulting Psychologists Press, Palo Alto, CA*, 4-20.
- Maslach, C., Jackson, S.E., & Leiter, M.P. (1996). MBI: The Maslach BurnoutInventory: *Manual, Consulting Psychologists Press, Palo Alto, CA*, 4-20.
- Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). *Maslach burnout inventory manual* (3rd ed.). Palo Alto, CA: Consulting Psychologists Press.
- Maslach, C., & Leiter, M. (1997). *The truth about burnout: How organizations causepersonal stress and what to do about it*. San Fransisco, CA: Jossey-Bass.
- Maslach, C., & Goldberg, J. (1998). Prevention of burnout: new perspectives. *Applied & Preventive Psychology*, 7, 63-74.
- Maslach, C. (1999). *Progress in understanding teacher burnout*. In R. Vandenberghe and A.M. Huberman (Eds.), *Understanding andpreventing teacher burnout: A sourcebook of international research and practice*. (pp.211-222). Cambridge, UK: Cambridge University Press.

- Maslach, C. & Leiter, M. P. (1999). Teacher burnout: A research agenda. In R. Vandenberghe & M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice*. (pp.295-303). Cambridge, UK: Cambridge University Press.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397-422.
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397-422.
- Maslach, C. (2003). Job burnout: new directions in research and intervention. *Current Directions in Psychological Science*, 12, 189-192.
- Maslach, C. (2003). Job burnout: New directions in research and intervention. *Current Directions in Psychological Science*, 12, 189-192.
- Mazur, P. J., & Lynch, M. D (1989). Differential impact of administrative, organizational, and personality factors on teacher burnout. *Teaching and Teacher Education*, 5, 337-353
- McCormick, J. & Barnett, K. (2011). Teachers' attributions for stress and their relationships with burnout. *International Journal of Educational Management*, 25(3), 278-293.
- McDonough, J., & McDonough, S. (2006). *Research Methods for English Language Teachers*. London: Arnold.
- McGee-Cooper, A. (1990). *You don't have to go home from work exhausted*. Dallas, TX: Bowen & Rogers.
- McNamara, C. (1999). *General guidelines for conducting interviews*. Retrieved on February 18, 2014 from: <http://208.42.83.77/evaluatn/intrview.htm>
- M.E.B. (2009). *National education statistics: formal education 2008-2009*. Ankara: Ministry of National Education Strategy Development Presidency.
- M.E.B. (2012). *National education statistics: formal education 2011-2012*. Ankara: Ministry of National Education Strategy Development Presidency.
- Ministry of National Education. (2013). *National education statistics. Formal education. 2012-2013*. Retrieved on April 30, 2014 from: <http://sgb.meb.gov.tr/www/milli-egitim-istatistikleri-orgun-egitim-2012-2013/icerik/79>
- Muijs, D. (2004). *Doing Quantitative Research in Education with SPSS*. London: Sage Publications.

- Munthe, E. (2001). *Professional uncertainty/certainty: how (un)certain are teachers, what are they (un)certain about, and how is (un)certainty related to age, experience, gender, qualifications and school type?* *European Journal of Teacher Education*, 24(3), 355-368.
- Murray, M.K. (2002). The nursing shortage. Past, present, and future. *Journal of Nursing Administration* 32, 79–84.
- Leiter, M.P. (1991). Coping patterns as predictors of burnout: the function of control and escapist coping patterns. *Journal of Organizational Behavior*, 12, 123–144.
- Leiter, M.P. (1993). *Burnout as a developmental process: consideration of models*. In: W.B.Schaufeli, C. Maslach & T. Marek (Eds.) *Professional burnout: recent developments in theory and research*. 19–32. Washington: Taylor & Francis
- OECD (1998). *Education at a glance*. Paris: Centre for Education and Innovation.
- OECD (2003). *Education at a glance*. Paris: Centre for Education and Innovation.
- OECD (2005). *Education at a glance*. Paris: Centre for Education and Innovation.
- OECD (2007). *Education at a glance*. Paris: Centre for Education and Innovation.
- OECD (2009). *Education at a glance*. Paris: Centre for Education and Innovation.
- Otacıoğlu, S. G. (2008). *Müzik öğretmenlerinde tükenmişlik sendromu ve etkileyen faktörler*. İnönü Üniversitesi Eğitim Fakültesi Dergisi, 9(15). 103-116.
- Ozdemir, Y. (2007). *The role of classroom management efficacy in predicting teacher burnout*. *World Academy of Science, Engineering and Technology*, 11, 490-496.
- Özdemir, Y. (2003). *The Role of Classroom Management Efficacy, Marital Status, Gender, and Teaching Experience in Predicting Teacher Burnout*. Unpublished Master's Thesis, Middle East Technical University, Ankara, Turkey.
- Öztürk, G. (2013). Job burnout experienced by Turkish instructors of English at state universities. *International Online Journal of Educational Sciences*, 5(3), 587-597.
- Pierce, M. B. & Molloy, G. N. (1990a). Psychological and biographical differences between secondary school teachers experiencing high and low levels of burnout. *British Journal of Educational Psychology*, 60, 37-51.
- Paine, W. S. (1982). (Ed.). *Job Stress and Burn Out: Research, Theory, and Intervention Perspectives*. Beverly Hills: Sage Publications.
- Pines, S.L., Aronson, E. & Katry, D. (1981). *Burnout: from tedium to personal growth*. New York: Free Press.

- Pines, A. (1982). *Helper's motivation and the burnout syndrome*. In T. A. Wills (Ed.), *Basic processes in helping relationships*. (pp.453-475). New York: Academic Press.
- Potter, M.A., Gebbie, K.M. and Tilson, H. (2007). *The public health workforce*. In Novick, L.F., Morrow, C.B. and Mays, G.P. (Eds). *Public Health Administration*. Jones & Bartlett, London.
- Poulin, J. E. & Walter, C. A. (1993). Burnout in gerontological social work. *Social Work*, 38, 305-311.
- Ratliff, N. (1988). Stress and Burnout in the Helping Professions. *Social Casework*, 69, 147- 154.
- Richmond, V. P., Wrench, J. C., & Gorham, J. (2001). *Communication, affect, and learning in the classroom*. Acton, MA: Tapestry Press.
- Rinke, C. R. (2008). Understanding teachers' careers: linking professional life to professional path. *Educational Research Review*, 3, 1-13.
- Rosenholtz, S. J., & Simpson, C. (1990). Workplace conditions and the rise and fall of teachers' commitment. *Sociology of Education*, 63, 241 -257.
- Rudow, B. (1999). Stress and burnout in the teaching profession: European studies, issues, and research perspectives. In R. Vandenberghe & M. Huberman (Eds.). *Understanding and preventing teacher burnout: A sourcebook of international research and practice*. (pp. 38-58). Cambridge, UK: Cambridge University Press.
- Ryan, W. (1971). *Blaming the victim*. New York: Pantheon Books.
- Saari, L. M., & Judge, T. A. (2004). Employee attitudes and job satisfaction. *Human Resource Management*, 43(4), 295-407.
- Sarason, S. (1982). *Culture of the school and the problem of change*. Boston: Allyn & Bacon.
- Schabracq, M.J. & Cooper, C.L. (2000). The changing nature of work and stress. *Journal of Managerial Psychology*, 15, 227-241.
- Schaufeli, W.B., & Enzmann, D. (1998). *The burnout companion to study and research: A critical analysis*. London: Taylor & Francis.
- Schaufeli, W.B. (2006). The balance of give and take: toward a social exchange model of Burnout. *The International Review of Social Psychology*, 19, 87-131.
- Schaufeli, W.B. & Salanova, M. (2007). Work engagement: An emerging psychological concept and its implications for organizations. In S.W. Gilliland, D.D. Steiner & D.P.

- Skarlicki (Eds.), *Research in social issues in management: Vol. 5. Managing social and ethical issues in organizations*. Greenwich, CT: Information Age Publishers.
- Schaufeli, W. B., Taris, T. W., & Van Rhenen, W. (2008). Workaholism, burnout, and work engagement: Three of a kind or three different kinds of employee well-being? *Applied Psychology: An International Review*, 57, 173-203.
- Schaufeli, W. B. , Leiter, M. P. & Maslach, C. (2009). Burnout: 35 years of research and practice. *Career Development International*, 14(3), 204-220.
- Schwab, R.L., & Iwanicki, E.F. (1982a). Perceived role conflict, role ambiguity and teacher burnout. *Educational Administration Quarterly*, 18, 60-74.
- Schwarzer, R.,& Hallum, S. (2008). Perceived teacher self-efficacy as a predictor of job stress and burnout: mediation analyses. *Applied Psychology: an International Review*, 57, 152-171.
- Scott, C. and Dinham S. (2003). The development of scales to measure teacher and school executiveoccupational satisfaction. *Journal of Educational Administration*, 41(1), 74-86.
- Selye, H. (1956). *The stress of life*. New York: McGraw-Hill Book Co.
- Shamian, J., Kerr, M. S., Laschinger, H. K. & Thomson, D. (2001). A hospital-levelanalysis of the work environment and workforce health indicators forregistered nurses in Ontario's acute-care hospitals. *Canadian Journal ofNursing*, 33, 35–50.
- Shann, M.H. (1998). Personal commitment and satisfaction among teachers in urban middle schools. *The Journal of Educational Research*, 92(2), 67-73.
- Shirom, A. (1989). *Burnout in work organizations*. In C. L. Cooper & I. Robertson (Eds.) *International Review of Industrial and Organizational Psychology*, (pp.26-48). N.Y: Wiley
- Skaalvik, E. M.,& Skaalvik, S. (2009). Does school context matter? Relations with teacher burnout and job satisfaction. *Teaching and Teacher Education*, 25, 518-524.
- Skaalvik, E. M.,& Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. *Teaching and Teacher Education*, 26, 1059-1069.
- Skovholt, T. M. (2001). *The resilient practitioner: Burnout prevention and self-carestrategies for counselors, therapists, teachers, and health professionals*.Needham Heights, MA: Allyn & Bacon.

- Sleegers, P. J. C. (1999). Professional identity, school reform, and burnout: Some Reflections on teacher burnout. In R. Vandenberghe and A. M. Huberman (eds), *Understanding and Preventing Teacher Burnout: A Sourcebook of International Research and Practice*. Cambridge: Cambridge University Press. 247–255.
- Smethem, L. (2007). Retention and intention in teaching careers: Will the new generation stay? *Teachers and Teaching: Theory and Practice*, 13(5), 465-480.
- Smylie, M.A. (1999). Teacher stress in a time of reform. In R. Vandenberghe & A.M. Huberman (Eds.). *Understanding and preventing teacher burnout. A sourcebook of international research and practice*. (pp.59-85). Cambridge, UK: University Press
- Soderfeldt, M., Soderfeldt, B. & Warg, L. (1995). Burnout in social work. *Social Work*, 40, 638-646.
- Sorenson, R. D. (2007). Stress management in education: Warning signs and coping mechanisms. *Management in Education*, 21(3), 10-13.
- Sutton, R. E., & Wheatley, K. F. (2003). Teachers' emotions and teaching: A review of the literature and directions for further research. *Educational Psychology Review*, 15(4), 327-358.
- Sünbül, A. M. (2003). An analysis of relations among locus of control, burnout and job satisfaction in Turkish high school teachers. *Australian Journal of Education*, 47(1), 58-73.
- Taris, T. W., Le Blanc, P. M., Schaufeli, W. B. & Schreurs, P. J. G. (2005). Are there causal relationships between the dimensions of the Maslach Burnout Inventory? A review and two longitudinal tests. *Work & Stress*, 19, 238 – 255.
- Turnbull, J. (2007). *9 habits of highly effective teachers: A practical guide to empowerment*. London ; New York: Continuum
- Tümkiye, S. (2005). Öğretmenlerin sınıf içi disiplin anlayışları ve tükenmişlikle ilişkisi. *Kuram ve Uygulamada Eğitim Yönetimi*, 44, 549-568.
- Unaldi I, Bardakci M, Dolas F, Arpacı D. (2013). The relationship between occupational burnout and personality traits of Turkish EFL teachers. *Journal of Education and Practice*, 4(3), 86-98.
- Vandenberghe, R. & Huberman, A.M. (1999). *Understanding and preventing teacher burnout*. UK: Cambridge University Press.
- Van der Klink, J.J.L., & van Dijk, F.J.H. (2003). Dutch practice guidelines for managing adjustment disorders in occupational and primary health care. *Scandinavian Journal of Work Environment and Health*, 29, 478-87.

- Van Dick, R. & Wagner, U. (2001). Stress and strain in teaching: A structural equation approach. *British Journal of Educational Psychology*, 71, 24-259.
- Van Horn, Joan E., Schaufeli, Wilmar B., Greenglass, Esther R., & Burke, Ronald J. (1997). A Canadian-Dutch comparison of teachers' burnout. *Psychological Reports*, 81, 371-382.
- Wallis, C. (1983, June 6). Stress: Can we cope? *Time*. Retrieved on June, 18, 2014, from: <http://www.time.com/time/magazine/article/0,9171,950883,00.html>
- Walsdorf, K. L., & Lynn, S. K. (2002). The early years: mediating the organizational environment. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 75(4), 190-194.
- Watts, J. & Robertson, N. (2011). Burnout in university teaching staff: a systematic literature review. *Educational Research*, 53(1), 33-50.
- Weiss, E. M. (1999). Perceived workplace conditions and first-year teachers' morale, career choice commitment, and planned retention: a secondary analysis. *Teaching and Teacher Education*, 15, 861-879.
- Wheeler, H. & Riding, R. (1994). Occupational stress in general nurses and midwives. *British Journal of Nursing*, 3, 527-534.
- Wills. T. A. (1978). Perceptions of clients by professional helpers. *Psychological Bulletin*, 85, 968-1000.
- World Health Organization. (1995). *Technical report series, No. 98 legislation affecting psychiatric treatment*. Fourth report of the expert committee on mental health.
- Zalaquett, C. P. & Wood, R. (1997). *Evaluating stress* (3rd ed.). London: The Scarecrow.

APPENDIXES

Appendix A. Kişisel Bilgi Formu (PIF)

KİŞİSEL BİLGİ FORMU(PIF)

Değerli Meslektaşım,

Tükenmişlik; İnsanın aşırı stres ya da doyumsuzluğa karşı yaptığı işten soğuma biçiminde gösterdiği tepki, olumsuzlukların yaşanması sonucu ruhsal ve fiziksel enerji azalması durumu olarak tanımlanmaktadır. Tükenmişliği fazla yaşayan meslek grupları arasında insanlarla yüz yüze çalışan ve tükenmişlik yaşayan öğretmenler de yer almaktadır.

Bu form “*Adana’da Mesleki ve Teknik Anadolu Liselerinde İngilizce Öğretmenlerinin Mesleki Tükenmişlik Düzeylerinin İncelenmesi üzerine bir çalışma*” isimli yüksek lisans tezi için bilgi toplamak amacıyla hazırlanmıştır. İçtenlikle vereceğiniz cevaplar araştırmanın geçerliliği açısından önem taşımaktadır. Lütfen **ankete ad ve soyadınızı yazmayınız**. Formu okuyup uygun seçeneği işaretleyiniz. Bu araştırma bilimsel amaç dışında kullanılmayacaktır. Araştırmaya katıldığınız için teşekkür ederiz.

Sevda UĞUZ

Çukurova Üniversitesi, Sosyal Bilimler Enstitüsü
İngiliz Dili Eğitimi Anabilim Dalı Yüksek Lisans Öğrencisi

1.Cinsiyetiniz? Bay() Bayan ()

2.Yaşınız?

3.Medeni durumunuz? Evli () Bekâr ()

4.Eğitim Durumunuz? Ön lisans () Lisans () Yüksek Lisans () Doktora ()

5. Öğretmenlik mesleğindeki kıdeminiz? yıl

6.Öğretmenlik mesleğini isteyerek mi seçtiniz? Evet () Hayır ()

7.Ders yükünüz sizce ağır mı? Evet () Hayır ()

8.Bir fırsat olsa hemen bu meslekten ayrılır mısınız? Evet () Hayır ()

Cevabınız EVET ise sebeplerini sıralayınız.

9.Şu andaki çalışma ortamınızdan memnun musunuz? Evet () Hayır ()

Cevabınız HAYIR ise sebeplerini sıralayınız.

10.Mesleki geleceğinizi düşününce pozitif hisseder misiniz? Evet () Hayır ()

11.Hafta sonu tatilini iple çeker misiniz? Evet () Hayır ()

12.Mevcut eğitim sisteminden memnun musunuz? Evet () Hayır ()

Cevabınız HAYIR ise sebeplerini sıralayınız.

13.Çocuğunuzun öğretmen olmasını ister misiniz: Evet () Hayır ()

Cevabınız HAYIR ise sebeplerini sıralayınız.

14.Okulunuz öğretmenleri ile ilişkilerinizi değerlendirmek isterseniz aşağıdakilerden hangisini seçersiniz?

Çok kötü() Kötü() Normal() İyi() Çok iyi()

15. Okulunuz idarecileri ile ilişkilerinizi değerlendirmek isterseniz aşağıdakilerden hangisini seçersiniz?

Çok kötü() Kötü() Normal() İyi() Çok iyi()

16. Okulunuz öğrencileri ile ilişkilerinizi değerlendirmek isterseniz aşağıdakilerden hangisini seçersiniz?

Çok kötü() Kötü() Normal() İyi() Çok iyi()

17. Mesleğinizin özel hayatınıza etkisini nasıl değerlendirirsiniz?

Çok kötü() Kötü() Normal() İyi() Çok iyi()

18. Sosyal hayatınızı nasıl değerlendiriyorsunuz?

Çok kötü() Kötü() Normal() İyi() Çok iyi()

19. Kendi sağlık durumunuzu nasıl değerlendiriyorsunuz?

Çok kötü() Kötü() Normal() İyi() Çok iyi()

20. Haftada kaç saat derse giriyorsunuz?

20 saat ve altı() 21-29 saat() 30 saat ve üstü()

*DİĞER sorun, şikayet, beklenti ve önerileriniz :

Appendix B. The Maslach Burnout Form And The Original Likert Scale Items

THE MASLACH BURNOUT FORM AND THE ORIGINAL LIKERT SCALE ITEMS

		Never	A few times a year or less	Once a month or less	A few times a month	Once a week	A few times a week	Every day
1.	I feel emotionally exhausted from my job.	0	1	2	3	4	5	6
2.	I feel fatigued at the end of a work day.	0	1	2	3	4	5	6
3.	I feel tired when I wake up in the morning and confront a new day at work.	0	1	2	3	4	5	6
4.	I can easily understand what my students think.	0	1	2	3	4	5	6
5.	I feel I treat some of my students as if they were inhumane objects.	0	1	2	3	4	5	6
6.	Working with people all day long is really a tension for me.	0	1	2	3	4	5	6
7.	I handle my students' problems in a very effective way.	0	1	2	3	4	5	6
8.	I feel my job wears me out.	0	1	2	3	4	5	6
9.	I feel I affect others' lives positively by what I do.	0	1	2	3	4	5	6
10.	I have become harder toward other people since I began this job.	0	1	2	3	4	5	6
11.	I am bothered that my work will turn me into an emotionally harder person.	0	1	2	3	4	5	6
12.	I feel vigorous.	0	1	2	3	4	5	6
13.	I think I am dissatisfied with my job.	0	1	2	3	4	5	6
14.	I feel I show strenuous efforts on my job.	0	1	2	3	4	5	6
15.	I am not bothered about what happens to some students.	0	1	2	3	4	5	6
16.	Working directly with people causes great tension on me.	0	1	2	3	4	5	6
17.	I am able to create a comfortable atmosphere for my students with ease.	0	1	2	3	4	5	6
18.	I feel elated after a close work with my students.	0	1	2	3	4	5	6
19.	I have done many valuable things in my job.	0	1	2	3	4	5	6
20.	I feel I am helpless in my job.	0	1	2	3	4	5	6
21.	I handle the problems in my work in a cool-headed manner.	0	1	2	3	4	5	6
22.	I have the feeling that I am blamed by my students for some of their problems.	0	1	2	3	4	5	6

Appendix C. Maslach Tükenmişlik Ölçeği Eğitici Formu

MASLACH TÜKENMİŞLİK ÖLÇEĞİ EĞİTİCİ FORMU

		Hiçbir zaman			Bazen			Her gün
1.	İşimden duygusal olarak uzaklaştığımı hissediyorum.	0	1	2	3	4	5	6
2.	İş gününün sonunda kendimi bitkin hissediyorum.	0	1	2	3	4	5	6
3.	Sabahları uyanıp diğer bir işgünü ile karşılaşmak zorunda olduğumda kendimi yorgun hissediyorum.	0	1	2	3	4	5	6
4.	Öğrencilerimin neler hissettiklerini kolayca anlayabilirim.	0	1	2	3	4	5	6
5.	Bazı öğrencilerime kişiliği olmayan nesnelermiş gibi davrandığımı hissediyorum.	0	1	2	3	4	5	6
6.	Bütün gün insanlarla çalışmak benim için gerçekten bir gerginliktir.	0	1	2	3	4	5	6
7.	Öğrencilerimin sorunları ile çok etkin bir biçimde ilgilenirim.	0	1	2	3	4	5	6
8.	İşimin beni tükettiğini hissediyorum.	0	1	2	3	4	5	6
9.	İşim yolu ile diğer insanların yaşamlarını olumlu yönde etkilediğimi hissediyorum.	0	1	2	3	4	5	6
10.	Bu mesleğe girdiğimden beri insanlara karşı daha katı oldum.	0	1	2	3	4	5	6
11.	Bu mesleğin beni duygusal olarak katlaştırmasından endişe duyuyorum.	0	1	2	3	4	5	6
12.	Kendimi çok enerjik hissediyorum.	0	1	2	3	4	5	6
13.	İşimin beni hayal kırıklığına uğrattığını hissediyorum.	0	1	2	3	4	5	6
14.	İşimde çok sıkı çalıştığımı hissediyorum.	0	1	2	3	4	5	6
15.	Bazı öğrencilere ne olduğu umarım değil.	0	1	2	3	4	5	6
16.	Doğrudan insanlarla çalışmak bende aşırı gerginlik yapıyor.	0	1	2	3	4	5	6
17.	Öğrencilerime rahat bir atmosferi kolayca oluşturabilirim.	0	1	2	3	4	5	6
18.	Öğrencilerimle yakın olduğum bir çalışmadan sonra kendimi neşeli hissedirim.	0	1	2	3	4	5	6
19.	Bu meslekte birçok değerli işler başardım.	0	1	2	3	4	5	6
20.	Kendimi çaresiz hissediyorum.	0	1	2	3	4	5	6
21.	İşimde duygusal sorunlarla soğukkanlılıkla ilgilenirim.	0	1	2	3	4	5	6
22.	Öğrencilerimin bazı sorunlarından dolayı beni suçladıklarını hissediyorum.	0	1	2	3	4	5	6

“Girgin, G. (1995). *İlkokul öğretmenlerinde meslekten tükenmişliğin gelişimini etkileyen değişkenlerin analizi ve bir model önerisi (İzmir ili kırsal ve kentsel yöre karşılaştırması)* Unpublished doctoral dissertation, Dokuz Eylül Üniversitesi, İzmir

Appendix D. MBI Scoring Key

MBI SCORING KEY

MBI—Human Services/Educators Scoring Key

Personal Accomplishment (PA) Subscale

Directions: Line up the item numbers on this key with the same numbers on the survey form. Looking at the unshaded items only add the scores in the "How Often" column and enter the total in the "PA" space at the bottom of the survey form.

How Often 0–6
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

Form Ed Cut-off Points

Categorization (Form Ed): Emotional Exhaustion	
High	Frequency 27 or over
Moderate	17–26
Low	0–16

Categorization (Form Ed): Depersonalization	
High	Frequency 14 or over
Moderate	9–13
Low	0–8

Categorization (Form Ed): Personal Accomplishment*	
High*	Frequency 0–30
Moderate	31–36
Low	37 or over

*Interpreted in opposite direction from
EE and DE



1055 Joaquin Road, 2nd Floor
Mountain View, CA 94043
800-624-1765 • www.cpp.com

MBI—Scoring Key Copyright 1986 by CPP Inc.
All rights reserved. The CPP logo is a registered
trademark of CPP Inc.

*Interpreted in opposite direction from
EE and DE

Categorization: Personal Accomplishment*	
High	Frequency 0–31
Moderate	32–38
Low	39 or over

MBI—Human Services/Educators Scoring Key

Emotional Exhaustion (EE) Subscale

Directions: Line up the item numbers on this key with the same numbers on the survey form. Looking at the unshaded items only add the scores in the "How Often" column and enter the total in the "EE" space at the bottom of the survey form.

How Often 0–6
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

Categorization: Emotional Exhaustion	
High	Frequency 27 or over
Moderate	17–26
Low	0–16

Depersonalization (DP) Subscale

Directions: Line up the item numbers on this key with the same numbers on the survey form. Looking at the unshaded items only add the scores in the "How Often" column and enter the total in the "DP" space at the bottom of the survey form.

How Often 0–6
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

Categorization: Depersonalization	
High	Frequency 13 or over
Moderate	7–12
Low	0–6

Appendix E. Permission from MoNE



**T.C.
ADANA VALİLİĞİ
İl Millî Eğitim Müdürlüğü**

Sayı : 56815420/100/2435183 **05/03/2015**
Konu: Tez Çalışması (Sevda OĞUZ)

VALİLİK MAKAMINA

İlgi : Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğünün 10/02/2015 Tarihli ve 843- sayılı yazısı.

İlimiz Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı lisans öğrencisi Sevda OĞUZ'un danışmanı Prof. Dr. Yasemin KIRKGÖZ'un yönetiminde "A Study on The Professional Burnout of ELT Teachers at The Vocational and Technica Anatolian High Schools in Adana (Adana'da Mesleki ve Teknik Anadolu Liselerinde İngilizce Öğretmenlerinin Mesleki Tükenmişlik Düzeylerinin İncelenmesi Üzerine bir Çalışma) "başlıklı tezini İlimiz Seyhan, Çukurova, Yüreğir ve Sarıçam İlçesinde bulunan, Mesleki ve Teknik Anadolu Liseleri İngilizce öğretmenlerine yapmak istediği ile ilgili ilgi yazı ve ekleri ilişikte sunulmuştur.

İlimiz "İl Araştırma Değerlendirme Komisyonu"nın 03/03/2015 tarihli "Uygun" raporu doğrultusunda, söz konusu tez çalışmasının, İlimiz Seyhan, Çukurova, Yüreğir ve Sarıçam İlçesinde bulunan, Mesleki ve Teknik Anadolu Lisesi istekli İngilizce öğretmenlerine eğitim-öğretim aksatılmadan (kişisel bilgilerin alınmaması kaydıyla) uygulanması Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Turan AKPINAR
Millî Eğitim Müdürü

OLUR
05/03/2015
Cengiz HOROZOĞLU
 Vali a.
 Vali Yardımcısı

Din Öğretimi Şubesi
 Elektronik Ağ: www.adana.meb.gov.tr
 e-posta: dinogretimi01@meb.gov.tr

Ayrıntılı bilgi için: Songül HACİRÜSTEMOĞLUVHKİ
 Tel: (0 322) 4588371-1231
 Faks: (0 322) 4588392-95



T.C.
ADANA VALİLİĞİ
İl Millî Eğitim Müdürlüğü



Sayı : 56815420/100/2482358
Konu: Tez Çalışması (Sevda OĞUZ)

05/03/2015

ÇUKUROVA ÜNİVERSİTESİNE
(Sosyal Bilimler Enstitüsü Müdürlüğü)
01330 Balcalı-Sarıçam/ADANA

İlgi : 10/02/2015 tarihli ve 45537984/843 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı yüksek lisans öğrencisi Sevda Oğuz'un danışmanı Prof. Dr. Yasemin KIRKGÖZ yönetiminde hazırlanan "A Study on The Professional Burnout of ELT Teachers at The Vocational and Technica Anatolian High Schools in Adana (Adana'da Mesleki ve Teknik Anadolu Liselerinde İngilizce Öğretmenlerinin Mesleki Tükenmişlik Düzeylerinin İncelenmesi Üzerine bir Çalışma)" başlık tezinin İlimiz Seyhan, Çukurova, Yüreğir ve Sarıçam İlçesinde bulunan, Mesleki ve Teknik Anadolu Liselerinde araştırma yapmak isteği ile ilgili Valilik Makamının 05/03/2015 tarihli ve 2435183 sayılı oluru ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Ömer OFLAZ
Vali a.
Müdür Yardımcısı

EKİ: Valilik Oluru (1 Adet)

Güvenli Elektronik İmza
Aslı ile Aynıdır
05.03.2015

T.C.
Çukurova Üniversitesi
Sosyal Bilimler Enstitüsü Müdürlüğü
Kayıt Tarihi: 10.03.2015
Kayıt No: 812

İsmail UZKUÇ
V.H.K.İ.

İlgi:
Anabilim
Dairesi

Din Öğretimi Şubesi
Elektronik Ağ: www.adana.meb.gov.tr
e-posta: dinogretimi01@meb.gov.tr

Ayrıntılı bilgi için: S.HACİRÜSTEMOĞLU VHKİ
Tel: (0 322) 4588371-1231
Faks: (0 322) 4588392-95



TÜRKİYE CUMHURİYETİ
ÇUKUROVA ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü Müdürlüğü



Adana, 11/03/2015

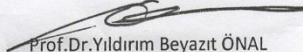
Sayı : 45537984 / 1406 - 2015
 Konu: Tez Çalışması İçin İzin Talebi Hk.

YABANCI DİLLER EĞİTİMİ ANABİLİM DALI BAŞKANLIĞINA

İlgi: 10.02.2015 tarih ve 37 sayılı yazınız.

İngiliz Dili Eğitimi Anabilim Dalı yüksek lisans öğrencisi Sevda UĞUZ'un danışmanı Prof. Dr. Yasemin KIRKGÖZ yönetiminde hazırlamakta olduğu tez çalışması ile ilgili Adana Valiliği İl Millî Eğitim Müdürlüğü'nün 05.03.2015 tarih ve 2482358 sayılı yazısı ve eki ilişikte sunulmuştur.

Bilgilerinizi ve gereğini rica ederim.


 Prof.Dr.Yıldırım Beyazıt ÖNAL
 Müdür

Ek: 2 syf.

Tel : 0 322 338 65 74 Fax : 0 322 338 69 47
 0322 338 60 84 (5 Hat)- 2386-2388
 Çukurova Üniversitesi Sosyal Bilimler Enstitüsü 01330 Balcalı /ADANA
 URL:http://www.cu.edu.tr

CURRICULUM VITAE

A. PERSONAL INFORMATION

Name: Sevda UĞUZ

Date of Birth: 19/01/1987 TARSUS

E-mail: velars01@gmail.com

B. EDUCATIONAL BACKGROUND

Date	Degree	University	Field
2013-2016	Master of Arts	Cukurova University	English Language Teaching
2005-2010	Bachelor of Arts	Cukurova University	English Language Teaching

C. JOB EXPERIENCE

Date	Title	Institution
2010- 2011	English Teacher	Nuh Nebi Secondary School, Cizre, Şırnak
2012-2014	English Teacher	Mehmet Ali Yılmaz Secondary School, Yüreğir, Adana
2014-	English Teacher	Adana Vocational and Technical Anatolian High School , Seyhan, Adana

D. ACADEMIC WORK

PAPERS PRESENTED

1. Tüm G., Uguz S., "An investigation on the cultural elements in a Turkish textbook for foreigners", 14th Language, Literature and Stylistics Symposium, Muğla, Turkey, 15-17 October, 2014, vol.158, pp.356-363