

T.R.
KAFKAS UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF WESTERN LANGUAGES AND
LITERATURES
DIVISION OF ENGLISH LANGUAGE AND LITERATURE

BURNOUT AMONG ENGLISH LANGUAGE
TEACHERS in IGDİR PROVINCE

Hacer PINAR

MASTER'S THESIS

ADVISOR

Assoc. Prof. Dr. Gencer ELKILIÇ

Kars – 2018



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KARS- 2018



T.C.
KAFKAS ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
BATI DİLLERİ VE EDEBİYATLARI ANABİLİM DALI
İNGİLİZ DİLİ VE EDEBİYATI BİLİM DALI

İĞDIR İLİ İNGİLİZCE ÖĞRETMENLERİNİN
TÜKENMİŞLİĞİ

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SOSYAL BİLİMLER ENSTİTÜ MÜDÜRLÜĞÜNE

Hacer PINAR'a ait "İğdır İli İngilizce Öğretmenlerinin Tükenmişliği" başlıklı çalışma, 25.06.2018 tarihinde yapılan tez savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından İngiliz Dil ve Edebiyatı Anabilim Dalı'nda Yüksek Lisans Tezi olarak kabul edilmiştir.

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ONAY

Bu tezin kabulü Sosyal Bilimler Enstitüsü Yönetim Kurulunun/...../..... tarih ve/..... sayılı kararı ile onaylanmıştır.

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SCIENTIFIC ETHIC STATEMENT

I declare that I complied with the rules of academic and scientific ethics from the proposal stage to the process of completion of the study titled “ **Burnout among English Language teachers in Iğdir province**” which I prepared as a Master Thesis, that I obtained all information in terms of Project within the framework of scientific ethics and traditions, that I showed sources to the each quotation I made directly or indirectly in this study I prepared as a master’s thesis in accordance with the writing rules and that the works which I used are shown in the bibliography.

BİLİMSEL ETİK BİLDİRİMİ

Yüksek Lisans tezi olarak hazırladığım “**Iğdir ili İngilizce Öğretmenlerindeki Tükenmişlik**” adlı çalışmanın öneri aşamasından sonuçlanmasına kadar geçen süreçte bilimsel etiğe ve akademik kurallara özenle uyduğumu, tez içindeki tüm bilgileri ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığım bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu beyan ederim.

25 / 06 / 2018

Hacer PINAR

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ÖZET

Bu çalışma, İngilizce Yabancı Dil öğretmenlerinin tükenmişlik düzeylerinin yaş, cinsiyet, medeni durum, çocuk sayısı, deneyim, iş yükü, eğitim durumu, okul türü ve okuldaki pozisyonu gibi bazı demografik özellikleri açısından araştırmayı ve şu anki stres düzeyleri ve öğretmenleri tükenmişliğe iten nedenleri araştırmayı amaçlamaktadır. Araştırma Iğdır'da 6 farklı lisede görev yapan 73 İngilizce öğretmeni kapsamaktadır. Katılımcılara yirmi iki maddeden oluşan Maslach Tükenmişlik Ölçeği (MBI) uygulanmış ve rastgele seçilen on katılımcıyla açık uçlu sorular içeren görüşme yapılmıştır. Bu çalışmanın karma yöntem tasarımı vardır. MBI tarafından elde edilen nicel veriler SPSS yazılım paketi kullanılarak analiz edilmiştir. Sonuçlara göre, EFL öğretmenlerinin orta düzeyde duygusal tükenmişlik ve kişisel başarıları vardır, ancak düşük duyarsızlaşmalarına sahiptirler ve sonuçlar, öğretmenlerin tükenmişlik düzeyi ve değişkenler arasında anlamlı bir fark olmadığını göstermiştir; İngilizce öğretmenleri arasında tükenmişliğin tek önemli nedeni, mevcut stresleridir. Çalışma, çalışma koşullarının, ağır iş yükünün, öğrencilerin, kişisel beklentilerin, meslektaşların ve ebeveynlerin ve yönetici tutumlarının İngilizce öğretmenlerinin tükenmişliği üzerinde bir etkiye sahip olduğu sonucuna varmıştır.

Anahtar Kelimeler: Tükenmişlik, İngilizce Öğretmenleri, Lise, Tükenmişlik Alt Boyutları

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ABSTRACT

This study aims to investigate the burnout levels of English Foreign Language teachers in terms of some demographic features like age, gender, marital status, number of children, years of experience, workload, educational background, type of school, and position at school and current level of stress and look for the factors leading to their burnout. The participants of this study included 73 EFL teachers working at 6 different high schools in Iğdır, Turkey. Maslach Burnout Inventory (MBI) consisting twenty-two items was applied to the participants, and open-ended interview questions were administered to ten randomly chosen participants. This study has mixed method design. The quantitative data was obtained by MBI was analyzed by using SPSS software pack. According to results, EFL teachers have moderate levels of emotional exhaustion and personal accomplishment but they have low depersonalization and also the results showed that there was no significant difference between the variables and teachers’ burnout level; the only significant contributor of burnout among the English language teachers is their current stress. The study concluded that working conditions, heavy workload, students, personal expectations, colleagues and the attitude of parents and management have an impact on EFL teachers’ burnout.

Keywords: Burnout, English Language Teachers, High School, Burnout Dimensions.

ABBREVIATIONS

EFL	: English Foreign Language
MBI	: Maslach Burnout Inventory
EE	: Emotional Exhaustion
D	: Depersonalization
PA	: Personal Accomplishment
SPSS	: Statistical Package for Social Sciences
ANOVA	: One-way analysis of variance

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CHAPTER I

INTRODUCTION

1.1. Overview

This chapter introduces the overview of the thesis. It presents the background of the study at first. Secondly, it indicates the problem and the purpose of the study. Thirdly, the research questions and limitations are presented. Finally, it provides the key terms.

1.2. Background to the Study

Being a teacher is an important and unique profession if all the professions are considered in terms of personal satisfaction. The term of burnout became popular when Freudenberger (1974) first used it in his work and described the nature and elements of the feeling of exhaustion which is especially observed in human services.

Almost every teacher starts his/her career with a joy of teaching but after a while, unwilling students, the heavy workload, administrative problems, and colleagues make teachers stressful and anxious. According to Carter (1994), teacher burnout starts with physical, emotional, and attitudinal fatigue which shows a feeling of unrest and the joy of teaching begins to gradually lessen.

Teachers have an important mission like changing individuals' lives and they have a big impact on their students. If teachers are eager to be successful in their profession, they need to accept their profession in every situation and do it with love and passion (Çetin, 2006).

Mukundan and Khandehroo (2010) state that burnout among teachers has always been an important matter because teaching is a kind of profession that has student stress which affects their inner feelings and their performance at the end. The exhaustion, caused by job stress, frustration, and attrition, is observed in physically, mentally, and emotionally (Cephe, 2010). Because of the extreme responsibilities, burnout is more common in some professions like teachers, bank employees, doctors, nurses etc. the excessive responsibilities cause chronic stress and so burnout with

long working hours, heavy working conditions, and illogical demands in service (Koç,2013).

According to Ilie and Ursu (2016), occupational life means not only succeeding one's professional goals or satisfying their personal potential but also a source of stress and displeasure on occasion. Erkut and Dalgıç (2014) state that burnout seems with the physiological and emotional feeling of fatigue as a consequence of inadequacy to overcome stress, especially who works with other people..

Maslach (2003) defines burnout as physical, mental and emotional fatigue; hopelessness and negative attitudes towards the job. Since then, Maslach, Schaufeli and Leiter (2001) classified them into three groups: Emotional Exhaustion (EE), Depersonalization (DP), and reduced Personal Accomplishment (PA).

Mukundan and Khandehro (2010) introduced the term emotional exhaustion like "feelings of overextension and exhaustion resulting from daily conflict in work". Depersonalization involves an impersonal view of others and sees them not as people but ordinary things like objects or animals (Zhang & Sapp, 2007). Reduced personal accomplishment refers to low self-efficacy on the occupation and generally, people think their negative aspects (Maslach, 2003).

Schwab and Iwanicki (1982) and Chang (2009) grouped the sources of burnout as background, individual personality and organizational factors. Educational level and type of graduation etc. are examples of background category while age, gender, number of children is part of individual personality. Organizational factors are class size, work environment, workload etc.

Moreover, Schwarzer, Schimtz and Tang (2000) highlighted the relationship between the terms of stress and the stress resource factors that reduce teacher burnout: generally perceived self-efficacy and proactive attitude. General, Self-efficacy related to personal competence to deal with different kinds of stressful situations. People with low self-efficacy are in a tendency to have low self-esteem and they have negative feelings and thoughts about their personal success and development. On the other side, high self-efficacy motivates people for performing more demanding subjects. The other factor of stress resource factor is proactive attitude, means personality characteristic that has implications for motivation and action.

(Bateman & Chant, 1993). Schmitz and Schwarzer (2000) maintain that proactive attitude is positively related to self-determination, self-efficacy and optimism. Various studies have shown that self-efficacy and proactive attitude are negatively related to teacher burnout. (Schmitz & Schwarzer, 2000; Tang, Au, Schwarzer & Schmitz, 2001)

1.3. Statement of the Problem

According to Lazarus and Folkman (1984), stress was defined as a stimulus or often named as a stressor, which commonly resulted with a big shock and job loss, or causes of physiological stimulation and affects negatively, especially response like anxiety. There is an important relationship between burnout and stress; stress is the starting point of burnout process. (Friedman, 1995). Burnout is an important problem for teachers because it needs both physical and psychological well-being. Teaching profession is related to burnout as stress is a part of it. (King & Hegadoren, 2002).

Kyriacou (2001) states that the source of teacher stress can be resulted in experiencing unpleasant, negative emotions such as anger, anxiety, tension, depression or frustration during their career as a teacher. Kyriacou (2001) listed the main sources of stress as: “teaching students 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” (p.29).

Toker (2011) states that burnout is a kind of syndrome related to work that stems from the people perception of instability between requests and sources over a long time. Burnout is regarded as the main problem among teachers. On the other side, burnout, which is arisen from stress, is an apprehension for many educators and is commonly induced by high level of extended stress relevant with extreme time pressure, limited relationship with colleagues, crowded classes, and limited materials, feeling of loneliness, role conflict, and rarity of useful possibilities, limited support and freedom in decisions (Toker,2011).

Although the term of burnout was primarily used in the field of psychology, it has been commonly observed in education. The reasons and causes of burnout among English language teachers differ from primary school to university level. Various studies have been conducted on burnout levels in the different context because burnout is a common problem, especially in education. However, there is not enough research in this area to investigate the burnout level among high school teachers in Turkey. The causes and leading factor(s) are as important as burnout levels. There are many studies on burnout according to various variables such as age, gender, teaching grade, marital status, self-efficacy, experience in the job, and school type. Focusing on different aspects of burnout, these studies reached different conclusions, but they also had their shortcomings. In this study, the context is different from the other studies which are conducted in Turkey. The burnout among language teachers in high schools will be analysed in Iğdır context and the level of burnout investigated among English Language teachers. In this respect, the aim of this research is to find out the main factor(s) leading to teacher burnout in a specific context, that is different types of 6 high schools in Iğdır, Turkey.

1.4.Purpose of the Study

This study aims to investigate the burnout levels of English language teachers working at different types of high schools located in the center of Iğdır province. The study specifically deals with the level of burnout among EFL teachers in terms of Emotional Exhaustion, Depersonalization, and Personal Accomplishment; level of EFL teachers according to some demographic variables like age, gender, marital status, number of children, years of experience, workload, educational background, type of school, and position at school on the level of burnout and look for the factors leading to their burnout. This study aims to fill the gap in the subject of burnout among language teachers in high schools in Iğdır context.

The first stage of the objectives is to measure the perceived burnout levels of EFL teachers working at different types of high schools by putting to use of Maslach Burnout Inventory, most widely used evaluating burnout scale. The second stage of the aims is gathering personal information (age, gender, marital status, number of children, years of experience, workload, educational background, type of school, and

position at school) via questionnaire. There are interviews at the third stage of aims at finding out the burnout leading factors with examining the work-related information like factors affecting teachers at work, the kinds of problems while teaching, the function of productivity etc. Briefly, the level of burnout of EFL teachers will be examined through MBI and interviews and find out the replies to the questions which are asked in the next part of the study.

1.5. Research Questions

The aim of the study is to investigate the burnout levels of English language teachers and search for the factors leading to their burnout and to find if there is a relationship between their burnout levels and the demographic features. In line with these goals, the study seeks answers to the following questions:

1. What is the level of burnout among English language teachers working at high schools in Iğdır, Turkey according to three dimensions of burnout?
2. Do English language teachers' age, gender, marital statuses, number of children, educational background, type of school, work experience, position at school and weekly load significantly cause to their burnout levels?
3. What are the factors leading EFL teachers to feel burnout?

1.6. Limitations of the Study

There are some limitations of the current study which can be listed as follows:

1. This study is limited with the 73 EFL teachers serving in 6 different types of high schools, affiliated to the Ministry of National Education, in the center of Iğdır, Turkey during the 2016-2017 academic year.
2. The number of attendance makes the research impossible to generalize the findings and results to the high school teachers working at all types of high schools in the country.
3. The findings were evaluated with the Maslach Burnout Inventory and interviews. On this account, the research data is limited.

4. In the relevant literature, there are many variables that are relevant to the burnout level of EFL teachers. Yet, some variables enabled some teachers not to reflect their own feelings and the reality like “current stress level”.
5. In the current study, some teachers sometimes do not want to mention about an unpleasant situation and hesitated to talk about them or some of the teachers denied attending the questionnaire. Maybe the research would be reflected the exact level of teachers with their attending. Yet, burnout is an important subject that is directly related to feelings of the people; thus more studies should be done to provide an insight into this matter.

1.7.Definitions

In this study, the following definitions will be considered in the meanings below:

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: “Exhaustion is not something that is simply experienced—rather, it prompts actions to distance one emotionally and cognitively from one’s work, presumably as a way to cope with the work overload. Within the human services, the emotional demands of the work can exhaust a service provider’s capacity to be involved with, and responsive to, the needs of service recipients. Emotional Exhaustion corresponds to the notion of strain as it has been linked to tension, anxiety, physical fatigue, insomnia, and so on” (Maslach, Shaufeli and Leiter,2001, p.403 ; 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: “Reduced Personal Accomplishment is the self-evaluation component and is related to reduce personal 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, p.154-155).



CHAPTER II

REVIEW OF LITERATURE

2.1. Overview

In this chapter, an overall theoretical notion of burnout is examined. It starts with the definition of burnout. Then the three sub-dimensions of the burnout and the factors affecting burnout will be explained. Lastly, the studies on burnout will be presented.

2.2. Burnout

Burnout has a vital role in individual and organizational health as literature shows and this term “burnout” was used in 1974 for the first time with Freudenberger, he used the term to define his own experience about burnout to describe too much work. (Freudenberg, 1974). Afterwards, Maslach and Jackson defined burnout as physical fatigue, long fatigue, feelings of helplessness and despair that occurs on people; and a physical and psychological syndrome involving negative attitudes towards other people and their work.

Burnout is commonly seen in the occupations of a direct service to people like nursing, teaching, psychology, policing etc. (Dolunay, 2002). Especially in teachers; disciplinary problems of students, overcrowded classes and inadequate physical conditions, school-family conflicts, low wages, difficulties in promoting, less social support, rewarding and institutional decision-making process due to problems such as lack of participation they are at greater risk of burnout.

Maslach and Jackson (1981) added dimensions to the concept of burnout with the development of Maslach Burnout Inventory.

Maslach (1981) described burnout in her book called *The measurement of experienced burnout* as follows:

“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 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 job" (p.99).

The concept was studied many times by Maslach and her colleagues. The findings of their studies revealed three dimensions including emotional exhaustion, depersonalization, and reduced personal accomplishment. (Maslach & Jackson, 1981, 1984; Azar & Reyhane, 2014). These three factors create the sub-dimensions of Maslach Burnout Inventory (MBI) which is most commonly used measurement in burnout studies.

Maslach burnout inventory was developed by Christina Maslach (Maslach, Jackson 1986). The scale has different forms for different occupational groups. There are 22 questions in the form developed for teachers. Emotional exhaustion (EE), depersonalization (D), and low personal achievement (PA) were obtained from the burnout inventory. Emotional exhaustion of these sub-dimensions consists of 9 items and involves the emotional exhaustion of the individual through his profession and measures reduced energy and joy of job. The dimension of depersonalization consists of 5 items and measures pessimism, isolation from the work environment and students; the teacher's behaviour means devoid of emotion for the students. The Reduced Personal Accomplishment dimension is composed of 8 items, which determines the occupational disabilities of the individual and measures lack of feeling success.

The frequency of emotions related to each subscale is determined by Likert type scaling method. Each item is answered on a gradual basis between 1 (Never) and 5 (always). The 3 dimensions of the scale are evaluated separately.

2.3. Dimensions of Burnout

There are three sub-dimensions of the burnout: Emotional exhaustion is the starting point of burnout; Depersonalization and Reduced Personal Accomplishment follow it respectively. Sometimes it ends with quitting the job or pursuing to live with burnout (Demirel & Cephe, 2015).

2.3.1. Emotional Exhaustion

Emotional exhaustion is defined as the feelings of overextension, feeling of fatigue, and emotional draining by others (Maslach, 1998). This feeling is like having no energy to do something about the career and no hope for the next workday. Maslach argues that the main reasons for emotional exhaustion are the workload and personal conflict at work. Watts (2013) indicates that key causes of emotional exhaustion are students' behaviours and undesirable teaching tasks.

The individual who experiences burnout at this dimension feels exhausted, drained, diminished in energy, worn out emotionally. This depersonalization which is expressed as an inner dimension, individual is disturbed by the idea of going to work the next day. Being uncomfortable with the individual's idea of going to work may lead to displays of behaviour such as running away from work and absenteeism at every opportunity. This may be a conscious decision that the individual may take in dealing with depersonalization (Yılmaz, Yazıcı & Yazıcı, 2014).

2.3.2. Depersonalization

Depersonalization, in other words, cynicism is the most problematic dimension among the three dimensions (Maslach, Schaufeli, & Leiter, 2001). Depersonalization draws people to loneliness and people hate the others in time. They become depersonalized and behave the others as if they are objects. (Çokluk, 1999).

Depersonalization means loss of idealism and negative feelings towards the people around them (Shwarzer, 2008). Mukundan and Khandehroo (2010) states that

depersonalization shows the negative feelings and attitudes towards other people and feeling detached from students, parents, and colleagues.

The most known reasons for depersonalization are low self-esteem and lack of personal accomplishment and no support from the others or lack of assistance offered by other teachers (Watts, 2013).

The cold, indifferent, rigid and even nonhuman attitude towards other people and work that the business has encountered creates depersonalization, the second stage of burnout syndrome. This increasing negative reaction occurs in various forms, and people who are depersonalized can behave in a disrespectful and degrading manner to other people. An individual who has been depressed distances himself or herself from the periphery and this distance leads to the individual developing insensitive behaviour towards colleagues. At the same time, they behave in a manner that is against their group membership. The insensitive behaviour around the individual can also lead to the exclusion of the social environment, and the person begins to feel lonely (Yılmaz, Yazıcı & Yazıcı, 2014).

2.3.3. Personal Accomplishment

Maslach et al. (2001) describe reduced personal accomplishment as the development of negative reactions to the work, people, and self. Reduced personal accomplishment is lacking the feeling of success and incompetency about teaching (Azar & Reyhane, 2014). It is related to the self-evaluation; if the productivity decline, self-efficacy also decreases and cause lack of personal accomplishment.

According to Dorman (2003), there are two predictors of personal accomplishment: external locus of control and role ambiguity and these two factors affect self-esteem which causes lack of personal accomplishment indirectly in turn. On the other hand, there is one another predictor: teaching efficacy, which has a significant effect on personal accomplishment directly and it also affects self-esteem indirectly.

This concept states that one tends to negatively evaluate itself. Every individual starts with high expectations in professional life. But these expectations cannot be passed on with the influence of many factors over time. Factors such as high expectations, which are not associated with individuals' professional life, the restriction of

individuals by organizational rules and principles, and lack of feedback on individual performance can lead to this disagreement. These and similar factors, which provide favourable conditions for the emergence of a low personal achievement feeling, resulting in a negative attitude towards the people they serve and also themselves and decrease their sense of personal competence because they are difficult to fulfil the demands they are required to do. Individuals can evaluate themselves as unsuccessful and lead to a feeling of defeat in every job they are doing and in the event the possibility of making mistakes in every activity performed (Yılmaz, Yazıcı and Yazıcı, 2014).

Maslach (2001) also indicated that while it was possible to hinder emotional exhaustion and depersonalization, it is not easy to achieve the sense of personal accomplishment after one felt exhausted or behaved indifferently toward people.

2.4. Burnout Stages

Burnout is often seen in a group of professional services that require more interaction with other people, such as nursing, doctor's services and teachers. There are four stages of burnout as a progressive process. This staging provides a perspective that makes burnout understandable. However, in fact, it is not an intermittent process, but it is a continuous phenomenon (Ergin, 1992).

Stage 1: Enthusiasm: At this stage, a high energy of happiness occupational expectations that reach unrealistic dimensions is exhibited. For the person, everything is in front of his/her profession. The individual is in an effort for a superior conformance towards insomnia, tense working environment, criticisms, and not sparing time and energy for his/her own and the other sides of his/her life. Even though the individual has an effort to adapt, he or she begins to reach a still stagnation as a result of not being able to deal with them. This period comes about a year after they start working.

Stage 2: Stagnation: A decrease in desire and happiness occurs at this stage. Individual starts to feel disturbed gradually from some points that they do not care or difficulties they face when applying their professions beforehand, and show a tendency to start slowing down his/her job. Individual whose motivation decrease

after the start of his/her profession, start to query his/her job with the reason of failing his/her expectations about their tasks. As his/her profession couldn't able to fill individuals' existence with all theoretical and practical aspects.

Stage 3: Frustration: The person who started his/her profession to try to help others, understand the difficulty of changing the people, system, and adverse working conditions. He/she feels intense frustration. This period is the term that the emotional, behavioral, and physical problems have arisen and the person frequently questions himself/herself whether to continue job or not.

Stage 4: Apathy: In this period, the person get on with his/her job only for the economic and social guarantee, he/she doesn't enjoy it. In such case, Business life has become far from being a field of satisfaction and self-fulfilment, but a field that gives unhappiness and distress. The indifference at this stage is in the most intensive term; very limited time is spent on the job with the idea of "business is only business" ; late coming to job, not doing anything other than routine work, insensitivity and constant complaints about job are observed.

2.5. Teacher Burnout

As a profession, teachers are under more risk than another profession because of having a direct relationship with children and young individuals and experiencing unique and intense stressful situations in which they are influenced by other people in the educational environment. The reasons why teachers are generally more stressed than other professions can be listed as problems in disciplinary, inadequate physical conditions, social criticism, social and political pressures on educational institutions, the inadequacy of rewarding, crowded classrooms, the disagreement between student-teacher and school-parents on educational functions (Girgin, 2010).

The researches done are among the best and brightest individuals are the most sensitive individuals against the burnout. Especially successful, idealistic, talented, and responsible individuals experience burnout than others. Burnout usually appears in people who work in service areas. The timing of burnout, the indications and results differ from both the individual and the environment structure. Stress alone is not the cause of this feeling. Those who are forced to train with the pressure of time, workers who need more focus on their job, and those who work in the jobs that

require tiny details, are also more likely to be experience burnout syndrome. The feeling of burnout appears in the situations when the realization of unneccessity of doing that job becomes dominant and when stress is overridden despite to the support and reward. The reactions toward the stress changes from person to person; on the other hand, every person experience the feeling of burnout if they do not control the stress and do not take adequate support for the chronic force (Aslan,2009).

Küçüköğlü (2014) explained the effects of teachers' burnout in English Language Teaching classrooms, and indicated that Burnout causes some negative results in ELT environment. Emotional exhaustion lessens teachers' productivity and this lead teacher to experience lack of enthusiasm to do preparation for lessons, even they have no motivation to go to work. Teachers create a bridge between themselves and students, so if they experience burnout, the effectiveness of language learning also decreases. Demotivation arises from the loss of energy and memory and lack of interest in the subject. Students' motivation is affected directly; because their motivation is linked to the success, students' failure occurs. If teachers experience burnout, a negative attitude towards the learners is inevitable. This negation is a threat to success in English Language classrooms. Language learning is affected negatively because of the relationship between teachers and learners. When burnout occurs, teachers lose their sympathy towards their students; they lose their tolerance towards classroom disruption; they do not want to do preparation for the classroom and they lose their feelings towards their job. Negative feelings are developed by learners towards their teachers and learning because of the teachers' negativeness towards their job, students and colleagues. Language development occurs in an environment where the students use language for communication to express their ideas and emotions. But this must be supported by teachers; achievement comes with teachers who are not under pressure of burnout (Küçüköğlü, 2014).

2.6. Factors affecting Burnout

Studies done for determining the factors that affect burnout specified these factors like lack of motivation, overwork, not appreciated by their superiors, the lack of social support, the inability of the business environment to meet expectations, and role conflict (Girgin, 1995).

The causes of burnout are gathered in two groups as individual and organizational. Age, marital status, number of children, commitment to work, personal expectations, motivation, personality patterns, performance, individual factors such as stress in life, job satisfaction and support from the superiors are handled under the heading of individual causes. The organizational factors can be grouped under these reasons: the nature of the occupation, the type of job, the characteristics of the workplace, and the intensity of the workload, the job stress, the role uncertainty, and the educational status, the inability to participate in the organization, the intra-organizational relationships, and the economic and social factors (Izgar, 2001).

Factors affecting burnout can be grouped in many ways like the teachers' personal characteristics and the situations of the workplace ;internal and external factors; academic and administrative, personal and governmental factors (Cephe,2010); difficult students discipline in the classrooms, the relationship with others ; working conditions; work overload; lack of autonomy, emotional needs, low social support, role conflict (Chan,2009).

The previous researches reveal that burnout is widely seen in developed countries. Many variables such as sociodemographic characteristics, working conditions, workload, and personality play a role in the development of burnout (Ahola and Hakanen, 2007).

Sadeghi and Khezrlou (2014) stated that teaching profession problems which were related to the students: lack of motivation, aggressiveness, problematic students, problems in interacting with students, student misbehaviours. Work demand problems were lack of social support, lack of self-regulatory activity etc. (Sadeghi &Khezrlou, 2014) O'Brennan, Pas, and Bradshaw (2017) revealed in their study that three forms of the connectedness (personal, student and administration) were negatively related to the burnout. For example, teachers who had a positive feeling towards their students and their work environment, tend to have less burnout. People who suffer from these factors face burnout sooner and later (Demirel& Cephe, 2015).

In his Motivation theory, Gardner (2001) categorized motivation in three elements: effort-learning for a language, desire- want to achieve an aim, and positive effect-enjoy when learning a language. Learning a new language, students should learn

lexical, grammatical, and phonetic systems of a language besides vocabulary, grammar, speaking, listening, writing and reading skills. Students also acquire the culture of the language, which is different from other school subjects. (as cited in Piechurska-Kuciel,2011)

According to Piechurska-Kuciel (2011), the teaching profession is and teachers were prone to be burnout. Piechurska-Kuciel stated that learning a foreign language is different from any other subjects, and also teaching a language is similar. Foreign language teachers should also help their students skilfully and they face high levels of burnout in comparison to other subjects' teachers (Piechurska-Kuciel, 2011). Among the causes and symptoms, Piechurska-Kuciel (2011) showed reward system, detected concern, work overload and role stress.

2.6.1. Individual Factors

Many researchers examined burnout via various variables under individual factors. Previous studies were conducted on burnout according to different variables like age, gender, educational level, and marital status, number of children, weekly workload, and year of experience.

2.6.1.1. Gender

Several studies have been conducted to explore the effect of gender on English language teacher burnout at schools and universities. (Kirilmaz, Celen & Sarp (2003); Mukundan & Khandehroo,2009; Purvanova & Muros, 2010; Jamshidirad, Mukundan& Nimehchisalem, 2012; Asgari, 2012; Antoniou,Ploumpi& Ntalla,2013; Mousav & Nimehchisalem,2014).

In gender issue, there were not consistent results according to burnout sub-dimensions. Budak and Sürgevil (2005) concluded in their study that there were no significant results in terms of burnout dimensions. But the findings showed that female teachers had higher levels of emotional exhaustion than male teachers.

In his study, Yavuz (2009) found no significant difference between male and female teachers and their emotional exhaustion. On the other hand, it was found that there

was a significant difference in the dimension of depersonalization. It was concluded that male teachers showed higher levels of burnout than female teachers.

In their study, Mukundan and Khanderoo (2009) focused on the 120 English Language Teachers' burnout on their gender. The results showed that teachers' burnout was significantly high. The results showed that female teachers experienced more Emotional Exhaustion than male. Males have the high level of depersonalization. A significant reduced personal accomplishment is found in both female and male teachers. Similarly, Purvanova and Muros (2010) found the same results. Women are more emotionally exhausted than men, while men are more depersonalized than women.

However, other studies by Jamshidirad, Mukundan and Nimehchisalem (2012) and Kirilmaz, Celen and Sarp (2003) showed that gender was not a predictor of burnout. According to Antoniov, Ploumpi and Ntalla (2013), female teachers experience more stress and lower personal accomplishment than men. Finally, Mousav and Nimehchisalem (2014) found that female teachers significantly showed high levels of burnout considering EE, PA, and DP.

Most studies had a common conclusion that women had higher levels of emotional exhaustion and men had higher levels of depersonalization (Budak and Sürgevil 2005; Yavuz, 2009; Purvanova and Muros, 2010).

2.6.1.2. Age

According to some researchers (Byrne, 1991; Embich, 2001; Sünbül, 2003; Lackritz, 2004; Lau, Yuen, and Chan, 2005; Demirel and Cephe, 2015) age and level of burnout have a strong relationship. Lackritz (2004) conducted a study with 265 teachers and indicated that age is a significant factor of emotional exhaustion. In this research, Lackritz (2004) indicated that the younger teachers experienced higher levels of burnout than their older colleagues. Similarly, Bryne (1991) and Sünbül (2003) had similar outcomes in their studies.

On the other hand, other studies show no significant difference in terms of emotional exhaustion and depersonalisation (Budak and Sürgevil (2005); Dericioğulları,

Konak, Arslan, and Öztürk, 2007). Additionally, Mousavy and Nimehchisalem (2014) showed that the teachers in the older group in their research felt more burnout as compared with the younger group.

2.6.1.3. Marital Status

The marital status is another efficient personal variable contributing to burnout but the findings are inconsistent. There are different results in this regard, for some researchers believe that teachers who are married and have children are under the risk of burnout (Bakker, Demerouti, & Scaufeli, 2005), while Sadeghi and Khezrlou (2014) found that both married and single teachers are burnout.

In Malaysia, Mousavy and Nimehchisalem (2014) surveyed the burnout level among 315 language teachers in terms of teachers' gender, age, and marital status and the study showed that married teachers are more burnout than the single teachers. One other study, Mukundan and Khandehroo (2009) confirmed that married female teachers moderate for Emotional Exhaustion, low for Depersonalisation and high for Personal accomplishment, but single female teachers experienced high E.E; low D. and high P.A, respectively. From that point, it is implied that single teachers suffer more from burnout than married teachers.

According to Goutas (2008), single teachers experience burnout more than married teachers. On the other hand, Byrne (1991); Budak and Sürgevil (2005); Asgari (2012) found that there was not any significant difference between marital status and burnout.

2.6.1.4. Years of Experience

Another variable studied is years of experience and self-efficacy. Sünbül (2003) indicated that more years experienced teachers have higher levels of emotional exhaustion and depersonalization.

Mede (2009) investigated the effects of the self-efficacy on three burnout dimensions among 63 Turkish EFL teachers. The findings of the study revealed that there was a significant correlation between self-efficacy and the level of burnout. Moreover, it was found that less experienced teachers had high scores in Emotional Exhaustion;

on the other hand, they had low scores in Depersonalization and Personal Accomplishment.

In their study, Akbari and Moradkhani (2010) aimed to find the relationship between teaching experience and teacher efficacy among 447 Iranian EFL teachers and they found that experienced teachers with more than three years had a significantly higher level of efficacy.

Further, Vaezi and Fallah (2011) studied the relationship between self-efficacy and anxieties in Iranian EFL teachers in private language institutes and they found that there was no positive significant correlation between self-efficacy and stress.

2.6.1.5. Type of School

Mukundan, Zarifi, Manaf, and Sahamid (2015) carried out their study with 714 primary language teachers from 3 different kinds of school in Malaysia. It was aimed to explore the level of burnout among primary language teachers in Malaysia and it was tried to determine if there was any significant difference between school type and burnout level of language teachers. Maslach Burnout Inventory-Educators Survey (MBI-ES) and a questionnaire included demographic variables of the participants, were used to collect data. The findings showed that the level of burnout among primary language teachers ranged from moderate to low. In addition, there was no significant difference in burnout levels of teachers in the different types of school in terms of Emotional Exhaustion and Depersonalization; whereas there was a significant difference in the level of Reduced Personal Accomplishment only in one school.

2.6.1.6. Stress Level

Kyriacou (2001) defined teacher stress as the experience of unpleasant, negative emotions like anger, anxiety, intimidation or depression which results from some aspects of their profession as a teacher. Moreover, it can be also defined as the mismatch between the individual demands and the individual ability to cope with those demands.

The main sources of teachers' stress were students' lack of motivation, discipline problems, time pressure and heavy workload, role conflict and ambiguity, poor working conditions, administrative and managerial problems, self-esteem and status problems, evaluation by others, changes at school, colleagues' problems Kyriacou (2001).

2.6.1.7. Educational Background

Some researches had been done to examine the relationship between the educational level of teachers and burnout.

Friedman and Lotan (1985) and Friedman (1991) found that as the education level increased, the burnout level of teachers also increased. In their study, Erginsoy (2002) and Kapıkıran (2003) resulted that pre-school teachers who had undergraduate degree were more burnout than the teachers who had the bachelor degree. Öztürk and Deniz (2008) found that as the level of education increased, the level of depersonalization is also increased. They stated that it could be explained by the fact that as the level of education increases, perfectionism also increased and this resulted in not finding the standards in the field of study and cause burnout.

Bachelor degree holders were more burnout than the teachers with Masters and PhD in terms of Emotional Exhaustion and Depersonalization dimensions. While Master and Bachelor degree holders were suffered from Reduced Personal Accomplishment, PhD holders did not (Mukundan & Khandehroo, 2009).

Sezer (2012) found that highly educated teachers had high burnout levels and low educated teachers had the lower level of burnout levels.

Farshi and Omranzadeh (2014) had also provided similar results with Sezer (2012). And they found that educational level of the teachers significantly affected their burnout level in all three dimensions (EE, D, and PA). Teachers who had master degree were more burnout than teachers who had bachelor degree and teacher who had PhD were more burnout than both teachers who had BA and MA.

2.6.2. Organizational Factors

The organizational factor can be also named and classified as work-related factors. These are especially related to the person and the environment they are in. There are some organizational factors which affect teacher burnout like class size, work demands, insufficient salary, teacher preparation, etc. (Rostami, Ghanizadeh, & Ghapanchi, 2015).

Maslach and Leiter (1996) emphasized six factors affecting job environment: workload, control, reward, community, fairness, and values. Their model determines the match or mismatch between these six domains of work environment and individuals. As Maslach, Schaufeli and Leiter (2001) stated,

“This model has brought order to the wide variety of situational correlates by proposing six areas of work life that encompass the central relationships with burnout: workload, control, reward, community, fairness, and values. Burnout arises from chronic mismatches between people and their work setting in terms of some or all of these six areas. This is a comprehensive model that includes the full range of organizational factors found in research related to burnout. Despite their close interrelationships, each area brings a distinct perspective to the interactions of people with their work settings. These six areas of work life come together in a framework that encompasses the major organizational antecedents of burnout” (p.414).

Workload means excessive responsibilities in limited time and burnout occurs in that situation. Further, the workload is directly related to emotional exhaustion aspect of burnout. (Maslach, Schaufeli and Leiter, 2008). Workload includes preparation time, technology in the classroom, nonteaching duties, performance, and development of teachers, assignments, free time and stress. (Sugden, 2010).

Maslach, Schaufeli and Leiter (2001) stated that control limited individual and professional autonomy and deteriorate decision-making process. With insufficient individual authority to maintain their work and not control the resources to do their work, the mismatches in control take place. Teachers face burnout when their work

environment has the conflict with their own values and ideas. The mismatches in control are related to the personal accomplishment aspect of burnout and inefficacy (Maslach, Schaufeli and Leiter, 2001).

Reward is the third type of the mismatch. Maslach, Schaufeli and Leiter (2001) stated that reward can be sometimes insufficient salary with their achievements, sometimes lack of social rewards or intrinsic rewards. Lack of reward brings inefficacy together.

The fourth mismatch of work environment is ignorance of the people at the workplace. When people share the happiness, comfort, humour with the people around them, they belong to a community. But, there are some jobs that isolate individuals from each other and make them impersonal. (Maslach, Schaufeli and Leiter, 2001).

Fairness, the fifth domain of work life, confirms self-worth and respect. The respect between people in the same workplace is a need to provide a community. In case of inequality, or pay, unfairness occurs. And unfairness causes emotional exhaustion, cynicism at the workplace. (Maslach, Schaufeli and Leiter, 2001).

Value is the last area of work life. Individuals feel constrained when they find the content of the job against their ethical judgement. (Maslach, Schaufeli and Leiter, 2001).

2.7. Studies carried out on Burnout

In addition to studies about teacher burnout around the world, various researches and studies in Turkey context contribute to burnout topic.

2.7.1. Related Researches in Turkey

Studies dealing with burnout among teachers in Turkey were carried by Kirilmaz, Celen and Sarp (2003), Baran, Bıçakçı, İnci, Öngör, Cern and Atar (2010), Bümen (2010), Özer and Beycioglu (2010), Koç and Dincerol (2013), in primary and secondary school level.

Kirilmaz, Celen and Sarp (2003) investigated burnout level of 43 primary school teachers who attended the “tuition on school health” by Ministry of National Education. It was found that the group had depersonalization highly on the other hand; emotional exhaustion affected them at a lower level. Variables such as age, gender, graduated schools, total work experience, number of children, average number of students in their classrooms had no effect on their burnout levels; but marital status, the reason why they chose their job, whether they were happy with their work environment or not did not influence their burnout levels.

Baran, Bıçakçı, İnci, Öngör, Ceran and Atar (2010) conducted a study with preschool, elementary school, and private education institutions’ teachers (228) to examine burnout levels by applying MBI. In consequence of the study, it was found that teachers’ fields of teaching caused significant differences in the sub-dimensions, depersonalization and personal accomplishment but no differences on the emotional exhaustion.

Özer and Beycioglu (2010) investigated the relationship between teacher professional development and burnout. 144 primary school teachers took part in the study. Maslach Burnout Inventory (MBI) and Teachers’ Attitudes about Professional Development (TAP) scales were used while collecting data. It was found that gender and teaching experience had a significant difference in burnout.

Koç and Dincerol (2013) aimed to determine professional and job burnout level in terms of variables (age, gender, branch, year of experience, administrative function) in their study. There were 426 teachers from 22 primary and secondary schools in Samsun, Turkey. As a result of the study, a significant difference between the professional and job burnout levels of the teachers was determined.

Several studies were carried out with high school teachers (Baysal, 1995; Dolunay, 2002; Demirel, Güler, Toktamis, Özdemir, & Sezer, 2005; Kahn, Shneider, Jenkis-Henkelman & Moyle (2006); Aydoğan, Dogan, & Bayram, 2009; Erkul & Dalgıç, 2014).

A study (Dolunay, 2002) was conducted with 1462 teachers who were working at 13 general high schools, and 7 technical-trade-vocational high schools in Keçiören,

Ankara. The aim of the study was to investigate the burnout levels of teachers in terms of several variables like age, gender, and marital status, the number of children, work experience, and socioeconomic status. Maslach Burnout Inventory and demographic variables information form were applied. It was found that there were significant differences between the variables and teachers' burnout levels.

Aydoğan, Doğan and Bayram (2009) aimed to find the burnout levels of high school teachers but especially Turkish citizens who were working in Turkey and abroad. A total of 255 high school teachers (78 from Germany, 94 from Cyprus and 83 from Turkey) participated voluntarily in the study. As a finding, there were no significant differences regarding burnout between Turkish teachers who were working in Turkey and Germany, but it was found that there was a high level of burnout among teachers who were working in Cyprus.

Peker (2012) investigated burnout level of kindergarten, elementary and high school teachers according to their age, gender, level of education, school level, professional seniority and experience. 30 kindergarten, 30 elementary and 30 high school teachers participated in the study. Teacher Burnout Scale and Personal information form were applied to the participants. Data were analyzed by using independent t-test and one-way analysis of variance. The findings showed that as the level of education of teachers was also increased, burnout levels were significantly increased. High school teachers were significantly more burnout than kindergarten teachers. Male teachers have shown more burnout compared to female teachers. Professional seniority teachers did not cause a significant difference in burnout scores.

Erkul and Dalgıç (2014) investigated burnout levels of vocational high school teachers. A personal information form and Maslach Burnout Inventory were used to collect data and 215 teachers returned the questionnaire voluntarily. The results showed that there was a significant difference in terms of emotional exhaustion while there was no significant difference depersonalization and personal accomplishment sub-dimensions according to gender and branches. So, female teachers were more exposed to emotional exhaustion than male teachers. Apart from that, there was no relationship between burnout and other variables (marital status, seniority and educational level etc.).

In his study (Çınar, 2015) analysed the relationship between job satisfaction and burnout of Imam Hatip High Schools teachers and tried to find is the level of burnout and job satisfaction was affected by demographic variables or not. The sample group consisted of 161 elementary and high school teachers. The results showed that while there was a significant difference between some variables (gender, educational background, professional seniority) and teachers' burnout and job satisfaction, there was no significant difference on the other variables such as the faculty of graduation, the field of study and type of school.

Özgül and Atan (2016) conducted a study on teachers' burnout in terms of some variables (age, gender, marital status, tenure and branch). 45 physical education teachers and 65 other branches teachers from public high schools and secondary schools in Ordu participated in the study. It was found that there was no significant difference between physical education teachers and teachers from other branches and also the level of burnout of all teachers was not high. In addition, there was no significant difference between burnout and teachers' age, gender, marital status, tenure and branches.

Uguz (2016) studied burnout levels of Turkish EFL teachers working at vocational and technical Anatolian high schools in Adana, Turkey. Burnout levels of teachers were investigated in terms of some variables such as gender, age, marital status, work experience, and educational background across three sub-dimensions of burnout: emotional exhaustion, depersonalization, and reduced personal accomplishment. Mixed research design was used in the study; questionnaires were applied to 110 teachers and interviews were held with 10 of them. As a result of the study, half of the teachers had high and moderate level of emotional exhaustion and personal accomplishment, on the other hand, half of teachers had low level of depersonalization. According to the interviews, low salary, student misbehaviours, colleagues, stress at work, excessive workload were found as reasons for teachers' burnout.

On the other hand, some other researches were conducted to find the other reasons for burnout among university members in Turkey. Cephe (2010), Güven (2010), Özkanal and Arıkan (2010), Toker (2011), Öztürk (2013), Demirel and Cephe

(2015), Akin and Ulusoy (2016), Hismanoglu and Ersan (2016), Ceylan and Mohammadzadeh (2016), Kulavuz-Onal, & Tatar (2017) investigated burnout at university level.

In her research on burnout, Mede (2009) explored the relations among personal variables, perceived self-efficacy and social support on burnout in 63 Turkish EFL teachers working at a preparatory school of a Turkish university in Istanbul. The results showed that there was a significant relationship between personal variables and burnout dimensions and also correlation among burnout, personal variables, and perceived self-efficacy beliefs in providing social support.

Moreover, Cephe (2010) studied the factor(s) leading 37 EFL instructors to burnout. The Teacher Burnout Scale was used to find teachers who had burnout. Cephe (2010) conducted his study in two main titles: micro and macro variables. Micro variables included Academic and Administrative provisions; macro variables are grouped as governmental variables like depersonalization, feeling of improvement, feeling of alienation etc. and personal variables which include salaries, economic power, the social status of being an instructor, extra work. The results showed that nearly half of the teachers had burnout and administrative applications were the main factor of their burnout. It was also shown that the instructors who have high burnout showed “Alienation to profession identity” behaviour.

Güven (2010) examined burnout levels of English lecturers working for preparatory schools of foundation universities in Istanbul. The data were collected from 64 (48 female, 16 male) lecturers. The participants were from different universities and MBI was applied to them. As a result of the study, it was found that there was a significant difference among participants’ scores from depersonalization while there was no significant difference in terms of emotional exhaustion and personal accomplishment according to gender. According to age and work experience variables, there was no significant difference among E.E, D, and P.A.

Another university level burnout study was conducted by Özkanal and Arıkan, (2010). 28 voluntary instructors from a university in Turkey participated in their study. MBI was used as the instrument of the study. The results showed that instructors’ perceived level of stress at the workplace was the only significant factor

of their burnout. The other demographic features like age, gender, educational background etc. had low or no significant effect on levels of instructors' burnout levels.

Besides, Öztürk (2013) examined the level of burnout experienced by EFL instructors working at state universities. 139 instructors from eight different state universities participated in the study. And 40 instructors were also interviewed. According to results, a significantly high level of burnout is experienced. The results showed that there is a significant difference between female and male and male instructors had the higher level of burnout. It was also found that there was no impact of marital status, and educational backgrounds of instructors on their burnout. The other variable, years of experience, had also not statistically effect on burnout level of them. The newly started instructors only had less burnout feelings than experienced instructors as the mean scores showed. The main reasons of this burnout were the workload heavily, students and school problems according to the study results. The heavy course load leads them to lose their enthusiasm towards their job.

Furthermore, another study (Demirel & Cephe, 2015) carried out with 70 English Language instructors at three different universities in Turkey to investigate the burnout level of teachers and the leading factors to burnout. A mixed method design was applied in the study: Maslach Burnout Inventory Educators Survey was administered to 70 of instructors and semi-structured interviews were applied to 30 of teachers. The quantitative results showed that younger and less experienced teachers are more affected by burnout than older ones. According to semi-structured interviews, it was found that teaching hours of teachers, the level of students, and the extra works lead the teachers to burnout.

To examine the burnout levels of EFL lecturers at the school of Foreign Languages at Celal Bayar University, Manisa, Ceylan and Mohammadzadeh (2016) applied MBI and personal information questionnaire to 37 lecturers according to gender, marital status, teaching experience, working duration, contract type, weekly workload and monthly income variables. Quantitative data was analysed by using

SPSS software pack. It was found that there was a significant difference between burnout and variables except for total teaching experience and monthly income.

Hismanoglu and Ersan (2016) investigated Turkish EFL teachers' burnout levels in relation to demographic variables. Two hundred and thirty Turkish EFL teachers (93 males and 137 females) participated in that study from different ages and teaching experiences. Maslach Burnout Inventory-Educators' survey (MBI-ES) was used to measure Turkish EFL teachers' burnout levels. The results showed that there was no significant relationship between the related variables (age, gender, educational background and weekly course load) and Turkish EFL teachers' burnout levels. The study revealed that there was a significant relationship between the variables and teachers' burnout levels with regard to Emotional Exhaustion and Personal Accomplishment when took the teaching experience and institution into account. Relevant to monthly income and living place (a small or big city), there was a significant relationship between variables and teachers' burnout levels with regard to subscale of Emotional Exhaustion. With respect to department and administrative duty, there was a significant relationship between variables and teachers' burnout level in the subscale of Personal Accomplishment.

Kulavuz-Önal and Tatar (2017) investigated burnout and participation in professional learning activities among 224 EFL instructors from 15 different University English Preparatory Programs (UEPP) in Istanbul (five states, ten private). Data was collected by using a three sectioned questionnaire and the findings showed that state university instructors feel less level of accomplishment and did not participate in learning activities as private university instructors.

Apart from the studies which include EFL instructors who work at universities in Turkey, there are also several studies which are conducted among academicians at universities in Turkey. Bilge (2006) examined the relationship between burnout and job satisfaction among 194 academics. In the result, it was found that there was no significant relationship between marital status and burnout. On the other hand female academicians had lower level of depersonalization and lower personal accomplishment. Similarly, Toker (2011) investigated the level of burnout among university academicians in Turkey and a questionnaire was conducted to 648

academicians at universities in Turkey by using Maslach Burnout Inventory. The findings revealed that the research assistants had higher level of emotional exhaustion than professors and lower level of personal accomplishment than other academicians. On the other hand they had higher level of depersonalization than associate professors. Nonetheless, there was significant relationship between burnout and demographic variables such as marital status and age but not with gender. In another study (Akın & Ulusoy, 2016) analysed the relationship between organizational silence and burnout levels of 190 academicians who work at 17 state universities from 15 different provinces of Turkey. Causes of Faculty Members' Silence Scale and Maslach Burnout Inventory were used while collecting data. It was found a positive correlation between Burnout levels and organizational silence.

2.7.2. Related Researches abroad

There are numerous studies related to the burnout which is conducted in abroad. In his study, Lackritz (2004) examines burnout among 265 university faculty members. According to the results, female faculty members were higher burnout levels than male faculty members in terms of emotional exhaustion; on the other hand male faculty members have higher scores on the depersonalization subscale. Furthermore, there were no significant results between race/ethnicity of groups and burnout levels; age variable is inversely correlated to emotional exhaustion. Lackritz (2004) concluded the reasons of burnout with numbers of students, time for extra activities, students' evaluations.

In their study, Kahn, Shneider, Jenkis-Henkelman and Moyle (2006) examined the relationship between high school teachers' burnout and emotional social support and 339 teachers from 41 different high schools in the USA participated in the study via web-based procedure. It was found that there was a positive relationship between them. When positive emotional social support increased, emotional exhaustion decreased or vice versa.

Azeem and Nazır (2008) investigated burnout levels of 300 university teachers including Lecturers, Instructors and Professors in India, using Maslach Burnout Inventory. They found that lecturers had significantly higher levels of burnout according to emotional exhaustion than professors and instructors and also there

were no significant differences among these three groups on depersonalization and personal accomplishment.

Based on teacher self-efficacy, Skaalvik and Skaalvik (2010) tried to measure the relations between teachers' perception of the school context, teacher burnout, job satisfaction, and beliefs in Norwegian context. 2249 Norwegian teachers in elementary and middle school applied to the scale. Teacher self-efficacy and two dimensions of burnout were significantly related to the school context and teacher job satisfaction.

Fisher (2011) conducted a research on the stress, burnout, content and coping skills of teachers at the secondary level and found that there is a significant difference between the burnout levels between new and old teachers, but no significant statistical stress level differences.

Differently, Zhouchou (2011) examined the burnout among 86 secondary school English teachers from China and used MBI and interviews. The findings showed that there were no significant results according to gender, teaching grade, teaching year, and burnout levels of teachers. But there was a significant difference between teaching schools and burnout. Moreover, it was indicated that Student-management pressure; unreasonable school policy, exam pressure, teachers' poor psychological and physical conditions, misunderstanding from family members; financial pressure and knowledge exhaustion are the causes of English teachers' job burnout in secondary schools.

Allodi and Fischbein (2012) aimed to investigate the organizational characteristics of high schools and if there was a relationship between type of work environment and high school function. 749 Swedish high school teachers participated in the study and it was found that female teachers were more exhausted and were not content with their job; younger teachers had lower professional control. Furthermore, there was teachers' perception about their work environment was an indicator of school quality.

Farshi and Omranzadeh (2014) explored the relationship between teachers' demographic variables and burnout by using Maslach Burnout Inventory-Educator

Survey (MBI-ES) among 250 (124 male and 126 female) English teachers of primary, secondary, high school and university level in Iran. The findings showed that there is no significant difference between male and female teachers and their burnout level as well as married and single teachers. In addition, there is a significant difference between educational level and burnout in three syndromes. High educated teachers are more influenced by burnout than low educated ones.

Yazdi, Motallebzadeh and Asraf (2014) also studied the role of teacher self-efficacy and the results showed that the participants' self-efficacy has an opposite relationship with their burnout as well as their years of experience and age.

In their study, Foley and Murphy (2015) tried to examine contributions of individual differences, work environment and coping factors to the teacher burnout in an integrative predictive model. The study was investigated in Irish context with 192 second level teachers and a cross-sectional survey was applied. It was concluded that variables were correlated with emotional exhaustion; and individual differences, work environment, and coping variables were significantly related to depersonalization and then thirdly, the personal accomplishment was significantly related with various variables, mostly self-efficacy and classroom interactions.

Rostami, Ghanizadeh, and Ghapanchi (2015) examined gender, age and years of experience in teacher burnout. 120 teachers (60 secondary school and 60 institutes EFL teachers) completed MBI-ES questionnaire. The results of the study showed that age and years of experience has a significant effect on teachers' burnout. On the other hand, there is no significant difference between gender and burnout.

In their study, Lau, Yuen and Chan (2005) conducted a study in Hong Kong with 1797 teachers and found low scores on depersonalisation when compared with USA group. Younger, unmarried and less experienced teachers had higher levels of burnout. In terms of emotional exhaustion and personal accomplishment, female teachers were more burnout than male; on the other hand, male teachers were more depersonalised than females.

Another study which is conducted by Unterbrink et al (2007) with 949 secondary teachers in German, aimed to explore the relationship between teacher burnout and

teachers' efforts and reward. They concluded that male teachers had higher depersonalisation while female teachers had lower levels of personal accomplishment. It was indicated that teachers' working condition which causes burnout because of imbalance of effort and reward.

O'Brennan, Pas, and Bradshaw (2017) investigated the burnout level of 3,225 high school staff (teachers and paraprofessionals) from different 58 high schools in Maryland, USA. It was aimed to find the relation of various variables, teachers' perceptions of self-efficacy and burnout. Work-related burnout was observed according to the variables. In terms of staff demographics, female staff had higher burnout than males; staff who reported more efficacy was less burnout than others.

Another study which aimed to explore high school teachers' perception of their work environment was conducted by Allodi and Fischbein (2012) in Sweden. 749 Swedish high school teachers participated in the study. According to results, there were gender differences; female teachers were more exhausted and felt more dissatisfied with their workload than male teachers and it was found that younger teachers were lower professional control.

CHAPTER III

METHODOLOGY

3.1. Overview

This chapter presents the methods and procedures of the study. Firstly, the aim of the study, the demographic characteristics of the participants and information about the participant will be given. Then, data collection instruments, procedures and data analysis will be introduced in detail.

3.2. Aim

The main purpose of this study is to investigate the burnout levels of EFL teachers working at 6 different high schools in Iğdir, Turkey according to some variables like age, gender, marital status, number of children, years of experience, workload, educational background, type of school, position at school and current level of stress according to three dimensions of burnout and look for the factors leading to their burnout.

3.3. Participants

The participants of the study were 73 English Foreign Language teachers working at 6 different high schools (Science High School, Anatolian High School, High School of Social Sciences, Imam Hatip High School, Vocational High School, and Private High School) in the center of Iğdir, Turkey during the 2016-2017 academic year. MBI consisting twenty-two items was administered to the participants, and an open-ended interview was applied to ten randomly chosen participants.

The distributions of the participants' demographic characteristics are shown in the following tables.

Table 1: Frequency and Percentage distribution of Gender

		f	%	\bar{X}
Gender	Female	43	58.9	52,06
	Male	30	41.1	50,40
	Total	73	100	51,38

Table 1 shows the distribution of the teachers in this based on their gender. 73 English language teachers were contributed to this study. As seen in Table 1, there were 43 (58, 9 %) female and 30 (41, 1 %) male teachers participated in this study.

Table 2: Frequency and Percentage distribution of Age

		f	%	\bar{X}
Age	20-25	15	20,5	48,80
	26-30	36	49,3	53,58
	31-35	16	21,9	50,12
	16-40	4	5,5	45,25
	40 and above	2	2,7	53,50
	Total	73	100	51,38

As it seen in Table 2 that 15 (20, 5 %) of the participants were between the 20-25 years, 36 (49, 3 %) of the teachers were between the ages 26-30, 16 (21, 9 %) were between the ages 31-35, 4 (5, 5 %) of the participants were between the ages 36-40, and 2 (2, 7 %) of the participants were those who are aged 40 and above. It is clearly seen that the most seen age range is between the ages 26-30 and the least age range is 40 and above.

Table 3: Frequency and Percentage distribution of Marital Status

		f	%	\bar{X}
Marital Status	Single	37	50,7	51,51
	Married	34	46,6	51,14
	Other	2	2,7	53,00
	Total	73	100	51,38

Table 3 shows the distribution of the frequency and percentage according to marital status. As for the marital status of the participants, 37 (50, 7 %) of them were single, 34 (46, 6 %) of them were married and 2 (2, 7 %) of them were divorced or lost their wife or husband. Single participants are more than married ones.

Table 4: Frequency and Percentage distribution of number of children

		f	%	\bar{X}
Number of children	None	56	76,7	51,25
	One	11	15,1	52,90
	Two	4	5,5	55,50
	Three and above	2	2,7	38,50
	Total	73	100	51,38

As seen in Table 4, the number of the children was demonstrated. 56 (76,7 %) of the teachers had no child, 11 (15,1 %) of the teachers had one child, 4 (5, 5 %) of the teachers had two children, 2 (2, 7 %) of the teachers had three and more than three children.

Table 5: Frequency and Percentage distribution of Type of School

		f	%	\bar{X}
Type of School	Science High School	3	4,1	59,33
	Anatolian High School	25	34,2	49,36
	Social Sciences High School	7	9,6	50,42
	Imam Hatip High School	3	4,1	55,33
	Vocational High School	19	26,0	55,00
	Private High School	16	21,9	48,43
	Total	73	100	51,38

It is clearly seen in table 5 that there were teachers from different types of school 3 (4,1 %) Imam Hatip High School, 3 (4, 1 %) Science High School, 7 (9, 6 %) Social Sciences High School, 16 (21, 9 %) private High School, 19 (26, 0 %) Vocational High School. As for the type of school, the number of the teachers from Anatolian High School is more than the other type of school (f=25, 34, 2 %).

Table 6: Frequency and Percentage distribution of years of experience

		f	%	\bar{X}
Years of experience	Less than 1 year	7	9,6	50,28
	1-5 years	46	63,0	51,84
	6-10 years	15	20,5	52,60
	11-15 years	3	4,1	39,33
	21 years and above	2	2,7	53,50
	Total	73	100	51,38

Table 6 shows the distribution of the number of years in occupation. Teachers with teaching experience less than 1 year were 7 (9, 6 %), teachers with teaching experience from 1-5 years were 46 (63, 0 %), 15 (20, 5 %) of them had been teaching for 6-10 years, 3 (4, 1%) of them had been teaching for 11-15 years, and 2 (2, 7 %) of them had 21 and more than 21 years teaching experience.

Table 7: Frequency and Percentage distribution of weekly workload

		f	%	\bar{X}
Weekly workload	12-15 hours	3	4,1	58,33
	16-19 hours	2	2,7	40,50
	20-23 hours	4	5,5	58,25
	24-27 hours	26	35,6	50,03
	28 hours and above	38	52,1	51,60
	Total	73	100	51,38

Table 7 shows the frequency and percentage distribution of weekly workload of teachers. According to the table, 3 (4, 1 %) of the teachers had 12-15 hours in a week, 2 (2, 7 %) of them had 16-19 work hours weekly, 4 (5, 5 %) of them had 20-23 hours work in a week, 26 (35, 6 %) of them had 24-27 work hours weekly, lastly and most importantly 38 (52, 1 %) of the teachers had 28 working hours in a week.

Table 8: Frequency and Percentage distribution of position at the school

		f	%	\bar{X}
Position at school	Yes	12	16,4	52,41
	No	61	83,6	51,18
	Total	73	100	51,38

As seen Table 8, 12 (16, 4 %) of the participants had another position at school apart from being a teacher, 61 (83, 6 %) of them had no other position at school.

Table 9: Frequency and Percentage distribution of Educational Background

		f	%	\bar{X}
Educational Background	Undergraduate	69	94,5	51,72
	Postgraduate	4	5,5	45,50
	Total	73	100	51,38

Table 9 shows the distribution of frequency and percentage according to the educational background of the teachers. As seen in Table 9 most of the participants had the undergraduate degree (f=69, 94, 5 %) but less part of the participant had the postgraduate degree (f=4, 5, 5%).

Table 10: Frequency and Percentage distribution of Current level of Stress

		f	%	\bar{X}
Current Level of Stress	None	9	12,3	46,66
	Low	16	21,9	43,75
	Average	23	31,5	50,95
	High	14	19,2	61,07
	Very High	11	15,1	54,90
	Total	73	100	51,38

Table 10 shows the frequency and percentage distribution of current stress level among the teachers. As seen Table 10, 9 (12, 3 %) of the participants had no stress, 16 (21, 9 %) of them had low stress, 23 (31, 5 %) of them had average stress, 14 (19, 2 %) of them had high level of stress and 11 (15, 1 %) of them had very high level of stress.

3.4. Instruments

In respect to the aim of the study, mix-type of the data collection procedures were applied, both quantitative and qualitative data were collected. A questionnaire which consists of three parts was applied to 73 high school EFL teachers.

Apart from the questionnaire, ten of the participants were randomly chosen and interviewed.

3.4.1. Personal Information Form

The first part of the questionnaire includes personal information questions (age, gender, marital status, number of children and type of their school) and occupational information such as educational background, years of experience, workload, type of school, and position at school and their current level of burnout. A cover letter was added to the personal information form which explains the purpose of the study and ensures them for the confidence of the research (See Appendix 2).

3.4.2. Maslach Burnout Inventory

In the second part of the questionnaire, Maslach Burnout Inventory, which consists of 3 subscales (Emotional Exhaustion, Depersonalization and Personal Accomplishment) and 22 items in 5 points Likert type, was administered to the participants (See the MBI in Appendix 3).

Maslach and Jackson have been involved in developing a burnout inventory through a sample of 1025 people working in the health and service sector, which requires face-to-face communication with people such as police, teachers, nurses, and psychiatrists. As a result of the explanatory and confirmatory factor analysis, they developed a 7-point Likert-type MBI consisting of 22 items with three dimensions as emotional exhaustion, depersonalization and personal accomplishment. The dimension of the emotional exhaustion describes the situation that individuals cannot answer to the emotional demands of their own job; the dimension of depersonalization describes that the employee places a certain distance from the people he/she serves and ignores them; the self-success of the individual leads to personal accomplishment (Maslach, Schaufeli and Leiter, 2001).

In this inventory, the emotional exhaustion dimension consists of 9 items (1,2,3,6,8,13,14,16 and 20) ; the depersonalization dimension has 5 items (5,10,11, 15 and 22) and the personal accomplishment dimension has 8 items (4,7,9,12,17,18,19 and 21).

In this study, Maslach Burnout Inventory's Turkish version for educators adapted by Girgin (1995) was used. There are 22 items which designed to include three burnout dimensions: Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment. Teachers, who participated in the study, marked these items on 5-points Likert scale ranging from "never" to "always". In order to test the reliability of the scale, Cronbach Alpha values were determined for Girgin (1995) for all three subscales. These values were found as emotional exhaustion .87, personal accomplishment .74, and depersonalization .63. In addition, the test-retest reliability coefficients were determined by applying 120 scales from the same group for two weeks (EE.86, PA, 83, D .63).

Emotional exhaustion (EE), depersonalization (D) and personal accomplishment (PA) dimensions in the inventory are scored separately. The high emotional exhaustion and depersonalization scores obtained indicate that the individual has a high level of burnout. The Personal Accomplishment scale is independent of other two scales and the component items do not load negatively on them. In other words, it is not the opposite of the other two subscales. So the correlations between personal accomplishment and other two scales are low (Maslach, Jackson & Leiter, 1996). The low scores on the personal achievement scale indicate that the person is inadequate due to the extreme demands he/she is experiencing in his work and has a high level of burnout.

3.4.3. Open-Ended Interviews

Besides the Maslach Burnout Inventory, four open-ended questions (see Appendix 4) were also asked to ten of the participants. It was aimed to learn the opinions and feelings of the participants about their burnout leading factors. As a way of qualitative data collection procedure, interviews are more reliable data collecting tool. Interviews were conducted with 10 teachers in June 2017 orally and their responses were written by the researcher.

The first question- "Do you like teaching profession or have you chosen it by force?"- was aimed to evaluate whether the teachers have positive feelings towards their job or not. With the second question, - "Do you think that you teach effectively while teaching? Yes? Why? No? Why? - it was aimed to understand their

performance on teaching effectively and if they had any trouble while they teach or not. The third question tried to find a reply for the second question and find the reasons of teaching problems with this question; “What are the problems you have experienced in teaching?” The last question - “What are the factors that negatively affect you in your teaching activities?” - aimed to find out the factors which lead the teachers towards negativity while they were teaching. The listed factors were optional to be chosen and they were free to mark more than one option. Working conditions -Colleagues -Workload -Personal expectations -School environment – Students- School management –Students’ parents-Family problems - Other (Specify) were the listed factors under the question.

3.5. Data Collection Procedure

Data was collected through the Maslach Burnout Inventory questionnaire and open-ended interview questions. 73 English Foreign Language teachers participated in the study from 6 different types of high school teachers working at Science High School, Anatolian High School, High School of Social Sciences, Religious Vocational High School, Vocational High School and Private High School located in the center of Iğdir, Turkey in 2016-2017 Academic Year. The education version of MBI for educators adapted by Girgin (1995) was applied to the participants. Before applying it, permission was obtained from Girgin through e-mail (see in Appendix 5). After obtaining the permission, the approval of the Directorate of National Education of Iğdir was provided in order to apply the questionnaire in high schools (see in Appendix 6).

The participants were informed about the aim and significance of the study before applying the questionnaire and interview and also these were given them on the voluntary basis. All the participants signed the informed consent form (see in Appendix 1). In order to make it understandable for all participants, the consent form and the questionnaire were in Turkish.

MBI took 10 to 15 minutes for a participant to administer it and it is self-administered. Respondents reply the questions independently and no one sees the others answer. The other condition to minimize the response bias is that respondents

should feel comfortable about expressing their true feelings (Maslach, Schaufeli and Leiter, 2001).

3.6. Data Analysis

The quantitative data gathered through MBI for the present study were analysed using the Statistical Program for Social Sciences (SPSS) 25. MBI was distributed to 80 English Language teachers randomly, and 73 of them were included for data analysis. Data gathered from interviews were analysed via content analysis. Some descriptive statistics such as frequency, mean, standard deviation, and percentage were used to describe the research sample. Variance analysis, independent-samples T-test, ANOVA were computed and showed through the tables formed in SPSS 25.

The qualitative data collected from participants were analysed separately. Later, the results obtained from the two data collection instruments were evaluated.

Emotional Exhaustion, Depersonalization and Personal Accomplishment were set as the dependent variables of the participant.

CHAPTER IV

RESULTS

4.1. Overview

In this chapter, both qualitative and quantitative data analyses will be presented. The findings obtained from the MBI will be explained; secondly, the findings which are obtained through interviews will be explained. Some descriptive statistics used to form the data like means, standard deviations, frequencies and also the correlation and variance analysis of the quantitative data will be introduced. After quantitative data analysis, qualitative study results will be presented.

4.2. Results

Through the data statistics, the research questions will be replied. With the analysis, it will be learned the level of participants' burnout; the relationship between the burnout and some variables such as age, gender, marital status, work experience, number of children, background of the study, type of school and weekly workload; and it will also be explored the causes of the burnout through the interviews.

4.2.1. MBI

According to the categorization of Burnout scores on MBI, burnout is considered high if Emotional Exhaustion (EE) is higher than 28; moderate if EE scores are between 19-27; and low if EE scores range from 9 to 18. For Depersonalization (D), burnout level is considered high if D scores are higher than 16; moderate if D scores are between 11 and 15; low if D scores range from 5 to 10. Personal Accomplishment's items were coded reversely; that means the level of burnout is considered low if Personal Accomplishment (PA) score is lower than 25; moderate if PA scores are between 17-24; and high if PA scores range from 8 to 16.

Internal consistency of the scales was analysed in order to examine the reliability of the data analysis. On the other hand, Cronbach's Alpha values were examined to analyse the internal consistency of MBI and its three dimensions. Besides, the reliability analysis was examined separately and descriptive statistics were applied in

order to investigate the burnout level of teachers in terms of emotional exhaustion, depersonalization, and reduced personal accomplishment. High scores on emotional exhaustion and depersonalization show burnout while low scores of personal accomplishment indicate burnout.

In order to examine the relationship between demographic variables and teachers' level of burnout (Total Point), descriptive and inferential statistics as means, standard deviation, frequencies, ANOVA (Analysis of Variance) and the t-test were used. T-test was used when two groups, greatly differ from one another, was to be compared; one the other hand when means of more than two groups were to be compared statistically ANOVA was used. In case of the number of variables in the study were more than two, the Scheffé test was performed to test where the difference originated. Maslach Burnout Inventory Teacher Form was used in the study with the information form containing the socio-demographic status of the teachers.

Table 11: Descriptive Statistics of Score Averages of English Teachers' Dimensions of Burnout Levels

Dimensions	N	\bar{X}	S	Grading Key
Emotional Exhaustion	73	24,28	5,344	Low = 9-18 Moderate= 19-27 High =28 and over
Depersonalization	73	9,87	3,807	Low = 5-10 Moderate= 11-15 High =16 and over
Reduced Personal Accomplishment	73	17,21	4,571	Low =25 and over Moderate= 17-24 High = 8-16
Total	73	51,38	11,481	Low = 22-44 Moderate= 45-66 High =67 and over

Table 11 shows the average scores according to burnout sub-dimensions of English Language teachers participating in the study. The level of burnout among English Language Teachers ranged from moderate to low. When the table was examined, the emotional exhaustion sub-dimension of the English teachers ($\bar{X} = 24, 28$) were moderate and the personal accomplishment sub-dimension ($\bar{X} = 17, 21$) were moderate; the depersonalization sub-dimension ($\bar{X} = 9.87$) is low. It was concluded that the participants experienced moderate EE and PA and low levels of

Depersonalization. Looking at the general burnout levels of teachers ($\bar{X} = 51,38$), it is seen that burnout is moderate.

Table 12: Cronbach's Alpha values according to dimensions and number of items

Dimensions	Items	Item Numbers	Cronbach Alpha Parameters
Emotional Exhaustion	1, 2, 3, 6, 8, 13, 14, 16, 20	9	,81
Depersonalization	5, 10, 11, 15, 22	5	,81
Reduced Personal Accomplishment	4, 7, 9, 12, 17, 18, 19, 21	8	,83
Total		22	,90

Table 12 gives the Cronbach alpha parameters calculated for the reliability of the scale used in the research. The computed alpha parameters were found to be .81, .81, .83, and .90, respectively, in the emotional exhaustion dimension, the depersonalization dimension, and the personal accomplishment dimension and total. Looking at the given results, it is clearly seen that Cronbach's Alpha values and the reliability of the scale is highly reliable scale ($.80 \leq \alpha < 1.00$).

Table 13: T-test results for the relationship between burnout and gender

	Gender	N	\bar{X}	ss	sd	t	p
Emotional Exhaustion	Female	43	24,37	5,028	71	,160	,285
	Male	30	24,16	5,855			
Depersonalization	Female	43	9,83	3,531	71	-,105	,103
	Male	30	9,93	4,233			
Reduced Personal Accomplishment	Female	43	17,86	4,351	71	1,446	,978
	Male	30	16,30	4,793			
Total	Female	43	52,06	10,495	71	,609	,284
	Male	30	50,40	12,885			

According to the gender variable in Table 13, Emotional Exhaustion, Depersonalization, Reduced Personal Accomplishment and total burnout point averages and t-test results were given.

According to the study done, the emotional exhaustion sub-factor averages of females ($x = 24, 37$) were higher than the average of males ($x = 24, 16$). As a result of the T-test, no significant difference was found between the males and females in the sub-factor of emotional exhaustion ($t(71) = 1,60, p > ,05$).

In the sub-factor of depersonalization, the average of males ($x = 9,93$) was higher than that of females ($x = 9,83$). However, as a result of the t-test, no significant difference was found between males and females in the sub-factor of depersonalization ($t(71) = -, 105, p > ,05$).

When the sub-factor of Personal Accomplishment is examined; the average of females ($x = 17, 86$) was higher than the average of males ($x = 16, 30$). There was no significant difference between men and women in the sub-factor of personal achievement according to the t-test result ($t(71) = 1,446 p > ,05$).

Finally, when total burnout is examined; the average of females ($x = 52, 06$) was higher than the average of males ($x = 50, 40$). There was no significant difference between men and women in the sub-factor of personal achievement according to the t-test result ($t(71) = ,609 p > ,05$).

In view of these data, gender change was not found to be a determinant for the burnout inventory for the current study.

Table 14: ANOVA test results for the relationship between burnout and age

	Source of Variation	Sum of squares	sd	Mean squares	F	p
Emotional Exhaustion	Intergroup	99,837	4	24,959	,867	,488
	In-group	1957,122	68	28,781		
	total	2056,959	72			
Depersonalization	Intergroup	99,957	4	24,989	1,800	,139
	In-group	943,933	68	13,881		
	total	1043,890	72			
Reduced Personal Accomplishment	Intergroup	68,621	4	17,155	,812	,522
	In-group	1435,872	68	21,116		
	total	1504,493	72			
Total	Intergroup	459,110	4	114,778	,864	,490
	In-group	9032,150	68	132,826		
	total	9491,260	72			

In Table 14, emotional exhaustion, depersonalization, reduced personal accomplishment and total burnout scores according to the age variable of English teachers and one-way analysis of variance were analysed. According to the research done, no significant difference was found as a result of the "Emotional Exhaustion" sub-dimension ($F = 867, p > .05$). In addition, there were no significant differences in the "Depersonalization" ($F = 1,800, p > .05$) and "Reduced Personal Accomplishment" subscales ($F = 812, p > .05$). Finally, when we look at the total burnout level, no significant difference was found. According to this data, there was no significant difference between the age groups (20-25, 26-30, 31-35, 36-40, 41 and over age groups). According to the statistical result, it was understood that the age variable is not a distinguishing feature for burnout.

Table 15: ANOVA test results for the relationship between burnout and marital status

	Source of Variation	Sum of squares	SD	Mean squares	F	p
Emotional Exhaustion	Intergroup	6,103	2	3,051		
	In-group total	2050,856	70	29,298	,104	,901
		2056,959	72			
Depersonalization	Intergroup	29,263	2	14,632		
	In-group total	1014,627	70	14,495	1,009	,370
		1043,890	72			
Reduced Personal Accomplishment	Intergroup	28,499	2	14,249		
	In-group total	1475,994	70	21,086	,676	,512
		1504,493	72			
Total	Intergroup	7,752	2	3,876		
	In-group total	9483,508	70	135,479	,029	,972
		9491,260	72			

According to the marital status of English teachers, emotional exhaustion, depersonalization, personal accomplishment and total burnout scores and one-way analysis of variance results were given in Table 15. According to the research done based on marital status variable; there were no significant differences in the sub-dimensions of "Emotional Exhaustion" ($F = 104, p > .05$), "Depersonalization" ($F = 1,009, p > .05$) and "Personal Accomplishment" ($F = 676, p > .05$). Finally, when we

look at the total burnout level, there was also no significant difference ($F = ,029, p >, 05$). It was found that there was no significant difference between single, married and other marital status groups. According to the statistical result, it was understood that the marital status variable was not a distinguishing feature for burnout.

Table 16: ANOVA test results for the relationship between burnout and number of children

	Source of Variation	Sum of squares	SD	Mean squares	F	p
Emotional Exhaustion	Intergroup	110,277	3	36,759		
	In-group total	1946,682	69	28,213	1,303	,280
		2056,959	72			
Depersonalization	Intergroup	26,131	3	8,710		
	In-group total	1017,760	69	14,750	,591	,623
		1043,890	72			
Reduced Personal Accomplishment	Intergroup	95,597	3	31,866		
	In-group total	1408,896	69	20,419	1,561	,207
		1504,493	72			
Total	Intergroup	426,351	3	142,117		
	In-group total	9064,909	69	131,375	1,082	,363
		9491,260	72			

As seen Table 16, emotional exhaustion, depersonalization, personal accomplishment, total burnout and one-way ANOVA scores of the English teachers were given according to the number of children they have. When the number of children owned by the survey is taken as a basis, There were no significant differences in subscales of "Emotional Exhaustion" ($F = 1,303, p >, 05$), "Depersonalization" ($F = 591, p > 05$) and "Personal Accomplishment" ($F = 1,561, p > 05$). Finally, when we look at the total burnout level, no significant difference was found ($F = 1,082, p >, 05$). According to this finding, there was no significant difference between the groups of no children, 1 child, 2 children and 3 children. According to the statistical result made, it was understood that the number of children possessed was not a distinguishing feature for burnout.

Table 17: ANOVA test results for the relationship between burnout and type of school

	Source of Variation	Sum of squares	SD	Mean squares	F	p
Emotional Exhaustion	Intergroup	195,682	5	39,136	1,409	,232
	In-group total	1861,277	67	27,780		
		2056,959	72			
Depersonalization	Intergroup	29,481	5	5,896	,389	,854
	In-group total	1014,409	67	15,140		
		1043,890	72			
Reduced Personal Accomplishment	Intergroup	193,982	5	38,796	1,983	,092
	In-group total	1310,512	67	19,560		
		1504,493	72			
Total	Intergroup	732,515	5	146,503	1,121	,358
	In-group total	8758,745	67	130,728		
		9491,260	72			

Table 17 shows that emotional exhaustion; depersonalization, personal accomplishment and total burnout scores and one-way analysis of variance results were given according to the type of school in which English Language teachers were employed. The results of the study were as follows: Emotional Exhaustion ($F = 1,409, p > .05$), "Depersonalization" ($F = .389, p > .05$) and "Personal Accomplishment" ($F = 1,983, p > .05$) were not significantly different. Finally, when we look at the total burnout level, no significant difference was found ($F = 1,121, p > .05$). According to this data, there is no significant difference between the groups of Science, Anatolian, Social Sciences, Imam Hatip High School, Vocational High School and Private high school. According to the statistical result, it was understood that the variable of the school type being worked on was not a distinguishing feature for burnout.

Table 18: T-test results for the relationship between burnout and educational background

	Educational background	N	\bar{X}	ss	SD	T	p
Emotional Exhaustion	Undergraduate	69	24,37	5,352	71	,589	,746
	Postgraduate	4	22,75	5,737			
Depersonalization	Undergraduate	69	9,91	3,852	71	,336	,640
	Postgraduate	4	9,25	3,304			
Reduced Personal Accomplishment	Undergraduate	69	17,43	4,538	71	1,695	,765
	Postgraduate	4	13,50	3,872			
Total	Undergraduate	69	51,72	11,447	71	1,055	,945
	Postgraduate	4	45,50	12,013			

In Table 18, t-test results were given by means of emotional exhaustion, depersonalization, personal accomplishment and total burnout point averages according to the educational status of English Language teachers. The emotional exhaustion sub-dimension average of the undergraduate teachers ($(\bar{X})=24, 37$), was higher than that of the postgraduate teachers ($(\bar{X})=22, 75$) However, as a result of the T-test, no statistically significant difference was found between the undergraduate and graduate teachers in the emotional exhaustion sub-dimension ($t(71) =, 589, p>, 05$).

When the subscale of Depersonalization was examined; average of undergraduate teachers ($(\bar{X})=9, 91$), was higher than the average of postgraduate teachers ($(\bar{X})=9, 25$). However, as a result of the t-test, no statistically significant difference was found between the undergraduate and postgraduate teachers in the depersonalization sub-dimension ($t(71) =, 336, p>, 05$).

When the reduced personal accomplishment sub-dimension is examined; average of undergraduate teachers ($(\bar{X})=17, 43$) was higher than the average of the postgraduate teachers ($(\bar{X})=13, 50$). However, according to the result of the t-test, no statistically significant difference was found between the undergraduate and postgraduate teachers in personal accomplishment sub-dimension ($t(71) = 1,695 p>, 05$).

Finally, when total burnout levels are examined; average of undergraduate teachers ($\bar{X} = 51, 72$), was higher than the average of postgraduate teachers ($\bar{X} = 45, 50$). However, according to the result of the t-test, no statistically significant difference was found between the undergraduate and postgraduate teachers at the level of general burnout ($t(71) = 1,055$ $p > ,05$). When this data is taken into consideration, it was seen that the educational status variable was not a determinant for the burnout inventory of the current study.

Table 19: ANOVA test results for the relationship between burnout and year of experience

	Source of Variation	Sum of squares	SD	Mean squares	F	p
Emotional Exhaustion	Intergroup	155,040	4	38,760	1,386	,248
	In-group total	1901,919	68	27,969		
Depersonalization	Intergroup	42,454	4	10,614	,721	,581
	In-group total	1001,436	68	14,727		
Reduced Personal Accomplishment	Intergroup	70,820	4	17,705	,840	,505
	In-group total	1433,673	68	21,083		
Total	Intergroup	485,130	4	121,283	,916	,460
	In-group total	9006,130	68	132,443		
		9491,260	72			

In Table 19, emotional exhaustion, depersonalization, personal accomplishment, and total burnout scores and one-way ANOVA results were performed according to the duration of English Language teachers' occupation. According to the research done, "Emotional Exhaustion" ($F = 1,386$, $p > ,05$), "Depersonalization" ($F = ,721$, $p > ,05$) and "Personal Accomplishment" ($F = ,840$, $p > ,05$) were not significantly different. Finally, when we look at the total burnout level, no significant difference was found ($F = ,916$, $p > ,05$). According to this data, there was no significant difference in the duration of duty between 1 and lower than 1 year, 1-5 years, 6-10 years, 11-15 years and 21 years and over. According to the statistical result, it was understood that the duration variable in the occupation was not a distinguishing feature for burnout.

Table 20: ANOVA test results for the relationship between burnout and weekly workload

	Source of Variation	Sum of squares	SD	Mean squares	F	p
Emotional Exhaustion	Intergroup	190,252	4	47,563		
	In-group total	1866,706	68	27,452	1,733	,153
		2056,959	72			
Depersonalization	Intergroup	89,212	4	22,303		
	In-group total	954,679	68	14,039	1,589	,187
		1043,890	72			
Reduced Personal Accomplishment	Intergroup	30,116	4	7,529		
	In-group total	1474,378	68	21,682	,347	,845
		1504,493	72			
Total	Intergroup	619,303	4	154,826		
	In-group total	8871,957	68	130,470	1,187	,325
		9491,260	72			

According to Table 20, emotional exhaustion, depersonalization, personal accomplishment and total burnout scores and one-way ANOVA results were given as results of the weekly course load of English Language teachers. According to the research, "Emotional Exhaustion" ($F = 1,733$, $p > .05$), "Depersonalization" ($F = 1,589$, $p > .05$) and "Personal Accomplishment" ($F = .347$, $p > .05$) were not significantly different. Finally, when we look at the total burnout level, no significant difference was found ($F = 1,187$, $p > .05$). According to this data, there was no significant difference between groups of 12-15 hours, 16-19 hours, 20-23 hours, 24-27 hours and 28 hours. According to the statistical result made, it was understood that the weekly course load variable was not a distinguishing feature for burnout.

Table 21: T-test results for the relationship between burnout and other position at the school

	Other position at the school	N	\bar{X}	ss	SD	T	p																																
Emotional Exhaustion	Yes	12	26,25	5,594	71	1,401	,713																																
	No	61	23,90	5,255				Depersonalization	Yes	12	10,41	3,987	71	,535	,540	No	61	9,77	3,796	Reduced Personal Accomplishment	Yes	12	15,75	3,467	71	-1,222	,823	No	61	17,50	4,728	Total	Yes	12	52,41	11,325	71	,339	,692
Depersonalization	Yes	12	10,41	3,987	71	,535	,540																																
	No	61	9,77	3,796				Reduced Personal Accomplishment	Yes	12	15,75	3,467	71	-1,222	,823	No	61	17,50	4,728	Total	Yes	12	52,41	11,325	71	,339	,692	No	61	51,18	11,593								
Reduced Personal Accomplishment	Yes	12	15,75	3,467	71	-1,222	,823																																
	No	61	17,50	4,728				Total	Yes	12	52,41	11,325	71	,339	,692	No	61	51,18	11,593																				
Total	Yes	12	52,41	11,325	71	,339	,692																																
	No	61	51,18	11,593																																			

In Table 21, t-test results were given by means of emotional exhaustion, depersonalization, personal accomplishment and total burnout point averages according to the position of English Language teachers. The averages of the teachers who had another position at school except for being a teacher ($(\bar{X})=26, 25$) was higher than the teacher who had no other position status ($(\bar{X})=22, 90$) in terms of emotional Exhaustion. However, as a result of the T-test, there was no statistically significant difference between the teachers with the position status yes and no in the emotional exhaustion sub-dimension ($t(71) = 1,401, p >, 05$).

When the sub-dimension of Depersonalization is examined; the averages of the teachers who had another position at school ($(\bar{X}) = 10, 41$) was higher than the average of teachers with no other position ($(\bar{X}) = 9.77$). However, as a result of the t-test, there was no statistically significant difference between teachers who had another position at school and no other position at school according to the depersonalization sub-dimension ($t(71) =, 535, p >, 05$).

On the other side the Personal Accomplishment sub-dimension is examined; the averages of the teachers who had another position at the school ($(\bar{X}) = 17, 50$) was higher than the average teachers with no other position ($(\bar{X}) = 15, 75$). However, according to the result of the t-test, no statistically significant difference was found between the teachers who had another position at the school and no other position at

school in terms of the Personal Accomplishment sub-dimension ($t(71) = 1,695$ $p > ,05$).

Finally, when total burnout levels are examined; the averages of the teachers who had another position at school ($\bar{X} = 52, 41$) was higher than the average of teachers with no other position ($\bar{X} = 51, 18$). However according to the result of the t-test, no statistically significant difference was found between the teachers who had another position at the school and no other position at the school in terms of total burnout level ($t(71) = 1,055$ $p > ,05$). When this data is taken into consideration, it was seen that the position variable was not a determinant for the burnout inventory of the current study.

Table 22: ANOVA test results for the relationship between burnout and stress level

	Source of Variation	sum of squares	SD	Mean squares	F	p
Emotional Exhaustion	Intergroup	755,364	4	188,841	9,866	,000
	In-group	1301,595	68	19,141		
	total	2056,959	72			
Depersonalization	Intergroup	215,492	4	53,873	4,422	,003
	In-group	828,399	68	12,182		
	total	1043,890	72			
Reduced Personal Accomplishment	Intergroup	131,293	4	32,823	1,625	,178
	In-group	1373,200	68	20,194		
	total	1504,493	72			
Total	Intergroup	2587,466	4	646,867	6,371	,000
	In-group	6903,794	68	101,526		
	total	9491,260	72			

As seen Table 22, emotional exhaustion, depersonalization, personal accomplishment and total burnout scores according to the stress levels of English Language teachers were analysed and one way ANOVA results were given. When the stress level variable according to the research done was taken into consideration, there was a significant difference in the sub-dimensions of "Emotional Exhaustion" ($F = 9,866$, $p < ,05$) and "Depersonalization" ($F = 4,422$, $p < ,05$), there was no significant difference in the subscale of "Personal Accomplishment" ($F = 1,625$, $p > ,05$). Finally, a significant difference was found in terms of the total burnout level ($F =$

6,371, $p < ,05$). According to this data, it was determined that there was a significant difference between none, low, medium, high and very high groups. According to the statistical result, it is understood that the stress level variable was a distinguishing feature for burnout and as the stress level increases in Scheffe Post Hoc tests, it was seen that the burnout increases as well.

Table 23: ANOVA test result of Emotional Exhaustion in terms of stress level

	Stress level		N	X	ss	Variables observed meaningful differences
Emotional Exhaustion	None	(A)	9	20,22	4,146	Scheffe
	Low	(B)	16	20,75	4,057	A-D
	Average	(C)	23	24,00	4,056	A-E
	High	(D)	14	28,71	4,968	B-D
	Very high	(E)	11	27,72	4,839	B-E
	Total		73	24,28	5,344	C-D

Table 23 shows the results of the Scheffe Post Hoc test to determine the mean of emotional exhaustion scores according to the stress level of the teachers and the source of the difference acquired by ANOVA test. According to Scheffe Post Hoc test result, there was a significant difference between none ($\bar{X}=20,22$) and High ($\bar{X}=28,71$); none ($\bar{X}=20,22$) and Very High ($\bar{X}=27,72$); Low($\bar{X}=20,75$) and High ($\bar{X}=28,71$); Low($\bar{X}=20,75$) and Very High($\bar{X}=27,72$); Average ($\bar{X}=24,00$) and High($\bar{X}=28,71$) in total.

Table 24: ANOVA test result of Depersonalization in terms of stress level

Stress level		N	X	ss	Variables observed meaningful differences
Depersonalization	None (A)	9	9,11	3,65 5	Scheffe B-D
	Low (B)	16	7,37	2,21 7	
	Average (C)	23	10,00	3,39 7	
	High (D)	14	12,64	4,10 6	
	Very high (E)	11	10,36	4,17 7	
Total		73	9,87	3,80 7	

Table 24 shows the results of the Scheffe Post Hoc test to determine the source of the depersonalization mean scores according to the stress level of the teachers and the source of meaningful difference acquired by ANOVA test. The Scheffe Post Hoc test revealed that there was a significant difference between Low ($\bar{X} = 7,37$) and High ($\bar{X} = 12,64$) stress levels.

Table 25: ANOVA test result of total burnout in terms of stress level

Stress level		N	X	ss	Variables observed meaningful differences
Total burnout	None (A)	9	46,66	10,61 8	Scheffe A-D B-D
	Low (B)	16	43,75	6,806	
	Average (C)	23	50,95	7,836	
	High (D)	14	61,07	14,32 3	
	Very high (E)	11	54,90	11,35 3	
Total		73	51,38	11,48 1	

Table 25 shows the results of the Scheffe Post Hoc test to determine the source of the total burnout mean scores according to the stress level of the teachers and the source of meaningful difference acquired by ANOVA test. The Scheffe Post Hoc test revealed that there was a significant difference between none ($\bar{X} = 46, 66$) and High ($\bar{X} = 61, 07$), and Low ($\bar{X} = 43, 75$) and High ($\bar{X} = 61, 07$) stress levels.

4.2.2. Interviews

In addition to the Maslach Burnout Inventory (MBI), as a qualitative data collection, four semi-structured questions were used to learn more information about the EFL teachers' feelings towards their profession and the level and reasons of their burnout. 10 of the participants were chosen randomly and interviewed at different times. The names and information about the interviewees were not declared because of the ethical reasons, but teacher numbers like T.1. , T.2. were shown at the end of the quotations.

4.2.2.1. “Is teaching a profession you like or is it a forced choice?”

Every teacher starts his or her teaching career with a joy and a great hope to teach new things to children for a better future. Generally, many of them keep their patience and hope at their teaching life, but some of them lost their desire in time. Teaching a new language is a difficult task, on the other hand, a great satisfaction and achievement for the language teachers. Working with students, helping them to realize their potential, making them successful and affecting their lives motivate all the teachers.

With the first question of the interview, it was aimed to learn teachers' opinion and attitude towards their profession. The majority stated that teaching is a desired profession for them and they choose this profession reluctantly.

A 30 years old female teacher mentioned that:

“I chose my profession with a great excitement. There is no value on language teaching system and that makes me unwilling towards my profession, yet I used to love my job and teaching at the first years of my experience.”

A female teacher with 5 years of experience stated that:

“Becoming a teacher is my dream from my childhood. I chose my profession willingly. I started my job happily and I work hard. But I lose my desire gradually every year. I still like my profession; nevertheless, I face a lot of strange situation that I cannot imagine”

4.2.2.2. “Do you think that you teach effectively while teaching? Yes. Why? No. Why?”

The second interview question was asked to reveal if teachers teach effectively or not; if they have challenging times while teaching or not. With the replies to that question, it was aimed to find the triggering factors of burnout especially physical and emotional exhaustion occurred while teaching.

One of the interviewees stated about the effectiveness of her teaching that:

“There is lack of equipment and no enough technological support at our classes. Apart from the technical reasons my students are unwilling towards the second language. Because of these reasons I do not believe that I teach effectively.” (Female, 30 years old, T.40)

27 years old, a female teacher stated that:

“I believe that I teach effectively, at least I try to do my best. If there is a complex subject for students to understand, I dwell on the subject for many times and give lots of examples to make the subject clear, especially in grammar. I use many audio-visual aids at my classes. But even my effort, there are many times that I cannot success a good feedback.”

Another female teacher said:

“I don’t think that I teach effectively because I know that my students are reluctant and they don’t want to study English and I sometimes feel demotivated to do preparation.”

4.2.2.3. “What are the problems you have experienced in teaching?”

As the third question, the interviewees were asked to specify the problems they faced during teaching.

A female teacher whose current stress level is high mentioned that:

“I care about my students’ problems a lot; nevertheless there is no sensitivity towards teachers like me. As a teacher, we are expected to overcome all the problems. Sometimes we are exposed to students’ and their parents’ arrogance and priggery. Every morning, I wake up happy but mostly I leave the school in a bad mood in addition to exhaustion at the end of the work day”

There are some general views on the problems which the EFL teachers face with: Indifference of students to lessons, Different levels of students, students' habitual negative behaviours, crowded classes, Indifference towards speaking lessons, Loyalty to the mobile phone, Inadequate sourcebooks. In addition to these, teachers believe that discipline regulations don't protect teachers; students don't understand the importance of foreign language so they think that curriculum should be prepared according to student level.

4.2.2.4. “What are the factors that negatively affect you in your teaching practice?”

The last interview question was aimed to reveal the factors affect teachers negatively. To learn factors and reasons of their job performance, some of possible problems were listed for them by the researcher. Interviewees were asked to mark more than one possible factor which affects them negatively in their teaching practice. The listed possible factors were:

- Working conditions
- Colleagues
- Workload
- Personal Expectations

-School Environment

-School Management

-Students

-Parents

-Family Problems

-Others

All the interviewees talk about more than one factor which affects them negatively in their teaching profession. Some of them say “others” option and they were asked to specify the reason. Many of them agreed on the same factors like “working conditions, workload, students, personal expectations, colleagues and management”.

Most of the general idea was students’ lack of interest towards the English language, their demotivation and unwillingness. These reasons make English Language teachers feel exhausted mentally; because they have to spend much more time on attract students’ attention. Some teacher (especially Vocational School teachers) indicated that they have to raise their voice louder at crowded classes because of the unwillingness of the students.

“Students’ negative perception towards English language makes me exhausted. I have used many techniques to alert their interest but they were useless. Because of these demotivated students, I cannot properly do the related task during the course.” (Female, 27 years old, T.11)

“I have to make a great effort to warn some students.”

On the other hand, there are some school types (Social Sciences High School, Science High School, and Foundation School etc.) that there are no student problems while teaching; because students’ profile and their motivation is very high. The teachers working at these kinds of school were not under pressure of burnout much more.

“I have been working at a vocational high school and academic success of my students is low. This factor creates a negative atmosphere at my

classes. They even don't want to listen to me during the courses. They always busy with their mobile phones. Students' behavioural disorders sometimes force me to shout at them." (Female, 24, T.17)

The heavy workload is another important factor leads teacher burnout; the interviewees have the heavy workload which effects their physical exhaustion directly. Interviewees indicate that they work hard and feel drained at the end of the workday.

They had over 28 hours in a week which made them exhausted physically and mentally.

"I have 30 hours a week in crowded classes and that deteriorates my motivation and health."

"Because of the heavy workload, the tension is getting increasing at the last days of the week. Unfortunately, 30 hours a week in a crowded class makes me mentally and physically exhausted. Both courses and many other works increase our workload density. The reason of my main source of stress is workload; it doesn't fit with my personal expectations" (Female, 27 years old, T.36)

Some respondents expressed that school management unfairness can be a stress factor teacher burnout. Because of the problems with the principal, teachers do not feel a part of the institutions they work and nor have a feeling of belonging to the schools they work. Teachers expect to get respect and support from the management; instead, they face heavy workload and inequality, unfair work distribution and authority which create a negative atmosphere at the school.

"I do not feel valuable myself, there are much redundant paperwork, procedure, rules and regulations without an explanation except for teaching practice. I have even no time to rest at break time." ()

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Overview

Chapter 5 presents the short review of the study and findings in general, and then the conclusions will be shared; finally, some suggestions will be presented for practical use in EFL teaching and further studies.

5.2. Findings and Discussion

The aim of this study was to investigate the burnout levels of English Foreign Language teachers working at 6 different high schools in Iğdır, Turkey in terms of some variables such as age, gender, marital status, number of children, years of experience, workload, educational background, type of school, position at school and current level of stress and look for the factors leading to their burnout. Both qualitative and quantitative data were used. Maslach Burnout Inventory which consist three dimensions as emotional exhaustion, depersonalization and reduced personal accomplishment and interviews were used to gather data. 73 English Language teachers from six different high schools participated in the study. The following research questions were tried to be answered:

1. What is the level of burnout among English language teachers working at high schools in Iğdır, Turkey?
2. Do English language teachers' age, gender, marital status, number of children, educational background, type of school, work experience, the position at the school and weekly load significantly contribute to their burnout levels?
3. What are the factors leading teachers to feel burnout in the EFL context?

With the first research question, the burnout levels of English Language teachers in terms of emotional exhaustion, depersonalization and reduced personal accomplishment were examined. According to results, EFL teachers have moderate

levels of emotional exhaustion and personal accomplishment but they have low depersonalization. Mukundan, J., Zare, P., Zarifi, A., Manaf, U.K.A., & Sahamid, H. (2015) found the similar results on burnout levels of language teachers in terms of Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment. The participants experienced moderate EE and D; low levels of PA.

The second research question tried to find the relationship between EFL teachers' burnout levels and some variables.

The findings showed that the average of females ($x = 52, 06$) was higher than the average of males ($x = 50, 40$). Nonetheless, it is not statistically significant difference. In this study, it was found that female teachers are slightly under more risk than men but it is not a significant difference. Findings of this study were in line with the results found by Kirilmaz, Celen and Sarp (2003), Jamshidirad, Mukundan, Nimehchisalem (2012) and Rostami, Ghanizadeh, and Ghapanchi (2015). Furthermore, Farshi and Omranzadeh (2014) and Hismanoğlu and Ersan (2016) stated that gender had no effect on the level of burnout among teachers. In literature, the results showed that female teachers significantly showed high levels of burnout considering EE, PA, and DP; at least in one dimension. (Budak & Sürgevil 2005; Yavuz, 2009; Purvanova & Muros, 2010 ;Antoniov, Ploumpi & Ntalla 2013; Mousav & Nimehchisalem 2014). In their study Budak and Sürgevil (2005), indicated that gender was found to be an important variable related to burnout and the level of emotional exhaustion of women is higher than that of men.

When the other variable, age, was taken into consideration, no correlation found between burnout and age. The results showed that "Emotional Exhaustion" sub-dimension ($F =, 867, p >, 05$); "Depersonalization" ($F = 1,800, p > 05$) and "Reduced Personal Accomplishment" subscales ($F =, 812, p >, 05$) when age was considered. According to results, there was no significant difference between the age groups (20-25, 26-30, 31-35, 36-40, 41 and over age groups). There are some previous studies which support the findings and show no significant difference in terms of emotional exhaustion and depersonalisation (Budak & Sürgevil (2005) Dericioğulları; Konak, Arslan, & Öztürk, 2007; Özkanal & Arıkan, 2010; Pavalache-Ilie & Ursu, 2016). The result supports previous research findings with that of Brewer and Shapard

(2004). On the other side, there are some other studies whose findings were inconsistent with this study (Byrne, 1991; Embich, 2001; Sünbül, 2003; Lackritz, 2004; Lau, Yuen, & Chan, 2005; Demirel & Cephe, 2015; Mousavy & Nimehchisalem, 2014).

With regard to marital status, in their study Mousavy and Nimehchisalem (2014) found married teachers were more burnout than the single teachers. Goutas (2008) indicated that single teachers experience burnout more than married teachers. On the other hand, Asgari (2012); Byrne (1991); Farshi and Omranzadeh (2014) and Budak and Sürgevil (2005) found that there was not any significant difference between marital status and burnout. This study also confirmed that there was no significant differences in the sub-dimensions of "Emotional Exhaustion" ($F = 104, p > 05$), "Depersonalization" ($F = 1,009, p > 05$) and "Personal Accomplishment" ($F = 676, p > 05$).

The results of this study showed that there was no significant differences in subscales of "Emotional Exhaustion" ($F = 1,303, p > 05$), "Depersonalization" ($F = 591, p > 05$) and "Personal Accomplishment" ($F = 1,561, p > 05$) in terms of number of children. It was understood that the number of children possessed was not a distinguishing feature for burnout. The study results of Özkanal and Arıkan (2010), Budak and Sürgevil (2005) support the results of current study, and they also find no correlation between burnout and number of children.

It was found that there is no significant difference between the types of school and burnout level of EFL teachers in this study. Our findings also support previous literature in the sense that type of school had no effect on the teachers' burnout level. In their study, Mukundan, Zare, Zarifi, A., Manaf, & Sahamid, (2015) found that there was not any significant difference between school type and burnout level of language teachers in terms of Emotional Exhaustion and Depersonalization.

Educational Backgrounds of the teachers was another determiner for the burnout. According to results, the average of undergraduate teachers was higher than the average of the postgraduate teachers in terms of Emotional Exhaustion, Depersonalization and Reduced Personal Accomplishment. Although the mean burnout scores of undergraduate teachers were higher than Postgraduates, the

educational background variable was not a determinant for the burnout of this study. Our findings also support previous literature in the sense that there is no significant relationship between educational background and burnout (Hismanoğlu and Ersan, 2016). This finding was in contrary to the findings of Sezer (2012), Farshi and Omranzadeh (2014) which indicated that high educated teachers had higher levels of burnout than low educated teachers.

Years of experience were also another variable that affects teachers' burnout. More years experienced teachers have higher levels of emotional exhaustion and depersonalization (Sünbül, 2003). Nevertheless, the results of this study were inconsistent with the previous research results. It was found in this study that "Emotional Exhaustion" ($F = 1,386, p > 05$), "Depersonalization" ($F =, 721, p > 05$) and "Personal Accomplishment" ($F =, 840, p >, 05$) were not significantly different.

The results related to workload and position at school also revealed similar results. This study revealed that workload and other position at school had no significant difference on the burnout of teachers in terms of Emotional Exhaustion, Depersonalization and Reduced Personal Accomplishment. According to the variable workload of teachers, Girgin (2010) found that there was no significant result between Emotional Exhaustion and Reduced Personal Accomplishment sub-dimensions and burnout while there was a significant difference between Depersonalization and teachers' burnout levels. Teachers who have more than ten hours in a week drained emotionally and teachers who have less than 30 hours experienced Depersonalization and Reduced Personal Accomplishment (Mukundan & Khandehroo, 2010). In their study, Çavuş, Gök and Kurtay (2007) also found that there was a significant difference between Depersonalization and burnout. These findings were not consistent with the results of this study in terms of all dimensions, but they were in line with that there was no significant difference between burnout and Emotional Exhaustion and Reduced Personal Accomplishment. Hismanoğlu and Ersan (2016) support the findings of this result.

Hismanoğlu and Ersan (2016) stated that there was no significant difference between EFL teachers with administrative duty and those without administrative duty in terms of Emotional Exhaustion and Depersonalization. However, there was a significant

difference between EFL teachers with administrative duty and those without administrative duty in terms of Personal Accomplishment. It was not possible to make more results comparisons with other studies in relation to the effect of position at school as a contributor to burnout due to the few researches had been done.

For the third research question, interviews were applied with 10 EFL teachers selected randomly to find out the factors which cause teachers' burnout. At the end of the interviews, it was found that the factors which lead EFL teachers' burnout were common as workload, students misbehaviours, problems derives from colleagues and administration, personal expectations, negative school environment.

The organizational (environmental) factors thought to be effective on burnout were categorized by Maslach and Leiter (1997), under the titles of workload, control, reward, community, fairness and values. The incompatibility that may arise between the individual and the work environment creates an effect that reduces the feeling of energy, belonging and competence that the individual has for the job and leads to exhaustion.

The interviewees stated that inequality between teachers and unfair distribution among teachers lead them burnout. One of the other general conclusions from the interviews is excessive workload which creates exhaustion both physically and mentally. Another main problem that EFL teachers experience is reward from the administration generally as a feedback. As the interviewees stated, they had no praise; it can be thought as an intrinsic reward which can motivate them about their profession. When teachers feel relaxed and happy at school, they work better and do their jobs in a motivated way otherwise they feel unhappy and depressed in their workplace which affects their motivation negatively (Özkanal & Arıkan, 2010).

Zhouchun (2011) concluded that teachers' burnout reasons include the pressure of student and management pressure, inadvisable school policy, the pressure of exam, weak physical and mental conditions, family members' misunderstanding, financial pressure and knowledge of exhaustion.

Although administrative support is the main and the most effective source of social support which diminishes teachers stress, emotional exhaustion and reduced personal

accomplishment, it does not seen commonly. On the other hand, social support, family and friend support is also quite important to buffer burnout and stress, and it especially prevents depersonalization (Zhang & Zhu, 2007). Similarly, O'Brennan, Pas and Bradshaw (2017) suggested that if teachers believe their skills to deal with challenging students, they feel less burnout. Otherwise, students' misbehaviours, which become dangerous at the high school, create school crisis.

5.3. Implications

By taking the leading factors of burnout into consideration, some implications and suggestions can be offered.

According to the study results, school administrators should be more careful and show more interest towards the teachers at their school; more importantly, they must behave more fair and equal to prevent the chaos between the teachers working together. Because every teacher need social supports by colleagues and administrators, praise and reward; and in need of being understood in addition to working in a peaceful work environment. The managers or administrators should improve the quality of work environment in the schools by concerning their opinions. Increasing demands from the administration affect teachers' well-being both physically and mentally, even indirectly students' well-being because of teachers' reflections to students.

One of the important factors for the self-efficacy of teachers is supported by working conditions like satisfying salaries, sufficient equipment, adequately classroom size, and equal workload. Heavy workload and redundant paper works remove the teachers from relaxation; they have no chance to rest between to close courses, even no time to have special needs like a coffee at the breaks.

There are some important developments to reduce teachers stress and have a healthy organisational functioning. Kyriacou (2001) listed the characteristics of a healthy school and stated that there should be good communication between staff, a strong sense of collegiality, good level of resources and facilities to support teachers; whole school policies in place; consensus established on key values and standards at schools; management decisions should be based on consultation, role and

expectations should be clearly defined, teachers should receive positive feedback and praise, additional duties should be matched to teachers' skills, policies and procedures should be easy to follow, red tape and paperwork should be minimised; building environment should be pleasant to work in; senior management should make good use of forward planning; induction and career development advice should be given and the school should provide available support to help solve problems (p.31-32).

One of the most important factors to avoid burnout can be manageable with supplying motivation and job satisfaction. The factors which are important in job satisfaction are grouped in two: motivating factors (intrinsic factors) and hygienic factors (extrinsic factors). Intrinsic factors are related to the job like success, recognition, appreciation, taking responsibility, the possibilities in advancement; on the other side extrinsic factors are related to the environment of the job like working conditions, organizational policies, supervision and interpersonal relationships (Herzberg, 1972). Bilge (2006) indicated that academic staffs at universities have to work harder to provide the increasing demands not only themselves but also of the institutions. The people who find their profession meaningful; have encouragement for their professional development and take responsibilities are motivated and there is less possibility to experience burnout. It was concluded that intrinsic factors are more important than extrinsic factors in the job satisfaction (Bilge, 2006).

Teachers should try to cope with stress and find ways lessen burnout. They should try to keep problems in perspective, avoid confrontations, try to relax after work, take action to deal with problems, keep feelings under control, devote more time to particular tasks, discuss problems and express feelings to others, have a healthy home life, plan ahead and prioritise, recognise one's own limitations (Kyriacou,2001).

It should be paid more attention to in-service training and workshops in order to lessen teacher stress and reduce teachers' burnout. Seminars can be effective on teachers to gain new perspectives, learn methods, strategies and relaxation about coping with stress.

In line with the findings implicated by interviews, many teachers have problems from the relationship with students, parents and colleagues at the school atmosphere and their motivation on their profession is influenced negatively during the time they spent at school. Collaborative training which supports their communication should be given to teachers and parents.

Variables that predict the level of emotional exhaustion of academicians were defined as value, workload, control and gender. If an individual has mismatches in value, workload and control dimensions, level of emotional exhaustion increases. When there are differences between values of employees and values of employees, or when the organization does not adhere to its designated objectives, incompatibilities arise and this incompatibility causes individuals to experience burnout. Any incompatibility between the individual and the work, which may be experienced in terms of workload; it expresses the individual enforcement of the type and amount of work, which in turn causes exhaustion. In the same way, individuals' feeling of lack of control in making choices, making decisions, solving problems and fulfilling their responsibilities, also causes exhaustion. The organizational variables that predict the level of depersonalization of participants is similar to the variables that predict the level of emotional exhaustion. According to this, the organizational variables that predict the level of Depersonalization are; value, control and workload variables. The levels of desensitization are increasing as individuals have a mismatch in values, control and workload perceptions. Variables that predict the personal accomplishment level of the participants are defined as award and control. Individuals seem to feel more successful as the rewarding perception, which means that they are appreciated both materially and socially, in response to the contributions made by the individual in the organization. This is an indication of the positive effect that rewarding as an important motivational tool has created on the personal accomplishment of individuals. Likewise, individuals feel more successful as long as they feel they are autonomous and independent in their work and have control over their work. This can be taken as a demonstration that the fact that individuals have the initiative about the work they are doing increases their personal sense of accomplishment and plays an important role in reducing their exhaustion. In this

direction, it can be said that organizations should give their employees the right to have control over their work (Budak and Sürgevil, 2005).

5.4. Further Research

In this study, it was aimed to investigate the burnout levels of English language teachers working at different types of high schools located in the center of Igdir, Turkey. The level of burnout among EFL teachers in terms of Emotional exhaustion, Depersonalization, and Personal Accomplishment and level of EFL teachers according to some demographics variables like age, gender, marital status, number of children, years of experience, workload, educational background, type of school, and position at school on the level of burnout and look for the factors leading to their burnout tried to be find with using MBI and semi-structured interviews questions to the EFL teachers.

This study includes only 73 English Language Teachers for quantitative data and 10 volunteer interviewees for qualitative data. A larger sample group from other cities or immediate environment could give different results for the level of burnout. This study area was high school teachers of one city in eastern part of Turkey, further studies may be included different levels of schools from different neighbour cities.

The interviews were done with limited number of teachers and they were chosen randomly. Further research may include the participants whose burnout level was high and low in terms of three dimensions (EE, D, and PA).

The interviews give more reliable results about the reasons and leading factors of burnout. Many of the interviewees agreed on the same factors of their burnout such as “working conditions, workload, students, personal expectations, colleagues and management”. The factors could be studied in details in further researches.

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APPENDICES

APPENDIX 1: BİLGİLENDİRİLMİŞ GÖNÜLLÜ ONAM FORMU

T.C. Kafkas Üniversitesi

Sosyal Bilimler Enstitüsü Batı Dilleri ve Edebiyatı Bölümü

BİLGİLENDİRİLMİŞ GÖNÜLLÜ ONAM FORMU

Sizi Kafkas Üniversitesi Yüksek Lisans öğrencisi Hacer PINAR tarafından yürütülen ‘İğdır’deki Liselerdeki Yabancı Dil Öğretmenlerinin Tükenmişlik Seviyeleri’ başlıklı araştırmaya davet ediyoruz. Bu araştırmanın amacı İğdır’deki Liselerdeki Yabancı Dil Öğretmenlerinin Tükenmişlik Seviyelerinin belirlenmesidir. Araştırmada sizden tahminen 15 dakika süreyi ayırmanız istenmektedir. Araştırmaya sizin dışınızda tahminen 50 kişi katılacaktır. Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Çalışmanın amacına ulaşması için sizden beklenen, bütün soruları eksiksiz, kimsenin baskısı veya telkini altında olmadan, size en uygun gelen cevapları içtenlikle verecek şekilde cevaplamanızdır. Bu formu okuyup onaylamanız, araştırmaya katılmayı kabul ettiğiniz anlamına gelecektir. Ancak, çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmayı bırakma hakkına da sahipsiniz. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz gizli tutulacaktır. Eğer araştırmanın amacı ile ilgili verilen bu bilgiler dışında şimdi veya sonra daha fazla bilgiye ihtiyaç duyarsanız araştırmacıya şimdi sorabilir veya gedikhacer@gmail.com e-posta adresinden ulaşabilirsiniz.

Yukarıda yer alan ve araştırmadan önce katılımcıya verilmesi gereken bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları anladım.

Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve telkin olmaksızın katılmayı kabul ediyorum.

Katılımcının: Yaşı:

Cinsiyeti:

İmzası:

APPENDIX 2: PERSONAL INFORMATION FORM

YABANCI DİL ÖĞRETMENLERİ TÜKENMİŞLİK ANKETİ

Değerli öğretmenlerimiz,

Bilimsel bir çalışma için Iğdır'daki MEB'e bağlı okullarda görevli İngilizce öğretmenlerinin tükenmişlik düzeyleri hakkında bir araştırma yapılmaktadır. Bu anket formunda istenen bilgilerin amacı kesinlikle öğretmeni değerlendirmek olmayıp, genel olarak tükenmişlik kavramını daha iyi anlayabilmektir. Bunun için, sorulara içtenlikle cevap vermeniz çok önemlidir. Çalışmada yer alan öğretmenlerin ismi kullanılmayacaktır. Toplanan bilgiler sadece bilimsel amaçlar için kullanılacaktır. Bu çalışmaya yapacağınız değerli katkılar için şimdiden teşekkür ederim.

Hacer PINAR

A. Lütfen Uygun seçeneği işaretleyiniz.

Bölüm I: Kişisel Bilgiler

A. Cinsiyetiniz: 1. Kadın () 2. Erkek ()

B. Yaşınız: 1. 20-25 () 2. 26- 30 () 3. 31-35 () 4. 36-40 () 5. 40 üzeri ()

C. Medeni durumunuz: 1. Bekâr () 2. Evli () 3. diğer ()

D. Çocuk sayısı: 1. Yok () 2. 1 tane () 3. 2 tane ()
4. 3 ve üzeri ()

E. Görev yaptığınız okul: 1. Fen Lisesi ()
2. Anadolu Lisesi ()
3. Sosyal Bilimler Lisesi ()
4. İmam Hatip Lisesi ()
5. Meslek Lisesi ()
6. Özel Lise ()

Bölüm II: Mesleki Bilgiler

A. Eğitim durumunuz: 1. Lisans () 2. Yüksek Lisans ()

B. Öğretmenlikte çalışma süreniz: 1. 1 yıldan az () 2. 1-5yıl () 3. 6-10 yıl ()
4. 11- 15yıl () 5. 16-20 yıl () 6. 20 ve üzeri ()

C. Haftalık ders yükünüz: 1. 12-15 saat () 2. 16- 19 saat () 3. 20- 23 saat ()
4. 24- 27 saat () 5. 28 saat ve üzeri ()

D. Pozisyonunuz: Öğretmenlik haricinde okulda başka göreviniz var mı? 1. Evet ()
2. Hayır ()

Cevabınız Evet ise nedir?

1. Öğretmen () 2. İdareci () 3. Gurup sorumlusu () 4. Ofis sorumlusu ()
5. Diğer () (Lütfen Belirtiniz)

E. Öğretmenlikte şu anki stres düzeyiniz: 1. yok () 2. az () 3. ortalama ()
4. yüksek () 5. çok yüksek ()

APPENDIX 3: MBI

B.Lütfen aşağıdaki anketi doldurunuz.

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

APPENDIX 4: OPEN-ENDED INTERVIEW QUESTIONS

C. Lütfen aşağıdaki sorulara cevap veriniz.

1- Öğretmenlik sevdiğiniz bir meslek midir yoksa zorla mı seçtiniz?

2- Öğretmenlik yaparken etkili öğrettiğinizi düşünüyor musunuz?

Evet () Neden?

Hayır () Neden?

3- Öğretmenlikte yaşadığınız sorunlar nelerdir?

4- Öğretmenlik çalışmalarınızda sizi olumsuz etkileyen faktörler nelerdir? (birden fazla işaretleyiniz)

1. Çalışma Şartları ()
2. İş arkadaşları ()
3. İş yükü ()
4. Kişisel beklentiler ()
5. Okul ortamı ()
6. Okul yönetimi ()
7. Öğrenciler ()
8. Veliler ()
9. Ailevi sorunlar ()
10. Diğer (Belirtiniz)

APPENDIX 5: SCALE PERMISSION



APPENDIX 6: APPROVAL OF THE DIRECTORATE OF NATIONAL EDUCATION



T.C.
İÇİDIR VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 19255454-44-E.6109198
Konu : Anket Çalışması

02/05/2017

VALİLİK MAKAMINA

İlgi : Hacer PINAR'ın 17/04/2017 tarihli dilekçesi.

Yüksek Lisans öğrencisi Hacer PINAR'ın tez konusunu oluşturan "İğdir'deki Ortaöğretim okullarında görevli Yabancı Dil Öğretmenlerin Tükenmişlik Seviyeleri" konulu anket formu Kars İli Kafkas Üniversitesi Sosyal Bilimler Enstitüsü aracılığıyla Müdürlüğümüze gönderilmiştir. İl Millî Eğitim Müdürlüğümüz eser inceleme komisyonunun yapmış olduğu değerlendirmede anketin uygulanmasında herhangi bir sakınca olmadığı kanaatine ulaşılmıştır. Anılan anket ve komisyon kararı ekte sunulmuş olup, söz konusu anketin müdürlüğümüzce bağlı ortaöğretim kurumlarından uygulanması müdürlüğümüzce uygun görülmektedir.

Makamınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Mesut Murat AYDOĞDU
İl Millî Eğitim Müdür V.

OLUR
02/05/2017
Harun YÜCEL
Vali a.
Vali Yardımcısı


Sözleri Elektronik İmza ile
Aşlı ile Aynıdır
02/05/17

Müvekkil
V. N. K. I

İzmir Cad. No 28/76000
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CURRICULUM VITAE

PERSONAL INFORMATION

Name-Surname	Hacer PINAR
Place of Birth	Tarsus
Date of Birth	28.08.1984

EDUCATIONAL BACKGROUND

BA	Anadolu University, English Language Teaching
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TEACHING EXPERIENCE

Language Teacher	Ankara Öncü Private College English Language Teacher (2012-2014)
Instructor	Igdir University, Instructor (2014- still)

ATTENDED EDUCATIONAL PROGRAMMES

Courses	a.)“How to improve communication skills, with or without IT?” by Kathryn Henderson b.) “How to use short stories combined with multimedia in speaking lessons?” by Gülfem Aslan c.) “Is the communicative approach alive and kicking?” by Nicola Salmon d.) “Bloom’s digital taxonomy and its classroom applications” by Fulya Muldur Donelly e.)“ Principles of Teaching Young Learners” by Elna Coetzer f.) “Developing (Critical) Thinking Skills with Young Learners” by Karen Saxby g.) “Story Fun: Exploiting Stories” by Herbert Puchta h.) “Teaching Teenage Learners and How to Use Readers Effectively in Class “by Bill Bowler
Projects	European Union Education and Youth Programs, Comenius Assistant- Finland (2011-2012) Turkish Education Volunteers Foundation (2005-2008)

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