

**QUANTITATIVE RESEARCH ON THE PERCEPTION OF  
BURNOUT SYNDROME AMONG ENGLISH TEACHERS IN  
STATE SECONDARY SCHOOLS: THE CASE OF SULTANBEYLİ  
DISTRICT**

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**MASTER'S THESIS**

Department of Foreign Languages Education  
English Language Teaching Programme  
Advisor: Prof. Dr. Gürkân Dođan

İstanbul  
T.C. Maltepe University  
Graduate School  
May, 2020

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## JÜRİ VE ENSTİTÜ ONAYI



# ETİK İLKE VE KURALLARA UYUM BEYANI

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Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bulguların sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilmeyen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; çalışmamın Maltepe Üniversitesinde kullanılan "bilimsel intihal tespit programı" ile tarandığını ve öngörülen standartları karşıladığımı beyan ederim.

Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçlara razı olduğumu bildiririm.

  
Esin Bakar Kolotoğlu

Hazırlayan: Enstitü Sekreterliği

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Esin Bakar Kolotoğlu

May, 2020

## ÖZ

# DEVLET ORTAOKULLARINDAKİ İNGİLİZCE ÖĞRETMENLERİNİN TÜKENMİŞLİK SENDROMU ALGILARI ÜZERİNE NİCEL BİR ARAŞTIRMA: SULTANBEYLİ İLÇESİ ÖRNEĞİ

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Öğretmenlik en köklü ve en saygın mesleklerden biridir. Teknolojinin gelişmesi, sosyal alanda deđişimler ve beklentiler, teknoloji çağında doğan çocuklara öğretmeyi zor ve stresli hale getirir. Türkiye'de toplum, öğretmenlerden öğrencilerine anne gibi bakmalarını, onların özel sorunlarını çözmelerini ve okul günlerinde onlarla ilgili tüm sorumluluklarını üstlenmelerini beklemektedir. Ayrıca, öğretmenlerin gelecek için kendi kendini idare eden ve iyi eğitilmiş çocuklar yetiştirme rolü vardır, öğretmenler birçok zorlu koşulla başa çıkmak, öğrenciler ve ebeveynleriyle etkileşime girmek, yöneticilerin kesintisiz taleplerini karşılamak ve iş arkadaşlarıyla tutarlı ilişkiler kurmaya çalışmak zorundadırlar. Sonuç olarak, gün geçtikçe, psikolojik olarak çöktüklerini, ve mesleklerinden, çalışma koşullarından ve öğrencilerinden bıktıklarını hissetmeye başlarlar. Uzun vadede yoğun stres, kronik yorgunluk, memnuniyetsizlik ve verimsizlik hissine maruz kalan öğretmenler tükenmişlik hissi ile karşı karşıyadır. Bu durum, aynı koşullar altında ve benzer duygularla, yabancı dil öğretmenin zorluğu içinde öğrencileri yabancı dil öğrenmeye motive etme gayretini sürdürmeye çalışan İngilizce öğretmenleri için daha endişe verici sonuçlar meydana getirebilir. Bu çalışma, Sultanbeyli'de çalışan ve devlet ortaokullarında en az beş yıllık öğretmenlik deneyimi olan İngilizce öğretmenlerinin tükenmişlik sendromu algılarını öğrenmeyi amaçlamaktadır. Çalışma 49 İngilizce Öğretmeni ile yürütülmüştür. Demografik faktörler dikkate alınmıştır. Araştırmacının oluşturduğu kişisel bilgi formu ve öğretmen tükenmişliği ölçeđi katılımcılara uygulanmıştır.

**Anahtar Sözcükler:** Tükenmişlik, Öğretmen Tükenmişliği, İngilizce Öğretmeni Tükenmişliği, Devlet Ortaokulu

## ABSTRACT

# QUANTITATIVE RESEARCH ON THE PERCEPTION OF BURNOUT SYNDROME AMONG ENGLISH TEACHERS IN STATE SECONDARY SCHOOLS: THE CASE OF SULTANBEYLİ DISTRICT

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Master Thesis

Department of Foreign Languages Education

English Language Teaching Programme

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Maltepe University, Graduate School, 2020

Teaching is one of the most established and most respected professions. The development of technology, changes, and expectations in the social field make it difficult and stressful to teach children born to the age of technology. In Turkey, society expects teachers to take care of students like their mothers, to address their special problems, and to take all the responsibilities about them within a school day. Besides, teachers have a role of raising autonomous and well-educated children for the future, they have to deal with many harsh and challenging conditions, interact with students and their parents, meet administrators' non-stop demands and try to have a coherent relationship with co-workers. As a result, day by day, they begin to feel psychologically collapsed and fed up with their profession, working conditions, and students. Being exposed to intensive stress, chronic fatigue, dissatisfaction, and the notion of inefficacy in the long term, teachers are confronted with burnout feeling. This may have more worrying outcomes for English teachers who try to keep their efforts to motivate students to learn a foreign language under the same conditions and with similar feelings, with the difficulty of teaching a foreign language. This study seeks to find out perceptions of burnout among English teachers working in Sultanbeyli and having minimum of five years of teaching experience at state secondary schools. It has been conducted with 49 English Teachers. Demographic factors have been taken into account. A personal information form generated by the researcher and teacher burnout scale have been implemented to participants.

**Keywords:** Burnout, Teacher Burnout, English Teacher Burnout, State Secondary School

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## ABBREVIATIONS

<b>EFL</b>	: English as a Foreign Language
<b>ESL</b>	: English as a Second Language
<b>JD-R</b>	: Job Demands Resources Model
<b>TBS</b>	: Teacher Burnout Scale
<b>MBI</b>	: Maslach Burnout Inventory



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## CHAPTER 1. INTRODUCTION

Looking back in history, it can be seen that teaching has been one of the oldest and most respected professions. Almost everyone has aimed to become a teacher in the future because everyone has a teacher that he cannot forget and takes a role model. There are still many adults who still feel the same excitement, the same shyness, who change their tone of voice, and have bright eyes while reminiscing about the good old school days with their teacher, but what happened to the teaching profession that it has lost its face in recent years?

All teachers graduate from university enthusiastically and with great idealism. They suppose to find the school and the students they read in books or they experience in their simulation courses. They have faith in touching pupils' life. This enthusiasm and idealism decrease year by year after their assignment because of their unpleasant experiences or disappointment with students' reluctance and undesirable behaviours, parents' everlasting expectations and interference, lack of materials, miscommunication with directors, colleagues, or even with school staff. These mismatches conflict with their expectations and they begin to question their job, performance, and efficacy. These make them feel spiritually, emotionally and physically exhausted (Maslach & Leiter, 1997).

Teaching is becoming difficult day by day in this age of technology. Today's students need extra effort and care as generation Z is more energetic and indifferent to many things and situations that do not attract them. It is really hard to get their attention as there are lots of stimuli and alternatives outside the school. Attending school or being at school does not attract students anymore, also, facilities and conditions of the state schools aren't satisfactory, hence, both students and teachers get disappointed, thereupon, responsibilities on the shoulders of teachers are increasing gradually. In such a stressful and distracting atmosphere, teachers feel desperate, unhappy, and reluctant. They are expected to concentrate on lots of different things other than teaching. This concerning situation matters English teachers more than others in a sense. Teachers of English are more unlucky than the other teachers because a lack of motivation towards learning English affects the process negatively. In Turkey, many students have been

questioning why they are learning English, according to most of them, it is useless to learn it. They defend the opinion that English is restricted to school, students do not have the chance to practise or use it outside the school. In such kind of situation, lack of motivation and indifference cause discipline problems and create a stressful atmosphere for the teacher. In the long term, it results in an unwillingness to go to work and suffering from some aches based on their negative moods.

Factors such as different tasks expected from the teacher, crowded classes, too much paperwork, sense of despair, low salaries, lack of self-development facilities, atrophy in the profession, workload, lack of professional support, time management problem, failure and problematic social relations with administrators, colleagues and student parents, feeling of inadequacy, the obligation to teach lessons by adhering to the curriculum, and insufficient technological equipment for English lesson cause intense stress over time and if not dealt with, it will eventually lead to burnout. They begin to think that quitting the job is the only solution to get rid of this feeling. Burnout is a trend concept which describes the decrease in physical and psychological energy process upon being exposed to intensive stress. It is common among those professions who do the job with social interaction and teachers are the most salient group when compared with others.

In this study, it is intended to specify the burnout perceptions among state secondary school English teachers in Sultanbeyli county.

### **1.1. Statement of the Problem**

Stress is inevitable in today's world. Every job includes stressful duties and responsibilities as there are lots of factors that trigger stress. If it is not dealt with, it is likely to become burnout over the long term. Teaching is among the leading professions under much stress. Many teachers complain about work stress which affects their performance. This is also common among teachers of English at state secondary schools. There may be some reasons for feeling burnout that may include various variables analyzed in this research.



## **1.2. Purpose of the Study**

This study intends to figure out the existence and reasons for burnout syndrome among state secondary school English teachers in Sultanbeyli county who have minimum of five years of teaching experience.

It concerns questions as:

- 1-Do the teachers of English from state secondary schools feel burnout?
- 2-What are the factors that lead teachers to feel burnout in the EFL context?
- 3-What is the distribution of burnout according to their gender, age, marital status, being a parent, and professional seniority?

## **1.3. Significance of the Study**

If the reasons for English teachers' burnout are determined and the solutions are offered, they may become satisfied with their job, so they may feel more qualified. This study can also be a sample and inspiration for other studies to overcome English teachers' problems and difficulties nationwide. It can inform education policymakers and administrators to be aware of the present situations of the teachers, potential risks, or future possibilities.

## **1.4. Assumptions**

All participants are expected to be frank in their answers and they faithfully rank the expressions present in Personal Information Form and Teacher Burnout Scale. Ministry of Education and school administrators are supportive of this study.

## **1.5. Limitations**

The fact that Sultanbeyli is a disadvantaged region in terms of permanent English teachers and that this study is carried out only with English teachers with minimum of five years of seniority in state secondary schools are among the limitations of this study. 49 out of 83 English teachers teaching at state secondary schools in the

district were included in the survey. The reasons for being limited to 49 people include the fact that some teachers do not currently work due to maternity leave, some administrators exhibit negative attitudes and behaviors towards the researcher, and some teachers do not show interest in the study.

## **1.6. Definition of Key Terms**

### **Burnout**

Burnout is three-dimensional notion which comprises of emotional exhaustion, depersonalization, and reduced personal accomplishment which may take place among individuals working with people and serving them (Maslach et al., 1996).

### **Teacher Burnout**

It is a disease that leaves teachers who are committed to their profession out of work because of physical, behavioral, and emotional exhaustion (Campbell, 1983).

### **English Teacher Burnout**

Emotional, attitudinal, or physical exhaustion deriving from kinds of problems that plague teachers of English. School facilities for English lesson and directors' attitudes towards learning and teaching English; that is how much the administrators attach importance to language learning affects English teachers' performance and attitudes.

### **State Secondary School**

A school providing education between primary and high school and encompassing grades five through eight that is funded and controlled by the state.

## **CHAPTER 2. REVIEW OF LITERATURE**

### **2.1. History of Burnout**

The term burnout first appeared in a novel, named *A Burn-Out Case*, the work of Graham Greene (1961) (as cited in Schaufeli & Enzmann, 1998, p.2), it tells the story of an architect who is spiritually hurt and has no motivation to perform his job. He stated that burnout was an emotional emptiness when someone tackled with remediless illness. In addition, Starrin et al., (1990) used the term to define the impacts of drug addiction. Then it was first introduced in the literature by Bradley in 1969 (as cited in Schaufeli & Enzmann, 1998, p.2) as a psychological case for workers. Furthermore, American psychiatrist H.J. Freudenberger (1974) put forward it in the *Journal of Social Issues* to explain the situation of volunteers in St Mark's Free Clinic in New York's East Village. He observed their emotional exhaustion, lack of motivation, and loss of devotion. Freudenberger himself also experienced burnout two times and this enhanced his credibility in trying to announce this concept (Schaufeli, et al., 2009).

Freudenberger (1974) coined the concept to define the 'wearing out' of professionals in the human service whose clients, patients, or pupils do not tend to progress, revive, or learn. The staff did not fulfill their tasks anymore and sometimes even became aggressive or insensitive about those they were tasked with serving. In the clinical approach, Freudenberger (1974) treated burnout as an inability to cope with stress at work. He also highlighted individual factors and their impact on the victim. (Dworkin et al., 2003). Thus, burnout emerges in people committed to their profession, highly motivated, and who respond to stress by working harder. Those whose jobs are to help, such as teaching, often become prey to burnout as a result of caring, or the emotional reaction to the chronic strain of tackling with others (Larivee, 2012).

Although Freudenberger is the leader of burnout, Maslach (1976) has become prominent with the term thanks to her studies. The difference is that Freudenberger approached the term clinically while Maslach looked at the subject from a socio-psychological aspect (Gold & Roth, 1993). Moreover, the contributions of many other psychologists and researchers, who will be cited through this study, have made burnout gain popularity as a term. Maslach and her friends, who are the pioneers of the term

burnout, bumped into it in California while doing an interview with human services workers. Maslach found out that these workers felt emotional exhaustion, as a consequence, they bore negative feelings towards their patients and customers (Maslach, 1976, 1993).

Hereupon, Maslach and her friends wrote a definition for the term burnout: It is three-dimensional -emotional exhaustion, depersonalization, and reduced personal accomplishment- syndrome that occurs in professions that do business with people (Maslach et al., 1996).

Originally, professions subjected to burnout were from health institutions and charities, then it expanded to different groups such as teachers, police officers, administrators, legists, jail workers, and politicians.

Burnout studies can be classified into three main phases. Between the 1970s and 1980s, action research prevailed in and they dealt with the disappointment of workers with their jobs which were qualitative, descriptive, and research-based. In the next phase, many studies from the mid-1980s to the late 1990s were carried out most of which were cross-sectional, and the final phase, from the end of 1990s till today, workers' burnout has been emphasized both with the longitudinal studies and with quantitative and experimental research (Gaines, 2011).

Pioneering research related to teacher burnout in Turkey launched in the mid-90s. These studies were carried out on secondary and high school teachers and later on special education teachers. In the past ten to fifteen years, there have existed studies performed with university instructors, academicians, and physical education teachers.

## **2.2. Burnout**

There has been too much stress in the daily lives of people in recent years. Being exposed to different stressors permanently causes exhaustion, reluctance, and fatigue. If people do not have the opportunity to extinguish the undesirable factors, or are not able to convert the negative situations into positive, after a while, they feel learned helplessness. As a consequence of this, there occur emotional and physical problems. This is described as burnout by some psychologists (Skaalvik & Skaalvik, 2010) and it

is the most talked-about and cited topic of recent times. Professionals suffering from burnout syndrome may feel like “a dry teapot over a high flame [or] a drained battery that can no longer hold its charge” (Senior, 2006, p. 27).

People expect different things from working life and individual differences create different expectations. Let's consider the teachers who are the main concern of this study; for example, the school district, students' success and attitudes, administrative support, or relations with colleagues, the sufficiency of materials, and payment affect the performance of teachers and so their level of burnout. Häätinen (2004) indicated that job conditions may have control over burnout.

What exactly 'burnout' means changed from author to author. However, to begin with the dictionary meaning of it, according to Merriam-Webster Dictionary (Merriam-Webster, n.d.), burnout is “Exhaustion of physical or emotional strength or motivation usually as a result of prolonged stress or frustration”.

Freudenberger (1974), considered as the ancestor of burnout defines it as a collection of non-specific medical, biological, and psychological symptoms arising from excessive energy consumption in the workplace.

Although many definitions have been given for burnout, the most referenced definition belongs to Maslach, the pioneer of burnout studies, and her friends Jackson & Leiter (1996): Burnout is a term consisting of three dimensions as emotional exhaustion, depersonalization and reduced personal accomplishment which may take place among individuals working with people and serving them. Pines & Kafry (1982) describe burnout from the viewpoint of emotional exhaustion and express it as a state of long term emotional exhaustion because of exposure to people for many hours. Perlman & Hartman (1982) states that burnout is a reaction to constant emotional stress with three elements; emotional and physical fatigue, decrease in labor efficiency, and increase in depersonalization.

Maslach also with Pines (1977) defines burnout as the labor fatigue of individuals working in various human services sectors, always in direct interaction with clients, particularly health workers and teachers. The syndrome would be the extreme

reaction to prolonged stress that originated in the context of labor and would have an impact both on an individual and on institutional and social applications.

Burnout bears on a person's daily schedule and social relations; it is a syndrome that affects one's academic, social, and physical performance like in other jobs, arises by giving positive or negative reactions under the stress (Sears et al., 2000). Furthermore, Swider & Zimmerman (2010) evaluate the situation from a similar perspective and describe burnout as a mental disorder stemming from internal stress affecting one's daily working life and social relations.

This is a common syndrome in professions having a direct relationship with interlocutors. There are some negative emotional states caused by this process in individuals. Gündüz (2005) identified it as a syndrome that causes fatigue, insensitivity, dullness, dissatisfaction, demoralization, inadequacy, aging, decreased professional motivation, and joy of life, requiring face-to-face communication due to professional conditions and expectation of high performance from the worker.

Edelwich & Brodsky (1980) explain it as a procedure of disappointment or disenchantment by workforce activity, taking into consideration that the decrease of excitement, energy, and increase of unreasonable desires might be the initial step to wear out. Also, unfulfilled or fanciful goals of teachers and the belief of occupational failure trigger the risk of burnout. (Evers et. al, 2004).

Burke (1987) is another person who defines burnout as an adaptation period of occupational stress described by vocational disorientation, attrition, conscious sense of someone's guilt about deprivation of occupational achievement, apathy, and loneliness.

According to Schaufeli & Enzmann (1998), it is an insistent, pessimistic, and work-related mental state in ordinary human beings mainly marked by exhaustion followed by pain, decreased ability and enthusiasm, and the creation of unhealthy attitudes in the workplace.

Additionally, Farber (2000) actually addresses job demands and job resources in his definition as a reaction from the majority of working environments because rivalry at work requests more production in limited time by using minimum sources.

Last of all, Schaufeli & Buunk (2003) handle it personally and mention it as the consequence of inconsistency between one's ideals and prospects, on the other hand, the severe actuality of everyday occupational life.

All these definitions talk about similar things about burnout. Burnout is a process that affects the person emotionally, mentally, and physically. Workplace, employees, employers, interlocutors all have an undeniable effect in this process. Having something wrong with one or more of these factors causes stress to the person, the person under stress cannot show his real performance, in this case, efficiency and quality decrease. When a person thinks he can not cope, he gives up, and now burnout is inevitable.

Burnout is a syndrome related to one's work arising from the gap between the occupational performance and the expectations (Maslach & Jackson, 1981; Schwab, Jackson & Schuler, 1986; Maslach, 1993; Friedman, 1999; 2000; Kılavuz, 2006). The expectations of the person and the expectations of the work do not match. Also, Tümkaya (1996) stated that unrealistic expectations are the primary cause of burnout. It refers to the physical, mental, and emotional exhaustion caused by chronic stress and frustration at work (Larrivee, 2012). In his article, Freudenberger (1974) calls burnout as an occupational hazard. It is a result of workplace stress and dissatisfaction with work.

As aforementioned, burnout is common among professions working with and serving people, that is, it is observed in professions such as teachers, police officers, doctors, nurses, managers, dentists, hotel workers, childminders, bank employees, psychologists, traffic officers, salespeople, academicians, and school principals whose professions necessitate direct help and service to society. Exhaustion, weakness, boredom, fatigue, dissatisfaction, hopelessness, insensitivity, aging, loss of motivation, and joy of life are signs of burnout (Kulaksızoğlu et al., 2003).

Burnout notion is a matter of psychology but it has an influence on physical situations because negative feelings and stress affect the body adversely. While physical ailments are mostly ulcers, insomnia, and migraine, emotional disorders can be anger, pessimism, and depression (Hock, 1988). Starting from this point of view, it can be

concluded that there exists a favourable interrelation between good mood and body health. Cordes & Dougherty (1993) claimed that burnout might have mental and physical disorders, corruption of social relations, poor performance, developing negative attitudes, drug abuse potential.

According to Maslach & Jackson (1984), burnout is an emotional process in which the person loses his optimistic feelings, his belief in himself, his courtesy and respect for the people he serves. This psychological process affects one's psychology and health status as well.

Individuals who can no longer tolerate the pressure at work and feel overwhelmed are likely to come to the breaking point. Hamann & Gordon (2000) mention the symptoms of burnout as a burst of anger, continual crying, yelling, getting bored, taking high risk, a rise in drug and alcohol use, skepticism, and depressive feelings. They also talk about five stages which they call the "Burnout Cycle" (p.34). The stage begins with the process they call 'Honeymoon', which is the first stage of burnout that starts with energy loss, and each teacher experiences this stage at least once a year. The process continues as 'Fuel shortage, Chronic symptoms, and Crisis'. These processes intensify until the teachers proceed to the last stage, and at the last stage named 'Hitting the wall', they experience professional disability, physiological and psychological disorders.

Burnout occurs when the individual does not want to believe that something is wrong. This is an energy depletion with constant negativity and hopelessness. This view expresses burnout as a situation that emerges with traces of emotionally impossible situations in human beings which is called 'professional autism'. This is an emotional breakdown, one does not try to prevent this situation, on the contrary, most of the time, he accepts it. Creativity disappears and no effort is made for the better. (Storlie, 1979). However, experiencing burnout is related to one's personality, some people let it go, but some have it on the brain. For example, Seidman & Zager (1991) stated that those with low ego power are more prone to experience burnout.

Results of some studies shown that burnout is linked with overwork, being unappreciated, being perplexed about priorities and anticipations, uneasiness about



safety, excessive self-devotion about responsibilities, and being offended about the demands which do not correspond with their salary (Scott, 2010; Hutman et al., 2005).

Evers et al. (2000) are hopeful about the fate of burnout and add that burnout is not a situation that one has to live until the end of his life, it can be overcome with necessary intervention and aid.

### **2.3. Symptoms of Burnout**

Burnout syndrome consists of mental, emotional, and physical symptoms. These can be explained as follows: Energy loss, chronic fatigue, being more sensitive to diseases, weakness, headache, ulcer, muscle cramp, sleep disorder, and low back pain, different skin conditions, and weight loss are regarded as physical symptoms; emotional symptoms include emotions such as feeling insecure, impatience, feeling of helplessness, restlessness, and anger increase whereas friendship, respect, and courtesy decrease. Person resists going to work, gets late to work, reports in sick, feels suspicious, and also he tends to unappreciated behaviors and habits such as using alcohol, medicine, and cigarettes or consuming them more often, loses self-confidence and self-esteem, he has conflicts with family and partner, disconnection with friends and family, isolates himself from society, cries easily, feels guilty, dismisses or procrastinates things, avoids talking about work with friends, mocks people, behaves them like objects, treats accusatory and cynical, and thinks about quitting the job; mental symptoms are mentioned as a decrease in working efficiency and creativity, resistance to change, having difficulty in focusing, forgetfulness, and conservative thinking.

Teachers as the most prominent profession suffering from burnout syndrome complain about headaches, gastric problems, fatigue, backache, ulcer, high blood pressure, and depression (Guglielmi & Tatrow, 1998; Hock, 1988). They feel reluctant to go to work, they have difficulty in getting up because of the heavy burden of daily responsibilities. Furthermore, they do not want to get involved in activities, their aim is to only engage in their classes and they intend to keep their nose clean. Results of teacher burnout can be really painful for teachers.

## 2.4. Seven Ways to Deal with Burnout

The following acrostically formed recommendations may help sufferers deal with burnout or make individuals review their viewpoints of working and private life and change for the better in order to be away from burnout.

**B**ody and health: Ensure that you have enough sleep, balanced nutrition, and exercise

**U**se your support network: Get support from people around you and your lovely pet

**R**eassess what's important: Set your priorities

**N**o. Practise it: Learn to be able to say no and set limits

**O**wn it: Take control of coping with this problem

**U**grade your value: Let other people accept that your time and energy are valuable, value yourself, and ultimately, people will do so

**T**ake breaks: Give yourself time for self-care and get away from whatever stresses you

(Thrive Psychology Group,

2020)

## 2.5. Maslach Burnout Theory

Maslach, who is accepted as the pioneer of burnout studies, categorizes burnout into three dimensions from the point of working life.

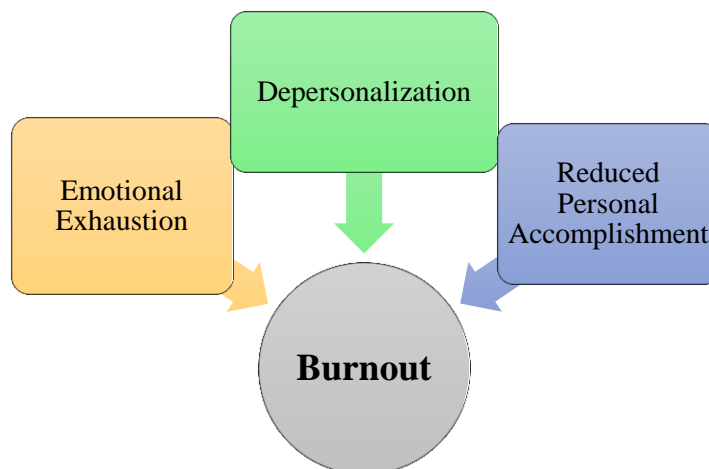


Figure 1. Dimensions of Burnout

### **2.5.1. Emotional Exhaustion**

Emotional exhaustion is about low energy levels, increasing negative feelings, and one's perception that emotional resources are exhausted (Maslach & Jackson, 1984). This dimension is the core, the beginning of burnout, and the crucial constituent of burnout. It causes teachers to no longer be able to give themselves to their students as before (Hanson, 2006), the teacher gives all his energy and focus to the act of teaching, but eventually consumes all his resources. Exhaustion is the beginning of the reaction to stress related to job. It is qualified as the supreme outcome of burnout. Indicators of emotional exhaustion manifest itself as a feeling of physically and mentally tired than usual. It is the result of too much workload. In a feeling of exhaustion, a person perceives that no matter how much he tries, he cannot make a change in the situation. It, unfortunately, causes disappearance of creativity and as a result, the person doesn't make an effort for the better (Tümekaya, 1996).

### **2.5.2. Depersonalization**

Depersonalization is to develop negative emotions for students and school workers because of stress (Egyed & Short, 2006; Ghorpade et al., 2007; Hakanen et al., 2006; Maslach & Jackson, 1981). They do not deliberately act that way, this is a reflection of the burnout syndrome. It is indifference towards people one works with and losing one's interest. In depersonalization, a person tries to preserve herself/himself from exhaustion and disappointment. It comes to the forefront owing to the fact that individual exhibits insensitive and impersonal attitudes and behaviors towards the people he serves (Maslach & Jackson, 1986). Accordingly, it is a strategy to deal with emotional exhaustion (Lewin & Sager, 2007).

In addition, teachers who show signs of depersonalization are usually cynic, cold and distant, and also act independently of their interlocutors.

### **2.5.3. Reduced Personal Accomplishment**

In reduced personal accomplishment, an individual feels the emergence of failure for his job gradually (Huberman & Vandenberghe, 2009; Maslach & Jackson,

1984). According to Maslach & Jackson (1981) and also Kokkinos (2007), it is one's negative self-assessment of success and dissatisfaction with performing the teaching profession. Besides, it includes a lack of self-confidence and inefficacy (Colomeischi, 2015). One has a problem dealing with the demands of the job. Lack of professional efficacy means losing one's belief about success and competence. In this process, one compares the real aims with the existing ones and finds his work meaningless. Lack of support from coworkers and professional progress facilities play a crucial role, so they pose a problem (Maslach & Goldberg, 1998).

## **2.6. Job Demands Resources Model (JD-R Model)**

The JD-R model was created by Eva Demerouti and Arnold Bakker (Bakker & Demerouti, 2007). It is based on the assumption that every job has reasons that affect the employees' welfare, which is called job demands and job resources.

This model puts forward that the cause of stress is the interaction between demands of work and lack of social, institutional, psychological, or physical resources to address the needs (Bakker et al., 2003) (as cited in Watts&Robertson, 2011, p.34).

Job demands or job resources can be mentioned in terms of working conditions within this model. Bakker & Demerouti (2007) define demands of the job as social, physical, or institutional parts of the job which need one's physical and mental exertion and thus related to definite psychological, and physiological worth such as work pressure, time shortage, stressful environments. Job resources are also about social, physical, and institutional aspects and may be useful in reaching goals, decreasing demands of the job, and foster an individual's growth and progress which can be named as personal development opportunities, coaching, and self-management.

JD-R Model advocates that burnout takes place if work requests, workload, students' emotional needs, work-home burden are enormous, on the other side, social support, healthy relationship with the administrator, and feedback for the performance are really low. A remarkable link has been found between the demands of the job and exhaustion. In working environments with high requirements and scarce resources, stress increases and so burnout can occur in the long run.

Considering the JD-R Model, burnout goes through two periods. In the first one, job demands create an interminable load on the person which causes exhaustion in the end. In the next one, job demands cannot be met due to the deprivation of resources. This gives rise to the withdrawal from the job and ultimately disengagement from it (Demerouti et al., 2001). A balance between demands and resources of the job is crucial for keeping the person away from the risk of experiencing burnout and disengagement.

## **2.7. Job Satisfaction**

Locke (1976) points out job satisfaction as a pleasant, positive, internal state arising from someone's high vision about his job or personal experience.

Regarding satisfaction with working conditions according to gender, men are more satisfied with their job than women. It can be because of their contented personality trait and not questioning everyday matters at work or at home. If someone is satisfied with the present situations and conditions and takes them as it comes, he leads a glad and happy life. This is important for his well-being both mentally and physically.

Working life, as it occupies one's most of the time, and in the long run one's years and lifetime, has a really significant role for everybody, so deficiencies at work should be made up a shortage as much as possible for the maximum performance of the workers and their well-being.

About the job satisfaction of teachers, it may be said that dissatisfaction with his job and demoralization interrupt the teacher's productivity and cause burnout. According to Bevis (2008), satisfaction with job and burnout have positive links. The morale of the teacher is very effective in student success. A teacher with high morale gains self-confidence and has positive attitudes and expectations from the learning and teaching environment. Job satisfaction affects the teacher's motivation, and a motivated teacher is a highly effective and student-success-oriented teacher. In a case, the possibility of stress and so the risk of burnout decrease.

Michaelowa (2002) puts forward that job satisfaction of a teacher is crucial because of the following three reasons; primarily, job satisfaction exerts an influence on the teaching quality and progress of students. Secondly, it is a necessary factor in

teaching. Lastly, it is considerable for mental health, quality of life, and self-actualization.

## 2.8. Teacher Burnout

*“Dear tired teacher,  
When the expectations begin to feel impossible,  
remember because of you today somebody smiled,  
made a connection,  
became more confident and felt loved. Don’t give up!”*

**Anonymous**

“These are tough times to be a teacher. The nature and organization of the job make teaching inherently difficult. Teachers face new challenges and opportunities from increasingly diverse and needy student populations. Demands on teachers to develop new knowledge and skills and perform new tasks are increasing rapidly. So too are expectations for school and teacher performance and accountability. Taken together, the characteristics and conditions of teaching present increasingly stressful situations for teachers, situations that may have positive or deleterious consequences for them and for their work with students” (Smylie, 1999, p. 59).

Teaching is the process of transferring the targeted academic learning outcome, and upskilling within a plan. It is considered as an “emotionally taxing and potentially frustrating” occupation (Lambert et al., 2006, p. 105).

Like in all other institutions, burnout poses a problem in educational settings. The profession of teaching is one of the most likely to experience burnout as face to face communication is inherent in it. Although the causes may be unlike, every teacher may face stress during a period of his profession (Jennett et al., 2003).

Hamman & Gordon (2000) phrase teacher burnout well when they say:

“Burnout can be compared to a cold. It’s not a matter of when you will get a cold, (almost everyone gets a cold eventually) - it’s more a matter of when you will get it, how severe it will be and how long it will last. If burnout symptoms are not detected early enough, or are left unchecked, however, they can intensify” (p.34).

Today, teachers are struggling to teach students within a rapidly changing technological society and equip them with the necessary skills of problem-solving and

learning to learn. Besides these, they try to ensure healthy family-school-teacher cooperation and be a role model. As with any job with a human, teachers should have the ability to maintain moderate human relationships, as well as their obligated jobs.

Society expects a lot from teachers as if they had magic wands: to be role models, to guide, to teach well, to be as parents, to reveal students' hidden powers, to motivate them, to always back up them in both classroom and extracurricular subjects. There is perhaps no other branch of profession that has had so many responsibilities and almost zero error. Teachers have their own lives and families, and things to keep up with. They try to go around but unfortunately, everybody, consciously or unconsciously, ignores that teachers aren't robots, they have lives apart from the schools and students, also, first and foremost, they have emotions. When this is the case, it is no exaggeration to say that the most prone profession to experience stress in society and to face burnout is teaching.

Teaching was at the forefront of the professions honored in the first years of the Republic. Teachers were respected by everyone in society. Where they were appointed, teachers were embraced by all the people, were hosted perfectly, and it was believed that teachers had knowledge in every subject, so their opinion was consulted about everything. The point that this profession, which was the jewel in the crown at one time, has reached today is quite sad and at the same time worrying. Recently there has been a concern for the teaching profession since its stability and quality have been questioned. The impact of media shouldn't be neglected, owing to it, the teaching profession is unfortunately vilified. Teachers are considered to be unqualified, and low paid people in society, and what is worse, some people lose their trust. These viewpoints drive a wedge between teachers and students' parents who are one of the most important headstones of education. Greenglass (1997) predicted that the working conditions of teachers would get worse with each passing day. Respect and opportunities offered teachers show the value a nation gives to the teacher. There are societies that can achieve this. To exemplify, respect for teachers in China is by law. They have an old saying that 'A teacher for a day, a mentor for life.' France is another example of this; teachers have various career groups and teachers are given additional funding by the state for their educational activities.

Moreover, society does not have confidence in public education and they regard it as worthless. The education presented in public schools is considered unqualified by the society and teachers are seen as civil servants who lean their backs on the state, have plenty days of holidays, do not endeavour for students, and whose purpose is to finish up daily work. While families with good economic conditions prefer their children to receive education in private schools, middle and low-income families have to apply to public schools although they are not satisfied.

Teaching is very different from other professions because teaching is devotion, and touching a life. No teacher sets out on this path to earn money or maintain life, they all have a child's heart, a child's eye. If this work is done with financial expectation, it does not give any pleasure, it does not pan out. If one does not have this passion inside him, this job will be unbearable.

Teaching is divine. No teacher says 'I am going to work' when he leaves home in the morning, he says 'I am going to school' because every teacher chooses his job quite fondly, does not see it as a means of subsistence, he does it with conscience, compassion, devotion, and love as spiritual satisfaction. Therefore, almost no one gets remembered or appreciated, but the teacher of the person is special for everyone, regardless of how old he is, the teacher is the memory, the smile on the faces after years, the childhood of someone, and one's weak part.

On a daily basis, teachers are not only interested in teaching because teaching is a nurturing profession, and the group studied with is often younger age groups who need support or guidance. Teachers are responsible for handling the topic of the day, providing a peaceful classroom atmosphere, dealing with students' personal and social problems, and maintaining effective parent-teacher-student dialogue.

Although it has to play many different roles, the teaching profession requires not bringing problems, anxieties, and fears to the class. Teachers are expected to perform a professional performance, such as a singer trying to greet his audience with respect and sing his song with enthusiasm despite his pain and sorrow or a theatre actor who deserves his role when the curtain is opened in spite of all the negativities when he



comes on the stage. The teacher's scene is also assumed to be full of self-confidence, morale, joy, and pleasure, which means that it requires professionalism.

Most people think that teachers have much more free time than in other professions, they leave work early because they have little work load. This is what the people have in their minds. When someone says he is a teacher, the first sentence he will hear is that 'You have too much free time and make money easily'. However, this is just like theatre artists: Although you are only on stage for two hours in the evening, you have to spend a great time for rehearsals.

Teaching no more attracts society. The arrogance of parents and the indiscipline of students make prospective teachers develop a negative perception towards the profession of teaching. Berman (2004) foresees that a culture that undermines or behaves indifferently to teachers' needs and concerns gives no choice to teachers other than quitting their job. Teachers suffering from burnout syndrome go cold on first which is the cornerstone of teaching because teaching is an intrinsically motivated profession. Anyone can experience burnout at any time in their lives, herein, some researchers put forward their personal opinions about his. For instance, Berman (2004) mentions that having experience of 4-6 years is a critical period for deciding to stay in a job or quit it. Teachers with 3 to 5 years of experience are presumably to live through burnout syndrome (Fives, 2007). According to Bryne (1998), burnout arises in teachers in the seventh year of the profession and then in the tenth year. After that, burnout either continues periodically or becomes chronic. Existence of it causes mental, physical, spiritual, and social destructions. A study on how teachers' behaviors developed in their professions throughout the years and how they changed as their teaching career progressed revealed that many teachers in their forties were quite distant from their expectations and goals they once had at the beginning of their career (Huberman, 1993). According to Zager (1982), emotionally weak teachers with a lack of ego strength, with high anxiety levels are more prone to burnout and demonstrate negative attitudes towards their students. Teachers feel burnout when they think they are ineffective and desperate when they lose their belief in touching students' life and being able to make some positive changes. According to Schoeberlein & Sheth (2009), teacher burnout takes place when there are more costs than benefits, and when the energy consumption

is more than the energy gained. People suffering from emotional exhaustion, no longer want to engage in professional or personal activities. Teachers suffering from emotional exhaustion also have no passion or motivation to teach. Teachers experiencing depersonalization can treat students indifferently, critically, irritably, and cynically (Anbar & Eker, 2007; Schwab, 1983). Comprehending the nature of burnout experienced by teachers is crucial since it has important connotations both for teachers' job pleasure and motivation and also for students' behavioral and academic success (Pyhältö et al., 2011). Besides, the low performance of teachers affects their communication with directors, students, and whoever they contact (Schwab et.al, 1985). Burnout which leads to aggressiveness, low performance, competence and reduces quality at work affects both the exhausted person and other people interacting with him. It particularly lowers the performance of teachers taking responsibility for the community's education. The teacher whose performance declines thinks of his job, student, school, parents, administrators less than it should be and leaves adverse impressions on the individuals he communicates with (Schwab et.al, 1985). All in all, it may have undesirable results for students' education and motivation, also it can be painful both for teachers and for people working with them.

Courdes & Dougherty (1993) indicate some signs of teacher burnout in individuals such as deprivation of energy, acting students like objects, and judging themselves negatively. Teacher suffering from this burnout trouble feels irrelevant to everyday events and inefficient at performing his job. They constantly complain about tiredness, and they can't find the energy to meet the requirements of their students.

Weisberg (1994) stated that teachers are exposed to excessive work, lack of support from parents and administrators, low salaries, discipline problems, students' indifference, too crowded classes, obstacles in career advancement, equipment, and material shortages, transfer to another school without their consent, perception of job conflict, society criticizing teachers and their performances which all pose risk for burnout.

For Turkey, various variables can be taken into account which will be addressed in the following parts. To begin with, the standard curriculum may not fit every part of the country because Turkey is a multicultural country with its different living

conditions and citizens' socio-economic status, so with different needs. These differences create the need for altering the education system and programs of teacher education. For instance, teachers ought to be equipped with skills they will need in urban and rural areas, but unfortunately, current teacher education programs are arranged according to public schools' standard curriculum, so regional differences and needs are ignored. Although teachers are provided with the same teacher training nationwide, they work in different regions with different society and needs when they are appointed. As a result, they get disappointed when they face real-life situations. They may have an adaptation problem, lack of motivation, stress, and in the end, burnout.

The working environment and not being able to work in collaboration with colleagues can make a teacher feel burnout. In such cases, the teacher feels isolated, this feeling of isolation increases stress and if it continues to increase intensely, this will result in burnout. Of course, the person's character is also an important factor in isolation and cooperation. Individuals who are insecure, stressed, anxious, and introverted who have complex feelings, have a tendency to experience burnout as they have difficulty in communicating with other people.

Teachers who work in schools with limited opportunities and disadvantaged students experience more victimization. As Day (2008) states, teachers working in schools in the disadvantaged areas are at greater risk of experiencing burnout. They are exposed to more stressful events and environments. Teachers within these areas have to be concerned with the basic education of children rather than teaching and transferring the curriculum.

According to Global Education Monitoring Report, it is an alarming fact that the proportion of schools teachers can decide on the content of the courses in Turkey is below 20 % and it decreased from 2006 to 2015 whereas the proportion is nearly 100 % in the Czech Republic, the United Kingdom and in Estonia. In the majority of the 49 countries analyzed, teachers autonomy on this issue is tending to increase while it is decreasing in Turkey (Eğitim Reformu Girişimi [ERG], 2017).

The results of a survey implemented on 25.732 teachers on 24th November Teachers' Day by one of the teacher's unions in Turkey revealed that 60.7 % of the respondents were thinking of quitting work; 40.7 % of them indicated the loss of teaching reputation and 20.1 % of them favoritism as their reasons. While having a talk about their job, many teachers stated that they would prefer not to teach if they had any alternatives or did not worry financially about their future (Evrensel, 2017).

Between the 7th and 18th of November, a teacher's union conducted a questionnaire study on 6.728 teachers via eight different websites in order to determine the socio-economic status and professional problems of them. As regards survey results, 56.9 % of the participants predicated that they did not feel safe at school. In addition, 48.7 % of participants answered "Yes" to the question "Have you been exposed to student/parent violence (physical, verbal, psychological, sexual violence) in your professional life? in the survey (Pusula, 2019).

Another teacher's union conducted the teacher's views on the economic, professional, and social status of teachers' research by using face-to-face interviews with 906 teachers in 26 provinces. Approximately 75 % of the teachers participating in the research find the income they earn from their profession insufficient; 74 % stated that their reputation in the society decreased due to the low salary; professional efficiency of 59 % decreases due to debts; 69 % of the teachers cannot dress as an example to their students due to insufficient income; 70 % of them find it difficult to buy newspapers, magazines and books; 35 % have no hope of the future; while 77 % think that teaching has lost its reputation as a respectable profession, 79 % find it difficult to motivate their profession; 75 % of the teachers who participated in the survey declared that they can quit their profession when they have a job to earn more money; 62 % say they can do another profession if they have the opportunity (Evrensel, 2017).

In an environment where there are teachers who do not feel contented with their profession and feel stressed, these feelings are transmitted to other teachers, such as an infectious disease, and the whole institution becomes an unpleasant place in a short time, and therewithal when the students of teachers who are pleased with their job and work happily are compared with other students, it can be noticed that they are happier,

self-sufficient and self-confident and they love learning to learn. On the other hand, Teachers who have burnout syndrome have less sympathy for their students, they have low tolerance for the problems in the classroom, they do not plan for lessons or slapdash, they attend school because they are obliged, their only wish is to save the day no matter what the educational goals require, and they do not want to stay at school for more than a minute after their classes are over, they also avoid social activities inside and outside the school and often the teacher environment. They experience chronic fatigue and various pains due to this condition.

Knowing how to solve the problem is more important than the problem since if someone is not aware of how he can deal with challenges, this problem grows as the day goes on and becomes unbearable. If the solution is not focused on teacher burnout, the final result is that teachers do not continue to work regularly, leave work or demand early retirement, which disrupts the regular running of the school and students' academic and behavioral success as well.

Richards (2012) emphasizes the significance of personal variables and remarks that the teachers cannot alter the school, the number of students, their profile, the extent to which administrators will support teachers and the existing opportunities, but they are expected to be open to change, determined to develop and use effective dealing ways. Since teachers play a crucial role in structuring one's character and perspective on life, therefore, every teacher should be engaged and adore his job (Iyer, 2016).

The result of teacher burnout is amotivation, emotional tiredness, feelings of despair, solitude, helplessness. As a consequence of emotional exhaustion, the teacher comes up against depersonalization behaving indifferently, cynically, and intolerantly (Maslach & Jackson, 1981).

As the most important component of education is teachers, they should be kept out of burnout as much as possible, otherwise, this painful process may have harsh results both for the students, the teachers, and the educational environment (Cephe, 2010).

## **2.9. Factors of Teacher Burnout**

Burnout is an excessively personal experience that can be affected by various factors. The effects of teacher burnout may be divided into two as individual factors and environmental (organizational and societal) factors. Individual factors include teacher's personality and demographic variables, for example, age, marital status, years of seniority, and gender which may have an effect upon experiencing burnout. In environmental factors, organizational kind of stress causes a feeling of emotional exhaustion in teachers because of the obligation to interact with people they do the job with.

Literature incorporates numerous studies on both types of factors. These studies reveal that institutional discrimination (Çelik, 2011), mobbing (Alkan, 2011; Ergel, 2014), undesired student behavior (Hastings & Bham, 2003; Özdemir, 2009) and external inspection (Byrne, 1994; Huberman, 1993; Sürgen, 2014) trigger teacher burnout, on the other hand, institutional commitment (Akgül, 2004) and reliance (Çağlar, 2011), justice and positive climate (Çakır, 2009), management of democratic classroom (Özdemir, 2007; Tümkeya, 2005), and received social support (Karataş, 2009) decrease it. When it comes to personal factors, professional satisfaction (Diri, 2015; Kılıç & Yazıcı, 2012; Umay, 2015), professionalism (Çelik, 2015), competence (Çelikkaleli, 2011), perception of self-efficacy (Friedman, 2003), and positive personal traits (Yılmaz, 2014) reduce burnout whereas the use of authority anxiety (Hoşgörür & Apikoğlu, 2013), and extensive conditions of anger (Ekinci, 2013) enhance burnout.

### **2.9.1. Individual Factors**

#### **2.9.1.1. Personality**

A teacher's personality is important in experiencing burnout. Some people are more sensitive than others and are not able to monitor the difficulties they face in and outside the classroom, therefore, they easily face a psychological breakdown. Being a teacher does not mean working like a robot, so personal traits of teachers interfere in daily life and interaction with the working environment. By taking into consideration that teachers are also emotional human beings just like everybody, while evaluating teacher burnout, characteristics of teachers should be taken into account since

personality determines the level of impact of the events, so the well-being degree of teacher and job performance of him.

The probability of facing burnout syndrome is low for individuals who are away from ambition and competition, success-oriented, self-confident, self-controlled and self-efficient, who have internal control and goals both in their vocational and private life, and sense of humour (Özdemir, 2007). Similarly, teachers who have these kinds of characteristics are away from burnout or they are able to tolerate the process of burnout.

The fact that individuals who are trusted, valued, and loved are unlikely to experience burnout (Torun, 1995). According to Kreitner & Kinicki (1989) having meaningful social interactions is determinant in coping with stress and doing productive work (As cited in Balaban, 2000, p.9).

### **2.9.1.2. Demographic Factors**

Demographic factors consist of gender, age, the experience of teaching, and marital status of teachers. Personal Information Form arranged for this study consists of demographic characteristics questions to be able to identify if there is a connection with organizational factors, therefore, the content of demography will be explained briefly.

#### **2.9.1.2.1. Age**

Age is an important factor for burnout syndrome. Smit (2007) states that within demographic variables, the most relevant to burnout is age. This syndrome is mostly seen in young teachers in the first year of the profession with the influence of inexperience and idealistic thoughts, the anxiety of doing his job professionally increases the chances of experiencing burnout (Friedman, 2000). Most of the studies come to the conclusion that the possibility of burnout is more common in young teachers (Byrne, 1991; Lackritz, 2004; Anderson & Iwanicki, 1984; Maslach & Jackson, 1981; Ghorpade et al., 2007). Lacktriz (2004), to illustrate, conducted a study with 265 university instructors and found that age factor among younger ones demonstrated higher emotional exhaustion. It is obvious that inexperienced and young people are more exposed to burnout (Maslach, 1982) than experienced ones at an

advanced age, but the exhaustion is more alarming among them, as a result, this group will yield more negative results when compared to youngsters (Chernis, 1980). Teachers who stay at their occupation after disappointment feel finally burnout on to their ten consecutive years (Byrne, 1998; Hughes, 2001; Vanheule, 2001). Consequently, with advancing age and the number of years spent teaching, burnout rises.

#### **2.9.1.2.2. Gender**

Some studies found gender as an effective factor in teacher burnout while others concluded that it was insignificant. In a study with male teachers who work in elementary and high school revealed that they experienced more depersonalization than females (Martin, 2000; Lackritz, 2004). According to Chan & Hui (1995), men are hesitant in expressing their feelings, but women are more inclined to seek advice and support. Also when compared with men, women are capable of dealing with interpersonal stress. However, they feel more stressful. Women have an innate capacity to behave mother-like and sensitive to others so they cannot be indifferent to situations they encounter in their life fluency. Whether waged or not, women have excessive workload compared to men, therefore they experience more emotional exhaustion (Greenglass,1991).

#### **2.9.1.2.3. Experience of Teaching**

Bivona (2002) puts forward that teachers whose teaching experience is less than a decade maintained negative attitudes towards their job. They have more potential to face burnout and unfortunately, in the end, quit their work. While Jepson & Forrest (2006) stated no considerable relationship between burnout and experience, in another research, it was indicated that veteran teachers feel more stress as they feel frustrated by the organizational climate (Hanson & Wentworth, 2002).

#### **2.9.1.2.4. Marital Status**

Teachers who are single show higher scores on emotional exhaustion (Dericioğulları, et al., 2007). Regarding marital status, some researchers put forward



that people who are married and have children are under the low risk of burnout (Bakker, Demerouti, & Schaufeli, 2005). Maslach & Jackson (1985) affirmed that burnout is not common in those who have children. Being married and having children are protective against burnout because people who live a regular family life are less affected by the stress and problems experienced, like family support, love, and caring have an effective role in coping with and solving problems encountered. Another supporting idea comes from Niebrugge (1994) that marital status and childbearing have a burnout-reducing effect (As cited in Marasli, 2005, p.31) and that bachelors, especially men, are most probably to face burnout syndrome. Maslach et al. (1996) stated that burnout is more common among young and single teachers working in suburban or urban secondary schools (Anderson & Iwanicki, 1984; Crane & Iwanicki, 1986; DeRobbio & Iwanicki, 1996; Gold, 1985; Pierson-Hubeny & Archambault 1984; Schwab & Iwanicki,1982).

Being married and having children are considered as social support and they have a curative and reducing effect of burnout (Greenglass et al., 2001). From this point of view, it can be inferred that children eliminate intense work stress and they are significant in meeting one's emotional needs such as the need to love, to be loved, and accepted, and therefore it can be concluded that having a child is a burnout reducing factor.

### **2.9.2. Environmental Factors**

Environmental factors include organizational and societal factors such as role conflict, workload, low wages, poor class climate, poor support from their superiors or colleagues, exclusion from the decision-making process, and decreasing public respect towards teachers and etc.

Teachers try to cope with multifaceted variables such as behaviors and expectations of overprotective parents, dismissive administrators, low wages, educational policies, students' misbehavior, and discipline problems, poor working environment, and negative relationships with co-workers. Exaggerated paperwork, shortage of time, the gathering of children with heterogeneous academic achievements and language skills, the obligation to teach elsewhere outside of their own position are

burdens on teachers' balk (Male & May, 1998). The need to attend more classes negatively affects the performance of the teacher, it definitely influences his patience, tolerance, and endurance. Besides all of these, society creates a negative perception towards teachers. Despite all these factors and negativities, teachers work with all their strength to do their best. If they are offered a stress-free and peaceful environment, it is an indisputable fact that all teachers will do their job properly.

### **2.9.2.1. Organizational Factors**

Organizational factors are various kinds of variables that have crucial effects on teacher burnout. These will be briefly explained in this section.

#### **2.9.2.1.1. Role Ambiguity**

Role ambiguity is uncertainty about one's rights, goals, obligations, status, and responsibilities (Byrne, 1994). It is inevitable in school settings as teachers are expected to carry out loads of tasks besides teaching. In addition to their efforts to deal with their classes, teachers may have to undertake many different tasks at school. Overburdening teachers cause ambiguity about which task to carry out and queer their pitch to perform their main job.

It also has a positive correlation with Maslach's dimensions of burnout. Schwab & Iwanicki (1982) found that role ambiguity is correlated with depersonalization and emotional exhaustion.

#### **2.9.2.1.2. Attitudes of Administrators**

The lack of institutional support or the institution's lack of administrative support, uncertainties about the task performed reduce professional efficiency. The inability of teachers to receive information and support from administrative staff reduces professional satisfaction. Being supported by managers and colleagues are vital to be away from stress and burnout.

Justice in the workplace is the determiner of teacher performance. According to Leiter (2003), justice, which means that the organization has equal and consistent rules

for everyone, is crucial for the employees. Injustice in the workplace is the cause of mismatch between the worker and the working environment. In this case, managers are no longer trusted therefore they aren't respected. In an organization, injustice can manifest in the workplace in two ways; Firstly, injustice creates an emotionally tiring effect. Secondly, it triggers the feeling of insensitivity towards the organization (Maslach, Schaufeli & Leiter, 2001). The school administrators' being unfair to the teachers, for instance, the unfairness in the distribution of the weekly curriculum, the sharing of work, setting some teachers above others, ignoring some of their mistakes while frequently warning the rest, appreciating the success of some, and neglecting others trigger burnout.

Another point is that teachers and their contribution to the school and learning environment aren't rewarded although they deal with too many things other than teaching at schools. Their job isn't appreciated most of the time, it is even ignored. Actually, every effort is praiseworthy. Being appreciated, and thanked by the administrators, and rewarding their efforts or successful teaching results keeps a teacher motivated, alive, and productive. This can be another reason for teacher burnout.

The administrators should support their teachers in the problems, deficiencies, and the emotional collapse caused by the working environment. In addition, administrators should take a protective role in parents' polemics with teachers and their inappropriate wording towards them which are frequently experienced today. Thus, the teacher feels stronger and more belonging to the school, realizes that he is a part of this educational framework, and works devotedly.

#### **2.9.2.1.3. Salary**

Teachers can be considered as a group that receives low wages among civil servants. Teaching is a respected profession in almost every society, although it can be counted among the professions that work hard and earn little. Unfortunately, having to live below standards, not being able to reach the cost of life, meeting only their basic needs, deprives the teachers of the activities that they can develop themselves personally and professionally. So, in society, particularly by students and their families who are nonpoor, teachers are looked down on which unfortunately vilifies them.

Low salary affects the performance and the mood of the teachers. Being constrained to a standard low salary determines their life standards and the environment they reside in. If they lived in comfort financially, they would diversify their social life and even visit other countries which could broaden their horizon so that they could bring new ideas to their country because being a teacher, however, it has been depreciated in the last years, is a leading profession in the society which shows what is useful and guides for the best.

In Turkey, teachers get low salaries. In order to earn a modest amount of money, teachers have to demand more of the lesson they take in return for a salary. This lowers their performance. In fact, if the salaries of teachers are improved, and therefore the lesson load, their stress and exhaustion level decreases, conversely, their tolerance and performance increase. They can have the chance to spend extra time with their students besides giving academic support. This creates a more qualified education process from which both teachers and students get maximum satisfaction.

According to the results of the report published by the OECD in 2009, compared to teachers among OECD countries, teachers in Turkey have the largest working hours but make the lowest money (Küçükoğlu, 2014). Considering the salaries of teachers in the world's most developed countries, even the lowest teacher salaries double the salaries of teachers in Turkey.

#### **2.9.2.1.4. School Facilities**

The physical features of the schools are also factors that affect teacher performance and burnout. Variables such as the ability to satisfy basic needs like nutrition and call of nature, and hygiene, in a word, having the opportunity to fulfill their physiological needs, etc. have an important effect on teacher performance and happiness.

Physical conditions of schools; warming the school and classrooms sufficiently, having sufficient lighting, running water and electricity service, meeting the needs of teachers, teachers' room equipment and technological equipment sufficiency also have a great impact on burnout. For example, if a classroom is too cold, if the lighting is not

enough, if there is long-term water cut, are among the crucial factors that trigger burnout. These may seem unimportant at first glance but being exposed to such environments in the long run, affects the teacher's well-being and job performance. Considering outside the school, it can be said that the location of the school, transportation facilities, the safety of the school area, and conditions of the neighborhood may trigger stress and may cause a feeling of burnout.

More than 60 % of primary school principals in Turkey stated that the lack of adequate teaching area blocks education at schools. More than half of them pointed out that the heating and cooling system at schools prevent teaching. Furthermore, Teachers working in schools in disadvantaged areas are at greater risk of experiencing burnout (Day, 2008).

#### **2.9.2.1.5. Workload**

Teachers have too much workload, little time to finish them with limited resources. Also, they have a specific curriculum and they aren't given a chance to contribute or change something in it. Work overload or role overload is about having lots of complicated and difficult tasks to do in a given time, immoderate paperwork, crowded classes, students studying in the same class without the same skill level. Changing nature of schools awaits teachers to improve themselves and acquire new skills which cause extra time pressure and workload for teachers. Experiencing time pressure and workload in the long run cause stress and ultimately burnout (Smylie, 1999; Dworkin, 2001; Ballet et al., 2006; Gu & Day, 2006).

Some teachers are forced to have more lesson hours than others. In situations such as teacher shortage or insufficiency in disadvantaged areas, administrators face the problem of presenting them with a fait accompli regardless of the teacher's wish or preference. This is not the mistake of administrators but the need for teacher appointment, especially for rural areas, it may result in such kind of undesirable situations. Teachers also have to take classes due to the need which are not their specialized field with the intent of precaution against idle classes.

Another point is that the obligation to be a hall monitor at least once a week, sometimes twice according to the necessity because of an inadequate number of teachers makes them get tired two times more. Although it may seem insignificant or simple, it is weary to take care of all the students in the corridors and garden all day in a previously determined area so that they will not hurt themselves, it inevitably decreases teachers' performance to teach a lesson effectively because of tiredness and lack of energy. The whole day goes by shuttling between the class and the duties area in a school.

Teachers are also responsible for lots of duties other than teaching; they have to conduct everlasting paperwork, moreover, they have to go on doing these works out of their working hours, stealing time from themselves and their families. Failure to allocate time for themselves and this chicken and egg situation may result in burnout after experiencing intense stress in the long term. Demands of work and house load interfere with each other and increase the possibility of burnout syndrome.

Several studies have manifested that when it comes to workload, women outnumber men. According to Lippel, it is because their work is underestimated which makes them feel stressed (Lippel, 1999; Van Dick & Wagner, 2001). In spite of this result, most studies presented no such crucial differences at all (Rosenbaltt, 2001; Evers et al., 2002; Hastings & Bham, 2003).

On the bottom rung or senior teachers, the excessive workload is increasingly difficult for middle-aged and older teachers. The performance of teachers who undertake too many lessons in order to move up in the world decreases and this affects their personal life and health negatively. Instead, teachers over a certain seniority year can be charged with a standard number of lesson hours as well as they can complete their shift with extracurricular tasks because the class requires high energy and motivation. Perhaps there is no point in assigning teachers lots of lesson load who have begun to experience health problems gradually, it is wearing, challenging, and useless practice for them. For example, in Germany, Greece, Spain, Cyprus, Luxembourg, Malta, Portugal and Slovenia, the total course load varies in regard to seniority years of teachers, and this decreases after a certain seniority year.

### **2.9.2.2. Societal Factors**

The decrease of public's respect for teachers and withdrawing their support, changing the meaning attributed to the teaching profession, deskilling teachers, criticizing teachers mercilessly, expecting too much dedication, students being affected by their parents' attitude and treating their teachers accordingly, regarding teachers as unqualified and worthless in society and negative effect of media on teachers can be assumed as societal factors of burnout. Worse still, teachers are blamed for the deteriorating academic success of students and increasing unwanted student behavior. No matter how hard the teachers try, they are regarded as insufficient. Therefore, they cannot please anybody, from the administrator to the parents and of course the students. The work they are dealing with is underestimated or ignored, but their smallest errors are not tolerated. Support from society has a healing effect to be able to handle societal and professional problems.

### **2.9.3. Examples from Domestic Teacher Burnout Studies**

The literature includes many domestic and international studies on burnout with teachers. Some of the domestic studies carried out can be summarized as follows: Sünbül (2003) carried out a study on the relevance between burnout, locus of control and job satisfaction with 297 teachers of working at high schools. The results showed that internal locus of control was connected with higher job satisfaction and lower burnout. In addition, it was explicit that depersonalization among females was lower and burnout was higher among younger teachers, in other respects, there found a positive relationship between external locus of control and emotional exhaustion, and finally, age was closely connected with personal accomplishment and depersonalization.

Girgin (1995) applied a Maslach Burnout Inventory questionnaire to teachers of primary school and did not find any difference between emotional and reduced personal accomplishment levels according to gender, but the level of depersonalization is lower in women. He also concluded that teachers experience less emotional exhaustion and depersonalization as they age, but feel more reduced personal accomplishment in their work. In the same year, Baysal (1995) conducted a different study with high school teachers. Findings demonstrated that female teachers struggled with emotional

exhaustion as well as young teachers came up against more emotional exhaustion and depersonalization. Those who love the teaching profession experience less burnout than others. However, the level of burnout is lower in teachers who are supported by managers and colleagues.

Cihan (2011) conducted a study on physical education teachers living in different cities. In this study, he also considered the working conditions of teachers. He concluded that female teachers' emotional exhaustion level was higher than male teachers and their depersonalization levels were lower. However, teachers working with crowded classes had more burnout than teachers of less crowded classes.

#### **2.9.4. Suggestions to Cope with Teacher Burnout**

- Teachers should be aware of their personal and academic problems and search for solutions.
- They should allocate time for themselves at least once a week.
- They should share their problems with colleagues and bounce ideas off each other.
- They should be backed up by superiors.
- They should be financially prosperous.
- They should attend in-service training regularly.
- They should lead a neat and healthy life.
- They should be awarded for their effort.
- They should not be compared with each other.
- They should have a voice in educational settings.
- The negative perception of the society should be destroyed and the profession of teaching should be restored.
- The authorities should consult teachers for curriculum development.
- They should be provided with necessary equipment and facilities.
- There should be no gap between authorities, administrators, and teachers.



- They should get together at one time or another under the name of educational talks and exchange of ideas.
- EFL teachers should be given the opportunity to go abroad for personal and professional development.

## **2.10. Self Efficacy**

Self-efficacy is a term found in Bandura's Social Cognitive Theory based upon learning by observing others through social interaction. According to this theory, the person controls his own development and shapes himself through self-organization.

Self-efficacy is a concept that is related to burnout. It could act as a protector against teacher burnout (Aloe et. al, 2014). From the point of self-efficacy, many causes, effects, and symptoms of burnout can be presented (Maslach, 1993; Skaalvik & Skaalvik, 2007). Bandura asserts that self-efficacy is an individual's own decision about his degree of coping efficaciously and realistically with a certain future task (Bandura, 1997). Self-efficacy of a teacher affects students' success and behaviors.

Self-efficacy beliefs are three-dimensional. The first dimension, magnitude, is one's belief in how much he can fulfill. The second, generality is how alterations in beliefs of self-efficacy spread to other situations and behaviors. The last one, strength, is the determination of a person's belief in being able to do the behavior (Bandura, 1997; Maddux, 1995).

Self-efficacy makes a difference in one's thoughts, feelings and behavior. According to Pajares (1996), individuals whose self-efficacy level is high make a great effort to succeed in their work, do not give in when they face with hitches, they are patient and persistent.

Self-efficacy and stress are interrelated and so the burnout is. Leiter (1992) states that it will be meaningful to perceive burnout as a crisis in one's self efficacy. Teachers who are in trouble with stress exhibit low self-efficacy. There's an inverse proportion between self-efficacy and stress. A teacher with low self-efficacy experiences intense stress (Betoret, 2006).

Self-efficacy of the teacher relates to the assumed ability of a teacher to be successful, find practical solutions to the problems in the classroom, and believe in one's own ability to make a positive change in pupils. In addition to teaching competence, teachers need self-efficacy to manage potential future situations.

Teacher's self-efficacy is effective both for teaching implementations and for the motivation of students and success. Teachers with high self-efficacy tend to utilize effective teaching techniques which increase students' success (Caprara et al., 2006; Skaalvik & Skaalvik, 2007; Tschannen-Moran & Woolfolk Hoy, 2001).

### **2.11. Teacher Efficacy**

The term teacher efficacy was originally put forward by Rotter (1966) and Bandura (1977). After that, Tschannen-Moran & Woolfolk Hoy (1998) defined it as teachers' belief in their capacity to organize and fulfill the action plan to achieve desired goals. Teacher effectiveness consists of three factors. The first of these, efficacy for student engagement, is the belief in increasing students' motivation, understanding capacity, and valuing learning. The second one, efficacy for classroom management, is the belief in controlling students' disturbing behavior and ensuring that they comply with class rules, and the last one, efficacy for instructional strategies, is the belief in benefiting from effective strategies in teaching (Tschannen-Moran et al., 2001).

Teacher self-efficacy is about believing oneself to complete the targeted task and reaching desired results even with unmotivated students, it has also a relation with teachers' and students' teaching and learning processes, that is, it is concerned with the favourable teacher and student outcomes. Having strong self-efficacy helps the teacher be well-organized and open to change to be able to meet the students' needs.

It has been proved that teacher efficacy is closely related to meaningful educational results such as the enthusiasm, perseverance, determination, educational behavior of the teacher as well as students' success and motivation (Tschannen-Moran & Hoy, 2001).

Teachers who have a low perception of efficacy are the most probable group to quit the job (Glickman & Tamashiro, 1982). Low teacher efficacy causes low effort and perseverance, as a result, performance deteriorates and low teacher efficacy cycle continues again (Brouwers & Tomic, 1998).

The efficacy belief of the teacher is also related to his behavior in the lesson. Efficacy affects his effort to teach, the goals he has set, and aspiration level as well (Tschannen-Moran & Hoy, 2001).

Teacher efficacy has a voice in teacher burnout. Brissie et. al, (1988) concluded that teacher efficacy estimates teacher burnout level. Expecting more than their capabilities and criticizing themselves severely make the teacher feel stressed and decrease their self-efficacy. According to some, teacher burnout results from the inefficacy in overcoming stress, this is because of intense interaction with students, administrators, colleagues, and other interlocutors. Since teacher efficacy is about student motivation, success, adopting innovations, and managing classroom, self-efficacy ought to be viewed as a preventive measure in combating burnout (Hoy, 2005).

Teacher efficacy based upon the term 'locus of control' by Rotter (1966) which is a teacher's belief of being able to control the outcomes of situations.

## **2.12. Locus of Control**

Locus of control is about an individual's belief of ability to direct the reinforcements in daily life or perceived causes of the intended result are under his control. Two types of locus of control are put forward: The first one is internal locus of control, in this, a person believes in his power to control and form reinforcements and the happenings in life. Conversely, external locus of control means a person's belief about being directed by other forces, namely other people, fate, chance. Outcome expectations and locus of control are about predicting the result of a person's action in a particular situation (Bandura 1977, 1986). People who assert that the outcomes of the incidents are dependent on their personal actions can be said to have an internal locus of control, however, those who think that they do not have their own effects but depend on external factors have an external locus of control. A teacher who has an internal locus of

control feels determined to teach even the most difficult students. On the contrary, if he believes that the environment plays a crucial role in students' life, he feels an external locus of control so it can be made an inference that teacher efficacy is directly proportional with an internal locus of control and inversely correlated with an external locus of control.

Tümekaya (2001) studied with teachers of primary school about the locus of control and burnout. She found that external locus of control caused teachers to experience burnout. Also, she detected stress and teacher burnout relationships. It was observed that people who tried to handle stress and burnout had eight or ten hours of sleep, excessive use of alcohol, smoking, and overeating.

### **2.13. Stress**

Stress is a disease of modern society settled in daily conversations. Researchers define stress differently, for instance, according to Selye (1973), stress is an ambiguous bodily response to what is asked of it. Kyriacou (2001) gives a definition based on emotions as; stress is a negative and undesirable feeling emerging as furiousness, nervousness, frustration, depression and etc. According to Roxas (2009), stress is the state of imbalance perceived in the interface between the person, other people, and the environment. Some others express stress as a variety of emotional or physiological changes caused by some events or situations, and as the incompatibility between the demands expected from a person and the person's ability to respond to these demands. Contemporary scientific literature includes three definitions of stress. Firstly, stress consists of events or environmental stimuli that cause the person to feel tense. It is the self-regulating response to a peripheral stimulus. Secondly, stress refers to a subjective reaction and finally, stress is a physical response to requests and interruptions (Baum, 1990).

The concept of stress expresses different meanings to individuals but ultimately, everybody experiences stress, the cause of which is himself or someone else when he is sad, joyful, embarrassed, or anxious. Stress is the mental, physical, and emotional response to the demand and changes of life. It happens when your standard method for accomplishing things is insufficient for the requests of the circumstance (Larrivee,

2012). Prevalent symptoms of stress consist of nervousness, tension at muscles, inefficacy to concentrate, and multifarious bodily reactions, for instance, headache and high heartbeat.

The common point of the most stressful jobs is that they include help and care that is, they deal with serving people. Interaction with people may generate undesired or annoying dialogues that cause interlocutors to be confronted with psychological breakdown. It is a common idea that teaching is among the foremost stressful professions and can have detrimental results on students and teachers (Johnson et al., 2005). Stress is the thing that happens when life hands you more than you can deal with. For teachers, this regularly takes place when they have to tackle difficult student behavior and they have depleted their teaching techniques and methods (Larrivee, 2012). As stress mostly affects the professions dealing with the human, the negative effect of it on occupational performance should not be denied. In order to make out teacher stress, stress itself should be understood.

Stress factors can be different so three dimensions of stress have been proposed as Internal, external, and transactional. Internal stress is about one's inner world and personality (Jepson & Forrest, 2006). Sensitivity to stress may change from person to person. A perception of stressful events means different things to different people. External dimensions are peripheral such as too much workload, limitation of time, interaction with colleagues, and social issues (Chan, 2002; Jepson & Forrest, 2006). The environment is the biggest source of stress for adults (Buck, 1972). Working conditions and work-related events are critical constituents of stress. The third and the last dimension is transactional which expresses cognitive durations and emotional response towards stress (Lazarus & Folkman, 1984).

The contribution of stress on burnout is a crystal-clear fact. According to Selye (1956), the word stress and burnout cannot be used interchangeably. Stress may vary from person to person and time and it may become inevitable for everyone in daily life, as a matter of fact, it is on everyone's lips but not every person experiences burnout. It is perceived as a simple or unimportant notion by the community since it is a such a typically used word on a daily basis that people yack it up like 'I feel stressed, my job is stressful, being stuck in traffic is stressful, etc.' and so most people fail to notice its real

meaning and potential effects. About the difference between burnout and stress terms, Rudow (1999) states that burnout takes years to show up. It mostly occurs inconspicuously that one may realize it at about fifteenth or twentieth years of work. Stress is the mainspring of burnout. Long-lasting occupational stress causes burnout, particularly in jobs that have to deal with people, such as teachers as aforementioned. If a person has difficulty in coping with stress in the long term, it may result in burnout, the stage where the individual gives up hope, and struggle to change oneself or the external factors. In fact, burnout takes place when one does not manage to cope with stress. So, stress should not be underestimated as in the progress of time, it will probably turn into burnout.

Studies have shown that stress has different levels of effectiveness for both genders, in a sense, the reaction to stress may vary depending upon the emotional state of the person (Worrall & May, 1989). Several researchers have indicated that women's level of stress is superior to men, possibly because of excessive workload (Greenglass & Burke, 2003). Women have more duties and responsibilities both at home and at work when compared with men, while they are trying to conduct these duties professionally, they may feel insufficient, also this pace causes physical and mental problems leading to reluctance and weariness. In fact, personality traits are extremely effective here. Feeling stress or naming something as a stressor may change from person to person, that is to say, perception of stress is an individual circumstance. A stressful situation for someone may be a pleasure for another. Men are said to be more contented and most of them do not worry themselves about everyday problems. Women are more fragile and they occupy themselves with even trivial things. Psychologists talk about two ways to deal with stress. In the first way, a passive approach, the person agrees to suffer from stress or deny it; in the second one, which is active, the person decides to face the facts and negotiates with others to reveal the problem. Personality, gender, experience, overcoming techniques, and age may have an impact on the degree of one's feeling stressful (Travers & Cooper, 1996).

Knowing how to cope with stress makes one's life bearable; for example, taking a deep breath and spending a certain time alone lower blood pressure and pulse rate and increase blood circulation. Vitamin B and D, and Omega 3 are important for emotional

well being, of course, their contribution to physical well being should not be overlooked.

Lazarus & Folkman (1984) focus on two strategies to get over stress: Problem-focused and emotion-focused coping strategies. In problem-focused, stressful situations are tried to be changed by solving problems, making decisions and taking actions, in the latter, to correct the distressing emotion, the meaning of the situation is tried to be changed cognitively without eliminating the stressful situation.

It would be wrong to call stress a disease, but stress can cause physical and mental illness. Stress and burnout are not things that occur overnight, so it would be wrong to expect a speedy recovery. The first thing to do, in fact, is to not to skip it, early response saves a life, and so early attempt to cope with it brings promising results. Patience is essential in this process after identifying the problems and finding remedies for them.

#### **2.14. Teacher Stress**

Stress and burnout are widespread among teachers trying to deal with an exceedingly bureaucratic system, more vulnerable and troublesome students, and more and more responsibilities. The level of stress experienced by the teacher may be directly associated with his life, negative experiences, negative self-concept, low morale, and trying to pursue their own standard of judgment in the classroom (Worrall & May, 1989).

Sorenson (2007) puts forward that stress is the case of education in the twenty-first century continuing to rise with increasing accountability standards and new policy enterprises.

In the concept of education, teacher stress can be described as a teacher experiencing undesirable, negative feelings, for instance, frustration, anger, depression, tension, or anxiety due to the certain tasks he has to do in teaching (Kyriacou, 2001). Troubles faced in classrooms cause a stressful teaching atmosphere. Black (2003) puts forward that stress is a lifestyle and anticipated norm for teachers.

Teaching has become one of the professions where stress is experienced the most and additionally Coombe (2008) states that teaching is one of the five professions working under the most stress on earth because of the constant pressure and demands on teachers both from others and from themselves (Blase & Kirby, 1991). Schools are one of the most stressful places in the community (Samples, 1976). It is a common issue in various educational environments. Observations from these environments have shown that negative student behaviors, disciplinary matters, students' lack of motivation, intense work pressure, time limit, getting up against people at work are assumed to be the main reasons for stress (Dunham, 1992; Travers & Cooper, 1996).

According to Kyriacou (1989), teachers face numerous and varied demands daily; if the teacher senses that it will be hard or impossible to meet specific demands, and not doing so threatens his physical or intellectual well-being, in that case, the teacher experiences stress.

A certain degree of stress is inevitable in the school environment. Chronic stress has side effects both physically and mentally. Research has displayed an exact relationship between teaching stressors and physiological symptoms. A sense of being completely wasted by the end of the day is the most common symptom.

According to Dorman (2003), jobs that have interaction with people may have an emotional dimension. For example, with classes over thirty-five students and spending long hours can cause emotional stress.

Managing classroom techniques can also cause stress and in the end, probably burnout. If teachers have problems in management, they are prone to much stress, these teachers aren't able to tolerate misbehaviors of students.

Signs of imbalance because of stress, which can ultimately end up burnout, will take the shape of dissatisfaction with negative thoughts, amotivation to commute to work, and general irritability (Larrivee, 2012).

The intense stress experienced by the teachers, feeling insufficient, not being able to satisfy the needs, and not meeting their expectations cause them to move away



from their jobs, students, and the school environment day by day. Getting up and going to work in the morning becomes torture for them.

The literature speaks of two types of stress; one of them is stress caused by student behavior and discipline, and the other is about workload (Boyle et al., 1995; Chaplain, 2008; Klassen & Chiu, 2010). These kinds of stress lead to burnout, decreased self-efficacy, and job dissatisfaction in teachers. Student behavior as a cause of stress is more prominent than the stress caused by administrators.

The seniority of teachers, type of school, neighborhood, student and parent profile, and funding can be regarded among the reasons that affect teacher stress. In an early systematic analysis of teacher stress factors, seven trouble areas were established consistently: school setting, student bad behavior, deteriorating working conditions, teacher's personal problems, parent relationships, time constraints, and incapability of training (Turk et al., 1982). According to Iwanicki (2001), stressors such as negative student behaviors affect teachers' health. Occupational stress, then, alludes to concern and nervousness related to the job which causes some physical and mental health problems (Netemeyer et al., 2005).

Geving (2007) added that there are many factors that trigger stress, but among them, student behavior is the factor that increases stress the most, especially among teachers working in secondary school. In her study with secondary school teachers, she identified ten student misbehaviors that caused the most stress. These can be listed from most influential to least as follows: Hostile behaviors towards teachers, lack of attention in class, noise, effortlessness in the lesson, unprepared attendance to the classroom, hyperactivity, violating rules, harming school belongings, hostility towards other schoolmates, indifference to learning (Fisher, 2011).

Kyriacou (2001) identified ten major stressors:

- Lack of motivation among students
- Discipline problems
- The pressure of time and workload
- Handling changes

- Evaluated by colleagues and administrators
- Relations with counterparts
- Self-esteem
- Administrators
- Role conflict
- Limited job conditions

The fact that students, families, administrators, and society do not appreciate teachers is also the reason that creates a sense of burnout among teachers (Sava, 2002). Moreover, the incompatibility of outputs with educational purposes creates stress and frustration.

A teacher's personality has a role in the degree to be affected by stress. A situation that a teacher finds very stressful and overestimates may not be so important for another teacher, that is, different events lead to different emotional states in people. It has a place in everybody's own life, and one expects respect and empathy from others in such kind of situation. Personality traits and struggling techniques determine whether the problems arising from job difficulties will result in stress (Blonna, 2005). Teachers struggling with stress show cynical, maladaptive behaviors and tend to have a discussion with their colleagues. Bandura (1997) states that teachers who have a low level of self-efficacy interpret some aspects of the environment as dangerous, dwell upon their dealing deficiencies, and exaggerate the adversity of potential threats.

Humphrey (1992), who interviewed teachers about stress, deduced that 49 % of them were perplexed about how to overcome their stress. He reported that teachers are relatively ineffective in dealing with stress because they seem to have no other strategies than tolerate stress (Larrivee, 2012).

Many teachers overcome the stress successfully by solving problems actively, getting support from their co-workers, rearranging the teaching process, collaborating with parents, or altering their strategy of teaching.

Kyriacou (2001) makes some suggestions that will work before stress becomes burnout: To consult teachers about issues directly affecting the classroom, to provide adequate opportunities and educational materials, to prevent role contradiction by setting clear expectations, to enable communication between teachers and administrators to make them give feedback and support with each other, and to assist teachers and other staff to establish a full professional identity.

Combating stress is a personalized task. One method cannot be said to be superior to another, so by trial and error, each individual must determine the method that works best for him. Stress takes a lot from a person's health and performance, keep your stress under control to enjoy your life to the full and learn to deal with it.

Teachers spend an average of 6-7 hours daily with children according to the weekly schedule. This time is many times more than the time that parents spend with the child. For this reason, work stress experienced in this process is inevitable but as the individual who spends the most daily time with the child, the teacher must struggle with stress and learn how to deal with it, otherwise, he cannot have a positive contribution to the child's life in an academic and behavioral sense. Although burnout and stress affect other professions, according to Farber (1991), teachers deserve privileged attention and importance even if they are less stressed and exhausted than other professions because we entrust our children, our most valuable wealth, our future to them.

If schools are not capable of finding solutions to classroom management problems, teachers try to find their own solutions. Feelings of anger, embarrassment, and guilt from failure make the mission they have to carry out more difficult. Taking care of themselves does not actually produce a healthy result, so school administrators should give teachers the necessary support for classroom management, and try to make this painful process that affects their performance tolerable for them.

Overcoming the stress implementations have rewarding outcomes such as support from peers, decreased physical complaints, reduced work pressure, and role confusion, stimulated personal success, and professional satisfaction (Vaughan, 2013).

In order to reduce stress, exchanging ideas with colleagues, spouse and family, taking up a new hobby, enrolling in a course, participating in social events, doing sports, playing instruments, putting their feelings on paper can yield effective results.

The most effective person or unit that can reduce stress in schools is administrators, as a proverb says, 'A fish rots from the head down'. If administrators develop precautionary strategies to deal with stress, they support teachers greatly, above all, this effort of administrators ensures that they support teachers, with this feeling of being supported, teachers can tolerate stress or they are not affected much by stress factors.

Stress has a negative impact in most cases, but it may be considered from a positive perspective that may encourage some to work harder or come out on top (Sheesley, 2001).

### **2.15. English Teacher Burnout**

To be able to achieve teaching a foreign language to students whose ages vary between 10-13 is a troublesome process and needs self-sacrifice. Children at these ages are not autonomous in their mother tongue but within English lesson curriculum, they are expected to learn more than this. For example, students are taught tenses or adjectives before they acquire it in their mother tongue so, English lesson becomes abstract in the eyes of children, they feel nervous and anxious in a system evaluating them with marks and forcing them to compete with each other. Learning English is having fun and taking risks. Assessment and evaluation restrict them to use the language adventurously and enjoy this process because they concern about getting low marks. Also, rote learning based education system causes them not to learn but to memorize. Teacher training education creates the ideal atmosphere for learning and teaching, that is, lectures and simulations attract the preservice teachers because they reflect what it should be, not what they are.

Faced with the fact that there is a gap between what should happen after graduation and what is actually happening, English teachers experience disappointment

even though they are in the early years of the profession. This quickly destroys idealism, and for English teachers, this profession becomes unappealing and unbearable.

Teaching is difficult in every branch, but being an English teacher requires extra effort, dedication, and patience. English teachers, in an effort to overcome the prejudices of students to learn a foreign language, to make them comprehend the importance of language learning, to both ingratiate and teach the language they do not know much about, and to try to strengthen and maintain their effectiveness and competence in this language, are the group that has the potential to experience burnout in the end.

It is very rare for students who have difficulty in meeting their basic needs and who have low socioeconomic status, to be interested in learning English and in lessons and school in general. It is very difficult for teachers to attract students who have financial or moral problems in nutrition, shelter, health, and maintain a regular family life, and to address them with a foreign culture. Therefore, it is highly probable that an English teacher will experience burnout syndrome after being exposed to intense stress.

Studies conducted on teacher burnout are common worldwide, but in Turkey, it has been centered upon since the 1990s. Various demographic, professional and psychological factors were considered in the studies of burnout with a broad variety of educators, involving academicians, teachers from high school (Baysal, 1995; Dursun, 2000), teachers from primary schools and working with disabled children (Girgin, 1995; Sucuoğlu & Kuloğlu, 1996; Tümkaya, 2005; Murat, 2002; Güneri & Özdemir 2003) and nursery teachers (Tuğrul & Çelik, 2002). The next part will present some examples from the domestic studies on EFL teachers.

Depersonalization affects ELT classrooms in a way that teachers bear negative feelings towards the students and such an unpleasant treatment may have an impact on students' motivation and attitudes towards language learning (Williams & Burden, 2000).

In language classes, students should be encouraged to take a risk and use the language. A burned-out teacher will presumably be unconcerned in the face of such needs.

Striving with burnout causes teachers to lose their passion. These teachers are not able to teach enthusiastically and imaginatively. They do not feel committed to their job as they were before which directly influences language class as Williams & Burden (2000) states that teacher of language is the one who cuts a path for learners' proceeding to the next step in language learning.

### **2.15.1. Examples from Domestic English Teacher Burnout Studies**

Kılavuz (2006) conducted a study on Turkish EFL instructors serving at private and state universities' preparatory classes about burnout and attending learning activities. The findings revealed that state university instructors demonstrated markedly low sense of reduced personal accomplishment and attendance in occupational activities.

In a study conducted by Uğuz (2006) with 110 teachers of English, there found no noteworthy connection between demographic variables and burnout although the result demonstrated a high level of burnout. In another study, Hismanoğlu & Ersan (2016) made a survey of English teachers' burnout related to their demographic variables utilizing from Maslach Burnout Inventory as a measuring tool. They acquired a remarkable relationship between years of seniority with regard to personal accomplishment and emotional exhaustion subscales. Another prominent point was found between monthly salary and maintaining a life in an urban or rural area and emotional exhaustion.

Atila (2014) carried out a study on burnout and satisfaction with their jobs with English teachers working in primary, middle, and high schools and public universities. She handled the study in terms of gender, work experience, weekly course load, university graduated, the average number of students in their class, educational status, and year of seniority at the institution where they worked. There was also a negative

correlation between burnout and job satisfaction; as with other factors, there was no substantial difference.

Atmaca (2017) in her study, aimed to reveal the causes of job satisfaction and burnout among teachers of English. She concluded that there was no relationship between burnout and gender, and a very low relationship between experience and job satisfaction.

A study by Khezerlou (2017) on EFL teachers of Iran and Turkey aimed to measure emotional exhaustion, depersonalization and personal accomplishment dimensions of burnout by Maslach. There was a negative correlation between emotional exhaustion and depersonalization, and occupational self-esteem whereas personal success had a positive correlation with it among these teachers. Furthermore, while satisfaction with the job was the major determiner of teacher burnout, emotional exhaustion was the heading factor of Turkish EFL teachers' burnout.

Kimsesiz (2019) investigated the burnout levels of EFL teachers according to their school type, she revealed that working in a primary school has a crucial effect on experiencing burnout.

Gedik (2019) conducted a study on 64 instructors of English as a foreign language to find out the underlying causes of burnout revealed that burnout level of instructors was high in the sense of emotional exhaustion and depersonalization, in addition there found a remarkable difference between public universities and private ones considering the same dimensions.

### **CHAPTER 3. METHODOLOGY**

This study investigates the burnout levels of English teachers working at state secondary schools in Sultanbeyli district. It assumes that teachers who do not

experience burnout will be able to show high performance, motivation, and get pleasure from their private and working life. The research method of this study will be described below.

### **3.1. Research Design**

This is a quantitative study, and the quantitative data were obtained by conducting a questionnaire. The researcher applied 'Personal Information Form', and 'Teacher Burnout Scale'. This was done through face to face communication handing out questionnaires on a volunteer basis. Respondents are expected to be sincere in their answers. The researcher reflects the results detachedly.

### **3.2. Population and Sampling**

The population of the research consists of 49 English teachers working at state secondary schools in Sultanbeyli district of İstanbul.

The selection of the study group is done by convenience sampling method. This method includes choosing the respondents by taking their availability and convenience into consideration.

### **3.3. Data Collection Instruments**

To obtain the data for this research, the researcher used Personal Information Form (Appendix IV) and Teacher Burnout Scale (Appendix V ).

#### **3.3.1. Personal Information Form**

The Personal Information Form is a multiple-choice question form generated by the researcher, seeking the answer to the demographic features of the participants.

#### **3.3.2. Teacher Burnout Scale**

The Teacher Burnout Scale created by Seidman & Zager in 1987 is a 6-point Likert type scale including 20 items. Validity and reliability studies and the adaptation



of the scale were carried out by Tmkaya (1996). It has four subscales. The Cronbach's Alpha coefficients for these subscales were as; Administrative Support .70; Coping with Job-Related Stress .66; Job Satisfaction .67; Attitudes Toward Students .76. The total test/retest reliability coefficient is 75. In the validity study for the Teacher Burnout Scale, construct validity was first considered. For this purpose, factor analysis shown that the number of factors in the adaptation study was the same as the original. In the second analysis of the validity of the TBS, similar scales were examined.

For this, Maslach Burnout Inventory (MBI), which was validated by Ergin (1993), was used. MBI has three subdimensions: Emotional Exhaustion, Depersonalization, and Personal Accomplishment. The correlation between TBS and MBI subscales were found to be: Coping with Job-Related Stress and Emotional Exhaustion .66; Personal Accomplishment with Job Satisfaction .29; Depersonalization and Attitudes towards Students .07. The Perceived Administrative Support subscale of the TBS could not be compared because there is no sub-scale to replace it in the MBI.

The number of items in the sub-scales of TBS was as follows: Perceived Administrative Support, 7; Coping with Job-Related Stress, 6; Job Satisfaction, 5; Attitudes towards Students is 2. Scoring of the scale is done separately for each subscale. A high score represents a high burnout rate and a low score indicates a low level.

The scale consists of four subscales. These:

**Administrative Support:** Items 3,8,11,13,15,18 and 20,

**Coping with Job-related Stress:** Items 2,4,6,7,9 and 14,

**Job Satisfaction:** Items 1,5,10,12 and 19

**Attitudes towards Students:** Items 16 and 17

**Items to be reversed:** 1,3,5,8,10,16, 17 and 19.

A total score is not obtained from this scale. Scores are calculated separately for each subscale. A high score indicates a high level of burnout and a low score indicates a low level of burnout.

### **3.4. Data Collection Procedure**

First of all, the necessary permissions were taken from the questionnaire developer to use the questionnaire and then from the Ethics Committee and the Provincial Directorate of National Education to implement the questionnaire. The researcher conducted the questionnaires by visiting the schools. English teachers who participated in the survey on a voluntary basis were informed about the study before the application. They filled the Personal Information Form and Teacher Burnout Scale in about a period of five minutes.

### **3.5. Data Analysis Methods**

Descriptive, Correlational, and Causal Comparative Research Model were utilized in this study. Descriptive Research Model investigates the current situation in a subject. The Correlational Research Model examines whether there are relationships between two or more variables, and Causal Comparison Model compares groups that differ in terms of a particular variable.

For Descriptive Research, descriptive statistics and frequency analysis, for Correlational Research, correlation analysis, for Causal Comparison Research, Independent t-test, Mann-Whitney U test, ANOVA, Kruskal Wallis Test were implemented.

To evaluate the obtained findings, SPSS 22.0 Statistics Package program was used for statistical analysis. Firstly, reliability analysis was done for sub-dimensions of the scale. Afterward, descriptive statistics were given about participant responses related to survey Questionnaire. In addition, Correlation Analysis was done. Sub-Dimensions were tested with the Shapiro-wilk Normality Test on total scores. According to Normality Test results, socio-demographic comparisons were evaluated. If the data is normal, parametric tests (Independent t-test and One way ANOVA test), if

not, non-parametric tests are used (Kruskal Wallis Test and Mann-Whitney U test). Results were evaluated for 95% and 99% Confidence Interval,  $p < 0.05$  and  $p < 0.01$  significance levels.

### 3.5.1. Sample Size

As a method, simple random sampling was used in sample size. In the simple random sampling method, the independent selection is unbiasedly made by considering the possibility of being equal and independent in the sampling selection of each unit in the population (Balci, 2007).

Research Population: State school English teachers of Sultanbeyli district

N (Population Count): 83 (homogeneity)

Method: variance ratio ( $p \cdot q$ )

d: Sampling error

$Z_{\alpha/2}$ : table value

n: sample size

$$n = \frac{N \cdot p \cdot q \cdot Z_{\alpha/2}^2}{(N-1) \cdot d^2 + Z_{\alpha/2}^2 \cdot p \cdot q} = \frac{83 \cdot 0,5 \cdot 0,5 \cdot (1,96)^2}{(83-1) \cdot (0,10)^2 + 0,5 \cdot 0,5 \cdot (1,96)^2} = \frac{79,71}{1,78} \cong 45$$

According to the sample size formula, it needs 45 minimum sizes for research reliability. In the context, 49 participants were contacted with face to face survey technic for this research. In the result of obtained data, missing values were predicted with the regression method and analyzed.

### 3.5.2. Reliability Analysis

Reliability is described as the stability of the measuring tool under the same conditions with reproduced measurements to obtain values. An unreliable scale is useless and scale reliability is evaluated with Alpha (Cronbach) Coefficient developed by Lee Cronbach (1951). Cronbach's Alpha Coefficient supplies an internal consistency

measure of a scale or test which is predicated as a value between 0 and 1 (Tavakol & Dennick, 2011).

If the correlation between the questions is negative, the alpha coefficient calculated by the alpha method is also negative. If this coefficient is negative, the reliability model will degenerate. In other words, it expresses that the scale's additivity feature was degenerated (Kalaycı, 2006).

Based on the alpha coefficients, interpretation of the scale reliability is as follows (Kalaycı, 2006):

- $0.00 \leq \alpha < 0.40$ , the scale is unreliable.
- $0.40 \leq \alpha < 0.60$ , the reliability of the scale is low.
- $0.60 \leq \alpha < 0.80$ , the scale is pretty good reliable.
- $0.80 \leq \alpha < 1.00$ , the scale is highly reliable.

## CHAPTER 4. FINDINGS AND DISCUSSION

### 4.1. Findings

**Table 1. Teacher Burnout Scale Reliability Analysis Result**

<b>Variables</b>	<b>Cronbach's Alpha</b>	<b>Item Number per subdimension</b>
Perceived Administrative Support	0,752	7
Coping with Job-Related Stress	0,829	6
Job Satisfaction	0,797	5
Attitudes towards Students	0,842	2

Table 1 shows Teacher Burnout Scale Reliability Analysis Results; As Perceived Administrative Support, Coping with Job-Related Stress, Job Satisfaction, and Attitudes towards Students are among 0,752-0,842, each scale sub-dimensions are assumed to be highly reliable and internal consistency of the scale is very good for the survey.

#### 4.1.2. Frequency Analysis and Descriptive Statistics on Socio Demographic Characteristics

**Table 2. Frequency Analysis Results of Gender Variable**

<b>Gender</b>	<b>Frequency</b>	<b>Percent(%)</b>
Female	36	73,5
Male	13	26,5
<b>Total</b>	<b>49</b>	<b>100,0</b>

When the descriptive statistics related to the socio-demographic characteristics obtained within the scope of the study are examined in Table 1, 73.5% of them are determined as Female, and 26.5% of them as Male.

**Table 3. Frequency Analysis Results of Age Variable**

<b>Age</b>	<b>Frequency</b>	<b>Percent(%)</b>
25-30	24	49,0
31 and Upper	25	51,0
<b>Total</b>	<b>49</b>	<b>100,0</b>

According to Table 3, 49% of the participants in this study are between 25-30 years old, 51% of them are 31 and upper.

**Table 4. Frequency Analysis Results of Marital Status Variable**

<b>Marital Status</b>	<b>Frequency</b>	<b>Percent(%)</b>
Married	25	51,0
Single	24	49,0
<b>Total</b>	<b>49</b>	<b>100,0</b>

In Table 4, the results of 'Marital Status' were determined as 51% married and 49% single.

**Table 5. Frequency Analysis Results of Number of Children Variable**

<b>Number of Children</b>	<b>Frequency</b>	<b>Percent(%)</b>
None	32	65,3
One-two	17	34,7
<b>Total</b>	<b>49</b>	<b>100,0</b>

In Table 5, the results of 'Number of Children' were determined as 65,3% None, 34,7% One-two.

**Table 6. Frequency Analysis Results of Year of Seniority in the Profession Status Variable**

<b>Years of Seniority in the Profession</b>	<b>Frequency</b>	<b>Percent(%)</b>
5-7	29	59,2
8-10	13	26,5
11 and Upper	7	14,3
<b>Total</b>	<b>49</b>	<b>100,0</b>

In Table 6, the results of 'Years of Seniority in the Profession' were determined as 59,2% between 5-7 years, 26,5% between 8-10 year, 14,3% 11, and Upper years.

**Table 7. Frequency Analysis Results of Social Cultural Activity Frequency Variable**

<b>Social Cultural Activity</b>	<b>Frequency</b>	<b>Percent(%)</b>
Sometimes Participation	34	69,4
Often Participation	15	30,6
<b>Total</b>	<b>49</b>	<b>100,0</b>

In Table 7, the results of 'Social Cultural Activity Frequency' were determined as 69,4% Sometimes Participation, and 30,6% Often Participation.

**Table 8. Frequency Analysis Results of ‘Socio-economic status of your school region’ Variable**

<b>Socio-economic status of your school region</b>	<b>Frequency</b>	<b>Percent(%)</b>
Lower	23	46,9
Middle and Middle upper	26	53,1
<b>Total</b>	<b>49</b>	<b>100,0</b>

In Table 8, the results of ‘Socio-economic status of your school region’ were determined as 46,4% Lower, 30,6 % Middle, and Middle-Upper.

**Table 9. Frequency Analysis Results of ‘Do you think school management behaves fairly to teachers?’ Variable**

<b>‘Do you think school management behaves fairly to teachers?’</b>	<b>Frequency</b>	<b>Percent(%)</b>
Always	25	51,0
Sometimes	24	49,0
<b>Total</b>	<b>49</b>	<b>100,0</b>

In Table 9, the results of ‘Do you think school management behaves fairly to teachers?’ were determined as 51% Always, 49% Sometimes.

**Table 10. Frequency Analysis Results of ‘Does your school suffice technological equipment and materials for your lesson?’ Variable**

<b>‘Does your school suffice technological equipment and materials for your lesson?’</b>	<b>Frequency</b>	<b>Percent(%)</b>
Yes	16	32,7
No	13	26,5
Partially	20	40,8
<b>Total</b>	<b>49</b>	<b>100,0</b>

In Table 10, the results of ‘Does your school suffice technological equipment and materials for your lesson?’ were determined as 32,7% Yes, 26,5% No, 40,8% Partially.

**Table 11. Frequency Analysis Results of ‘Do you get necessary attention and support from parents of children?’ Variable**

<b>‘Do you get necessary attention and support from parents of students?’</b>	<b>Frequency</b>	<b>Percent(%)</b>
Always-Sometimes	15	30,6
Partially-None	34	69,4
<b>Total</b>	<b>49</b>	<b>100,0</b>

In Table 11, the results of ‘Do you get necessary attention and support from parents of students?’ were determined as 30,6% Always-Sometimes, and 69,4% Partially-None.

**Table 12. Frequency Analysis Results of ‘Total lesson hours per week’ Variable**

<b>Total Lesson Hours per Week</b>	<b>Frequency</b>	<b>Percent(%)</b>
1-25	20	40,8
26-30	29	59,2
<b>Total</b>	<b>49</b>	<b>100,0</b>

In Table 12, the results of ‘Total lesson hours per week’ were determined as 40,8% 1-25 hours, and 59,2% 26-30 hours.

**Table 13. Frequency Analysis Results of ‘What is the average number of students in your teaching classes?’ Variable**

<b>‘What is the average number of students in your teaching classes?’</b>	<b>Frequency</b>	<b>Percent(%)</b>
20-39	28	57,1
40 and Upper	21	42,9
<b>Total</b>	<b>49</b>	<b>100,0</b>

In Table 13, the results of ‘What is the average number of students in your teaching classes?’ were determined as 57,1%, 20-39, and 42,9% 40 and upper.

**Table 14. Descriptive Statistics Results about Teacher Burnout Scale Questions**

<b>Items</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
<b>3-</b> I get adequate praise from supervisors for a job well done	2	6	3,59	1,135
<b>8-</b> I feel that the administrators are willing to help me with	1	6	2,73	1,426



classroom problems, should they arise

<b>11-</b> I believe that my efforts in the classroom are unappreciated by the administrators.	1	6	3,31	1,446
<b>13-</b> I feel that I could do a much better job of teaching English if only the problems confronting me were not so great	1	6	4,12	1,563
<b>15-</b> My supervisors give me more criticism than praise	1	6	1,94	1,215
<b>18-</b> I feel that the administrators will not help me with classroom difficulties.	1	6	2,51	1,474
<b>20-</b> The administration blames me for classroom problems	1	6	2,98	1,362
<b>Perceived Administrative Support</b>	<b>12,00</b>	<b>34,00</b>	<b>21,1837</b>	<b>6,13281</b>
<b>2-</b> I feel depressed because of my teaching experiences.	1	6	3,12	1,452
<b>4-</b> The teaching day seems to drag on and on.	1	6	2,90	1,418
<b>6-</b> The students act unrestrainedly	2	6	5,06	1,088
<b>7-</b> My physical illnesses may be related to the stress in this job	1	6	3,65	1,798
<b>9-</b> I find it difficult to calm down after a day of teaching.	1	6	3,27	1,538
<b>14-</b> The stresses in this job are more than I can bear.	1	6	3,61	1,618
<b>Coping with Job-Related Stress</b>	<b>9,00</b>	<b>36,00</b>	<b>21,6122</b>	<b>6,61065</b>
<b>1-</b> I look forward to teaching English in the future.	1	6	3,10	1,327
<b>5-</b> I am glad that I selected teaching English as a career.	1	6	2,10	1,327
<b>10-</b> Teaching English is more fulfilling than I had expected.	1	6	3,59	1,471
<b>12-</b> If I had it to do all over again, I would not become an English Teacher.	1	6	3,14	1,768
<b>19-</b> I look forward to each teaching day.	1	6	2,55	1,081
<b>Job Satisfaction</b>	<b>5,00</b>	<b>28,00</b>	<b>14,4898</b>	<b>5,24453</b>
<b>16-</b> Most of my students are decent people	1	6	4,29	1,514
<b>17-</b> Most students come to school ready to learn English.	2	6	4,73	1,303
(Seidman & Zager, 1986/7)				

<b>Attitudes towards Students</b>	<b>4,00</b>	<b>12,00</b>	<b>9,0204</b>	<b>2,62591</b>
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In Table 14, each sub-dimension was examined and the perception of the sub-dimensions was analyzed. According to this, the highest perceived item in the Perceived Administrative Support is ‘I feel that I could do a much better job of teaching English if only the problems confronting me were not so great’ (mean = 4.12), the highest perceived item in Coping with Job-Related Stress is ‘The students act unrestrainedly’ (average = 5.06 ), the highest perceived item in Job Satisfaction is ‘Teaching English is more fulfilling than I had expected’ (average = 3.59), and the highest perceived item in Attitudes Towards Students is ‘Most students come to school ready to learn English’ (average = 4.73).

In the Perceived Administrative Support sub-dimension, the perception is the middle level, as the Perceived Administrative Support average is  $21.137 \pm 6.13281$  (mean  $\pm$  standard deviation). Also, since the average of Coping with Job-related Stress is  $21.6122 \pm 6.61065$ , the perception of Coping with Job-related Stress sub-dimension is the middle level. In addition, the average of Job Satisfaction is  $14.498 \pm 5.2453$ , so the perception of Job Satisfaction is the middle level. The average of Attitudes towards Students is  $9.0204 \pm 2.62591$ , it means that the perception of Attitudes towards Students sub-dimension is high.

### 4.1.3. Correlation Analysis

Correlation analysis measures the strength and direction of the linear relationship of two variables (Pallant, 2001). The correlation coefficient (r) is used to express the magnitude of the relationship between the two variables.

Also, the table below shows how the r-value is interpreted. (Dunn & Mannes, 2001).

- $\pm 0,80$  to  $1,00$  (very strong)
- $\pm 0,60$  to  $0,79$  (strong)
- $\pm 0,40$  to  $0,59$  (moderate)
- $\pm 0,20$  to  $0,39$  (weak)

- $\pm 0,00$  to  $0,19$  ( very weak)

**Table 15. Correlation Analysis Results among Scale Sub-Dimensions**

<b>Spearman's rho</b>		<b>Perceived Administrative Support</b>	<b>Coping with Job-Related Stress</b>	<b>Job Satisfaction</b>	<b>Attitudes towards Students</b>
<b>Perceived Administrative Support</b>	r	1,000	0,628**	0,275	0,220
	p		0,000	0,056	0,129
	n	49	49	49	49
<b>Coping with Job-Related Stress</b>	r	0,628**	1,000	0,603**	0,400**
	p	0,000		0,000	0,004
	n	49	49	49	49
<b>Job Satisfaction</b>	r	0,275	0,603**	1,000	0,591**
	p	0,056	0,000		0,000
	n	49	49	49	49
<b>Attitudes towards Students</b>	r	0,220	0,400**	0,591**	1,000
	p	0,129	0,004	0,000	
	n	49	49	49	49

\*\*p<0,01;\* p<0,05

The values in Table 15 show that the relationship between Perceived Administrative Support and Coping with Job-Related Stress is statistically significant ( $p = 0,000$ ;  $p < 0,01$ ). In this case, there is a positively strong relationship between two variables ( $0,60 < r < 0,79$ ) ( $r = 0,628$ ).

It was determined that there was no statistically significant relationship between Perceived Administrative Support and Job Satisfaction ( $p > 0,05$ ). Similarly, there was no statistically significant relationship between Perceived Administrative Support and Attitudes Towards Students ( $p > 0,05$ ).

It was determined that there was a statistically significant relationship between Coping with Job-Related Stress and Job Satisfaction ( $p = 0,000$ ;  $p < 0,01$ ), in this case, there is a positively strong relationship between two variables ( $r = 0,603$ ).

There found a statistically significant relationship between Coping with Job-Related Stress and Attitudes Towards Students ( $p = 0,004$ ;  $p < 0,01$ ), In this case, there is a positive, moderate relationship between two variables ( $r = 0,400$ ).

There is a statistically significant relationship between Job Satisfaction and Attitudes Towards Students ( $p=0,000;p<0,01$ ), in this case, there is a positive, moderate relationship between the two variables ( $r=0,591$ ).

#### 4.1.4. Comparison of Sub-Dimensions through Socio Demographic Characteristics

**Table 16. Sub-Dimensions Normality Test through Gender**

		Tests of Normality		
Gender		Shapiro-Wilk Statistic	df	Sig.
<b>Perceived Administrative Support</b>	Female	0,941	36	0,055*
	Male	0,872	13	0,056*
<b>Coping with Job-Related Stress</b>	Female	0,980	36	0,747*
	Male	0,933	13	0,369*
<b>Job Satisfaction</b>	Female	0,980	36	0,744*
	Male	0,949	13	0,586*
<b>Attitudes towards Students</b>	Female	0,871	36	0,001
	Male	0,901	13	0,139*

\* $p>0,05$

In the values in Table 16; Perceived Administrative Support, Coping with Job-Related Stress, and Job Satisfaction variables were tested as normal according to gender in the Shapiro-Wilk Normality test ( $p> 0.05$ ), hence, Independent t-test was used for these variables. On the other hand, Attitudes Towards Students are not normal according to gender in the Shapiro-Wilk Normality test ( $p <0.05$ ), therefore Mann-Whitney U test was used. These tests are also shown in Table 17.

**Table 17. Sub-Dimensions and Gender Relationship**

Gender		N	Mean	Std. Deviation	t	p
<b>Perceived Administrative Support</b>	Female	36	21,667	5,947	0,916	0,364
	Male	13	19,846	6,681		
<b>Coping with Job-Related Stress</b>	Female	36	22,694	6,632	1,963	0,056
	Male	13	18,615	5,767		
<b>Job Satisfaction</b>	Female	36	14,583	4,999	0,206	0,838
	Male	13	14,231	6,085		
		N	Mean Rank	Sum of Ranks	Mann-Whitney U	P
<b>Attitudes towards Students</b>	Female	36	25,417	915,000	219,000	0,729
	Male	13	23,846	310,000		

\*\* $p<0,01$ ; \* $p<0,05$

In the values in Table 17; participant responses were tested to see whether there was a difference by gender with the Perceived Administrative Support, Coping with Job-Related Stress and Job Satisfaction variables. It has been shown that there is no statistically significant difference by gender ( $p > 0.05$ ). In addition, with the Mann Whitney U test, whether there is a difference between gender and the Attitudes towards Students is tested. It has been shown that there is no statistically significant difference by gender ( $p > 0.05$ ).

**Table 18. Sub-Dimensions Normality Test through Age**

<b>Tests of Normality</b>				
<b>Age</b>	<b>Shapiro-Wilk</b>			
	<b>Statistic</b>	<b>df</b>	<b>Sig.</b>	
<b>Perceived Administrative Support</b>	25-30	0,898	24	0,020
	31 and Upper	0,955	25	0,326*
<b>Coping with Job-Related Stress</b>	25-30	0,968	24	0,623*
	31 and Upper	0,942	25	0,166*
<b>Job Satisfaction</b>	25-30	0,956	24	0,358*
	31 and Upper	0,976	25	0,787*
<b>Attitudes towards Students</b>	25-30	0,882	24	0,009
	31 and Upper	0,835	25	0,001

\* $p > 0,05$

In Table 18 values; Coping with Job-Related Stress and Job Satisfaction variables were tested to be normal according to age on the Shapiro-Wilk Normality test ( $p > 0,05$ ). Hence it was used the Independent t-test for these variables. On the other hand, Perceived Administrative Support and Attitudes towards Students are not normal according to age on the Shapiro-Wilk Normality test ( $p < 0,05$ ), so it was used the Mann-Whitney U test. Moreover, these tests were shown in Table 19.

**Table 19. Sub-Dimensions and Age Relationship**

Age	N	Mean Rank	Sum of Ranks	Mann-Whitney U	p	
<b>Perceived Administrative Support</b>	25-30	24	26,125	627,000	273,000	0,588
	31 and Upper	25	23,920	598,000		
	N	Mean	Std. Deviation	t	p	
<b>Coping with Job-Related Stress</b>	25-30	24	21,750	6,388	0,141	0,888
	31 and Upper	25	21,480	6,947		
<b>Job Satisfaction</b>	25-30	24	14,375	5,046	-0,149	0,883
	31 and Upper	25	14,600	5,530		
	N	Mean Rank	Sum of Ranks	Mann-Whitney U	p	
<b>Attitudes towards Students</b>	25-30	24	25,083	602,000	298,000	0,967
	31 and Upper	25	24,920	623,000		

\*\*p<0,01;\*p<0,05

In Table 19 values; participant responses were tested whether Coping with Job-Related Stress, and Job Satisfaction variables have a difference according to age with the Independent t-test. It is indicated that there is not a statistically significant difference according to age ( $p>0,05$ ). On the other hand, it was tested whether Perceived Administrative Support and Attitudes towards Students variables have differences according to Age with the Mann Whitney U test. It is demonstrated that there is not a statistically significant difference according to age ( $p>0,05$ ).

**Table 20. Sub-Dimensions Normality Test through Marital Status**

		Tests of Normality		
Sub-Dimension	Marital Status	Statistic	Shapiro-Wilk	
			df	Sig.
<b>Perceived Administrative Support</b>	Married	0,957	25	0,365*
	Single	0,877	24	0,007
<b>Coping with Job-Related Stress</b>	Married	0,931	25	0,092*
	Single	0,964	24	0,515*
<b>Job Satisfaction</b>	Married	0,962	25	0,460*
	Single	0,960	24	0,445*
<b>Attitudes towards Students</b>	Married	0,892	25	0,012
	Single	0,852	24	0,002

\*p>0,05

In Table 20 values; Coping with Job-Related Stress, and Job Satisfaction variables were tested to be normal according to Marital Status on Shapiro-Wilk Normality test ( $p>0,05$ ). Hence, the Independent t-test was implemented for these variables. On the other hand, Perceived Administrative Support and Attitudes towards Students are not normal according to Marital Status on Shapiro-Wilk Normality test ( $p<0,05$ ), so, the Mann-Whitney U test was used. Also, these tests were shown in Table 21.

**Table 21. Sub-Dimensions and Marital Status Relationship**

<b>Marital Status</b>		<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>Mann-Whitney U</b>	<b>p</b>
<b>Perceived Administrative Support</b>	Married	25	26,840	671,000	254,000	0,356
	Single	24	23,083	554,000		
		<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>p</b>
<b>Coping with Job-Related Stress</b>	Married	25	21,760	6,553	0,158	0,875
	Single	24	21,458	6,808		
<b>Job Satisfaction</b>	Married	25	13,760	5,118	-0,994	0,325
	Single	24	15,250	5,375		
		<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>Mann-Whitney U</b>	<b>p</b>
<b>Attitudes towards Students</b>	Married	25	24,360	609,000	284,000	0,744
	Single	24	25,667	616,000		

\*\* $p<0,01$ ; \* $p<0,05$

In Table 21 values; participant responses were tested whether Coping with Job-Related Stress, and Job Satisfaction variables are different according to Marital Status with the Independent t-test. It is shown that there is not a statistically significant difference according to Marital Status ( $p>0,05$ ). On the other hand, it was tested whether Perceived Administrative Support and Attitudes towards Students variables have differences according to Marital Status with the Mann Whitney U test. It is shown that there is not a statistically significant difference according to Marital Status ( $p>0,05$ ).

**Table 22. Sub-Dimensions Normality Test through Number of Children**

		Tests of Normality			
Number of Children		Shapiro-Wilk	Statistic	df	Sig.
<b>Perceived Administrative Support</b>	None	0,878	32	0,002	
	One-two	0,958	17	0,590*	
<b>Coping with Job-Related Stress</b>	None	0,978	32	0,743*	
	One-two	0,928	17	0,199*	
<b>Job Satisfaction</b>	None	0,981	32	0,832*	
	One-two	0,958	17	0,588*	
<b>Attitudes towards Students</b>	None	0,845	32	0,000	
	One-two	0,907	17	0,091	

\*p>0,05

In Table 22 values; Coping with Job-Related Stress and Job Satisfaction variables were tested to be normal according to the Number of Children on Shapiro-Wilk Normality test ( $p > 0,05$ ). Hence, the Independent t-test was used for these variables. On the other hand, Perceived Administrative Support and Attitudes towards Students are not normal according to the Number of Children on Shapiro-Wilk Normality test ( $p < 0,05$ ), so, the Mann-Whitney U test was used. Moreover, these tests were shown in Table 23.

**Table 23. Sub-Dimensions and Number of Children Relationship**

Number of Children		N	Mean Rank	Sum of Ranks	Mann-Whitney U	p
<b>Perceived Administrative Support</b>	None	32	23,078	738,500	210,500	0,195
	One-two	17	28,618	486,500		
		N	Mean	Std. Deviation	t	p
<b>Coping with Job-Related Stress</b>	None	32	22,344	6,499	1,064	0,293
	One-two	17	20,235	6,796		
<b>Job Satisfaction</b>	None	32	15,469	5,267	1,836	0,073
	One-two	17	12,647	4,821		
		N	Mean Rank	Sum of Ranks	Mann-Whitney U	p



<b>Attitudes towards Students</b>	None	32	26,641	852,500	219,500	0,261
	One-two	17	21,912	372,500		

\*\*p<0,01;\*p<0,05

In Table 23 values; participant responses were tested whether Coping with Job-Related Stress, and Job Satisfaction variables are different according to the Number of Children with the Independent t-test. It is shown that there is not a statistically significant difference according to Number of Children ( $p>0,05$ ). On the other hand, it was tested whether Perceived Administrative Support and Attitudes towards Students variables are different according to the Number of Children with the Mann Whitney U test. It is shown that there is not a statistically significant difference according to the Number of Children ( $p>0,05$ ).

**Table 24. Sub-Dimensions Normality Test through Years of Seniority in the Profession**

		<b>Tests of Normality</b>		
<b>Years of Seniority in the Profession</b>		<b>Shapiro-Wilk</b>		
		<b>Statistic</b>	<b>df</b>	<b>Sig.</b>
<b>Perceived Administrative Support</b>	5-7	0,912	29	0,019
	8-10	0,926	13	0,304*
	11 and Upper	0,896	7	0,305*
<b>Coping with Job-Related Stress</b>	5-7	0,961	29	0,353*
	8-10	0,893	13	0,108*
	11 and Upper	0,917	7	0,448*
<b>Job Satisfaction</b>	5-7	0,973	29	0,649*
	8-10	0,942	13	0,482*
	11 and Upper	0,878	7	0,220*
<b>Attitudes towards Students</b>	5-7	0,832	29	0,000
	8-10	0,937	13	0,421*
	11 and Upper	0,866	7	0,173*

\*p>0,05

In Table 24 values; Coping with Job-Related Stress and Job satisfaction variables were tested to be normal according to Years of Seniority in the Profession on Shapiro-Wilk Normality test ( $p>0,05$ ). Hence it was used one way ANOVA for these variables. On the other hand, Perceived Administrative Support and Attitudes towards Students are not normal according to Years of Seniority in the Profession on Shapiro-Wilk Normality test ( $p<0,05$ ), so it was used Kruskal-Wallis test. These tests were shown in Table 25.

**Table 25. Sub-Dimensions and Years of Seniority in the Profession Relationship**

<b>Years of Seniority in the Profession</b>		<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>Chi-Square</b>	<b>p</b>
<b>Perceived Administrative Support</b>	5-7	29	23,241	674,000	1,195	0,550
	8-10	13	26,769	348,000		
	11 and upper	7	29,000	203,000		
		<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>F</b>	<b>p</b>
<b>Coping with Job-Related Stress</b>	5-7	29	21,759	5,604	0,020	0,980
	8-10	13	21,308	8,107		
	11 and upper	7	21,571	8,443		
<b>Job Satisfaction</b>	5-7	29	14,931	4,423	0,440	0,647
	8-10	13	13,308	5,921		
	11 and upper	7	14,857	7,381		
		<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>Chi-Square</b>	<b>p</b>
<b>Attitudes towards Students</b>	5-7	29	26,638	772,500	1,811	0,404
	8-10	13	24,731	321,500		
	11 and upper	7	18,714	131,000		

\*\*p<0,01;\*p<0,05

In Table 25 values; participant responses were tested whether Coping with Job-Related Stress, and Job Satisfaction variables have differences according to Years of Seniority in the Profession with the one way ANOVA test. It is shown that there is not a statistically significant difference according to Years of Seniority in the Profession ( $p>0,05$ ). On the other hand, it was tested whether Perceived Administrative Support and Attitudes towards Students variables have difference according to Years of Seniority in the Profession with the Kruskal Wallis test. It is shown that there is not a statistically significant difference according to Years of Seniority in the Profession ( $p>0,05$ ).

**Table 26. Sub-Dimensions Normality Test through Social Cultural Activity Frequency**

		<b>Tests of Normality</b>		
<b>Social Cultural Activity Frequency</b>		<b>Shapiro-Wilk</b>		
		<b>Statistic</b>	<b>df</b>	<b>Sig.</b>
<b>Perceived Administrative Support</b>	Sometimes Participation	0,958	34	0,205*
	Often Participation	0,845	15	0,015
<b>Coping with Job-Related Stress</b>	Sometimes Participation	0,961	34	0,264*
	Often Participation	0,951	15	0,539*
<b>Job Satisfaction</b>	Sometimes Participation	0,988	34	0,958*
	Often Participation	0,955	15	0,606*
<b>Attitudes towards Students</b>	Sometimes Participation	0,857	34	0,000
	Often Participation	0,900	15	0,095

\*p>0,05

In Table 26 values; Coping with Job-Related Stress and Job Satisfaction variables were tested to be normal according to Social-Cultural Activity Frequency on Shapiro-Wilk Normality test ( $p>0,05$ ). Hence it was used the Independent t-test for these variables. On the other hand, Perceived Administrative Support and Attitudes towards Students are not normal according to Social-Cultural Activity Frequency on the Shapiro-Wilk Normality test ( $p<0,05$ ), so it was used the Mann-Whitney U test. These tests were shown in Table 27.

**Table 27. Sub-Dimensions and Social Cultural Activity Frequency Relationship**

<b>Social Cultural Activity Frequency</b>		<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>Mann-Whitney U</b>	<b>p</b>
<b>Perceived Administrative Support</b>	Sometimes Participation	34	25,941	882,000	223,000	0,486
	Often Participation	15	22,867	343,000		
		<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>p</b>
<b>Coping with Job-Related Stress</b>	Sometimes Participation	34	21,971	6,033	0,567	0,573
	Often Participation	15	20,800	7,939		
<b>Job Satisfaction</b>	Sometimes	34	15,118	5,267	1,270	0,210

	Participation Often Participation	15	13,067	5,077		
		<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>Mann-Whitney U</b>	<b>P</b>
<b>Attitudes towards Students</b>	Sometimes Participation	34	26,324	895,000	210,000	0,319
	Often Participation	15	22,000	330,000		

\*\*p<0,01;\*p<0,05

In Table 27 values; participant responses were tested whether Coping with Job-Related Stress and Job Satisfaction variables have differences according to Social-Cultural Activity Frequency with the Independent t-test. It is shown that there is not a statistically significant difference according to Social-Cultural Activity Frequency ( $p>0,05$ ). On the other hand, it was tested whether Perceived Administrative Support and Attitudes towards Students variables have differences according to Social-Cultural Activity Frequency with the Mann Whitney U test. It is shown that there is not a statistically significant difference according to Years of Seniority in the Profession ( $p>0,05$ ).

**Table 28. Sub-Dimensions Normality Test through Socio-economic Status Around Your School Region**

Socio-economic Status Around Your School Region		Tests of Normality		
		Shapiro-Wilk Statistic	df	Sig.
<b>Perceived Administrative Support</b>	Lower	0,880	23	0,010
	Middle and Middle upper	0,940	26	0,134*
<b>Coping with Job-Related Stress</b>	Lower	0,971	23	0,721*
	Middle and Middle upper	0,964	26	0,472*
<b>Job Satisfaction</b>	Lower	0,975	23	0,806*
	Middle and Middle upper	0,964	26	0,475*
<b>Attitudes towards Students</b>	Lower	0,883	23	0,011
	Middle and Middle upper	0,869	26	0,003

\*p>0,05

In Table 28 values; Coping with Job-Related Stress and Job Satisfaction variables were tested to be normal according to 'Socio-economic status Around your school region' on Shapiro-Wilk Normality test ( $p>0,05$ ). Hence, it was used the Independent t-test for these variables. On the other hand, Perceived Administrative Support and Attitudes towards Students are not normal according to 'Socio-economic

Status Around Your School Region' on the Shapiro-Wilk Normality test ( $p < 0,05$ ), so it was used the Mann-Whitney U test. Moreover, these tests were shown in Table 29.

**Table 29. Sub-Dimensions and Socio-economic Status Around Your School Region' ' Relationship**

Socio-economic Status Around Your School Region		N	Mean Rank	Sum of Ranks	Mann-Whitney U	P
<b>Perceived Administrative Support</b>	Lower	23	21,348	491,000	215,000	0,091
	Middle and Middle upper	26	28,231	734,000		
		N	Mean	Std. Deviation	t	p
<b>Coping with Job-Related Stress</b>	Lower	23	21,087	7,248	-0,519	0,606
	Middle and Middle upper	26	22,077	6,099		
<b>Job Satisfaction</b>	lower	23	14,174	5,331	-0,393	0,696
	Middle and Middle upper	26	14,769	5,256		
		N	Mean Rank	Sum of Ranks	Mann-Whitney U	P
<b>Attitudes towards Students</b>	Lower	23	26,870	618,000	256,000	0,380
	Middle and Middle upper	26	23,346	607,000		

\*\* $p < 0,01$ ; \* $p < 0,05$

In Table 29 values; participant responses were tested whether Coping with Job-Related Stress, and Job Satisfaction variables are different according to 'Socio-economic Status Around Your School Region' with the Independent t-test. It is shown that there is not a statistically significant difference according to 'Socio-economic Status Around Your School Region' ( $p > 0,05$ ). On the other hand, it was tested whether Perceived Administrative Support and Attitudes towards Students variables have difference according to 'Socio-economic Status Around Your School Region' with the Mann Whitney U test. It is shown that there is not a statistically significant difference according to 'Socio-economic Status Around Your School Region' ( $p > 0,05$ ).

**Table 30. Sub-Dimensions Normality Test through ‘Do you think school management behaves fairly to teachers?’**

		Tests of Normality			
“Do you think school management behaves fairly to teachers?”		Shapiro-Wilk	Statistic	df	Sig.
<b>Perceived Administrative Support</b>	Always	0,864	25	0,003	
	Sometimes	0,964	24	0,531*	
<b>Coping with Job-Related Stress</b>	Always	0,941	25	0,155*	
	Sometimes	0,921	24	0,062*	
<b>Job Satisfaction</b>	Always	0,943	25	0,174*	
	Sometimes	0,897	24	0,018	
<b>Attitudes towards Students</b>	Always	0,905	25	0,024	
	Sometimes	0,807	24	0,000	

\*p>0,05

In Table 30 values; Coping with Job-Related Stress variable was tested to be normal according to ‘Do you think school management behaves fairly to teachers?’ on Shapiro-Wilk Normality test (p>0,05). Hence it was used the Independent t-test for these variables. On the other hand, Perceived Administrative Support, Job Satisfaction, and Attitudes towards Students are not normal according to ‘Do you think school management behaves fairly to teachers?’ on the Shapiro-Wilk Normality test (p<0,05), so it was used the Mann-Whitney U test. These tests were shown in Table 31.

**Table 31. Sub-Dimensions and ‘Do you think school management behaves fairly to teachers?’ Relationship**

‘Do you think school management behaves fairly to teachers?’		N	Mean Rank	Sum of Ranks	Mann-Whitney U	p
<b>Perceived Administrative Support</b>	Always	25	18,420	460,500	135,500	0,001**
	Sometimes	24	31,854	764,500		
		<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>t</b>	<b>p</b>
<b>Coping with Job-Related Stress</b>	Always	25	19,880	6,912	-1,924	0,060
	Sometimes	24	23,417	5,890		
		<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>Mann-Whitney U</b>	<b>p</b>
<b>Job Satisfaction</b>	Always	25	22,700	567,500	242,500	0,249
	Sometimes	24	27,396	657,500		
<b>Attitudes towards Students</b>	Always	25	22,820	570,500	245,500	0,266
	Sometimes	24	27,271	654,500		

\*\*p<0,01;\*p<0,05

In Table 31 values; participant responses were tested whether Coping with Job-Related Stress variable has a difference according to ‘Do you think school management behaves fairly to teachers?’ with the Independent t-test. It is shown that there is not a statistically significant difference according to ‘Do you think school management behaves fairly to teachers?’ ( $p>0,05$ ). On the other hand, it was tested whether Perceived Administrative Support, Job Satisfaction, and Attitudes towards Students variables have differences according to ‘Do you think school management behaves fairly to teachers?’ with the Mann Whitney U test. It is shown that Perceived Administrative Support has a statistically significant difference according to ‘Do you think school management behaves fairly to teachers?’ ( $p=0,001$ ;  $p<0,01$ ). In the Perceived Administrative Support sub-dimension, it was determined that school management sometimes behaves fairly to teachers’ mean rank ( $x=31,854$ ) is higher than school management always behaves fairly to teachers ( $x=18,854$ ). Job Satisfaction and Attitudes towards Students variables do not have a statistically significant difference according to ‘Do you think school management behaves fairly to teachers?’ ( $p>0,05$ ).

**Table 32. Sub-Dimensions Normality Test through ‘Does your school suffice technological equipment and materials for your lesson?’**

<b>Tests of Normality</b>			
<b>‘Does your school suffice technological equipment and materials for your lesson?’</b>		Shapiro-Wilk	
		Statistic	df Sig.
<b>Perceived Administrative Support</b>	Yes	0,888	16 0,051*
	No	0,916	13 0,219*
	Partially	0,953	20 0,418*
<b>Coping with Job-Related Stress</b>	Yes	0,971	16 0,858*
	No	0,960	13 0,757*
	Partially	0,941	20 0,254*
<b>Job Satisfaction</b>	Yes	0,923	16 0,187*
	No	0,958	13 0,724*
	Partially	0,963	20 0,597*
<b>Attitudes towards Students</b>	Yes	0,881	16 0,041
	No	0,855	13 0,033
	Partially	0,873	20 0,013

\* $p>0,05$

In Table 32 values; Perceived Administrative Support, Coping with Job-Related Stress, and Job Satisfaction variables were tested to be normal according to ‘Does your school suffice technological equipment and materials for your lesson?’ on Shapiro-Wilk Normality test ( $p>0,05$ ). Hence, it was used one way ANOVA for these variables. On

the other hand, Attitudes towards Students are not normal according to ‘Does your school suffice technological equipment and materials for your lesson?’ on the Shapiro-Wilk Normality test ( $p < 0,05$ ), so it was used the Kruskal-Wallis test. These tests were shown in Table 33.

**Table 33. Sub-Dimensions and ‘Does your school suffice technological equipment and materials for your lesson?’ Relationship**

‘Does your school suffice technological equipment and materials for your lesson?’		N	Mean	Std. Deviation	F	p
<b>Perceived Administrative Support</b>	Yes	16	21,938	6,738	0,530	0,592
	No	13	19,692	5,793		
	Partially	20	21,550	5,987		
<b>Coping with Job-Related Stress</b>	Yes	16	21,184	6,133	0,562	0,574
	No	13	23,000	7,925		
	Partially	20	21,385	5,221		
<b>Job Satisfaction</b>	Yes	16	20,650	6,401	0,362	0,698
	No	13	21,612	6,611		
	Partially	20	14,500	5,304		
		N	Mean Rank	Sum of Ranks	Chi-Square	p
<b>Attitudes towards Students</b>	Yes	16	22,813	365,000	1,230	0,541
	No	13	28,500	370,500		
	Partially	20	24,475	489,500		

\*\* $p < 0,01$ ; \* $p < 0,05$

In Table 33 values; participant responses were tested whether Perceived Administrative Support, Coping with Job-Related Stress and Job Satisfaction variables have difference according to ‘Does your school suffice technological equipment and materials for your lesson?’ with one way ANOVA test. It is shown that there is not a statistically significant difference according to ‘Does your school suffice technological equipment and materials for your lesson?’ ( $p > 0,05$ ). On the other hand, it was tested whether Attitudes towards Students variable has a difference according to ‘Does your school suffice technological equipment and materials for your lesson?’ with The Kruskal Wallis test. It is shown that there is not a statistically significant difference according to ‘Does your school suffice technological equipment and materials for your lesson?’ ( $p > 0,05$ ).



**Table 34. Sub-Dimensions Normality Test through ‘Do you get necessary attention and support from parents of students?’**

		Tests of Normality			
‘Do you get necessary attention and support from parents of students?’		Shapiro-Wilk	Statistic	df	Sig.
<b>Perceived Administrative Support</b>	Always-Sometimes	0,848	15	0,016	
	Partially-None	0,945	34	0,084*	
<b>Coping with Job-Related Stress</b>	Always-Sometimes	0,972	15	0,889*	
	Partially-None	0,982	34	0,837*	
<b>Job Satisfaction</b>	Always-Sometimes	0,975	15	0,929*	
	Partially-None	0,983	34	0,859*	
<b>Attitudes towards Students</b>	Always-Sometimes	0,821	15	0,007	
	Partially-None	0,876	34	0,001	

\*p>0,05

In Table 34 values; Coping with Job-Related Stress, and Job Satisfaction variables were tested to be normal according to ‘Do you get necessary attention and support from parents of students?’ on Shapiro-Wilk Normality test (p>0,05). Hence, it was used the Independent t-test for these variables. On the other hand, Perceived Administrative Support, and Attitudes towards Students are not normal according to ‘Do you get necessary attention and support from parents of students?’ on the Shapiro-Wilk Normality test (p<0,05), so it was used the Mann-Whitney U test. These tests were shown in Table 35.

**Table 35. Sub-Dimensions and ‘Do you get necessary attention and support from parents of students?’ Relationship**

‘Do you get necessary attention and support from parents of students?’		N	Mean Rank	Sum of Ranks	Mann-Whitney U	p
<b>Perceived Administrative Support</b>	Always-Sometimes	15	25,500	382,500	247,500	0,870
	Partially-None	34	24,779	842,500		
		N	Mean	Std. Deviation	t	p
<b>Coping with Job-Related Stress</b>	Always-Sometimes	15	21,000	7,368	-0,427	0,671
	Partially-None	34	21,882	6,347		

Always-

<b>Job Satisfaction</b>	Sometimes	15	13,200	4,144	-1,147	0,257
	Partially-None	34	15,059	5,624		
		<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>	<b>Mann-Whitney U</b>	<b>p</b>
<b>Attitudes towards Students</b>	Always-Sometimes	15	17,900	268,500	148,500	0,018*
	Partially-None	34	28,132	956,500		

\*\*p<0,01;\*p<0,05

In Table 35 values; Participant responses were tested whether Coping with Job-Related Stress, and Job Satisfaction variables have differences according to ‘Do you get necessary attention and support from parents of students?’ with the Independent t-test. It is shown that there is not a statistically significant difference according to ‘Do you get necessary attention and support from parents of students?’ ( $p>0,05$ ). On the other hand, it was tested whether Perceived Administrative Support and Attitudes towards Students variables have difference according to ‘Do you get necessary attention and support from parents of students?’ with the Mann Whitney U test. It is shown that Attitudes towards Students have a statistically significant difference according to ‘Do you get necessary attention and support from parents of students?’ ( $p=0,018$ ;  $p<0,05$ ). In Attitudes towards Students sub-dimension, the mean rank of ‘Do you get necessary attention and support from parents of students?’ ‘Partially-None’ was determined as ( $x=28,132$ ) which is higher than ‘Always-Sometimes’ ( $x=17,900$ ). Perceived Administrative does not have a statistically significant difference according to ‘Do you get necessary attention and support from parents of students?’ ( $p>0,05$ ).

**Table 36. Sub-Dimensions Normality Test through Total Lesson Hours per Week**

		Tests of Normality		
Total Lesson Hours per Week		Shapiro-Wilk Statistic	df	Sig.
<b>Perceived Administrative Support</b>	1-25	0,943	20	0,269*
	26-30	0,879	29	0,003
<b>Coping with Job-Related Stress</b>	1-25	0,951	20	0,383*
	26-30	0,968	29	0,516*
<b>Job Satisfaction</b>	1-25	0,951	20	0,379*
	26-30	0,962	29	0,358*
<b>Attitudes towards Students</b>	1-25	0,862	20	0,008
	26-30	0,897	29	0,008

\*p>0,05

In Table 36 values; Coping with Job-Related Stress, and Job Satisfaction variables were tested to be normal according to ‘Total Lesson Hours per Week’ on the Shapiro-Wilk Normality test ( $p>0,05$ ). Hence, it was used the Independent t-test for these variables. On the other hand, Perceived Administrative Support, and Attitudes towards Students are not normal according to ‘Total Lesson Hours per Week’ on the Shapiro-Wilk Normality test ( $p<0,05$ ), so it was used the Mann-Whitney U test. These tests were shown in Table 37.

**Table 37. Sub-Dimensions and Total Lesson Hours per Week Relationship**

Total Lesson Hours per Week	N	Mean Rank	Sum of Ranks	Mann-Whitney U	P	
<b>Perceived Administrative Support</b>	1-25	20	30,025	600,500	0,040*	
	26-30	29	21,534	624,500		
	N	Mean	Std. Deviation	t	p	
<b>Coping with Job-Related Stress</b>	1-25	20	23,650	5,733	1,836	0,073
	26-30	29	20,207	6,899		
<b>Job Satisfaction</b>	1-25	20	15,550	4,925	1,180	0,244
	26-30	29	13,759	5,416		
	N	Mean Rank	Sum of Ranks	Mann-Whitney U	P	
<b>Attitudes towards Students</b>	1-25	20	24,700	494,000	284,000	0,901
	26-30	29	25,207	731,000		

\*\*p<0,01;\*p<0,05

In the values in Table 37; It was tested whether the variables of Coping with Work-related Stress and Job Satisfaction differ from Total Course Hours per Week with Independent t-test. Accordingly, it has been shown that there is no statistically significant difference compared to the Total Weekly Course Hours ( $p > 0.05$ ). On the other hand, it was tested whether Perceived Administrative Support and Attitudes towards Students variables differ from the total course hours per week with the Mann Whitney U test. It has been shown that there is a statistically significant difference in Perceived Administrative Support according to the Total Weekly Course Hours ( $p = 0.04$ ;  $p < 0.05$ ). In the Perceived Administrative Support sub-dimension, the mean average of the total course for 1-25 hours per week ( $x = 30.025$ ) was found to be higher than the total course ( $x = 17.900$ ) for 26-30 hours per week. There is no statistically significant difference in Attitudes towards Students compared to the Total Weekly Course Hours ( $p > 0.05$ ).

**Table 38. Sub-Dimensions Normality Test through ‘What is the average number of students in your teaching classes?’**

		<b>Tests of Normality</b>	
<b>‘What is the average number of students in your teaching classes?’</b>		<b>Shapiro-Wilk</b>	
		<b>Statistic</b>	<b>df Sig.</b>
<b>Perceived Administrative Support</b>	20-39	0,953	28 0,230*
	40 and Upper	0,895	21 0,028
<b>Coping with Job-Related Stress</b>	20-39	0,966	28 0,471*
	40 and Upper	0,966	21 0,649*
<b>Job Satisfaction</b>	20-39	0,958	28 0,308*
	40 and Upper	0,968	21 0,698*
<b>Attitudes towards Students</b>	20-39	0,897	28 0,010
	40 and Upper	0,852	21 0,005

\* $p > 0,05$

In Table 38 values; Coping with Job-Related Stress and Job satisfaction variables were tested to be normal according to ‘What is the average number of students in your teaching classes?’ on the Shapiro-Wilk Normality test ( $p > 0,05$ ). Hence, it was used the Independent t-test for these variables. On the other hand, Perceived Administrative Support and Attitudes towards Students are not normal according to ‘What is the average number of students in your teaching classes?’ on the Shapiro-Wilk Normality test ( $p < 0,05$ ), so it was used the Mann-Whitney U test. These tests were shown in Table 39.

**Table 39. Sub-Dimensions and ‘What is the average number of students in your teaching classes?’ Relationship**

‘What is the average number of students in your teaching classes?’		N	Mean Rank	Sum of Ranks	Mann-Whitney U	P
<b>Perceived Administrative Support</b>	20-39	28	23,571	660,000	254,000	0,418
	40 and Upper	21	26,905	565,000		
		N	Mean	Std. Deviation	t	p
<b>Coping with Job-Related Stress</b>	20-39	28	21,393	6,154	-0,266	0,792
	40 and Upper	21	21,905	7,321		
<b>Job Satisfaction</b>	20-39	28	14,821	5,164	0,507	0,614
	40 and Upper	21	14,048	5,445		
		N	Mean Rank	Sum of Ranks	Mann-Whitney U	P
<b>Attitudes towards Students</b>	20-39	28	23,643	662,000	256,000	0,434
	40 and Upper	21	26,810	563,000		

\*\*p<0,01;\*p<0,05

In Table 39 values; Participant responses were tested whether Coping with Job-Related Stress, and Job Satisfaction variables have differences according to ‘What is the average number of students in your teaching classes?’ with the Independent t-test. It is shown that there is not a statistically significant difference according to ‘What is the average number of students in your teaching classes?’ ( $p>0,05$ ). On the other hand, it was tested whether Perceived Administrative Support and Attitudes towards Students variables have differences according to ‘What is the average number of students in your teaching classes?’ with the Mann Whitney U test. It is shown that there is not a statistically significant difference according to ‘What is the average number of students in your teaching classes?’ ( $p>0,05$ ).

## 4.2. Discussion

This study aimed to investigate the perceptions of burnout syndrome of English teachers who have at least 5 years of experience working in public secondary schools of Sultanbeyli district.

In the study, the Shapiro-Wilk Normality test of the data was initially done for all socio-demographic variables. In this test, for qualifications with normal distribution, parametric tests (Independent t-test, one way ANOVA) were done, in addition, non-parametric tests (Kruskal Wallis and Mann Whitney U) were done for those who did not have a normal distribution.

This study revealed that gender has no effect on burnout. This shows parallelism with the results obtained by Gündüz (2004), Özgül & Atan (2016), and Dolunay (2001) whereas Gökçakan & Özer (1999) concluded that burnout was more common in women compared to men.

In this study, it was also revealed that burnout did not vary according to age. However, Maslach (1982) and Girgin (1995) concluded that burnout was higher at young ages. On the contrary, Kayabaşı (2008) revealed that older teachers had a greater sense of burnout. Therefore, it would not be right to make an advance decision about the effect of burnout on age. Different results can be obtained in different studies.

Moreover, no statistically significant difference was obtained according to the seniority year of the teachers, this is coherent with the result of Atan & Özgül's (2016) study. On the other hand, Gündüz (2004) and Kayabaşı (2008) found that seniority year and burnout were related.

There also obtained no significant difference in the marital status of the teachers, but Cemaloğlu & Şahin (2007) found that single or divorced teachers experienced more burnout than married in their studies. Similarly, Maslach et al. (2001) revealed that singles are more prone to burnout.

According to class size, the study did not draw a meaningful conclusion Baysal (1995) and Girgin (1995) also reached the same finding in their studies.

This study revealed that the dimension that affected teachers the most was Perceived Administrative Support ( $p=0,001$ ). Administrators are expected to fulfill the demands and the needs of the teachers, include them in the decision-making process, increase the interaction between the administration-teacher, teacher-teacher, support teachers when there is a problem, organize the school, the classrooms and the school environment for effective teaching atmosphere, and also they should be a role model, participate in professional and cultural activities and seminars, as well as organize school seminars or programs that will promote the professional and cultural development of teachers, and create a healthy school climate, last but not least, they should be fair in their management and pay attention to their social and personal relationships with their staff. In such a working environment, teachers become satisfied with their job and a bond of respect and belonging are established in a short time. In this way, teachers' stress reduces, and performance increases, and so teacher-student interaction and success increase, the potential for teachers to feel burnout decreases.

Another effective dimension in this study is 'Getting necessary attention and support from parents'. Almost seventy percent of the teachers stated that they got partial or no support from parents. According to this study, it was revealed that teachers who could not get enough support from parents developed attitudes towards students ( $p=0,018$ ). If parents support the teachers, negative situations such as negative behavior of students, not doing homework, disrupting the school or the class, or depressing the teacher can be eliminated. With teacher-parent-administration cooperation, significant results can be obtained in gaining students the desired behavior.

Nearly fifty percent of the teachers took part in this study work in schools with lower socio-economic status. School environment and impossibilities reduce teachers' motivation and increase stress. Being an English teacher in such schools is more difficult than others because language learning is far behind if students' needs are taken into account. This causes the English teachers not to be satisfied with their field shortly after their graduation, as there are many priorities other than teaching the language that the students should be supported. Touching a child's life is, of course, more valuable than teaching a language, but every teacher wants to get satisfaction in his field. The fact that education politicians and planners make regional needs analysis and arrange

their education priorities in line with these needs, as well as reconsidering language education in this direction may have positive benefits for the whole education community and students who are the main target.

Approximately sixty percent of the teachers stated that they had a course load between 26-30. Considering that the maximum weekly course load that a teacher can take is 30, it can be interpreted that the teachers who attended this study have excessive workload and this may trigger stress, decrease performance and tolerance and cause burnout. In addition, the relationship between total lesson hour and perceived administrative support ( $p=0,040$ ) shows that teachers develop attitudes towards administrators when it comes to course load of them. Here, it can be interpreted that teachers hold their administrators responsible for their excessive workload.

Based on the mean value of the item 'Most students come to school ready to learn English' (reversed item, 4.73), it may be useful to apply an attitude scale towards English lesson to students to determine the underlying causes of existing negative attitudes towards the lesson and this can shed light on what can be done to make them develop positive attitudes.

Most of the teachers think that 'The students act unrestrainedly' (5,06), and 'Most of the students are decent people' (reversed item, 4,29). These results show that most teachers are dissatisfied with student misbehaviors. This is a factor that causes stress and reluctance to go to work. This can be resolved by making common decisions with colleagues and administrators and by exhibiting the same attitude together so as to gain students the desired behavior.

Correlation analysis between sub-dimensions revealed that there is a strong relationship between Perceived Administrative Support and Coping with Job-related Stress (0, 628). In other words, the support received from the administrators is important for teachers not to experience stress and burnout. There is also a strong relationship between Coping with Job-related Stress and Job Satisfaction (0, 603). Teachers, who do not experience stress related to work or deal with it, get satisfaction from their work. In addition, there is a moderate relationship between Coping with Job-related Stress and Attitudes towards Students (0, 400). The attitude and tolerance of



teachers who are away from stress or who can control their stress will also be more moderate. As the final interpretation of the correlation analysis of sub-dimensions, there is a moderate relationship between Attitudes towards Students and Job Satisfaction (0,591). It can be said here that if the teacher is satisfied with his job, he develops a positive attitude towards students, establishes good relations with them, enjoys teaching and being with them, or vice versa, if he is not satisfied, he develops a negative attitude, his tolerance and patience decrease. Hence, he experiences stress and in the long run, it may grow into burnout.



## CHAPTER 5. CONCLUSION

In today's world of full stress, with life conditions getting difficult day by day, it is almost inevitable to feel burnout in any part of our lives. This study has intended to reveal and enhance the conditions and situations of English teachers who have been working in state schools. It is limited to only one district. However, it may reflect and illustrate the common circumstance of teachers sharing the same experiences.

The burnout of teachers is expected to be of great interest to those who develop educational policies and administrators since the efficiency of education and training is linked directly with the quantity, quality, and sufficiency of teachers (Akçamete et al., 2001).

Studies on burnout should gather speed and results should address new paths for effective solutions. Teachers should be incorporated into specific training, conferences, seminars, etc. Hence they keep motivated and become conscious, indeed, in such arrangements, they will have the chance to face that they are not alone in this struggle at all.

School success is like a chain ring from administrators to the sub-staff worker. A problem in one of these rings affects the whole chain, like the butterfly effect theory, and the teacher is the most important ring in this chain. Therefore, the necessary environment for efficiency, determination, and enthusiasm should be prepared and constantly supported.

Teachers of English in Turkey are in need of change and support. Due to rote learning based education, English teachers have a hard time teaching English. A single curriculum is implemented across the country, ignoring conditions, facilities, and needs, but success is expected from all of them. For this reason, the real situation of language education and schools should be reflected, real solutions should be sought and preservice teachers should be provided with skills that will work in all conditions before their graduation. In addition, if the education policymakers rearrange the language teaching according to the regional facts and needs, it will be more beneficial for the students and residents living in the region and the efforts of the teachers in this way will not be wasted. For example, language teaching can be organized for cultural, touristic,

commercial, or business purposes. Current uniform language teaching practiced throughout the country does not actually provide beneficial or intended results, nor does it go beyond rote learning. Policymakers and local authorities should conduct a more comprehensive study, search for solutions, and take action for these in order to specify the real level of burnout in teachers of English.

All in all, it is important to understand and accept the changing nature of teaching and students, so a teacher ought to be ready to improve oneself. This can be possible by having intrinsic motivation towards one's job. In this, the school atmosphere is effective because it affects job satisfaction and vice versa.

The future is in the hands of teachers. As our great leader Mustafa Kemal Atatürk said, "Teachers, the new generation will be your devotion". With the necessary encouragement and support, teachers can reveal their full potential and change the lives and future of millions of children. If a society doesn't care about their teachers, it means that it doesn't care about their children, so their future, as the teacher is the one who leaves an impression on a child's life.

This study has shown that the role of the administrators at schools has a crucial role in teacher burnout. The effect of other factors should not be ignored, but another comprehensive study can be carried out with administrators on this issue. Awareness should be raised among the administrators about what they have achieved and failed. In a school, if the teacher has the feeling of unhappiness, failure, incompetence, and valuelessness, student success cannot be mentioned in that school. As a proverb says, 'A fish rots from the head down'. First of all, administrators should be open to change and improvement, they should see and accept where they make mistakes in the work and should not hesitate to make self-criticism. Also, they should be determined to set out to do their best for their teachers and students.

To conclude, teachers of English may generally experience burnout because of professional, administrative, or personal affairs, in this study, the influence of the administrators and parents are in the forefront. Therefore, policymakers are expected to cooperate with administrators. Fighting against stress and burnout is substantial to keep qualified teachers on the field. It can be useful to make teachers get feedback from their

colleagues in order for their motivation. Cooperation with coworkers and the school staff are crucial. However, it is the teacher who should want to overcome the process and develop coping strategies.

It is an indisputable fact that the most significant component of education is the teacher. Therefore, it is not possible to talk about success independent of the teacher. There is no education that can replace the strength and quality of the teacher so teacher training has to be the primary concern of educational planning and improvement.



## **APPENDICES**

### **Appendix I**

## Ethics Committee Approval

T.C.  
MALTEPE ÜNİVERSİTESİ  
ETİK KURUL KARARI

Toplantı Tarihi: 28.11.2019  
Toplantı Karar Sayısı: 2019/07  
Toplantı Saati: 16:00

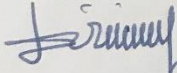
Karar No: 2019/07-45

Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Programı öğrencisi Esin BAKAR KOLOTOĞLU tarafından gönderilen "A Quantitative Research On The Perception Of Burnout Syndrome Among English Teachers In State Secondary Schools: The Case Of Sultanbeyli District" başlıklı tez önerisi ve ölçekleri 28.11.2019 tarihinde incelenerek T.C. Maltepe Üniversitesi Etik Kurulu Yönergesinin 6. maddesinde yazılı; "**Bilimsel disipline bağlılık, yaşama saygı, zarar vermeme, olası zarar ve riskler konusunda tüm ilgilileri bilgilendirme, insan ve topluma sorumluluk**" gibi ilkelere uygun olduğuna; yayına temel oluşturan araştırmanın tasarım, planlama ve yürütülme aşamalarında katkıda bulunanlara yer verilmesi, eksiksiz ve doğru kaynak gösterilmesi, gereken biçim ve doğrulukta atıflarda bulunulması kaydıyla yapılmasının etik olarak uygun olduğuna; toplantıya katılan üyelerin oybirliği ile karar verilmiştir.

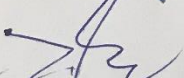


Prof. Dr. Belma AKŞİT  
Etik Kurul Başkanı

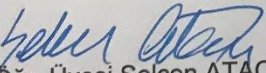
Dr. Öğr. Üyesi İhsan GÜLAY  
(Üye) (Katılmadı)



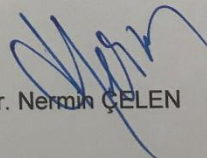
Prof. Dr. Durmuş GÜNAY  
(Üye)



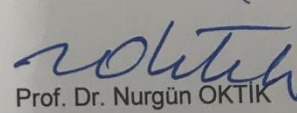
Prof. Dr. Zafer ÖZTEK  
(Üye)



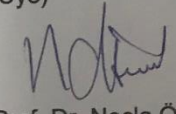
Dr. Öğr. Üyesi Selcen ATAÇ  
(Üye)



Prof. Dr. Nermin ÇELEN  
(Üye)



Prof. Dr. Nurgün OKTİK  
(Üye)



Prof. Dr. Necla ÖZTÜRK  
(Üye)

## Appendix II

## Ministry of National Education Approval



T.C.  
İSTANBUL VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : 59090411-10.01-E.25896067  
Konu : Anket ve Araştırma İzin Talebi

26/12/2019

### VALİLİK MAKAMINA

- İlgi: a) 13.12.2019 tarihli ve 24801256 gelen evrak no'lu dilekçeniz.  
b) MEB. Yen. ve Eğ. Tk. Gn. Md. 22.08.2017 tarih ve 12607291/ 2017/25 No'lu Gen.  
c) Millî Eğitim Müdürlüğü Araştırma ve Anket Komisyonunun 19.12.2019 tarihli tutanağı.

Maltepe Üniversitesi Sosyal Bilimler Enstitüsü Lisans Öğrencisi Esin Bakar KOLOTOĞLU'nun "Devlet Okullarındaki İngilizce Öğretmenlerinin Tükenmişlik Sendromu Algıları Üzerine Nicel Bir Araştırma: Sultanbeyli İlçesi Örneği" konulu tezi kapsamında, Sultanbeyli İlçesi ortaokullara İngilizce Öğretmenlerinin Kişisel Bilgi Formu, Öğretmen Tükenmişlik Ölçeğini Uygulama istemi hakkındaki ilgi (a) yazı ve ekleri Müdürlüğümüzce incelenmiştir.

Araştırmacının söz konusu talebi; bilimsel amaç dışında kullanılmaması, uygulama sırasında bir örneği müdürlüğümüzde muhafaza edilen mühürlü ve imzalı veri toplama araçlarının kurumlarımıza araştırmacı tarafından ulaştırılarak uygulanması, katılımcıların gönüllülük esasına göre seçilmesi, araştırma sonuç raporunun müdürlüğümüzden izin alınmadan kamuoyuyla paylaşılmaması koşuluyla, okul idarelerinin denetim, gözetim ve sorumluluğunda, eğitim-öğretimi aksatmayacak şekilde ilgi (b) Bakanlık emri esasları dâhilinde uygulanması, sonuçtan Müdürlüğümüze rapor halinde (CD formatında) bilgi verilmesi kaydıyla Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Levent YAZICI  
İl Millî Eğitim Müdürü

- Ek:  
1- Genelge  
2- Komisyon Tutanağı

OLUR

<...>

Dr. Hasan Hüseyin CAN  
Vali a.  
Vali Yardımcısı

Adres: İstanbul Millî Eğitim Müdürlüğü | Strateji Geliştirme Şb. Md.  
Binbirdirek Mh. İmran Öktem Cd.No:1 Sultanhamet - Fatih İstanbul

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e-posta: ist.sgb34@gmail.com

Bilgi için: Dilek ALADAĞ  
Tel: 0 (212) 384 34 00

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden 553c-a9a1-39f6-8da8-0ec4 kodu ile teyit edilebilir.

### Appendix III



**Songul Tumkaya** <stumkaya@cu.edu.tr>

Alıcı: ben ▾

Merhaba Esin

Ölçeği kullanabilirsin. Sana ekli dosyada gönderiyorum. Başarılar.

Prof. Dr. Songül TÜMKAYA

...



### Appendix IV

#### PERSONAL INFORMATION FORM

My dear colleague,

This questionnaire has been created to be used in the master thesis. The aim of this study is to investigate the burnout levels of English teachers working in public schools. When filling out the forms, please do not write your names. Please answer every question. I would like to thank you for your contribution to the research with your sincere answers. Yours faithfully.

**1) Your Gender ?:** ( ) Female ( ) Male

**2) Your age ?:** ( ) 25-30

31-36

37-42

42 and over

**3) Your marital status ?:**  Married  Single  Divorced

**4) How many children do you have ?:**  None  1  2  3  4

**5) What is your seniority year in the profession ?:**  5-7  8-10

11-13  14 and above

**6) How often do you participate in social cultural activities?**

I never attend

I sometimes attend

I often attend

I always attend

**7) Which of the following expresses the socio-economic status around your school region?**

lower  middle  middle upper  upper

**8) Do you think your school management behaves fairly to teachers?**

Always  Sometimes  Hardly ever  Never

**9) Does your school suffice technological equipment and materials for your lesson?**

Yes  No  Partially

**10) Do you get necessary attention and support from parents of students?**



Always  Sometimes  Partially  None

**11) What is your total lesson hours per week? (Excluding support and training courses)**

Less than 20

20 - 25

26 - 30

**12) What is the average number of students in your teaching classes?**

20-29

30- 39

40-49

50 and more

## **Appendix V**

### **TEACHER BURNOUT SCALE (Seidman, Zager, 1986)**

**INSTRUCTION:** This scale aims to determine teachers' attitudes and job satisfaction regarding their profession. You are asked to mark the statement in each item, by considering your professional life, placing your degree of participation by putting (X).

1. I look forward to teaching English in the future.
2. I feel depressed because of my-teaching experiences.
3. I get adequate praise from supervisors for a job well done.
4. The teaching day seems to drag on and on.
5. I am glad that I selected teaching English as a career.
6. The students act unrestrainedly
7. My physical illnesses may be related to the stress in this job.

8. I feel that the administrators are willing to help me with classroom problems, should they arise.
9. I find it difficult to calm down after a day of teaching.
10. Teaching English is more fulfilling than I had expected.
11. I believe that my efforts in the classroom are unappreciated by the administrators.
12. If I had it to do all over again, I would not become an English Teacher.
13. I feel that I could do a much better job of teaching English if only the problems confronting me were not so great.
14. The stresses in this job are more than I can bear.
15. My supervisors give me more criticism than praise.
16. Most of my students are decent people
17. Most students come to school ready to learn English.
18. I feel that the administrators will not help me with classroom difficulties.
19. I look forward to each teaching day.
20. The administration blames me for classroom problems.

**Appendix VI**  
**TEACHER BURNOUT SCALE ANSWER SHEET**

	I strongly agree	I agree to a large extent	I partially agree	I partially don't agree	I don't agree to a large extent	I never agree
1.	(6)	(5)	(4)	(3)	(2)	(1)
2.	(6)	(5)	(4)	(3)	(2)	(1)
3.	(6)	(5)	(4)	(3)	(2)	(1)
4.	(6)	(5)	(4)	(3)	(2)	(1)
5.	(6)	(5)	(4)	(3)	(2)	(1)
6.	(6)	(5)	(4)	(3)	(2)	(1)
7.	(6)	(5)	(4)	(3)	(2)	(1)
8.	(6)	(5)	(4)	(3)	(2)	(1)
9.	(6)	(5)	(4)	(3)	(2)	(1)
10.	(6)	(5)	(4)	(3)	(2)	(1)
11.	(6)	(5)	(4)	(3)	(2)	(1)
12.	(6)	(5)	(4)	(3)	(2)	(1)
13.	(6)	(5)	(4)	(3)	(2)	(1)
14.	(6)	(5)	(4)	(3)	(2)	(1)
15.	(6)	(5)	(4)	(3)	(2)	(1)
16.	(6)	(5)	(4)	(3)	(2)	(1)
17.	(6)	(5)	(4)	(3)	(2)	(1)
18.	(6)	(5)	(4)	(3)	(2)	(1)
19.	(6)	(5)	(4)	(3)	(2)	(1)
20.	(6)	(5)	(4)	(3)	(2)	(1)

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