



T.C. UFUK UNIVERSITY GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

ENGLISH LANGUAGE EDUCATION PROGRAM

**A RESEARCH ON DISTRESS TOLERANCE AND BURNOUT  
LEVELS OF EFL TEACHERS – ANKARA EXAMPLE**

MASTER'S THESIS

ARZU HAZIMLI

SUPERVISOR

LECT. DR. CEYHUN KARABIYIK

Ankara, 2020



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## **BİLDİRİM**

Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kağıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

† Tezimin tamamı her yerden erişime açılabilir.

05/06/2020

Arzu HAZIMLI

## DEDICATION



*To my beloved daughters Elif, Eyaan and my dear husband  
Gökhan who are always with me in every phase of this  
research...*

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## ABSTRACT

HAZIMLI, Arzu. A Research on Distress Tolerance and Burnout Levels of EFL Teachers – Ankara Example, Master’s Thesis, Ankara, 2020.

This study aimed at finding out the differences in distress tolerance and burnout levels of EFL teachers with respect to the variables of age, experience, workload, gender, marital status and the relationship between distress tolerance and burnout. The mixed-method research design was used by synthesizing the quantitative data from the questionnaires and the qualitative data from the interviews. 307 EFL teachers working in public schools of Çankaya and Gölbaşı provinces of Ankara joined in the quantitative part of the study and answered the questions in DTS and MBI-ES questionnaires. 8 volunteer teachers out of 307 EFL teachers took part in the qualitative data collection phase of the study and answered the questions in the interview part. In the quantitative part of the study, SPSS 22 was used with different data analysis methods: Kolmogorov- Smirnov Normality Test, Kruskal-Wallis H-Test, Dunn’s Multiple Comparison Test, Mann-Whitney U-Test, Independent Sample T-Test and Spearman’s Rho Correlation Coefficient Test. In the qualitative part of this study, coding and analyzing the frequencies of the codes in the interviews were the methods applied. The results of the questionnaires and interviews revealed that EFL teachers’ distress tolerance and burnout levels were not significantly affected by the variables of age, experience, workload, gender, and marital status. However, there was a negative, meaningful, weak correlation between emotional exhaustion, depersonalization levels and distress tolerance levels of EFL teachers while there was a positive, meaningful, weak correlation between their personal accomplishment dimension levels and distress tolerance levels.

**Keywords:** English language teaching, teachers’ occupational stress, distress tolerance, burnout

## ÖZET

HAZIMLI, Arzu. A Research on Distress Tolerance and Burnout Levels of EFL Teachers – Ankara Example, Yüksek Lisans Tezi, Ankara, 2020.

Bu çalışmada İngilizce öğretmenlerinin sıkıntıyı tolere etme ve tükenmişlik düzeylerinin yaş, deneyim, iş yükü, cinsiyet ve medeni durum değişkenleri yönünden incelenip, sıkıntıyı tolere etme ve tükenmişlik düzeyi ilişkisinin araştırılması hedeflenmiştir. Anketlerden elde edilen nicel sonuçlar ve görüşmelerden elde edilen nitel sonuçların sentezlenmesiyle karma araştırma yöntemi kullanılmıştır. Ankara'nın Çankaya ve Gölbaşı ilçelerinde devlet okullarında çalışan 307 İngilizce öğretmeni araştırmanın nicel kısmına katılarak, DTS ve MBI-ES anketlerine cevap vermişlerdir. 307 İngilizce öğretmeni içinden 8 gönüllü öğretmen de araştırmanın nitel kısmında yer alan görüşme bölümündeki sorulara cevap vermiştir. Nicel kısmında SPSS 22: tanımlayıcı istatistikler, Kolmogorov-Smirnov Normallik Testi, Kruskal-Wallis H-Testi, Dunn's Çoklu Karşılaştırma Testi, Mann-Whitney U Testi, Bağımsız Grup T-Testi ve Spearman's Rho Korelasyon Katsayısı Testleri kullanılmıştır. Araştırmanın nitel kısmında, kodlama ve görüşmelerdeki kodların sıklığını bulma yöntemlerine başvurulmuştur. Anket ve görüşmelerden elde edilen sonuçlar, İngilizce öğretmenlerinin sıkıntıyı tolere etme ve tükenmişlik düzeylerinin, yaş, deneyim, iş yükü, cinsiyet ve medeni durum değişkenleri yönünden önemli ve anlamlı düzeyde etkilenmediğini ortaya koymuştur. Buna karşın, İngilizce öğretmenlerinin duygusal tükenmişlik ve benlik yitimi boyutlarının seviyeleri ile sıkıntıyı tolere etme seviyeleri arasında negatif yönlü, anlamlı ve zayıf bir ilişki gözlenirken, kişisel başarı boyutu ve sıkıntıyı tolere etme seviyeleri arasında pozitif yönlü, anlamlı ve zayıf bir ilişki olduğu gözlemlenmiştir.

**Anahtar kelimeler:** İngilizce dili öğretimi, öğretmenlerin iş stresi, sıkıntıyı tolere etme, tükenmişlik



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## **LIST OF ABBREVIATIONS**

**ABS II:** The Rational and Irrational Beliefs Scale II

**ATQ:** The Automatic Thought Questionnaire

**AWLS:** Areas of Work Life Survey

**DTS:** The Distress Tolerance Scale

**EFL:** English as a Foreign Language

**GHQ:** The General Health Questionnaire

**HSQ:** The Humor Styles Questionnaire

**LTSBS:** Language Teacher Self-Efficacy Beliefs Scale

**MBI:** The Maslach Burnout Inventory

**MBI-ES:** The Maslach Burnout Inventory- Educators Scale

**MCI:** The Multidimensional Coping Inventory

**MS-30:** The Metacognition Scale 30

**OSS:** Occupational Stress Scale

**PED:** The Profile of Emotional Stress

**SCSS:** Stress Coping Strategies Scale

**SHS:** The Subjective Happiness Scale

**SMM:** Stress Mindset Measure

**SPSS:** Statistical Package for the Social Sciences

**TBS:** The Teacher Burnout Scale

**TJSS:** Teachers' Job Stress Scale

**TSI:** The Teacher Stress Inventory

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# **CHAPTER 1**

## **INTRODUCTION**

### **1.1. INTRODUCTION**

The introduction part of this research aims to display the starting point of the study briefly. This chapter includes the background of the study, purpose, significance, and limitations of the study, research questions, and hypotheses parts.

### **1.2. BACKGROUND OF THE STUDY**

The word stress dates back to the Latin word “Estricita”, which means “distress, difficulty, and challenge” (Balcioglu, 2005). Stress in different amounts is an undeniable fact of modern life. Lazarus & Folkman (1984) indicates that stress is a personal outcome of how people perceive themselves in environmental demands. People who experience stress have changes in the physiological and psychological sides, but not all of them are aware that they are under stress. From a more general perspective, stress is the state in which people lose their balance between risk and protective factors (Prilllensky & Prilllensky, 2007). It is nearly impossible to stay away from stress in life as people are exposed to stress in almost every field of their lives. However, when it is compared with the other parts of life, workplace stress constitutes a big amount of the stress faced by individuals. Working conditions, the difficulty of tasks, financial inadequacy, working hours, and the hierarchy can be listed in the reasons for workplace stress. Today, workplaces that people work have become more stressful than they were in the past, and schools are no exception. Kyriacou (2001) points out that the stress level of the teachers at school is not lower than the stress level of the police-officers, workers in prison and the people who work in health care like doctors and nurses.

Although teaching is a self-fulfilling profession, it also brings along stress while teachers try to meet the needs of their students, administrators, colleagues and

sometimes parents (Greenglass & Burke, 2003). Most of the time, the school environment is the triggering point for the stress of teachers. The workload which teachers have to handle at school and not having well-behaved students in classrooms increase the stress level of teachers and this increase in stress level ends up with negative health problems, a decrease in job satisfaction, burnout, and job change (Betoret, 2006). The stress experienced by teachers at school tends to become overwhelming if teachers are lack of support and recognition from their administrators and colleagues (Herman & Reinke, 2014).

When people feel stressed, they try to diminish the negative aspects of stress by using different coping strategies. Using coping strategies is primarily using intentional or unintentional cognitive, behavioral and emotional reactions to decrease the emotional tension that stress causes (Lazarus & Folkman, 1984). People tolerate stress more easily if they find different ways to cope with stress. In other words, using coping strategies helps them decrease the negative effects of stress by setting up the balance between the capacity and resources of the person and the stressors (Betoret, 2006). However, it is inevitable to lose meaning in work and life at a time when an individual cannot find adequate and needed coping strategies (Matheny, Gfroerer & Harris, 2000). If people do not use coping strategies at work, occupational stress and sometimes burnout are the expected results.

The situation is the same for the teachers as well. Teachers also try to use coping strategies to overcome stress whenever they experience stress at work. Once teachers are not competent at using coping strategies, they find themselves under enormous stress beyond their capacity to control. Being under prolonged stress and not finding a solution to reduce the negative outcomes of stress result in burnout in the long run (Hartney, 2008). Burnout in the teaching profession means a decrease in energy, interaction with other people and self-efficacy (Maslach, Schaufeli & Leiter, 2001). As teachers are one of the most important components of the education system, the negative results of burnout will have a direct effect on the education process.

### **1.3. PURPOSE OF THE STUDY**

There has not been a former research done on distress and burnout of EFL teachers teaching at primary, secondary or high schools. The previous studies on distress and burnout were mainly on EFL instructors teaching at different universities. However, the main aim of this study is to investigate the distress tolerance and the burnout levels of EFL teachers working at schools of The Ministry of National Education in Ankara in terms of some specific demographic factors (age, gender, marital status, experience, and workload). With the light of this research, it is aimed to find out whether there is a meaningful correlation between distress tolerance and burnout levels of EFL teachers. Besides these, this research carried out with EFL teachers seeks to obtain data that helps to address the research gaps and provides new information to previously conducted researches in literature based on teacher stress and burnout regarding the factors of age, gender, marital status, experience, and workload.

### **1.4. THEORETICAL FRAMEWORK**

Burnout is a concept that has been under study since 1974, when it was first used in literature by Freudenberger. Freudenberger limited burnout as the adverse mindset people have as a result of having to have a close relationship with people. However, Maslach & Leiter brought a new dimension to burnout concept in 1997 and this new theory is widely known and accepted in literature today. In *Multidimensional Theory of Burnout*, Maslach & Leiter (1997) puts forward that experiencing stress for a long time in the workplace ends up with chronic exhaustion, feeling ineffective, and personal impairment. This theory studies burnout under three main components: emotional exhaustion, depersonalization and reduced personal accomplishment in a social context. In the emotional exhaustion stage, people feel fatigued and they do not react to other people and situations in the same way they used to. In the depersonalization dimension, there is a decrease in humanistic feelings of people and these people keep themselves away from other people by building an invisible wall between others and themselves. (Maslach, Schaufeli & Leiter, 2001). In the low personal accomplishment dimension, people feel incompetent and demotivated and these

feelings result in people's giving up trying to change unwanted things in life (Maslach, 2003). When burnout of people studied, it is found that the relationships at work are the main focus in the perceived stress levels of the people, and not finding a coping strategy to cope with the emotional strains related to one's occupation can inevitably result in burnout. People experience burnout in their professions follow the steps of emotional exhaustion, depersonalization, and decrease in personal accomplishment, and experiencing these phases results in physical, psychological, and mental problems and sometimes turnover intentions.

Having burnout in the workplace makes it significant to make use of coping strategies for people. The main aim of the coping strategies is to diminish the negative effects, to establish balance again, and to find a way to solve the problem (Aldwin, Sutton & Lachman, 1996). Coping strategies are classified differently by different authorities: Lazarus (2006) divides coping strategies with stress into two groups in *The Transactional Model*: problem-focused and emotion-focused ones. The difference between them is based on the point –the problem itself or the feelings– people focus on when they are under stress. However, Kyriacou (2001), a well-known figure in teachers' occupational stress considers these coping strategies under the headings of *direct action* and *palliative* techniques. The way that an individual follows to decrease or eliminate stress, trying to take the situation from the cognitive or emotional side or to be active or passive in this process, makes the difference, however, the main aim is to establish the balance lost in life in the end.

Distress tolerance has an important place in coping with stress and burnout. Simons & Gaher (2005) explain distress tolerance as the capacity to experience and to cope with negative psychological states. Individuals having low distress tolerance level are expected to feel stress and burnout more than the others and they experience the following steps: first, they cannot tolerate stress then they are ashamed of feeling distressed and then they try to do everything to get rid of the feeling of distress and finally they feel absorbed by the negative feelings if they cannot overcome them. These steps are interrelated with the four dimensions of *tolerance*, *appraisal*, *regulation*, and *absorption* in distress tolerance (Simons & Gaher, 2005).

It is a well-known fact that when people face stress more than they can endure, they try to manage their emotions to reconstruct their emotional balance by using a variety of coping strategies. Having burnout and not developing coping strategies to tolerate distress will affect them in a dreadful way. The general belief is that the more people can tolerate stress, the more they keep themselves away from burnout. The situation is the same for EFL teachers, and there have been former researches carried out on burnout levels of EFL teachers in different institutions. However, there has not been sufficient research before on distress tolerance levels of EFL teachers and the correlation between distress tolerance and burnout levels of them.

### **1.5. SIGNIFICANCE OF THE STUDY**

English is the “*lingua franca*” of today’s world. In other words, it is the common communication language between people who speak different native languages throughout the world. In the globalized world, it is nearly impossible for a country to keep up with the novelties if the citizens of that country are not competent enough in English. Regarding these factors, the Turkish Ministry of National Education intends to improve foreign language teaching system and make the process more effective in a general framework. Ankara has been chosen as the pilot city for this purpose and 2400 EFL teachers from 422 different schools in Ankara are planned to get distant education based on new developments in the field of EFL according to the agreement with The British Council.

EFL teachers constitute the backbone of foreign language education in Turkey so their physiological and psychological well-being is very important. Occupational stress, difficulty in coping with distress and burnout are expected to affect their performance controversially. In recent years, there has been an increasing interest in occupational stress, coping strategies and burnout of teachers. The key aspects of stress and burnout studied on teachers are mainly based on their age, gender, marital status, experience, and workload.

This research examines the emerging role of distress tolerance and burnout in the EFL context. EFL teachers in Ankara are the target group for the pilot scheme for the new structuring of The Turkish Ministry of National Education and it will be beneficial to have a deeper understanding of the distress tolerance and burnout of EFL teachers in Ankara in terms of the mentioned variables. The findings should make an important contribution to the field of EFL and some precautions can be taken on behalf of EFL teachers to make them more effective, productive and stress-tolerant in their occupation based on the research data. This research will shed light on the literature on the given points and provide information for further research.

## **1.6. LIMITATIONS OF THE STUDY**

The size of the sample group limits the generalizability of the results. The sample group of EFL teachers is chosen from the schools in Çankaya and Gölbaşı provinces of Ankara. The number of participants can be noted as another hindrance because 307 EFL teachers took part in this research out of a total of 817 EFL teachers who are working in the previously mentioned provinces of Ankara. Therefore, new studies can be carried out in other cities with more participants to have broader studies and more comprehensive results.

## **1.7. THESIS ORGANIZATION**

This study is composed of five chapters, and these five chapters are listed as:

### **1.7.1. Chapter One: Introduction**

This chapter provides a general outline of the study. It gives background information about the study and how the information will be organized in this study.

### **1.7.2. Chapter Two: Literature Review**

This chapter maintains the former relevant information about teacher stress, coping strategies, and burnout of teachers. It also provides how stress and burnout affect



teachers in their profession and what teachers do to cope with stress and burnout at work.

### **1.7.3. Chapter Three: Methodology**

This chapter presents the types of research designs used in this study. This part explains the underlying reasons behind why two different kinds of research designs are used. This part also gives information about the target population and how the analysis of the results is carried out.

### **1.7.4. Chapter Four: Research Findings**

This part gives the results of the analysis based on the data gathered from the research designs.

### **1.7.5. Chapter Five: Conclusion**

This final chapter summarizes the findings of this study in accordance with the research questions. This chapter also makes recommendations for further research in the future about this subject.

## **1.8. RESEARCH QUESTIONS**

1. What are the distress tolerance and burnout levels of EFL teachers?
  
2. Do the distress tolerance levels of EFL teachers change according to their
  - a. age?
  - b. experience?
  - c. workload?
  - d. gender?
  - e. marital status?

3. Do the burnout levels of EFL teachers change according to their
  - a. age?
  - b. experience?
  - c. workload?
  - d. gender?
  - e. marital status?
  
4. What is the relationship between distress tolerance and the burnout levels of EFL teachers?
  
5. What are the factors that affect the distress tolerance and burnout levels of EFL teachers?

## CHAPTER 2

### REVIEW OF LITERATURE

#### 2.1. OVERVIEW

The review of literature part begins with laying out general information about stress, types of stress, and factors of stress. Secondly, teacher stress is analyzed in terms of coping strategies and distress tolerance. Then burnout and the effects of stress on burnout are examined.

#### 2.2. STRESS

Stress is a widely used phenomenon in the modern world; however, it is difficult to explain it in a single way. There are different definitions of stress in literature and here are the prominent definitions:

Hans Selye who was the first person to use the concept of “stress”, and the founder of *Stress Theory* defines stress as the “Non-specific response of the body to any demand for change (Selye, 1976, p.14).” Considering this definition, stress is the common reaction of the body to adapt to any demand, regardless of whether it is pleasing or not. Selye considers stress as a form of response, from his point of view; it is inevitable to stay away from stress in life, so people should learn to live with it rather than to keep away from it.

Holmes & Rahe (1967) consider stress as a stimulus. They summarize stress as “A significant life event or change that demands a response, adjustment, or adaptation (Holmes & Rahe, 1967, p. 167).” In their definition, people are presented as passive subjects of the stress cycle. People have no effect on stress and the stressor because the background knowledge, interpersonal relations and personality of people are not taken into account in the stress cycle (Fink, 2017).

Lazarus (1966) focused on the cognitive side of stress and he thinks that stress is a transactional and dynamic concept. Lazarus (1993) defines stress as “A product of

a transaction between a person (including multiple systems: cognitive, physiological, affective, psychological, neurological) and his or her complex environment (Lazarus, 1993, p. 44).” He focuses on the coping strategies that people use to defeat or diminish stress.

## **2.3. TYPES OF STRESS**

Internalizing stress can be possible by having a deeper understanding of the types of stress. Stress types are divided into two groups. The first group is acute, episodic acute and chronic stress while the second group is eustress versus distress.

### **2.3.1. Acute, Episodic Acute and Chronic Stress**

American Physical Association (2011) categorizes stress under three headings – *acute, episodic acute and chronic stress*.

The most widely seen type of stress is acute stress which originates from the requirements and weights of the recent past, along with the expected requirements and the weights of the near future. Acute stress can be appealing and energizing in small amounts, but an excessive amount of this can be draining. Giving a speech in front of people, almost not meeting the deadline of the project can be given as examples of acute stress. Acute stress has a positive effect most of the time because stress hormone discharged makes the human brain work better and take the needed precautions (Centre for Studies on Human Stress, 2017).

Episodic Acute stress emerges if people frequently have attacks of acute stress. This type of stress is more likely to be seen at times when a person tries to take on more responsibilities beyond his or her capacity. Not having the required capacity ends up being late, disorganized, and having tense and unfriendly relationships with other people. Hypertension, migraine and heart diseases can be counted as the physical symptoms of stress (Neurocore, 2018).

Chronic stress is the most dangerous stress type of all as the people who are subject to this type of stress are unaware of the existing problem. They feel trapped because of having unsolvable problems and losing their hope for a long period of time. Nevertheless, they quit finding solutions for their problems. The difficulties can be an unhappy marriage, a challenging job or financial problems. When people are exposed to chronic stress, the results can be eating disorders, violence, cancer even suicide. Individuals have to put a lot of effort and get professional help for recovery (Centre for Studies on Human Stress, 2017).

### **2.3.2. Eustress versus Distress**

As people perceive stress differently, it is difficult to divide stress objectively. Although stress has a bad connotation for people, it is not always the case. Lazarus (1993) divides the term stress as *eustress* – good stress and *distress* – negative stress.

Eustress is the positive type of stress which improves energy, motivation, and performance of people (Hartney, 2008). Eustress is generally short-term and it is in limits of coping mechanisms. Starting a new job voluntarily, moving into a new house, learning something new or having a child can be listed as examples for eustress.

On the other hand, distress is the negative type of stress which causes people to feel under threat and pressure. Experiencing distress causes a decrease in energy, overall performance, and it is beyond the coping mechanisms of people. Distress can be short-term or long-term, but it leads to physical, mental illnesses and feeling emotional exhaustion (Travers & Cooper, 1996). Unemployment, illnesses, divorce, death of an important person, financial problems are common examples of distress.

## **2.4. STRESS FACTORS**

As stress is subjective and people can show different levels of stress or different kinds of stress to the very same situation, the factors of stress should be kept in mind before having a general understanding of stress. There are three kinds of stress factors, and they are as follows:

### **2.4.1. Individual Factors**

Individual factors are the kinds of stress triggers that come from people themselves. Personality, personal needs, personal background, gender, age, and marital status are the main individual factors (Jepson & Forrest, 2006). The character, attitudes, and needs of a person, how he perceives himself and the world based on his background knowledge and childhood have an indicative effect on stress (Ekmekçi, 2008, p. 9).

Besides these, gender, age and marital status of an individual are the other factors in stress level. Although there is not a consistent outcome related to gender effect on stress, women have more stress than men in small amounts. Women are more emotion-centered and they have a tendency to interpret their life events in a negative and uncontrollable point of view (Matud, 2004). The age of people is another element in stress. Age makes a change in the coping strategies that people use at moments of stress. People use emotion-focused coping more as they get older, whereas young people use problem-focused coping (Lazarus & Folkman, 1984). Using emotion-focused coping at stress times causes incompatible results in mental health like depression and anxiety (Baker & Berenbaum, 2007).

Marital status is also a defining factor in stress. However, the researchers show that the effect of marital status changes according to gender. While married women are vulnerable to stress more than the unmarried ones, unmarried men are vulnerable to stress more than married men (Nagaraju & Bogdaniac, 2013). The responsibility level of married women and the effort they put in to have a balance between work and family can be the main reason for this deduction (Vokić & Bogdanić, 2007).

### **2.4.2. Organizational Factors**

Organizational factors of stress are related to the stress factors emerged from the workplace. In the modern world, people spend most of their time at work, so the stress in their organization directly affects them. When people cannot equalize the expectations of their organization and their personal control, stress is inevitable (Robbins & Timothy, 2007). Organizational stress factors can be listed as the style and quality of organizational leaders; how they behave to their employees and whether their employees see themselves as members of the organization, the demands of the tasks and roles, the workplace climate, constant changes, and uncertainty about the future (Manning & Preston, 2003).

Organizational stress factors can end up with a loss of productivity, employee turnovers, and a decrease in communication and teamwork in the workplace so it has become a hot topic in most of the institutions.

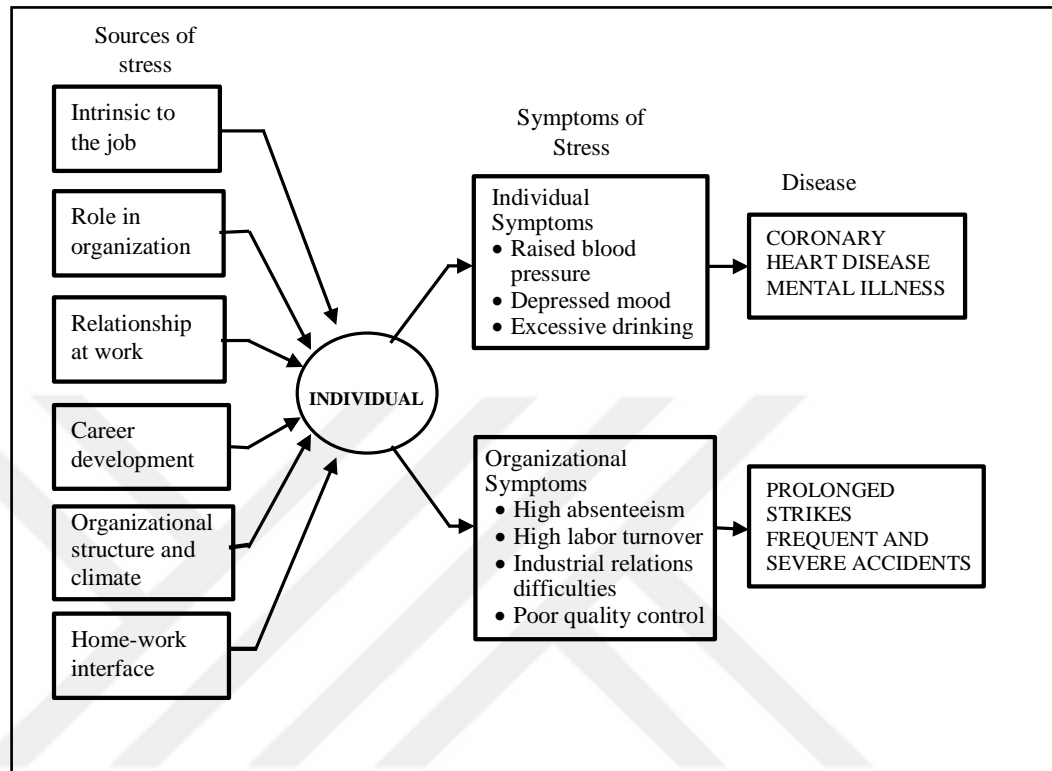
### **2.4.3. Environmental Factors**

Apart from individual and organizational factors, environmental factors have effects on stress. People cannot isolate themselves from their surroundings. In addition to these general circumstances, the political, national, economic situation of the country where an individual lives can be listed in this category (Naidoo, Botha & Bisschoff, 2013). Too much noise, heat or cold can somehow change the homeostatic balance of people negatively (Ekmekçi, 2008, p.8). These external factors tend to affect each individual in different amounts at different times.

## **2.5. TEACHERS' OCCUPATIONAL STRESS**

People can perceive stress in every phase of their lives, however, time passed in the workplace constitutes a big amount of a whole day, and it would not be wrong to say that occupational stress is a leading stress type for people. There have been many changes in the work-life and this causes changes in the roles and expectations

from these roles (Sparks, Faragher & Cooper, 2001). Travers & Cooper (1996) point out that there are different factors of occupational stress and they are all interrelated.



**Figure 1 A Model of Occupational Stress (Travers & Cooper, 1996, p.37)**

The teaching profession includes occupational stress by nature. It is important here to clarify exactly what is meant by teacher stress. “Teacher stress is the experience by teachers of unpleasant emotions, resulting from aspects of their work as a teacher which is triggered by a perception of threat in dealing with the demands made upon them (Kyriacou, 2011, p.1).” Teachers have to experience a great deal of stress as a result of daily activities at school and the modern schooling system (Hepburn & Brown, 2001). Teachers’ stress can give harm to teachers and organizations because it can have devastating effects on job satisfaction, performance, physical and emotional health of teachers. Teachers are the core elements of the education system and their proper performance is a must in the proper running of this system (Sadeghi & Sa’adatpourvahid, 2016). In the modern world, teachers are expected to take more responsibilities that can be related to students, administrators, and even



parents. The increasing stress level of teachers can lead them to leave their jobs (Pillay, Goddard, & Wilss, 2005).

In recent years there has been an increasing amount of literature on teacher stress and findings group teacher stressors in three main groups: personal, interpersonal and organizational level. The data from the studies reveal that disruptive student behavior, workload, limited support, student diversity, time pressure, lack of autonomy, conflicts in teamwork, financial difficulties, lack of status are the subtitles under the main stressors (Skaalvik & Skaalvik, 2015). Most of the current literature on teacher stress pays particular attention to experience, workload, age, gender, and marital status of teachers and what type of institution they work in to have insightful knowledge about the factors of teacher stress (Atmaca, 2017).

## **2.6. COPING STRATEGIES WITH STRESS AND DISTRESS TOLERANCE**

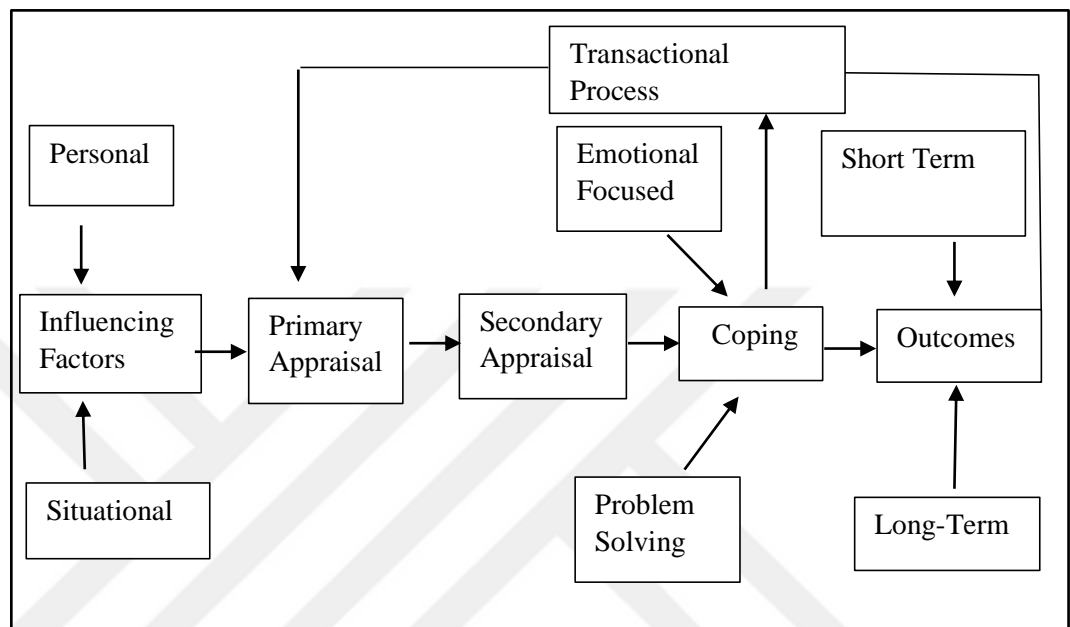
People try to establish balance when they find themselves under stress and they tend to use different strategies to minimize the negative consequences of stress.

### **2.6.1. Coping Strategies with Stress**

Lazarus (1993) notes that coping strategies are the nonstop efforts in cognitive and behavioral terms to handle the demands coming from inside and outside of people and they are beyond the level of individuals. The key point in cognitive strategies is that a person should be aware of the stressor at first. When a person is aware of the stressor, he or she can try to develop some coping strategies to tolerate distress. According to Hartney (2008), coping with stress is a permanent mechanism that assures health, improves life quality and accelerates the developments in career.

Lazarus (2006) divides coping strategies with stress into two groups in The Transactional Model: *problem-focused* and *emotion-focused* ones. Problem-focused coping strategies are related to both finding a solution to stressful conditions or events and making a change in the stressor. Whereas, emotion-

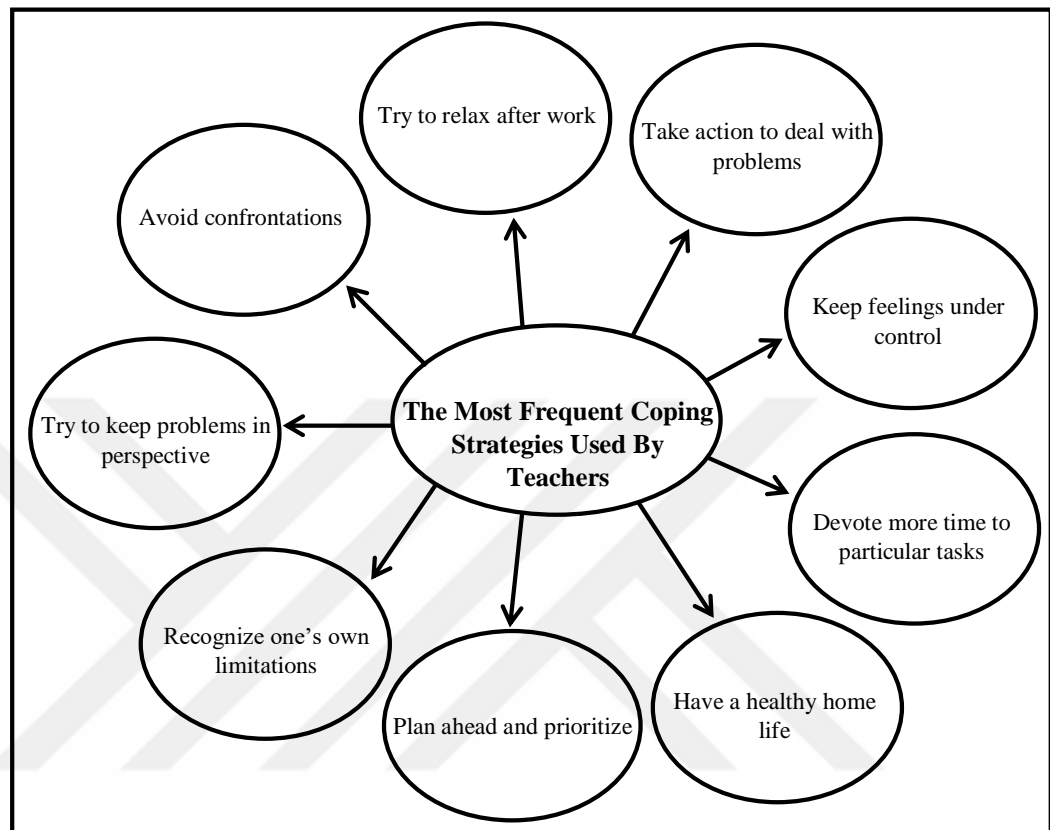
focused coping strategies are for dealing with emotions related to stress. From this perspective, if a teacher decides to choose using problem-focused coping strategies, he or she deals with the stressful situation directly and puts effort to change the source of stress. On the other hand, choosing emotion-focused coping for a teacher means staying passive and trying to regulate the distressing emotion.



**Figure 2 Transactional / Coping Model (Lazarus, R. S., & Folkman, S. (1984, p.46)**

For Kyriacou (2001) the coping strategies are grouped as *direct action* and *palliative* techniques. In direct action techniques like problem-focused strategies, teachers first have a clear understanding of the reason for stress and they take direct action to eradicate the starting point of stress. This kind of strategy effectively includes management and organization, gaining knowledge, improving skills and consulting colleagues. In contrast, palliative techniques are similar to emotion-focused strategies. While using these techniques, teachers do not concentrate on the reason for stress; they try to find ways to diminish the negative feelings that the stressor brings (Kyriacou, 2001). Palliative techniques can be mental and physical. In mental techniques, the aim is to change how the stressor is perceived in mind while in physical techniques; the aim is to feel relaxed and to get rid of tension and anxiety that follow stress.

Studies on coping strategies that teachers use put forward that there are some frequent coping actions which are a mixture of the problem- focused / direct action and the emotion-focused / palliative strategies and techniques.



**Figure 3 The Most Frequent Coping Strategies Used by Teachers (Kyriacou, 2001, p.30)**

### **2.6.2. Distress Tolerance**

Distress tolerance is a person's capacity to endure negative, confronting states (Simons & Gaher, 2005). People who have low distress tolerance think that having emotional discomfort is not normal and they try to find ways to lessen the negative emotions (Bliesner, 2010). Besides this, if they fail to manage this, their distress gets worse. Distress tolerance includes perceiving the situation as it is, using skills (problem-solving skills) not to make the problem worse, surviving in crisis, finding ways to regain relief, not taking impulsive actions and accepting the reality (Linehan, 2014).

Distress tolerance can be defined as a meta-emotion construct based on *tolerance appraisal, regulation, and absorption* (Simons & Gaher, 2005). The first component is tolerance and it is mainly related to how people define distress: bearable or unbearable. The appraisal is how people consider distress: something acceptable and unacceptable. The third component regulation is characterized by putting a great deal of effort to get rid of negative emotions or not. Absorption is the last component in the list and it is related to whether people feel absorbed by feeling distressed or not (Simons & Gaher, 2005).

Distress tolerance is important in occupations including teaching as prolonged distress intolerance leads to a decrease in job satisfaction and burnout. Teachers tend to reduce their level of stress they have at work and make use of the coping strategies to survive in stress if they are distress tolerant enough. When teachers are not capable of doing this, they begin to see their job as a threat to their welfare and they even think to leave their jobs (Kyriacou, 2001).

## **2.7. BURNOUT**

Burnout first emerged as a phenomenon by Herbert Freudenberger in 1974 and he defined burnout as “Excessive demands on energy, strength or resources (p. 48).” Even though stress and burnout are sometimes used interchangeably, they are not the same. Stress may end with burnout, but burnout may cause stress (Lazarus, 1995). Although burnout affects nearly everyone, there is not a sole definition of burnout when people are asked to define it. Burnout has been defined and analyzed by different researchers like Perlman & Hartman (1982), Meier, Suran & Sheridan (1983), and Maslach & Jackson (1981) differently. Perlman & Hartman (1982) analyzes burnout from the cognitive side; Meier (1983) takes the phenomenon from the behavioral side, Suran & Sheridan (1985) looks it from Ericsson’s identity development theory and Maslach & Jackson (1981) examines burnout in a model based on three dimensions (Seğmenli, 2001).

Whereas there is a long list of different definitions of burnout, the most widely accepted definition of burnout today is the one by Christina Maslach. Maslach &

Jackson (1981) defines burnout as a syndrome that people who do any kind of people-work often experience. While developing the Maslach Burnout Inventory (Maslach & Jackson, 1986), Maslach & Jackson examined burnout under three dimensions.

### **2.7.1. Dimensions of Burnout**

Maslach & Jackson (1981) argues that burnout is a continuous reaction to chronic emotional and interpersonal factors related to the works of the people and it is defined under three dimensions: emotional exhaustion, depersonalization, and low personal accomplishment.

#### **2.7.1.1. Emotional Exhaustion**

In Maslach's Burnout Theory, emotional exhaustion is seen as the first step in burnout. Emotional exhaustion leads individuals to have a feeling of deficiency in emotional sides. People who have face-to-face jobs are expected to experience emotional exhaustion more than the other professions (Maslach & Jackson, 1981). At this stage, people tend to feel fatigued and they do not have enough energy as their feelings are overused and they cannot react to people and situations as they used to react in the past. There is a decrease in their responsivity and responsibility feelings. The negative change in these feelings increases the frequency of having feelings of tensity and being frustrated (Leiter & Maslach, 1988).

#### **2.7.1.2. Depersonalization**

Upon feeling a deficiency in emotions and feeling exhaustion in terms of emotions, individuals begin to display negative and sometimes unacceptable attitudes to other people with whom they work together (Maslach & Leiter, 1999). These behaviors can be in negative and rigid forms. In depersonalization, individuals are separated from humanism, and they have arrogant, adamant, unfeeling and inattentive attitudes, and they have a loss of idealism (Maslach, Schaufeli & Leiter, 2001). This

shows itself in the workplace by forming a rigid border between the other people they work with or the people they serve for.

### **2.7.1.3. Low Personal Accomplishment**

Low personal accomplishment shows insufficiency in the feeling of personal accomplishment. Individuals who experience low personal accomplishment incline to have negative and unfavorable attitudes towards themselves. Moreover, in this dimension, these people feel a lack of competency and motivation when they evaluate themselves (Maslach, 2003). They are not satisfied with what they do and who they are. People having low personal accomplishment think that they cannot change anything; the effects will be futile, so they mostly stop trying and give up. Low personal accomplishment in people is frequently accompanied by a decrease in productivity and self-esteem (Maslach & Leiter, 1999).

## **2.8. TEACHER BURNOUT**

Teacher burnout is considered as one of the most significant kinds of burnout owing to its critical effect on the field of education. As teachers are one of the most important elements of the education system, feeling burnout can have adverse effects on teachers, students, and the whole teaching-learning cycle. In today's modern world teachers have to be more responsible for the achievement of their students (Pillay, Goddard & Wills, 2005). While they are trying to manage this, they face many problems to go on their profession. The burden of the responsibilities, the problems related to curriculum, administrators and students, workload, unmet expectations, negative physical conditions at school, financial problems, can end with burnout if teachers cannot cope with them (McKenzie, 2009).

For Cordes and Dougherty (1993) teacher burnout can be detected easily by examining different signals. As an illustration, loss of energy is a signal for emotional exhaustion, behaving or seeing students as if they are objects is an indicator of depersonalization while a teacher's evaluating himself or herself and his or her teaching is a signal for lack of personal accomplishment.

Since having a positive and supportive atmosphere is very important for teachers to do their job effectively, and to improve themselves, job satisfaction is crucial for people whose profession is teaching (Cephe, 2010). Teachers who are thought to experience burnout are prone to have a decrease in their teacher efficacy and teaching motivation and they even think of leaving their profession.

### **2.8.1. Personal and Situational Factors in Teacher Burnout**

Several factors are considered as personal or situational under the heading of teacher burnout. Personal factors are the factors that are related to demographic features, personality, and motivation of teachers. The demographic features can be mainly listed as age, gender, experience, marital status, and teaching hours of teachers (Barut & Kalkan, 2002). Apart from these factors, personality types have a determinative effect on teacher burnout. The perfectionists, dedicated teachers who want to be successful all the time and try to do more than they can do are the victims of burnout (Gold & Roth, 2013). Motivational factors are the other significant factors in teacher burnout. These factors include the feeling of autonomy, security, self-esteem, and self-realization in the teaching profession (Fernet, Guay, Sénechal & Austin, 2012).

Situational factors are based on outside causes. These factors in teacher burnout are related to the features of the organization where teachers work, the misbehavior of the students, difficult working conditions, the relationship with the administrators and the colleagues, the level of satisfaction in terms of occupational recognition and prestige (Dick & Wagner, 2001). When teachers have problems with these personal or situational factors, teacher burnout will be an expected result.

## **2.9. STUDIES ON TEACHER STRESS AND BURNOUT**

There are numerous studies executed in the fields of teacher stress and burnout in literature both in Turkey and abroad. The findings of some of these studies are as follows:

### **2.9.1. Studies on Teacher Stress and Burnout in Turkey**

One study is that of Önkol (2002) which carried out a study on 774 instructors who are teaching English in different public and private universities in 5 different regions of Turkey. Minnesota Teacher Stress Inventory, Teacher Stress Inventory, and Faculty Stress Inventory were used to gather data. The results showed that the student dimension was the most stressful part of the English instructors' profession and there were significant differences between the organizational stress points of novice teachers and their years of experience in their profession. Besides, considering age and organizational stress, it was pointed out that there was a significant difference between 22-29 year old and 40 and over year old instructors and 30-39 year old and 40 and over year old English instructors. The study showed that students' behavior, age, and experience were important variables in terms of organizational stress levels of EFL instructors.

Özdemir (2003) investigated the relationship between classroom management efficacy, marital status, gender and the tenure of English teachers with burnout in Ankara. 523 English teachers participated in the study and filled two questionnaires about burnout and teacher efficacy in the classroom. The quantitative data collected from the questionnaires put forward that three dimensions of burnout: emotional exhaustion, depersonalization and personal accomplishment affected in different amounts by different variables. Classroom management efficacy had an important place in emotional exhaustion and personal accomplishment while marital status was indicative of emotional exhaustion and depersonalization. Tenure had a significant part in emotional exhaustion and personal accomplishment dimensions. However, gender was an indicative factor only in personal accomplishment.

Kızıltepe (2007) examined teacher's occupational stress levels in Istanbul. 152 teachers took part in the study and answered the questions in teacher stress inventory. The results showed that teachers had high levels of stress in their profession moreover the two variables, gender, and marital status affected the level of stress experienced by teachers. Male teachers experienced less stress compared to females and single teachers experienced less stress compared to married ones. The study revealed that there was a significant and meaningful relation between gender and marital status of teachers and their occupational stress levels.



Another study that investigated teacher stress and coping strategies of EFL instructors at the English Preparatory School of Middle East Technical University and Ankara University is by Petek (2008). 112 participants took part in this study by answering a questionnaire including 38 questions on teacher stress. 6 volunteer participants participated in the interview part of the research. From the quantitative and qualitative data gathered from the research, it was concluded that there was an inverse correlation between the stress levels of EFL instructors and their competence in their strategies. This study revealed that “student attitudes” and “work overload” were at the top of most prevalent stressors list while “in class coping”, “planfulness” and “self-support” were the most common ways of coping for EFL instructors.

Cephe (2010) carried out another research on EFL instructors’ burnout levels. The survey method was used in the study and quantitative data was gathered by the TBS. 37 instructors completed questionnaires and 12 instructors took part in the interview session. The results asserted that teachers who had high burnout levels were affected by administrative factors the most. Moreover, high burnout levels in instructors were seen together with “alienation to professional identity”.

Another study by Ercan Demirel (2014) investigated the burnout levels of EFL instructors teaching at preparatory schools of universities in Konya and Ankara. It was a mixed-method design and the results were based on both quantitative and qualitative data. 70 instructors answered the questionnaire on burnout and 25 instructors joined the semi-structured interview which contained questions on burnout. The results showed that there was burnout in EFL instructors, and female and single instructors with younger and inexperienced ones had higher levels of burnout.

Next, Güneş (2014) researched on EFL teachers’ burnout and organizational socialization levels. 507 teachers in Turkey via ELT groups on the internet joined the research. In the second part, a semi-structured interview was carried out with 12 participants. The results revealed that EFL teachers’ burnout levels were low in Turkey, but their organizational socialization levels were high. There was also a meaningful negative correlation between burnout and organizational socialization.

Another study on teacher burnout was carried out by Atila (2014). The relation between the burnout and job satisfaction levels of EFL teacher teachers in Ankara was examined in this study with 135 participants. The quantitative data were collected by using two questionnaires and the final findings showed that there was a negative correlation between burnout and job satisfaction in English teachers. The findings also showed that teachers who had more workload, less experienced, and who were females and graduated from ELT departments at universities felt burnout more than the other teachers.

Kazımlar & Dollar (2015) conducted a study to investigate the levels of burnout in EFL instructors in foundation universities in İstanbul considering their organizational context. 81 EFL instructors took part in the first part of the study, and they answered the questions in the MBI-ES and the AWLS. Then 18 volunteer participants answered the questions in the semi-structured interview. The results of the study displayed that there were moderate and high levels of emotional exhaustion and depersonalization in EFL instructors while only twenty-five percent of the instructors showed personal accomplishment at high levels. Apart from these findings, the study asserted that high burnout levels in EFL instructors were accompanied by negative ideas in terms of the organizational environment.

Hismanoğlu & Ersan (2016) investigated the relation between burnout and demographic features of EFL teachers in Turkey. 230 Turkish EFL teachers teaching at different levels joined in the study and answered the questions in MBI-ES. The results were studied in terms of their age, gender, educational history and workload. When the data gathered from the questionnaires analyzed, it was concluded that the factors investigated did not have a significant effect on EFL teachers' burnout levels.

Another study conducted by Atmaca (2017) investigated the possible reasons for burnout in EFL teachers and their expectations to decrease the experienced burnout in their profession. 42 participants from different types of schools in Turkey joined the study. Quantitative data was gathered through two questionnaires that measured job satisfaction and burnout while qualitative data was collected by interviews containing open-ended questions. Findings showed that there was a low correlation between teaching experience and burnout levels of EFL teachers. Besides, there was also a low level of correlation between burnout and job satisfaction levels of

EFL teachers. The dimensions of depersonalization and emotional exhaustion had a strong positive relation with burnout.

Yılmaz (2018) carried a study to find out the relation between cognitive awareness, subjective happiness and distress tolerance in teacher candidates. 529 participants in İstanbul joined the study. The DTS, the MS-30, the SHS were used to gather quantitative data. The results displayed that there was a positive linear relationship between cognitive awareness - distress tolerance, and cognitive awareness – subjective happiness relationship.

Bal (2019) carried out a research on the effects of the type of university (private or state) where EFL instructors work and the effects of EFL instructors' Master's degrees in their profession on their burnout levels. 64 ELT instructors working in different cities in Turkey joined in this study. MBI was used as the data collection instrument and the results put forward that EFL instructors experienced burnout in their professions but the level of their burnout they experienced was not directly affected by the type of institutions they worked in and their academic degrees in their profession.

Kaya (2019) conducted a study on the organizational stress sources and the methods classroom teachers used to cope with that stress. 160 high school teachers working in different schools in İstanbul were the participants of the study. The two inventories of The Organizational Stress Inventory and The Stress Coping Styles Scale were the instruments applied in this study. The results displayed that gender had an important effect on perceiving students as the main stress factor for teachers and coping styles. Moreover, there was a meaningful difference between the total stress level and the years of experience of teachers between the groups of 16-20 and 6-10. In terms of the coping strategies, it was found that teachers preferred the self-confident style the most and the submissive coping the least.

Özkara (2019) studied the relationship between self-efficacy beliefs and burnout levels of Turkish EFL teachers. Gender, age, tenure and the population of students in classes were the variables investigated in terms of their relation with self-efficacy and burnout levels of EFL teachers. MBI and LTSBS were conducted in the study and 118 EFL teachers teaching at different levels from different cities took part in the study. When the results were examined, it was found that there was a negative

meaningful relation between emotional exhaustion and self-efficacy. On the other hand, there was a positive meaningful relation between personal accomplishment and self- efficacy. The results also revealed that age had an important role in self- efficacy while tenure had a significant role in personal accomplishment.

### **2.9.2. Studies on Teacher Stress and Burnout Abroad**

Griffith, Steptoe & Cropley (1999) studied the coping strategies related to the job stress of teachers. Age, gender, marital status and number of children were investigated as stress factors. 780 participants in South London took part in the study. The TSI and the MCI were used to gather data. The results revealed that female teachers experienced teacher stress more than males. Younger and single teachers had higher stress levels compared to older and married teachers. The study also put forward that coping strategies and getting social support changed the impact of stressors and how they were perceived by teachers.

Kyriacou & Chien (2004) studied the stress levels and coping strategies of primary school teachers in Taiwan. 230 volunteer teachers joined in the study and completed the questionnaires distributed. The data gathered from the questionnaires revealed that the government's tendency to change the education system was the main stress factor. When it comes to coping strategies, the findings showed that having a healthy life was the first coping strategy in the list. The participant teachers also suggested that a decrease in the workload of teachers could be helpful in decreasing the occupational stress level of teachers.

Zhang (2005) conducted a study in the School of Foreign Languages at Xi'an Jiaotong University. The participants were the female English teachers and they completed a questionnaire related to stress and coping strategies in the study. The results revealed that nearly all of the participants felt uncomfortable about making mistakes and this increased their amount of occupational stress. Furthermore, the most frequent coping strategies that they used to overcome stress were lying on the bed without doing anything and having a chat with their friends or husband. Not finishing work at work was the other stress factor for female teachers and taking unfinished school work home was the way they followed at stress times.

Brundage (2007) researched the reasons for teacher stress and coping strategies in South Korea. The survey method was used and 53 EFL teachers in Jeonju City participated in the study. Findings showed that EFL teachers felt moderate levels of stress and the main stressors for them were student misbehavior and administrative problems. Moreover, it was put forward that the main coping strategies used by EFL teachers at stress times were drinking alcohol, doing sports, chatting with friends and involving in hobbies.

Next, McKenzie (2009) conducted a study on the relationship between teacher burnout, occupational stress, and humor coping styles in Chicago with 306 high school teachers. The MBI-ES, the TSI, and the HSQ were used as the research instruments. The study reported that teachers who had high burnout levels also had high levels of occupational stress. However, there was not a meaningful relation between burnout and occupational stress levels and using humor coping strategies in the results.

Another study was carried out by Skaalvik and Skaalvik (2009) on the relation between school, burnout and job satisfaction of teachers. 563 teachers joined in the study in Norway working in different elementary and middle schools. The findings put forward that there was a meaningful relationship between the job satisfaction levels of teachers and their burnout levels in terms of emotional exhaustion, depersonalization, and reduced personal accomplishment dimensions. Moreover, time pressure, not having supervisory support, not having teacher autonomy and parental relations were found to be the other factors in teacher burnout. While time pressure was interrelated to the emotional exhaustion dimension, parental relations were found to be interrelated to depersonalization and reduced personal accomplishment dimensions of burnout.

Antoniou, Ploumpi & Ntalla (2013) conducted a study to investigate the occupational stress and burnout levels of teachers in primary and secondary schools in Attica, Greece. The study also aimed to find out coping strategies that teachers developed when they faced stress and burnout. 388 participants joined in the study and they answered the questions in the MBI, the OCS, and the SCSS. The results of the study showed that teachers at the primary level experienced more stress than the teachers at the secondary level. Apart from these, female teachers experienced

more stress and less personal accomplishment compared to men. Coping behaviors that had rational sides were the most prevalent strategies used by teachers.

Omranzadeh & Farshi (2014) carried out a research on the influence of gender, marital status and the educational level of EFL teachers on their burnout levels in Iran. 250 EFL teachers who were working in high schools and universities joined in the study as participants. MBI-ES was used as the data collection instrument and the results revealed that gender and marital status did not have a significant effect on the burnout levels of EFL teachers; however, the educational level of EFL teachers had a significant effect on their burnout levels.

Another study seeking the relationship between job satisfaction and stress levels of EFL teachers was carried out by Sadeghi & Sa'adatpourvahid (2016) in Iran. The effects of age, marital status, and tenure on stress and burnout were investigated using the data collected from 149 participants. The findings showed that 29, 93 % of the teachers had stress and one-third of the participants were not satisfied with their jobs. It was also concluded that age, marital status, and tenure were effective elements in EFL teachers' stress and burnout.

Lee (2017) conducted a study on the relation between the burnout and turnover intention of physical education teachers in the USA. 613 teachers from 47 different states in the USA joined in the study. MBI-ES was used as the data collection instrument and the data collected in teachers' burnout was investigated in terms of their turnover intentions. The results showed that the physical education teachers who had high levels of burnout were likely to have more turnover intention, there was a positive meaningful relationship between the two aspects studied.

When it comes to distress tolerance, Punch & Tuettemann (1990) investigated the psychological distress levels of Australian teachers. 574 participants took part in the study and answered the questions in the GHQ. The results revealed that female teachers experienced psychological distress more than male teachers. Lack of efficacy, autonomy, praise and not having enough access to facilities were the main factors of psychological distress in teachers.

Another study was conducted by Coşa (2012) to find the cognitive and emotional distress of undergraduate teachers in Romania. 834 teachers were chosen as the participants and they completed three different questionnaires: the PED, the ATQ,

and the ABS-II. The findings showed that there was a meaningful positive correlation between the high level of distress, irrationality and automatic thinking. It was also found that male teachers who had been teaching for 11 to 20 years had the highest level of emotional distress. Automatic thinking was found to be the number one in the list of emotional distress indicators.

Next, Gross & Pelcovitz (2012) studied the relation between teachers' distress and students' behavior. 149 elementary school teachers from Yeshiva in New York joined the study. Two different questionnaires were used to investigate disturbing behaviors for teachers and teacher attitudes. The results indicated that teachers were disturbed by externalizing behaviors most and female teachers tended to be disturbed by internalizing behaviors more compared to male teachers.

Hinds, Jones, Gau, Forrester & Biglan. (2015) researched the role of experiential avoidance in teacher distress. 529 teachers in Oregon, America took part in the study, and experiential avoidance was investigated. The MBI was used in the study, and findings showed that 39% of the teachers experienced distress in different amounts. Besides, problematic student behavior and not getting enough support from other teachers were found to be strong factors in teacher burnout and distress.

Kim, Shin, Tsukayama & Park (2020) carried out a study on teachers' mindset and its relation with their job stress and their possibility of turnover. 310 preschool teachers in South Korea joined in the study and completed online surveys. SMM and TJSS were the two data collection instruments in this study, and when the final data were analyzed, it was found that the teachers who experienced more stress levels in their profession were more likely to experience turnover to keep their psychological balance.

## **CHAPTER 3**

### **METHODOLOGY**

#### **3.1. PRESENTATION**

The methodology part of this study provides information related to assumptions, design of the study, participants, setting, data collection instruments, the qualitative and quantitative data collection procedures.

#### **3.2. ASSUMPTIONS**

The volunteer participants in this study were expected to have answered the questions in questionnaires and interviews frankly related to their personal feelings and ideas about distress tolerance and burnout levels. Besides, the research instruments used in this study were assumed to be appropriate for collecting needed data in terms of distress tolerance and burnout.

#### **3.3. DESIGN OF THE STUDY**

This study aimed to utilize a mixed-method research design to gather data. This included quantitative and qualitative research design together to have in-depth and inclusive analysis and results. In the qualitative data collection phase of the study, a semi-structured interview was used to collect data.

Quantitative research design focuses on collecting numbers and quantities. This type of research design gives the researcher a chance to explain the phenomena by identifying variables that constitute the ground of the research (Richards & Schmidt, 2002). In quantitative research, information is put together by sending surveys, online polls, and questionnaires to the sample group and results are displayed in numbers. The DTS was developed by Simons & Gaher (2005) and the MBI-ES was developed by Maslach, Jackson, Leiter & Schwab (1996) for educators. Using questionnaires in a study gave a chance to participants to think



and provide comprehensive answers that could enlighten the matters under discussion. In the quantitative research design part of this study, SPSS 22 was used by excluding irrelevant, invalid and inappropriate information.

After using two scales that are reliable and valid with a demographic questionnaire, the qualitative phase of the study conducted. The qualitative research design focuses on making the analysis based on interpretations and veiled reasons. A semi-structured interview was chosen to have an in-depth understanding of the results of the scales. The interview is considered as a conversation between the researcher and the participant to get information for making linguistic analysis (Richards & Schmidt, 2002). In this study, two sets of semi-structured interview questions on distress tolerance and burnout levels of EFL teachers prepared by the researcher were asked to volunteer participants. This technique provided a more valid picture of the findings of the DTS and the MBI-ES. Interviews were conducted face-to-face and as interviews were semi-structured, the researcher had a chance to add “why?” questions to get clarity in terms of comprehension.

### **3.4. PARTICIPANTS**

The participants of this study were EFL teachers who were working in public schools of the Ministry of National Education in Çankaya and Gölbaşı provinces of Ankara. Participant teachers were employed at different school levels: primary, secondary and high school levels.

The number of participants who completed the DTS and the MBI-ES was 307. The participants were ranged from 25-30 to 46+ years in age, 0-5 years to 21-30 years in experience and 0-10 hours to 21+ in weekly workload. Besides these, 36, 2 % of them were male, 63, 8 % were female while 35, 2 % were single and 64, 8 % were married.

In the second phase of the study, 8 volunteer teachers who answered the questions in DTS and MBI-ES questionnaires joined in the interview part of the study. They were chosen randomly, just considering their willingness. 6 of these teachers were female and 5 of them were married. Besides, all of them were teaching more than

20 hours a week, and 2 of them were novice teachers, teaching English less than 5 years.

### **3.5. SETTING**

The setting of these instruments used in this study was mainly teachers' rooms at schools. Volunteer teachers completed the questionnaires they had and handed them back when they finished during the break times, free lessons and lunchtime. When the quantitative phase of the study was completed, volunteer teachers took part in the qualitative part of the study and answered the questions in the interview part in quiet places like teachers' rooms, empty classrooms, or administrator's offices.

### **3.6. DATA COLLECTION INSTRUMENTS**

Data collection instruments used in this study were the DTS developed by Simons and Gaher (2005) and translated into Turkish by Akın, Akça, and Gülşen (2015) and the MBI-ES developed by Maslach, Jackson, Leiter & Schwab (1996) and translated into Turkish by İnce & Şahin (2015). In addition to the mentioned instruments, an interview that was constructed by the researcher related to distress tolerance and burnout was used to make the results of the two scales more detailed.

#### **3.6.1. The Distress Tolerance Scale**

The DTS by Simons & Gaher (2005) was chosen in this study as it has a multidimensional construction. The DTS measures people's *tolerance* – ability to tolerate emotions, *appraisal* – the assessment of emotions in terms of acceptability, *regulation* – the ability to regulate emotions, *absorption* – the level of attention absorbed by negative emotions. The DTS has 15 questions in it and the participants rated on a 5-point like art scale (5 →strongly disagree to 1→ strongly agree). The questions under tolerance dimension are 1, 3, 5 and questions under appraisal are 6, 7, 9, 10, 11 and 12. When it comes to absorption, the questions of 2, 4 and 15 are under this dimension. The last dimension, regulation consists of the questions of 8,

13, and 14. Akın, Akça, and Gülşen (2015) translated the DTS into Turkish and checked the validity and reliability of its Turkish version. In Akın, Akça and Gülşen (2015), it is indicated that

The model was well fit and Chi-Square value ( $\chi^2=316.43$ ,  $df=84$ ,  $p=0.00$ ) which was calculated for the adaptation of the model was found to be significant. The goodness of fit index values of the model was RMSEA=.071, NFI=.94, CFI=.95, IFI=.95, RFI=.92, GFI=.93 and SRMR=.053. Internal consistency coefficients of four subscales were .62 for tolerance subscale, .66 for absorption subscale, .71 for appraisal subscale and .61 for regulation subscale. The overall internal consistency coefficient of the scale was .82. The test-retest reliability coefficients were found as .63 for the overall scale and as .60 for tolerance subscale, .62 for absorption subscale, .64 for appraisal subscale and .58 for regulation subscale. The corrected item-total correlations of DTS ranged from .25 to .59. Overall findings demonstrated that this scale had high validity and reliability scores and that it may be used as a valid and reliable instrument in order to assess distress tolerance levels of individuals (p. 630).

### **3.6.2. The Maslach Burnout Inventory-Educators Survey**

The MBI-ES by Maslach, Jackson, Leiter, Schaufeli & Schwab (1996) was used as the second quantitative research instrument in this study. The MBI (Maslach Jackson, Leiter, Schaufeli & Schwab, 1986) is considered as one of the most well-known and commonly used inventory to investigate the perceived burnout level of human service employees. Then Maslach, Jackson, Leiter, Schaufeli & Schwab (1996) made some changes in the general inventory and designed MBI-ES to measure the burnout levels of educators. The MBI-ES has 22 questions in it and the participants rated on 5 - point scale (5→ always to 1→never). The MBI-ES measures burnout in terms of the different subscales of *emotional exhaustion*, *depersonalization*, and *personal accomplishment*. The scores of burnout are calculated separately for each subscale. While low scores in personal accomplishment are the indicators of a high degree of burnout, the high scores in emotional exhaustion and depersonalization show a high degree of burnout.

In the MBI-ES, under the emotional exhaustion, subscale the questions of 1, 2, 3, 6, 8, 13, 14, 16 and 20 are listed and the depersonalization subscale is analyzed by looking at the questions of 5, 10, 11, 15 and 22. The last subscale personal accomplishment consists of questions 4, 7, 9, 12, 17, 18, 19 and 21. İnce & Şahin

(2015) translated MBI-ES into Turkish and checked its validity and reliability. İnce & Şahin (2015) indicates that

MBI-ES's findings regarding the confirmatory factor analysis show that the original structure of the scale consisting of 22 items and three dimensions have been protected in the study group of this research. The reliability levels for the subscales are understood to be sufficient. Ergin (1992) has determined in factor analysis made for MBI likewise that the scale piled on three factors. Reliability levels of the scale with Cronbach alpha coefficient were calculated as 0.83 for emotional exhaustion dimension, 0.65 for depersonalization, and 0.72 for the personal accomplishment dimension. The coefficients calculated by the test-retest method were determined to be 0.83 for the emotional exhaustion dimension, 0.72 for the depersonalization dimension, and 0.67 for personal accomplishment dimension. The findings obtained from this study regarding the MBI-ES reliability levels seem to be consistent with the findings from the study of Ergin. Therefore, the Turkish version of the scale is thought to be used to determine the vocational burnout levels of primary school teachers (p. 398).

### **3.6.3. Interview Questions**

To deepen the data gathered from two scales in the first phase of the research, the researcher conducted a semi-structured interview with 8 of the participants who were volunteers to take part in the second phase. This second phase made the research more comprehensive in terms of teachers' feelings and beliefs on distress tolerance and burnout. Semi-structured interviews are widely used because of their flexibility, accessibility, and intelligibility. However, unveiling the hidden aspects of the behavior in terms of humans and organizations is the main advantage of them (Kvale and Brinkmann, 2009).

The researcher prepared the questions by making a literature review on distress tolerance and burnout levels of EFL teachers. The interview has two parts and while the first part has 4 questions about distress tolerance, the second part has 4 questions about burnout. The interview questions are listed under Appendix 4 part and the consent form for the interview part is included in Appendix 2 part. The interview questions are in Turkish and the answers of the participants were translated into English afterwards. Two colleagues checked the translated versions of the answers and made changes when necessary.

Creswell & Miller (2000) claims that the validity of qualitative research studies is based on eight strategies: prolonged engagement, triangulation, peer review, negative case analysis, clarifying, member checking, rich description, and external audits and having at least two of these features in a study is essential. In this study, the interviews lasted 15-20 minutes and all the interviewees were asked the same questions. The questions were followed by “why?” questions to get a more detailed understanding of the topics under investigation. Having the interviews in a face-to-face way made the participants feel more comfortable and frank. External audits were asked to listen to the recordings and to check the transcripts and this had an accelerating effect on the validity and reliability of the results.

### **3.7. DATA ANALYSIS**

In this study, both quantitative and qualitative data analysis tools were used. In the first phase of the study, SPSS 22 was used to analyze the quantitative data. SPSS is used to manage and analyze statistical data in the fields of social sciences. SPSS is commonly defined as a significant tool to explain and make changes in the data collected in a survey (Pallant, 2013). There are different data analysis methods in SPSS and the researchers decide on which method to use considering the data type processed.

Using descriptive statistics was the first method used in this study to summarize and compare the data collected from the questionnaires. By using descriptive statistics, the raw data about the EFL teachers could be displayed in a concise way by showing the mean and standard deviation scores based on the variables studied. Kolmogorov-Smirnov Test, which is a well-known and widely used test in SPSS, was used to check the normality assumptions according to variables studied in this study, and the results are analyzed in terms of  $p > .05$  value (Pallant, 2013). The normality assumption is the first step in analyzing whether the distribution of sample means is normal or not.

In analyzing part, the following test applied was Kruskal-Wallis H-Test and this provided information about whether the differences showed meaningful differences or not when Kolmogorov-Smirnov Test results did not show normal distribution

( $p > .05$ ). This test type was used while studying the variables of age, experience, and workload. Dunn's Multiple Comparison Test was the other test type used to detect which mean scores were more important than the others when the Kruskal-Wallis H-Test came up with significant differences in three or more scores (Dinno, 2015). This test type was used in analyzing the workload, age and experience variances of EFL teachers in the study.

Another analysis tool used during this study was Independent Sample T-Test which was used to understand if there was a significant difference between two independent groups in the study. This test type was used in investigating the gender variance of EFL teachers. Mann-Whitney U-Test was the other test type used in this study instead of the independent variable T-Test. This test type was used when two independent variables were compared and the normality assumption was not met between the groups ( $p < .05$ ). Spearman's Rho Correlation Coefficient was the last test type used instead of Pearson's Correlation Coefficient Analysis during the study. This kind of analysis was conducted to check the relation between two sets of scores when the normality assumption was not met ( $p < .05$ ) (Pallant, 2013). It was used in studying the correlation between distress tolerance and burnout levels of EFL teachers.

In the qualitative part of this study, coding was used. Coding is defined as the labeling of meaningful parts in a text and grouping them under related themes (Gibbs, 2007). In the next step, the frequencies of these codes were analyzed to have a deeper understanding of the results from the questionnaires.

### **3.8. PROCEDURE**

The first and second phases of this study were conducted from November 2019 to January 2020. Volunteer participants (307 EFL teachers) in Çankaya and Gölbaşı provinces in Ankara completed the demographic questionnaire with the DTS and the MBI-ES questionnaires. Then eight EFL teachers took part in the semi-structured interview part. When the data collection part was completed, the measurement part of the findings started.

The results of the questionnaires were analyzed by using SPSS 22 and the findings of EFL teachers in terms of distress tolerance - burnout and the relationship between distress tolerance and burnout were investigated from the point of particular demographic features. In the second part, the transcripts of the interviews were written down and translated into English. The qualitative data was measured through qualitative coding which means labeling data. In this process, a vertical analysis was used and each interview was analyzed in itself. Then common and different parts in the answers were brought together to have a comparative analysis.



## CHAPTER 4

### RESEARCH FINDINGS

This chapter provides information based on the data analysis of the assessment of the variables in terms of distress tolerance and burnout levels of EFL teachers and the relation between them. 307 EFL teachers are the participants of this study and the distribution of categorical variables and their frequencies are analyzed in Table 1.

Table 1  
*The Frequencies of the Categorical Variables*

Variable	Category	N	Percentage (%)
Gender	Male	111	36.20
	Female	196	63.80
Marital Status	Single	108	35.20
	Married	199	64.80
Age	25-30	81	26.40
	31-35	42	13.70
	36-40	75	24.40
	41-45	57	18.60
	46+	52	17.00
Experience (year)	0-5	67	21.80
	6-10	46	15.00
	11-15	55	17.90
	16-20	76	24.80
	21-30	63	20.50
Weekly work load (Hour/week)	0-10	29	9.50
	11-15	46	15.00
	16-20	67	21.80
	21+	165	53.70

Table 1 shows that 36.20% (N=111) of the participants in this study are male, 63.80% (N=196) are female and 35.20% (N=108) of the participants are single while 64.80% (N= 199) are married. The participants are grouped under five categories according to their age, and the percentages are listed as 26.40% (N=81) for 25-30 age group, 13.70% (N=42) for 31-35 age group, 24.40% (N=75) for 36-40 age group, 18.60% (N=57) for 41-46 age group and 17.00% (N=52) for 46+ age



group. Likewise, the participants are grouped under five categories according to their experience in teaching and the percentages are 21.80% (N=67) for 0-5 years of experience, 15.00% (N=46) for 6-10 years of experience, 17.90% (N=55) for 11-15 years of experience, 24.80% (N=76) for 16-20 years of experience and 20.50% (N=63) for 21-30 years of experience. Finally, the participants are grouped under four parts in weekly workload and the percentages are as follows 9.50% (N=29) for 0-10 hours of weekly workload, 15.00% (N=46) for 11-15 hours of weekly workload, 21.80% (N=67) for 16-20 hours of weekly workload and 53.70% (N=165) for 21+ hours of weekly workload.

In the assessment part of this study, the distress tolerance and burnout levels of the EFL teachers are analyzed considering the variables of gender, marital status, age, experience, and workload. The first part of this chapter presents the quantitative data based on distress tolerance and burnout. The second part of the study is grounded on the qualitative findings of the semi-structured interviews conducted with volunteer teachers.

#### **4.1. DESCRIPTIVE RESULTS**

In the quantitative part of this study, the data gathered from the two questionnaires of DTS and MBI-ES are analyzed considering the research questions stated in the introduction part of the study. The first part of the research questions are related to the distress tolerance levels while the second part of the research questions are related to the burnout levels of EFL teachers.

##### **4.1.1. Research Question 1: “What are the distress tolerance and burnout levels of EFL teachers?”**

To find the answer to this question, the results are studied and interpreted statistically. In this study, randomly chosen 307 EFL teachers are taken as the representative of the universe of EFL teachers. In Table 2, the mean and standard deviation values of distress tolerance scores are listed.

Table 2  
*Descriptive Statistics of EFL Teachers' Distress Tolerance Scores*

Subscale	N	M	SD
Tolerance	307	3.46	.95
Absorption		3.48	.93
Appraisal		3.50	.71
Regulation		2.86	.94
Total Distress Tolerance		3.36	.64

As can be seen in Table 2 above, the mean of total distress tolerance scale scores is  $M = 3.36$  ( $N = 307$ ,  $SD = .64$ ). The dominant type of distress tolerance is *appraisal* dimension ( $M = 3.50$ ,  $SD = .71$ ) followed by *absorption* ( $M = 2.48$ ,  $SD = .93$ ), *tolerance* ( $M = 3.46$ ,  $SD = .95$ ) and *regulation* ( $M = 2.86$ ,  $SD = .64$ ) dimensions.

To find the burnout levels of EFL teachers, the descriptive statistics in terms of MBI-ES scores are studied and the MBI-ES scores' mean and standard deviation values are given in Table 3.

Table 3  
*Descriptive Statistics of EFL Teachers' Burnout Scores*

Subscale	N	M	SD
Emotional exhaustion	307	2.64	.85
Depersonalization		1.96	.71
Personal accomplishment		3.77	.54

When Table 3 is analyzed, the dominant burnout type is *personal accomplishment* ( $M = 3.77$ ,  $SD = .54$ ,  $N = 307$ ) followed by *emotional exhaustion* ( $M = 2.6$ ,  $SD = .85$ ,  $N = 307$ ) and *depersonalization* ( $M = 1.96$ ,  $SD = .71$ ,  $N = 307$ ).

#### 4.2. FINDINGS OF DEMOGRAPHIC VARIABLES IN DISTRESS TOLERANCE

The following research questions in this study mainly focus on the effects of the variables studied on the distress tolerance levels of EFL teachers and to find the answers to these questions some tests are carried out.

#### 4.2.1. Research Question 2-a: “Do the distress tolerance levels of EFL teachers change according to their age?”

To see the effect of age variable on distress tolerance levels, the sample group is analyzed and in Table 4 the descriptive statistics of distress tolerance scores of EFL teachers in terms of age category are given.

Table 4  
*Descriptive Statistics of EFL Teachers’ Distress Tolerance Scores According to Age*

Age	N	Distress Tolerance		Tolerance		Absorption		Appraisal		Regulation	
		M	SD	M	SD	M	SD	M	SD	M	SD
25-30	81	3.25	.63	3.41	1.00	3.42	.87	3.37	.66	2.65	.91
31-35	42	3.44	.57	3.68	.86	3.63	.95	3.52	.62	2.85	.88
36-40	75	3.42	.63	3.61	.89	3.58	.98	3.51	.68	2.92	.92
41-45	57	3.27	.69	3.25	1.02	3.20	1.01	3.51	.79	2.87	.91
46 +	52	3.40	.61	3.38	.88	3.63	.80	3.66	.76	3.10	1.07

When table 4 is analyzed, it is found that the mean scores of distress tolerance scores and its sub-scales of EFL teachers at different ages are as follows: For ages 25-30 the mean score is M=3.25 (N= 81, SD =.63). At this age group, the dominant distress type is absorption (M=3.42, SD=.87) followed by tolerance (M=3.41, SD= 1.00), appraisal (M= 3.37, SD .87) and regulation (M=2.65, SD=.91). For ages 31-35 the mean score is M=3.44 (N= 42, SD= .57). At this age group, the dominant distress type is tolerance (M=3.68, SD=.86) followed by absorption (M=3.63, SD=.91), appraisal (M= 3.52, SD .62) and regulation (M=2.85, SD=.88). For ages 36-40 the mean score is M=3.42 (N= 75, SD= .63). At this age group, the dominant distress type is tolerance (M=3.61, SD=.89) followed by absorption (M=3.58, SD=.98), appraisal (M= 3.51, SD .68) and regulation (M=2.92, SD=.92). For ages 41-45 the mean score is M=3.27 (N= 57, SD=.69). At this age group, the dominant distress type is appraisal (M=3.51, SD=.79) followed by tolerance (M=3.25, SD= 1.02), absorption (M= 3.20, SD 1.01) and regulation (M=2.87, SD=.91). Lastly, for ages 46 and more, the mean score is M=3.40 (N= 52, SD=.61). At this age group, the dominant distress type is appraisal (M=3.66, SD=.76) followed by absorption (M=3.63, SD= .80), tolerance (M= 3.38, S= .88) and regulation (M=3.10, SD=1.07). When the results are analyzed, it is found that the distress tolerance of EFL teachers changes according to different age groups.

With the aim of choosing the most fitting method of statistical analysis while finding whether the differences between different age groups are statistically meaningful or not, Kolmogorov-Smirnov Normality Test is conducted and its results are shown in Table 5.

Table 5  
*Kolmogorov-Smirnov Normality Test Results of Distress Tolerance Points According To Age*

Age	Kolmogorov- Smirnov	Df	p
25-30	.10	81	.05
31-35	.10	42	.20
36-40	.11	75	.04
41-45	.10	57	.20
46 +	.08	52	.20

As can be seen in Table 5, the data is not normally distributed in the 36-40 age group ( $p > .05$ ). Thus, the analysis is proceeded with the Kruskal-Wallis H Test instead of one-way ANOVA to find out whether the differences in distress tolerance according to age are statistically meaningful or not. The results of the Kruskal-Wallis H Test are demonstrated in Table 6.

Table 6  
*Kruskal - Wallis H-Test Results According to Age*

Age	N	Mean Rank	$\chi^2$	df	p
25-30	81	141.54	5.70	4	.22
21-35	42	163.26			
36-40	75	162.69			
41-45	57	139.82			
46+	52	168.92			

As can be seen in the table above, the distress tolerance scores of EFL teachers do not show a statistically meaningful difference according to their age ( $\chi^2_{(df = 4, N=307)} = 5.70, p > .05$ ). It is clear from the table that the p-value is bigger than .05 ( $p > .05$ ) and this indicates that there is not a statistically meaningful difference in distress tolerance scores according to age. These findings show that distress tolerance levels of EFL teachers do not change according to the age variable.

#### 4.2.2. Research Question 2-b: “Do the distress tolerance levels of EFL teachers change according to their experience?”

The distress tolerance levels of EFL teachers are investigated in terms of the experience variable to understand to what extent this variable is influential in distress tolerance level and the distress tolerance points of the participants in terms of experience variable are given in Table 7.

Table 7  
*Descriptive Statistics of Distress Tolerance Points of EFL Teachers According To Experience*

Experience	N	Distress									
		Tolerance		Tolerance		Absorption		Appraisal		Regulation	
		M	SD	M	SD	M	SD	M	SD	M	SD
0-5	67	3.25	.66	3.41	.99	3.41	.91	3.39	.69	2.66	.95
6-10	46	3.34	.59	3.56	.95	3.58	.88	3.44	.60	2.69	.86
11-15	55	3.47	.62	3.64	.96	3.74	.96	3.60	.66	2.75	.85
16-20	76	3.33	.63	3.39	.92	3.27	.92	3.43	.77	3.14	.83
21-30	63	3.42	.66	3.37	.91	3.53	.95	3.64	.74	2.94	1.11

When Table 7 is analyzed, it is found that the mean scores of distress tolerance scores and its sub-scales of EFL teachers at different experience groups are as follows: The mean score of distress tolerance among teacher with 0-5 years of experience is  $M=3.25$  ( $N=67$ ,  $SD=.66$ ). At this experience group, the dominant distress type is tolerance ( $M=3.41$ ,  $SD=.99$ ) followed by absorption ( $M=3.41$ ,  $SD=.91$ ), appraisal ( $M=3.39$ ,  $SD=.69$ ) and regulation ( $M=2.66$ ,  $SD=.95$ ). The mean score of distress tolerance among teacher with 6-10 years of experience is  $M=3.34$  ( $N=46$ ,  $SD=.59$ ). At this experience group, the dominant distress type is absorption ( $M=3.58$ ,  $SD=.88$ ) followed by tolerance ( $M=3.56$ ,  $SD=.95$ ), appraisal ( $M=3.44$ ,  $SD=.60$ ) and regulation ( $M=2.69$ ,  $SD=.86$ ). The mean score of distress tolerance among teacher with 11-15 years of experience is  $M=3.47$  ( $N=55$ ,  $SD=.62$ ). At this experience group, the dominant distress type is absorption ( $M=3.74$ ,  $SD=.96$ ) followed by tolerance ( $M=3.64$ ,  $SD=.96$ ), appraisal ( $M=3.60$ ,  $SD=.66$ ) and regulation ( $M=2.75$ ,  $SD=.85$ ). The mean score of distress tolerance among teacher with 16-20 years of experience is  $M=3.33$  ( $N=46$ ,  $SD=.63$ ). At this experience group, the dominant distress type is appraisal ( $M=3.43$ ,  $SD=.77$ ) followed by tolerance ( $M=3.38$ ,  $SD=.92$ ), absorption ( $M=3.27$ ,  $SD=.920$ ) and regulation ( $M=3.14$ ,  $SD=.83$ ). The mean score of distress tolerance among teacher with 21-

30 years of experience is  $M=3.42$  ( $N=46$ ,  $SD=.66$ ). At this experience group, the dominant distress type is appraisal ( $M=3.64$ ,  $SD=.74$ ) followed by absorption ( $M=3.538$ ,  $SD=.95$ ), tolerance ( $M=3.37$ ,  $SD=.91$ ) and regulation ( $M=2.94$ ,  $SD=1.11$ ). Distress tolerance scores show differences in terms of experience. With the aim of choosing the most fitting method of statistical analysis while finding whether the differences between different experience groups are statistically meaningful, Kolmogorov-Smirnov Normality Test is conducted and its results are shown in Table 8.

Table 8  
*Kolmogorov-Smirnov Normality Test Results of Distress Tolerance Points According To Experience*

Experience	Kolmogorov- Smirnov	df	p
0-5	.13	67	.01
6-10	.10	46	.20
11-15	.12	55	.04
16-20	.12	76	.01
21-30	.07	63	.20

If the table is carefully checked, it can be understood that total distress tolerance scores of EFL teachers who have 6-10 and 21-30 years of experience meet the assumption of normality ( $p>.05$ ). However, distress tolerance total scores of EFL teachers with 0-5, 11-15 and 16-20 years of experience do not show normal distribution ( $p<.05$ ). As a result of this, it is decided not to carry on conducting One-Way ANOVA analysis. Instead of this, its non-parametric version Kruskal - Wallis H-Test is used and its results are displayed in Table 9.

Table 9  
*Kruskal - Wallis H-Test Results According to Experience*

Experience	N	Mean Rank	$\chi^2$	df	p
0-5	67	144.69	3.52	4	.48
6-10	46	149.11			
11-15	55	169.63			
16-20	76	147.31			
21-30	63	161.90			

The results show that the distress tolerance scores of EFL teachers do not show a statistically meaningful difference according to their experience ( $\chi^2_{(df=4, N=307)} = 3.52$ ,  $p>.05$ ).

### 4.2.3. Research Question 2-c: “Do the distress tolerance levels of EFL teachers change according to their workload?”

The distress tolerance levels of EFL teachers are investigated in terms of the workload variable to understand to what extent this variable is influential in distress tolerance level and the distress tolerance points of the participants in terms of workload variable are given in Table 10.

Table 10  
*Descriptive Statistics of Distress Tolerance Points of EFL Teachers According To Their Workload*

Workload	N	Distress Tolerance			Tolerance		Absorption		Appraisal		Regulation	
		M	SD		M	SD	M	SD	M	SD	M	SD
0-10	29	3.46	.64		3.68	1.09	3.54	.93	3.63	.62	2.83	1.01
11-15	46	3.45	.60		3.80	.82	3.63	.90	3.47	.76	2.89	.86
16-20	67	3.50	.70		3.51	1.01	3.56	1.01	3.68	.70	3.08	1.04
21+	165	3.26	.60		3.31	.90	3.40	.91	3.41	.70	2.76	.90

When Table 10 is analyzed, it is found that the mean scores of distress tolerance scores and its sub-scales of EFL teachers at different weekly workloads are as follows: The mean score of distress tolerance among teacher with 0-10 hours of weekly workload is  $M=3.46$  ( $N=29$ ,  $SD=.64$ ). At this group the dominant distress type is tolerance ( $M=3.68$ ,  $SD=.1.09$ ) followed by appraisal ( $M=3.63$ ,  $SD=.62$ ), absorption ( $M=3.54$ ,  $SD=.93$ ) and regulation ( $M=2.83$ ,  $SD=1.01$ ). The group who teaches 11-15 hours a week have the mean score of  $M=3.45$  ( $N=46$ ,  $SD=.60$ ). At this group the dominant distress type is tolerance ( $M=3.80$ ,  $SD=.82$ ) followed by absorption ( $M=3.63$ ,  $SD=.90$ ), appraisal ( $M=3.47$ ,  $SD=.76$ ) and regulation ( $M=2.89$ ,  $SD=.86$ ). The group who teaches 16-20 hours a week have the mean score of  $M=3.50$  ( $N=67$ ,  $SD=.70$ ). At this group the dominant distress type is appraisal ( $M=3.68$ ,  $SD=.70$ ) followed by absorption ( $M=3.56$ ,  $SD=1.01$ ), tolerance ( $M=3.51$ ,  $SD=1.01$ ) and regulation ( $M=3.08$ ,  $SD=1.04$ ). The last group who teaches 21 and more hours a week have the mean score of  $M=3.26$  ( $N=165$ ,  $SD=.60$ ). At this group the dominant distress type is appraisal ( $M=3.41$ ,  $SD=.70$ ) followed by absorption ( $M=3.40$ ,  $SD=.91$ ), tolerance ( $M=3.31$ ,  $SD=.90$ ) and regulation ( $M=2.76$ ,  $SD=.90$ ). The mean scores of distress tolerance show a difference in terms of workload. With the aim of choosing the most fitting method of statistical analysis while finding whether the differences between teachers with different weekly workloads are

statistically meaningful, Kolmogorov-Smirnov Normality Test is conducted and its results are shown in Table 11.

Table 11  
*Kolmogorov-Smirnov Normality Test Results of Distress Tolerance According to Workload*

Weekly Workload	Kolmogorov- Smirnov	df	p
0-10	.185	29	.01
11-15	.108	46	.20
16-20	.078	67	.20
21 and more	.045	165	.20

When the table above is analyzed, EFL teachers' distress tolerance scores who are teaching 11-15 hours, 16-20 hours and 21+ hours a week meet the normality assumption ( $p > .05$ ). However, EFL teachers' distress tolerance scores with 0-10 hours of workload do not show normal distribution ( $p < .05$ ). Considering these findings, it is decided not to use the One-Way ANOVA analysis. One-Way ANOVA's non-parametric alternative Kruskal - Wallis H-Test is used and the results are shown in Table 12.

Table 12  
*Kruskal -Wallis H-Test of Distress Tolerance Points According to Workload*

Weekly Workload	N	Mean Ranks	$\chi^2$	df	p
0-10	29	164.97	8.32	3	.04
11-15	46	168.43			
16-20	67	172.40			
21 and more	165	140.58			

As can be seen in Table 12 above, the results of the analysis show that the results of distress tolerance differ statistically meaningfully according to workload,  $\chi^2_{(df=3, N=307)} = 8.32, p < .05$ .

After analyzing mean ranks, it is found that the highest distress tolerance score is of the EFL teachers who have 16-20 teaching hours a week. The EFL teachers teaching 11-15 and 0-10 hours follow the first group. Then the highest distress tolerance score is found in EFL teachers teaching 21+ hours a week. The differences between the mean ranks are close to each other and this makes it necessary to have pairwise comparisons after Kruskal-Wallis H-Test, to check whether the differences in mean ranks are statistically meaningful or not. Dunn's Multiple



Comparison Test is used instead of Levene's Test because the sample sizes of the groups are not equal and the results are given in Table 13.

Table 13  
*Dunn's Multiple Comparison Test of Distress Tolerance Points According to Workload*

Pairwise Comparisons	Statistics	p	Adjusted p
0-10 and 11-15 hours	-3.47	.87	1.00
0-10 and 16-20 hours	-7.43	.71	1.00
KKK0-10 and 21+ hours	24.39	.17	1.00
11-15 and 16-20 hours	-3.96	.82	1.00
11-15 and 21+ hours	27.87	.06	.36
16-20 and 21+ hours	31.82	.01	.08

The results demonstrate that there is a statistically meaningful difference between the EFL teachers with 16-20 hours and 21+ hours ( $p < .05$ ). However, when adjusted p scores are examined in terms of weekly workload, it is seen that there is not a statistically meaningful difference between groups and it is concluded that distress tolerance scores of EFL teachers do not show a statistically meaningful difference according to their workload.

#### 4.2.4. Research Question 2-d: “Do the distress tolerance levels of EFL teachers change according to their gender?”

The distress tolerance levels of EFL teachers are investigated in terms of the gender variable to understand to what extent this variable is significant in distress tolerance level. The distress tolerance points of the participants in terms of gender variable are given in Table 14.

Table 14  
*Descriptive Statistics of EFL Teachers According to Gender*

Gender	N	Distress Tolerance			Tolerance Absorption			Appraisal		Regulation	
		M	SD		M	SD		M	SD	M	SD
Male	111	3.39	.67	3.63	.92	3.56	.94	3.46	.71	2.84	.96
Female	196	3.34	.62	3.37	.95	3.44	.92	3.52	.70	2.87	.94

When Table 14 is analyzed, it is found that the mean scores of distress tolerance scores and its sub-scales of EFL teachers at different genders are as follows: The

mean score of distress tolerance among male teachers is  $M=3.39$  ( $N=111$ ,  $SD=.67$ ). At this group the dominant distress type is tolerance ( $M=3.63$ ,  $SD=.92$ ) followed by absorption ( $M=3.56$ ,  $SD=.94$ ), appraisal ( $M=3.46$ ,  $SD=.71$ ) and regulation ( $M=2.84$ ,  $SD=.96$ ). The mean score of distress tolerance among female teachers is  $M=3.34$  ( $N=196$ ,  $SD=.62$ ). At this group the dominant distress type is appraisal ( $M=3.52$ ,  $SD=.70$ ) followed by absorption ( $M=3.44$ ,  $SD=.92$ ), tolerance ( $M=3.37$ ,  $SD=.95$ ) and regulation ( $M=2.87$ ,  $SD=.94$ ). The mean scores differentiate when they are analyzed in terms of gender. With the aim of choosing the most fitting method of statistical analysis while finding whether the differences between teachers with different genders are statistically meaningful, Kolmogorov-Smirnov Normality Test is conducted and its results are shown in Table 15.

Table 15  
*Kolmogorov-Smirnov Normality Test Results of Distress Tolerance According to Gender*

Gender	Kolmogorov- Smirnov	df	P
Male	.068	111	.20
Female	.066	196	.04

When Table 15 is analyzed, it is found that the normality assumption is met for males ( $p>.05$ ), but it is not met for females with a slight difference ( $p=.04$ ). Tabachnick & Fidell (2007) indicates that when the sample size is big as the one in this study ( $N= 307$ ), normality tests can show different results. When the kurtosis and skewness ranches and diagrams are examined, it is found that they show normal distribution. Considering these findings, independent variable T-Test is used and its results are given in Table 16.

Table 16  
*Independent Sample T-Test Results of Distress Tolerance Points According to Gender*

Gender	N	M	SD	df	t	P
Male	111	50.83	10.07	305	.600	.55
Female	196	50.15	9.24			

Table 16 shows that the total mean score of male teachers is ( $M= 50.83$ ) and female teachers is ( $M= 50.15$ ),  $t_{(305)} = 0.600$ ,  $p>.05$ ). The results show that there is not a

statistically meaningful difference in terms of gender variable in distress tolerance levels.

#### 4.2.5. Research Question 2-e: “Do the distress tolerance levels of EFL teachers change according to their marital status?”

The distress tolerance levels of EFL teachers are studied considering the marital status variable to understand to what extent this variable is important in distress tolerance level and the mean scores of distress tolerance points of the participants in terms of the marital status variable are given in Table 17.

Table 17  
*Descriptive Statistics of Distress Tolerance Points of EFL Teachers According to Marital Status*

Marital status	N	Distress Tolerance		Tolerance		Absorption		Appraisal		Regulation	
		M	SD	M	SD	M	SD	M	SD	M	SD
Single	108	3.34	0.63	3.58	0.96	3.49	0.96	3.45	0.71	2.74	0.91
Married	199	3.37	0.64	3.40	0.94	3.48	0.92	3.53	0.71	2.92	0.95

When Table 17 is analyzed, it is found that the mean scores of distress tolerance scores and its sub-scales of EFL teachers with different marital status are as follows: The mean score of distress tolerance among single teachers is  $M=3.34$  ( $N=108$ ,  $SD=.63$ ). At this group the dominant distress type is tolerance ( $M=3.58$ ,  $SD=.96$ ) followed by absorption ( $M=3.49$ ,  $SD=.96$ ), appraisal ( $M=3.45$ ,  $SD=.71$ ) and regulation ( $M=2.74$ ,  $SD=.91$ ). The mean score of distress tolerance among female teachers is  $M=3.37$  ( $N=199$ ,  $SD=.64$ ). At this group the dominant distress type is appraisal ( $M=3.53$ ,  $SD=.71$ ) followed by absorption ( $M=3.48$ ,  $SD=.92$ ), tolerance ( $M=3.40$ ,  $SD=.94$ ) and regulation ( $M=2.72$ ,  $SD=.95$ ). The mean scores of distress tolerance points show that there is a difference according to marital status. With the aim of choosing the most fitting method of statistical analysis while finding whether the differences between teachers with different marital statuses are statistically meaningful, Kolmogorov-Smirnov Normality Test is conducted and its results are shown in Table 18.

Table 18  
*Kolmogorov-Smirnov Normality Test Results of Distress Tolerance Points According to Gender*

Marital Status	Kolmogorov-Smirnov	df	P
Single	.080	108	.08
Married	.071	199	.02

Table 18 indicates that the normality assumption is met for single EFL teachers ( $p > .05$ ). However, it is not met for the married EFL teachers ( $p < .05$ ). That is why, instead of using Independent Variable T-Test, its non-parametric alternative Mann Whitney U - Test is used. The results of this test are shown in Table 19.

Table 19  
*Mann Whitney U-Test Results of Distress Tolerance Points According to Marital Status*

Marital Status	N	Mean Rank	Sum of Ranks	U	p
Single	108	153.41	16568.00	10682.000	.93
Married	199	154.32	30710.00		

The results demonstrate that there is not a statistically significant difference between the distress tolerances of EFL teachers according to their marital status ( $U = 10682.000$ ,  $p > .05$ ).

### 4.3. FINDINGS OF DEMOGRAPHIC VARIABLES IN BURNOUT

In the second part of the research questions, MBI-ES scores are analyzed considering the research questions related to burnout levels of EFL teachers in the introduction part and the results are presented in terms of the variables.

#### 4.3.1. Research Question 3-a: “Do the burnout levels of EFL teachers change according to their age?”

To see the effects of age variable on burnout levels, the sample group is analyzed and the average scores of the dimensions in the MBI-ES in terms of age variable are given in Table 20.

Table 20  
*Descriptive Statistics of EFL Teachers' Burnout Scores According to Age*

Age	N	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
		M	SD	M	SD	M	SD
25-30	81	2.81	.82	2.19	.73	3.57	.51
31-35	42	2.52	.91	1.94	.76	3.74	.60
36-40	75	2.46	.83	1.88	.71	3.87	.55
41-45	57	2.82	.92	1.90	.74	3.80	.53
46 +	52	2.53	.73	1.82	.54	3.91	.45

When Table 20 is analyzed, it is found that the highest mean score among burnout subscales for ages 25-30 is personal accomplishment with  $M=3.57$  ( $N= 81$ ,  $SD=.51$ ) followed by emotional exhaustion ( $M=2.81$ ,  $SD=.82$ ) and depersonalization ( $M=2.19$ ,  $SD=.73$ ). The highest mean score among burnout subscales for ages 31-35 is personal accomplishment with  $M=3.74$  ( $N= 42$ ,  $SD=.60$ ) followed by emotional exhaustion ( $M=2.52$ ,  $SD=.91$ ) and depersonalization ( $M=1.94$ ,  $SD=.76$ ). The highest mean score among burnout subscales for ages 36-40 is personal accomplishment with  $M=3.87$  ( $N= 75$ ,  $SD=.55$ ) followed by emotional exhaustion ( $M=2.46$ ,  $SD=.83$ ) and depersonalization ( $M=1.88$ ,  $SD=.71$ ). The highest mean score among burnout subscales for ages 41-45 is personal accomplishment with  $M=3.80$  ( $N= 57$ ,  $SD=.53$ ) followed by emotional exhaustion ( $M=2.82$ ,  $SD=.92$ ) and depersonalization ( $M=1.90$ ,  $SD=.74$ ). Finally, the highest mean score among burnout subscales for ages more than 45 is personal accomplishment with  $M=3.91$  ( $N= 52$ ,  $SD=.45$ ) followed by emotional exhaustion ( $M=2.53$ ,  $SD=.73$ ) and depersonalization ( $M=1.82$ ,  $SD=.54$ ).

When the three dimensions of the MBI-ES scores are examined in terms of the age variable, it is clear that the average scores differ according to age groups. To examine whether this difference is statistically meaningful or not, and to determine the type of the statistical analysis to be applied in the next step, Kolmogorov-Smirnov Normality Test is used and the results are given in Table 21.

Table 21

*Kolmogorov-Smirnov Normality Test Results of Burnout Points According To Age*

Subscale	Age	Kolmogorov- Smirnov	df	P
Emotional Exhaustion	25-30	.09	81	.07
	31-35	.13	42	.10
	36-40	.09	75	.10
	41-45	.13	57	.03
	46 +	.11	52	.13
Depersonalization	25-30	.12	81	.00
	31-35	.14	42	.03
	36-40	.11	75	.02
	41-45	.13	57	.01
	46 +	.11	52	.09
Personal Accomplishment	25-30	.12	81	.00
	31-35	.09	42	.20
	36-40	.14	75	.00
	41-45	.22	57	.00
	46 +	.14	52	.01

It can be seen in the table that the assumption normality is not found in all three dimensions ( $p > .05$ ). Considering this, it is understood that One-Way ANOVA Statistical Analysis cannot be carried out. Instead of this, its non-parametric alternative Kruskal-Wallis H-Test is applied and the findings are displayed in Table 22.

Table 22

*Kruskal-Wallis H-Test Results of Burnout Points According To Age Categories*

Subscale	Age	N	Mean Rank	$\chi^2$	df	P
Emotional Exhaustion	25-30	81	170.68	8.63	4	.07
	31-35	42	139.49			
	36-40	75	136.73			
	41-45	57	168.80			
	46 +	52	148.43			
Depersonalization	25-30	81	181.04	10.81	4	.03
	31-35	42	151.62			
	36-40	75	144.29			
	41-45	57	144.03			
	46 +	52	138.74			
Personal Accomplishment	25-30	81	120.19	17.45	4	.00
	31-35	42	152.11			
	36-40	75	169.80			
	41-45	57	167.22			
	46 +	52	170.92			

When the mean rank scores in Table 22 are analyzed, the highest score in the depersonalization dimension is for ages 25-30 and it is followed by 31-35, 36-40, 41-45 and 46+ age groups. Besides these, the mean rank scores in the personal accomplishment dimension are listed from the highest to the lowest as 46+, 36-40, 41-45, 31-35 and 25-30 age groups.

It is clear from the table that the emotional exhaustion dimension does not show statistically meaningful difference considering age,  $\chi^2_{(df=4, N=307)} = 8.63, p > .05$ . However, the results of the depersonalization dimension show statistically meaningful differences considering age,  $\chi^2_{(df=4, N=307)} = 10.81, p < .05$ . Apart from these, the results of the personal accomplishment dimension show statistically meaningful differences related to age,  $\chi^2_{(df=4, N=307)} = 17.45, p < .05$ . In order to analyze the statistical meaning of the differences between the depersonalization and the personal accomplishment dimensions, Dunn's Multiple Comparison Test, a pairwise comparison test, is applied instead of Levene's Test because the sample sizes of the groups are not equal and the results are shown in Table 23.

Table 23  
*Dunn's Multiple Comparison Test of Depersonalization and Personal Accomplishment Points According to Age Categories*

Pairwise Comparisons	Depersonalization			Personal Accomplishment		
	Statistics	p	Adjusted p	Statistics	p	Adjusted p
25-30 and 31-35	29.42	.08	.80	-31.92	.06	.58
25-30 and 36-40	36.76	.01	.09	-47.03	.00	.01
25-30 and 41-45	37.02	.01	.15	-49.61	.00	.02
25-30 and 46+	42.30	.01	.07	-50.74	.00	.01
31-35 and 36-40	7.33	.67	1.00	-17.69	.30	1.00
31-35 and 41-45	7.59	.67	1.00	-15.11	.40	1.00
31-35 and 46+	12.88	.48	1.00	-18.82	.31	1.00
36-40 and 41-45	.26	.98	1.00	2.58	.87	1.00
36-40 and 46+	5.55	.73	1.00	-1.12	.94	1.00
41-45 and 46+	5.29	.76	1.00	-3.70	.83	1.00

Table 23 shows that when the results from the depersonalization dimension are analyzed in terms of age, there is a meaningful difference. However, when the adjusted p-values from pairwise comparisons are analyzed, it is found that this difference is not a meaningful one. Considering this, the statistically meaningful results of H-Test results in the depersonalization dimension are not meaningful in

terms of adjusted p-values. Besides, 25-30 age group teachers are lower than the other age groups in a statistically meaningful way. The other diversities in Table 23 do not show a statistically meaningful difference in terms of the personal accomplishment dimension. It can be concluded that burnout levels of EFL teachers are not affected by their age.

#### 4.3.2. Research Question 3-b: “Do the burnout levels of EFL teachers change according to their experience?”

The burnout levels of EFL teachers are investigated in terms of the experience variable to understand to what extent this variable is influential in the three dimensions of burnout and the MBI-ES scores of the participants in terms of experience variable are given in Table 24.

Table 24

*Descriptive Statistics of EFL Teachers’ Burnout Scores According to Experience*

Experience	N	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
		M	SD	M	SD	M	SD
0-5	67	2.89	.79	2.18	.70	3.57	.50
6-10	46	2.61	.94	1.98	.79	3.74	.55
11-15	55	2.27	.73	1.80	.73	3.90	.45
16-20	76	2.75	.98	2.05	.68	3.74	.66
21-30	63	2.58	.67	1.76	.62	3.92	.41

When Table 24 is analyzed, it is found that the highest mean score among burnout subscale scores of EFL teacher with 0-5 years of experience is personal accomplishment with M=3.57 (N= 67, SD=.50) followed by emotional exhaustion (M=2.89, SD=.79) and depersonalization (M=2.19, SD=.70). The highest mean score among burnout subscale scores of EFL teacher with 6-10 years of experience is personal accomplishment with M=3.74 (N= 46, SD=.55) followed by emotional exhaustion (M=2.61, SD=.94) and depersonalization (M=1.98, SD=.79). The highest mean score among burnout subscale scores of EFL teacher with 11-15 years of experience is personal accomplishment with M=3.90 (N= 55, SD=.45) followed by emotional exhaustion (M=2.27, SD=.73) and depersonalization (M=1.80, SD=.73). The highest mean score among burnout subscale scores of EFL teacher



with 16-20 years of experience is personal accomplishment with  $M=3.74$  ( $N= 76$ ,  $SD=.66$ ) followed by emotional exhaustion ( $M=2.75$ ,  $SD=.98$ ) and depersonalization ( $M=2.05$ ,  $SD=.68$ ). Finally, the highest mean score among burnout subscale scores of EFL teacher with 21-30 years of experience is personal accomplishment with  $M=3.92$  ( $N= 63$ ,  $SD=.41$ ) followed by emotional exhaustion ( $M=2.58$ ,  $SD=.67$ ) and depersonalization ( $M=1.76$ ,  $SD=.62$ ).

The mean scores in Table 24 show differences in terms of experience variable. To decide on the statistical analysis that will be carried out to understand whether this difference is statistically meaningful or not, Kolmogorov-Smirnov Normality Test is conducted. The results of this test are given in Table 25.

Table 25  
*Kolmogorov-Smirnov Normality Test Results of Burnout Scores According to Experience*

Subscale	Experience	Kolmogorov- Smirnov	df	p
Emotional Exhaustion	0-5	.09	67	.20
	6-10	.14	46	.03
	11-15	.15	55	.00
	16-20	.09	76	.20
	21-30	.10	63	.17
Depersonalization	0-5	.17	67	.01
	6-10	.13	46	.01
	11-15	.16	55	.00
	16-20	.12	76	.03
	21-30	.13	63	.01
Personal Accomplishment	0-5	.12	67	.05
	6-10	.17	46	.00
	11-15	.13	55	.02
	16-20	.14	76	.00
	21-30	.11	63	.08

When Table 25 is analyzed, it is clear that the normality assumption is not met in all three dimensions ( $p<.05$ ). Considering this, it is decided that One-Way ANOVA statistical analysis cannot be carried out. Instead of One-Way ANOVA, Kruskal-Wallis H-Test, which is a non-parametric alternative of it, is applied and the results of this test are given in Table 26.

Table 26  
*Kruskal-Wallis H-Test Results of Burnout Scores According to Experience*

Subscale	Experience	N	Mean Rank	$\chi^2$	df	p
Emotional Exhaustion	0-5	67	179.60	16.59	4	.00
	6-10	46	147.35			
	11-15	55	116.46			
	16-20	76	163.58			
	21-30	63	152.85			
Depersonalization	0-5	67	181.41	15.99	4	.00
	6-10	46	153.43			
	11-15	55	132.50			
	16-20	76	166.07			
	21-30	63	129.48			
Personal Accomplishment	0-5	67	118.66	18.03	4	.00
	6-10	46	151.89			
	11-15	55	175.38			
	16-20	76	152.37			
	21-30	63	176.42			

Table 26 shows that in terms of mean ranks, the EFL teachers who have 0-5 years of experience have the highest emotional exhaustion points. This group is followed by the teachers with 16-20 years, 21-30 years, 6-10 years and 11-15 years of experience. After the mean ranks in terms of the depersonalization dimension are studied, it is concluded that the highest point is of the EFL teachers with 0-5 years of experience. This group is followed by groups with 16-20, 6-10, 11-15, and 21-30 years of experience. Finally, when the personal accomplishment dimension's mean ranks are analyzed, the highest point is of teachers with 21-30 years of experience. This group is followed by groups with 11-15, 16-20, 6-10, and 0-5 years of experience.

The results of H-Test in Table 26 show that the scores of the emotional exhaustion dimension differ in a statistically meaningful way regarding experience,  $\chi^2_{(df=4, N=307)} = 16.59, p < .05$ . Besides, the scores of the depersonalization dimension show a statistically meaningful difference regarding experience,  $\chi^2_{(df=4, N=307)} = 15.99, p < .05$ . Lastly, the scores of the personal accomplishment dimension also show a statistically meaningful difference,  $\chi^2_{(df=4, N=307)} = 18.03, p < .05$ . To analyze whether the differences between ranks are statistically meaningful or not, pairwise comparisons are used after Kruskal-Wallis H-Test. Dunn's Multiple Comparison Test is used instead of Levene's Test because the sample sizes of the groups are not equal and the results are displayed in Table 27.

Table 27  
*Dunn's Multiple Comparison Test of Emotional Exhaustion, Depersonalization and Personal Accomplishment Points According to Experience*

Pairwise Comparisons	Emotional Exhaustion			Depersonalization			Personal Accomplishment		
	Stats	P	Adj. p	Stats	p	Adj. p	Stats	p	Adj. p
0-5 and 6-10	32.25	.06	.58	27.98	.09	.98	-33.23	.05	.50
0-5 and 11-15	63.13	.00	.00	48.91	.00	.02	-56.72	.00	.00
0-5 and 16-20	16.02	.28	1.00	15.35	.30	1.00	-33.70	.02	.23
0-5 and 21-30	26.75	.08	.86	51.93	.00	.01	-57.76	.00	.00
6-10 and 11-15	30.88	.08	.81	20.94	.24	1.00	-23.49	.18	1.00
6-10 and 16-20	-16.23	.32	1.00	-12.63	.44	1.00	-.48	.98	1.00
6-10 and 21-30	-5.50	.75	1.00	23.96	.16	1.00	-24.53	.15	1.00
11-15 and 16-20	-47.12	.00	.03	-33.57	.03	.32	23.01	.14	1.00
11-15 and 21-30	-36.39	.03	.26	3.02	.85	1.00	-1.04	.95	1.00
16-20 and 21-30	10.73	.48	1.00	36.59	.01	.15	-24.05	.11	1.00

When Table 27 is analyzed in terms of the emotional exhaustion dimension, the group with 11-15 years of experience has the lowest mean rank score and it shows meaningful difference with the groups with 0-5 and 16-20 years of experience. In the depersonalization dimension, the group with 0-5 years of experience has a considerably higher mean rank score compared with the groups with 11-15 and 21-30 years of experience. Lastly, in the personal accomplishment dimension, the group with 0-5 years of experience has a considerably lower mean rank score when compared with the groups with 11-15 and 21-30 years of experience. The other groups that are not mentioned above do not show a meaningful difference in terms of experience variable.

#### **4.3.3. Research Question 3-c: “Do the burnout levels of EFL teachers change according to their workload?”**

The burnout levels of EFL teachers in three dimensions are investigated in terms of the workload variable to understand to what extent this variable is influential in the burnout dimensions of the participants in terms of workload variable. The MBI-ES scores of EFL teachers in terms of the workload are given in Table 28.

Table 28  
*Descriptive Statistic of Burnout Scores of EFL Teachers with Different Weekly Workloads*

Weekly Workload	N	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
		M	SD	M	SD	M	SD
0-10	29	2.25	.90	1.76	.71	3.79	.51
11-15	46	2.18	.76	1.83	.64	3.88	.65
16-20	67	2.71	.79	2.08	.70	3.70	.47
21+	165	2.80	.83	1.99	.73	3.76	.53

It is concluded from the Table 28 that the highest mean score among burnout subscale scores of EFL teacher with 0-10 hours of weekly workload is personal accomplishment with  $M=3.79$  ( $N= 29$ ,  $SD=.51$ ) followed by emotional exhaustion ( $M=2.25$ ,  $SD=.90$ ) and depersonalization ( $M=1.76$ ,  $SD=.71$ ). The highest mean score among burnout subscale scores of EFL teacher with 11-15 hours of weekly workload is personal accomplishment with  $M=3.88$  ( $N= 46$ ,  $SD=.65$ ) followed by emotional exhaustion ( $M=2.18$ ,  $SD=.76$ ) and depersonalization ( $M=1.83$ ,  $SD=.64$ ). The highest mean score among burnout subscale scores of EFL teacher with 16-20 hours of weekly workload is personal accomplishment with  $M=3.70$  ( $N= 67$ ,  $SD=.47$ ) followed by emotional exhaustion ( $M=2.71$ ,  $SD=.79$ ) and depersonalization ( $M=2.08$ ,  $SD=.70$ ). Finally, the highest mean score among burnout subscale scores of EFL teacher with more than 20 hours of weekly workload is personal accomplishment with  $M=3.76$  ( $N= 165$ ,  $SD=.53$ ) followed by emotional exhaustion ( $M=2.80$ ,  $SD=.83$ ) and depersonalization ( $M=1.99$ ,  $SD=.73$ ).

The mean scores of the dimensions of MBI-ES scores show a difference in terms of the workload variable. Kolmogorov-Smirnov Normality Test is used to decide on the statistical analysis to be used to check whether this difference is statistically meaningful or not. The results of this test are given in Table 29.

Table 29  
*Kolmogorov-Smirnov Normality Test Results of Burnout Scores According to Weekly Workload*

Subscale	Weekly workload	Kolmogorov- Smirnov	df	P
Emotional Exhaustion	0-10	.15	29	.09
	11-15	.10	46	.20
	16-20	.13	67	.01
	21+	.05	165	.20
Depersonalization	0-10	.14	29	.13
	11-15	.10	46	.20
	16-20	.08	67	.20
	21+	.11	165	.00
Personal Accomplishment	0-10	.19	29	.01
	11-15	.13	46	.05
	16-20	.11	67	.04
	21+	.12	165	.00

It is inferred from Table 29 that the normality assumption has not been met in three dimensions ( $p < .05$ ). As a result, it is decided that the One-Way ANOVA Statistical Analysis cannot be carried out. Instead of this, its non-parametric alternative Kruskal-Wallis H-Test is applied and the results are given in Table 30.

Table 30  
*Kruskal-Wallis H-Test Results of Burnout Scores According to Weekly Workload*

Subscale	Weekly Workload	N	Mean Rank	$\chi^2$	Df	P
Emotional Exhaustion	0-10	29	108.72	28.25	3	.00
	11-15	46	106.11			
	16-20	67	162.67			
	21+	165	171.79			
Depersonalization	0-10	29	125.33	7.08	3	.07
	11-15	46	137.67			
	16-20	67	170.21			
	21+	165	157.01			
Personal Accomplishment	0-10	29	161.98	3.34	3	.34
	11-15	46	171.66			
	16-20	67	142.10			
	21+	165	152.51			

When Table 30 is analyzed, in the emotional exhaustion dimension, the highest score considering mean ranks is of the group with 21+ hours of weekly workload, and it is followed by the groups with 16-20, 0-10 and 11-15 hours of weekly workload. In the depersonalization dimension, the highest mean rank is of the group

with 16-20 hours of weekly workload and it is followed by the groups with 21+, 11-15 and 0-10 hours of weekly workload. In the last dimension, personal accomplishment, the highest mean rank score is of the group with 11-15 hours of weekly workload, and it is followed by the groups of 0-10, 21+ and 16-20 hours of weekly workload.

The results in Table 30 show that considering H-Test results, the scores of the emotional exhaustion dimension differ in a statistically meaningful way in terms of the workload variable,  $\chi^2_{(df=3, N=307)} = 28.25, p < .05$ . However, the scores in the depersonalization dimension considering the workload do not differ in a statistically meaningful way,  $\chi^2_{(df=4, N=307)} = 7.08, p > .05$ . Likewise, the scores in the personal accomplishment dimension according to workload do not show a statistically meaningful difference,  $\chi^2_{(df=4, N=307)} = 3.34, p > .05$ . To analyze the statistical meaning of the difference between the mean ranks of emotional exhaustion, the pairwise comparison test, Dunn's Multiple Comparison Test, is used instead of Levene's Test because the sample sizes of the groups are not equal and the results are given in Table 31.

Table 31  
*Dunn's Multiple Comparison Test of Emotional Exhaustion Points According to Weekly Workload*

Pairwise Comparisons	Statistics	Emotional Exhaustion	
		p	Adjusted p
0-10 and 11-15	2.62	.90	1.00
0-10 and 16-20	-53.95	.01	.04
0-10 and 21+	-63.06	.00	.00
11-15 and 16-20	-56.56	.00	.01
11-15 and 21+	-65.68	.00	.00
16-20 and 21+	-9.12	.48	1.00

When Table 31 is analyzed, there is a statistically meaningful difference between the lowest mean rank score of the group with 11-15 hours of weekly workload and the other groups with 16-20, 21+ hours of weekly workload. The group with 11-15 hours of weekly workload has statistically lower meaningful scores compared to the groups with 16-20 and 21+ hours of weekly workload. Besides, the teachers with 0-10 hours of weekly workload have statistically lower meaningful scores compared to the groups with 16-20 and 21+ hours of weekly workload. Apart from

these findings, the other pairwise comparisons do not show statistically meaningful differences.

#### 4.3.4. Research Question 3-d: “Do the burnout levels of EFL teachers change according to their gender?”

The burnout levels of EFL teachers are investigated in terms of the gender variable to understand to what extent this variable is significant in three dimensions of burnout and the results of the participants in these three dimensions in terms of gender variable are given in Table 32.

Table 32  
*Descriptive Statistics of EFL Teachers’ Burnout Scores According to Gender*

Gender	N	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
		M	SD	M	SD	M	SD
Male	111	2.53	.83	2.02	.68	3.79	.52
Female	196	2.70	.86	1.93	.73	3.75	.55

It is concluded from Table 32 that the highest mean score among burnout subscale scores of male EFL teachers is personal accomplishment with  $M=3.79$  ( $N= 111$ ,  $SD=.52$ ) followed by emotional exhaustion ( $M=2.53$ ,  $SD=.83$ ) and depersonalization ( $M=2.02$ ,  $SD=.68$ ). The highest mean score among burnout subscale scores of female EFL teachers is personal accomplishment with  $M=3.79$  ( $N= 196$ ,  $SD=.55$ ) followed by emotional exhaustion ( $M=2.70$ ,  $SD=.86$ ) and depersonalization ( $M=1.93$ ,  $SD=.73$ ).

It is seen that the MBI-ES scores differ according to the gender variable. To comprehend whether this difference is statistically meaningful or not, Kolmogorov-Smirnov Test is applied and the results are given in Table 33.

Table 33  
*Kolmogorov-Smirnov Normality Test Results of Burnout Scores According to Gender*

Subscale	Gender	Kolmogorov- Smirnov	df	P
Emotional	Male	.08	111	.07
Exhaustion	Female	.08	196	.01
	Male	.09	111	.04
Depersonalization	Female	.11	196	.00
	Male	.12	111	.00
Personal				
Accomplishment	Female	.10	196	.00

Table 33 shows that in the emotional exhaustion dimension, only the male teachers meet the normality assumption ( $p > .05$ ). However, in the other two dimensions, the normality assumption is not met in both male and female groups ( $p < .05$ ). Considering these findings, instead of Independent Variable T-Test, its non-parametric alternative Mann-Whitney U-Test is used, and the results are given in Table 34.

Table 34  
*Mann-Whitney U-test Results of Burnout Scores According to Gender*

	Gender	N	Mean Rank	Sum of Ranks	U	P
Emotional	Male	111	143.27	15902.50	96896.50	.11
Exhaustion	Female	196	160.08	21375.50		
	Male	111	162.30	18015.00	9957.00	.22
Depersonalization	Female	196	149.30	29263.00		
Personal	Male	111	156.99	17425.50	10546.50	.67
Accomplishment	Female	196	152.31	29852.50		

Table 34 indicates that the mean ranks in the emotional exhaustion do not show a meaningful difference in terms of gender ( $U = 96896.50$ ,  $p > .05$ ). Likewise, in the depersonalization dimension, the mean ranks do not have a meaningful difference in the gender variable ( $U = 9957.00$ ,  $p > .05$ ). Finally, it is understood that the personal accomplishment dimension does not have a meaningful difference in the gender variable ( $U = 10546.50$ ,  $p > .05$ ). It is concluded that the burnout levels of EFL teachers do not change according to their gender.



#### 4.3.5. Research Question 3-e: “Do the burnout levels of EFL teachers change according to their marital status?”

The burnout levels of EFL teachers are investigated in terms of the marital status variable to understand to what extent this variable is significant in three dimensions of burnout and the results of the participants in these three dimensions in terms of the marital status variable are given in Table 35.

Table 35  
*Descriptive Statistics of EFL Teachers’ Burnout Scores According to Marital Status*

Marital Status	N	Emotional Exhaustion		Depersonalization		Personal Accomplishment	
		M	SD	M	SD	M	SD
Single	108	2.59	0.92	2.02	0.73	3.70	0.61
Married	199	2.66	0.81	1.93	0.71	3.80	0.49

It is concluded from Table 35 that the highest mean score among burnout subscale scores of single EFL teachers is personal accomplishment with  $M=3.70$  ( $N= 108$ ,  $SD=.61$ ) followed by emotional exhaustion ( $M=2.59$ ,  $SD=.92$ ) and depersonalization ( $M=2.02$ ,  $SD=.73$ ). The highest mean score among burnout subscale scores of married EFL teachers is personal accomplishment with  $M=3.80$  ( $N= 199$ ,  $SD=.49$ ) followed by emotional exhaustion ( $M=2.66$ ,  $SD=.81$ ) and depersonalization ( $M=1.93$ ,  $SD=.71$ ). The results show that the burnout scores differ in terms of marital status variable. To analyze whether this difference is statistically meaningful or not, the Kolmogorov-Smirnov Normality Test is applied and the results are given in Table 36.

Table 36  
*Kolmogorov-Smirnov Normality Test Results of Burnout Scores According to Marital Status*

Subscale	Marital Status	Kolmogorov Smirnov	df	P
Emotional Exhaustion	Single	.09	108	.30
	Married	.08	199	.01
Depersonalization	Single	.12	108	.00
	Married	.11	199	.00
Personal Accomplishment	Single	.12	108	.00
	Married	.11	199	.00

When Table 36 is analyzed, it is found that only the group of single teachers meets the normality assumption in the emotional exhaustion dimension ( $p > .05$ ). However, in the other two dimensions, it is found that the normality assumption is not met for single and married teachers ( $p < .05$ ). Considering these, instead of the Independent Variable T-Test, its non-parametric alternative Mann-Whitney U-Test is applied, and its results are given in Table 37.

Table 37  
*Mann-Whitney U-Test Results of Burnout Points According to Marital Status*

	Marital Status	N	Mean Rank	Sum of Ranks	U	P
Emotional Exhaustion	Single	108	147.69	15950.50	10064.50	.36
	Married	199	157.42	31327.50		
Depersonalization	Single	108	160.00	17280.50	10097.50	.38
	Married	199	150.74	29997.50		
Personal Accomplishment	Single	108	143.50	15497.50	9611.50	.13
	Married	199	159.70	31780.50		

Table 37 puts forward that the mean rank scores do not show a meaningful difference in the emotional dimension for both groups ( $U = 10064.50$ ,  $p > .05$ ). Besides, the mean scores in the depersonalization dimension do not show a meaningful difference for single and married teachers ( $U = 10097.50$ ,  $p > .05$ ). The last dimension, personal accomplishment, does not differ in a meaningful way considering the marital status variable ( $U = 9611.50$ ,  $p > .05$ ). It is concluded that the burnout levels of EFL teachers do not change according to their marital status.

#### **4.4. CORRELATION BETWEEN DISTRESS TOLERANCE AND BURNOUT**

The last research question studied in this study is based on the relationship between two points: distress tolerance and burnout levels of EFL teachers and to find the relationship between them.

#### 4.4.1 Research Question 4: “What is the relationship between distress tolerance and burnout levels of EFL teachers?”

To find out whether there is a relation between the scores of DTS and MBI-ES and if there is, what kind of relationship is there between them; scores are checked in terms of the normality assumption. Kolmogorov-Smirnov Normality Test is used for this purpose and its results are given in Table 38.

Table 38  
*Kolmogorov-Smirnov Normality Test Results of Burnout and DTS Scores*

Scale/Subscale	Kolmogorov- Smirnov	df	p
Emotional Exhaustion	.07	307	.00
Depersonalization	.09	307	.00
Personal Accomplishment	.11	307	.00
Distress Tolerance	.06	307	.01

Table 38 displays that the normality assumption is not met for both DTS and MBI-ES scores ( $p < .05$ ). As a result of this, instead of using Pearson’s Correlation Coefficient Analysis, its non-parametric alternative Spearman’s Rho Correlation Coefficient Analysis is used to investigate the relation between two scales. The results are given in Table 39.

Table 39  
*Spearman’s Rho Correlation Coefficient Results of DTS and Burnout Scores of EFL Teachers*

	Distress Tolerance	N	p	$r^2$
Emotional Exhaustion	-0.37	307	0.00	0.14
Depersonalization	-0.36	307	0.00	0.13
Personal Accomplishment	0.27	307	0.00	0.07

Table 39 shows that there is a negative and statistically meaningful relation between DTS and emotional exhaustion dimension ( $r_s = -.37$ ,  $p < .01$ ,  $r^2 = .14$ ). It is understood from the results that distress tolerance and emotional exhaustion variables explain 14% of each other’s variance. Similarly, DTS and depersonalization dimension have a negative and statistically meaningful relation ( $r_s = -.36$ ,  $p < .01$ ,  $r^2 = .13$ ). Besides, DTS and depersonalization variables explain 13% of each other’s variance. Lastly, DTS and personal accomplishment dimension have a positive and

statistically meaningful relation ( $r_s=.27$ ,  $p<.01$ ,  $r^2=.07$ ). DTS and personal accomplishment variables explain 7% of each other's variance. Considering these results it is concluded that, there is a negative, meaningful, weak correlation between the emotional exhaustion and distress tolerance of EFL teachers ( $0 < r^2 < 0.3$ ). Besides, the depersonalization levels and distress tolerance levels of EFL teachers also have a negative, meaningful, weak correlation ( $0 < r^2 < 0.3$ ). However, there is a positive, meaningful, weak correlation between personal accomplishment levels and distress tolerance levels of EFL teachers ( $0 < r^2 < 0.3$ ).

#### 4.5. FINDINGS OF INTERVIEWS

##### 4.5.1. Research Question 5: “What are the factors that affect the distress tolerance and burnout levels of EFL teachers?”

In this part of the study, the qualitative data part of the research is put together using the interview questions. The interview part includes open-ended questions about distress tolerance and burnout of EFL teachers. 8 volunteer EFL teachers take part in the interview part and the interviewees' answers are analyzed and codes-meaningful units- are found out. The codes are grouped and related codes are placed under the related themes. The answers of the participants are coded as P1 to P8 (Participant Number).

The coding for distress tolerance and their frequencies are given in Table 40.

Table 40  
*The Views of Participants Related to Distress Tolerance*

Codes	Teacher Code Numbers	<i>f</i>
Teaching Hours in a Week	P1, P3, P4, P5, P7, P8	14
Extra Workload	P1, P2, P3, P6, P7, P8	12
Administrative Pressure	P1, P2, P3, P6, P7, P8	11
Student Misbehavior	P2, P3, P4, P6, P7, P8	8
Time Management	P4, P6, P7	6
Not Getting Respect as a Teacher	P2, P4, P6	4

Table 40 indicates the views of the interviewees about distress tolerance. In the interviews, the most reported code is *teaching hours in a week* in terms of distress tolerance. Related extracts of the participants are listed below:

*P1: "Teaching hours, being on duty, doing paperwork and homework-exam paper checking can be stressful for teachers."*

*P3: "I have 28 hours of teaching in a week and this makes me stressed most of the time."*

*P4: "I have 6 hours a day and I am also on duty it is difficult to tolerate this."*

*P5: "There are not enough English teachers in our school so as English teachers we have more than 25 teaching hours a week and this makes us stressful."*

*P7: For an English teacher it is not logical to have more than 4 hours of teaching in a day and it is impossible in reality."*

Apart from this, the *extra workload* is the other frequent code in distress tolerance. The extracts of the participants are like this in this respect:

*P1: "The workload can be difficult to overcome most of the time because you have to deal with so many things at a time."*

*P2: "The extra stuff that the administrators ask from teachers make our workload more than we can handle."*

*P5: "I would lessen the workload that we have to carry as teachers if I had a chance."*

*P8: "We have to prepare lesson plans and prepare extra materials before we go into the classroom. These take extra time and effort of teachers."*

*Administrative pressure* is the thirdly most repeated code under the distress tolerance title. The extracts under this code are listed as:

*P2: "Not getting enough help from administrators and their administrative paperwork expectations from the teachers are problematic for me."*

*P3: "Administrators and colleagues can be difficult to handle most of the time."*

*P4: "You are expected to keep with the curriculum but administrators, students, and parents do not make my life easy."*

P5: *“I do not exaggerate things and I know that every teacher can feel stress in their profession, but I want to forget about my administrative work and just focus on teaching.”*

P6: *“I want the administrators to ask teachers about our comments about the general process at school.”*

The following code that is repeated frequently is *student misbehavior*. The sentences of the participants under this code are as follows:

P2: *“I would expect to teach a better-behaved group of students.”*

P3: *“I wouldn’t be a teacher because it is difficult to work with people especially teenagers. They are not friendly towards teachers most of the time.”*

P4: *“Working with students consumes my whole energy and I have difficulty in carrying out my family life outside school.”*

P6: *“Students don’t make your life easy in teaching, you have to swim against the current.”*

P7: *“If I had a chance, I would choose a job that didn’t require working with students.”*

*Time management* is the subsequent code found under distress tolerance. The extracts of the participants are listed as:

P4: *“I have problems with time management because you have to follow the yearly plan and there can be unexpected things during the process.”*

P6: *“I have an outside life and using time in an efficient way is not easy for me.”*

P7: *“Exam paper check and writing the grades in E-Okul System take too much time.”*

The last code repeated under distress tolerance is *not getting respect as a teacher*. The extracts are as follows:

P2: *“I think I do not get enough appraisals for my efforts from the students and administrators.”*

P6: “As teachers, we are not satisfied because we do not get respect from colleagues, administrators, students, and parents.”

P7: “If I had a chance I would change my job because teachers do not get enough respect and money for their efforts in their profession.”

The coding for burnout and their frequencies are given in Table 41.

Table 41  
*The Views of Participants Related to Burnout*

Codes	Teacher Code Numbers	<i>f</i>
The Workload	P1, P2, P3, P4, P5, P6, P7	12
Student Misbehavior	P1, P2, P3, P5, P7, P8	10
Having Many Responsibilities	P2, P5, P6, P8	8
Feeling Exhausted	P1, P3, P5, P7	7
Years in Teaching	P5, P7, P8	4

Table 41 indicates what the participants think and feel about burnout. The mostly frequent code reported considering burnout is *workload*. The extracts of the participants in terms of burnout are listed below:

P1: “Because of the workload, I feel myself out of motivation most of the time. I can’t manage with my teaching hours and I sometimes give up trying to do my best.”

P2: “Working as a teacher and having to teach more than 5 hours a day can be frustrating and I want to change my job at times.”

P3: “In teaching, you have to be active every time as a teacher and the weekly plan and teaching hours make it difficult to succeed and I often feel desperate.”

P4: “My battery is dead on Fridays because I have 7 hours of lesson on that day. Language teachers shouldn’t teach more than 5 hours a day.”

P6: “I am not happy with teaching because I have to teach in two different schools so I have 30 hours a week and this is very tiring.”

P7: “The workload that I have to deal with is more than my limits and this makes me feel helpless.”

Apart from this, the *student misbehavior* is the other frequent code in burnout. The extracts of the participants are like this in this respect:

*P1: "If I received more respect from my students and did not face improper student behaviors, I would feel better in teaching."*

*P2: "Working with children and teenagers makes my life very difficult because they resist learning most of the time and you have to put more effort than expected."*

*P3: "Teaching has become more demanding than ever because it is difficult to manage the new generation in the classroom. When I finish a day at school, I feel as if I came out of the war, and I don't have the energy for other things."*

*P5: "It is difficult to keep up with the curriculum and convince the students that we should finish the topics in time, they always resist me."*

*P8: "Students' behaviors make me feel helpless, and I just want to quit my job and find a new job at times. The adolescence period makes teachers' life more and more difficult."*

The following code that is repeated frequently is *having many responsibilities*. The sentences of the participants are as follows:

*P2: "I just want to be a teacher at school but unfortunately it is impossible. You are expected to do administrative stuff, counseling, take care of students on your duty day. However, you cannot just focus on teaching and do what is expected from you."*

*P5: "I have to keep a list of the things I have to do because being a teacher does not mean that you are only a teacher. You have to deal with the paperwork and this never ends."*

*P6: "The salary I get in exchange for the things I have to do at school is not enough. We should get more money because we have to do many responsibilities at school."*

*P8: "Homework and exam checking makes me feel tired especially at the end of the terms. You have to do so many things in a short period of time and writing them in E-Okul system is another burden for teachers."*

*Feeling exhausted* is the fourth most repeated code under the burnout title. The extracts under this code can be listed as:



*P1: "Teaching makes you feel tired because it is not like sitting at the back of a table and doing paperwork. Working with other people can be problematic at times."*

*P3: "After a busy day at school, all I want is lying on a couch and watching the ceiling. School environment takes all my energy and I feel empty."*

*P5: "Working with students means getting tired both physically and mentally. I can't tolerate this because you have to deal with it for a long time."*

*P7: "More and more teachers are applying to be administrators at schools because not having to teach makes you less tired. I will do the same shortly soon."*

The last code under the burnout title is *years in teaching*. The extracts under this code are:

*P5: "Some of my colleagues say that when you become more experienced in teaching, it becomes easier to tolerate stress because you know this is the nature of this profession, but I don't think so. Each teaching year is more stressful than the previous one. "*

*P7: "I cannot tolerate my students because I expect them to behave like the students in my first years in teaching. However, it is getting worse and worse by years and I do not feel positive feelings for the future."*

*P8: "After ten years in teaching, I think I finally get used to teaching and I understand that I cannot change many things that I am not happy with. I let things slide and try not to change things that I cannot anymore."*

## **CHAPTER 5**

### **CONCLUSION**

#### **5.1. PRESENTATION**

The final chapter of this study includes a summary of the study, discussion, limitation and suggestions for further research parts.

#### **5.2. SUMMARY OF THE STUDY**

The first aim of this study is to analyze the relationship between the demographic variables: age, experience, workload, gender and marital status of EFL teachers and their distress tolerance levels. The second aim is to examine the relationship between the same demographic variables mentioned above with EFL teachers' burnout levels. The final aim of this study is to investigate the relationship between distress tolerance and burnout levels of EFL teachers.

307 EFL teachers working at public schools, at different school levels: primary, secondary and high school in Çankaya and Gölbaşı provinces of Ankara voluntarily join the first part of the study. Then 8 volunteer participants out of these 307 EFL teachers take part in the second phase of this study.

In order to get the needed data to come up with an answer to the research questions studied, mixed-method research, a mixture of quantitative and qualitative methods, is used. The first part of this study is the quantitative data collection part, and DTS (Simons & Gaher, 2005) and MBI-ES (Maslach, Jackson, Leiter, Schaufeli & Schwab, 1996) are used as the main data collection instruments in it. The qualitative part is the second phase of this study, and in this part two sets of semi-structured interview questions prepared by the researcher about distress tolerance and burnout are used to have a more comprehensive and deeper understanding of the research questions.

To analyze the data gathered from two questionnaires, SPSS 22 is used. Different data analysis methods are applied according to the research questions and the results found at different steps. After examining the data in accordance with the research questions, coding and finding the frequencies of these codes in the interviews are used in the qualitative part of this study.

### **5.3. DISCUSSION**

There were many studies carried out on the stress and burnout levels of teachers and these two topics still have an important place in literature and many other studies are being carried out on the stress and burnout levels of teachers. In light of the findings from this study in terms of the research questions, the results can be listed as follows.

The findings of this study show that the distress tolerance of EFL teachers is high. When the former studies are examined, it is concluded that there has not been a former study carried out on distress tolerance levels of teachers in literature before. However, this study puts forward that EFL teachers have high levels of distress tolerance. Distress tolerance shows the perceived or the real ability to endure stressors and the physical and psychological negative outcomes of them (Simons & Gaher, 2005) so from the findings from DTS and the answers to interview questions, it can be inferred that EFL teachers try to tolerate distress they face in their workplaces.

In terms of the variables of age, experience, workload, gender, and marital status, the findings in this study show that these variables do not have a meaningful and significant effect on the distress tolerance levels of EFL teachers. In terms of age, experience, workload, and marital status variables, there have never been former studies conducted on distress tolerance in literature before. However, there are different results found in a former study on the effects of gender variable on distress tolerance. In their study, Simons & Gaher (2005) found that males have higher levels of distress tolerance compared to females. The main difference between this past and present study considering gender variable can be related to the age and occupation differences of the sample groups, In Simons & Gaher (2005)'s study,

the participants were composed of university students aged between 18 and 26 whereas in this study the main focus was EFL teachers aged between 25 and 50.

When it comes to burnout, the data gathered in this study from the questionnaires and interviews show that EFL teachers have high levels of burnout in their profession and the findings are consistent with the results of former studies. Özdemir (2003), McKenzie (2009), Antoniou et al. (2013), Güneş (2014), Kazımlar & Dollar (2015) found high burnout levels in the studies they conducted on teachers. Maslach & Jackson (1981) defines burnout as a syndrome that people who do any kind of people-work often experience, and as teaching requires interaction with people, it is not surprising that the results of this study and the former studies find the same kind of high burnout levels in teachers.

When burnout levels of EFL teachers are studied in terms of age, experience, workload, gender, and marital status variables, the findings of this study show that these variables do not have a significant effect on the burnout levels. However, in literature, different results found related to burnout considering the variables focused. For instance, Hismanoğlu & Ersan (2016) states that age, gender, and workload do not have a significant effect on the burnout levels of teachers, however, Özdemir (2003) puts forward that marital status, tenure, and gender are indicative factors in terms of burnout levels of teachers. Besides, while Ercan Demiral (2014) and Atila (2014) find that gender, marital status and experience have considerable effects on burnout, Özkara (2019) claims that tenure has a significant effect on burnout levels of the teachers. When the studies and the sample groups are investigated, it can be concluded that the main reason for these differences between the results of these studies can be based on the different types of institutions and places that the teachers who joined in these studies work in. The participants who join in this study are working in public schools and what is expected from them and their responsibilities as teachers are different from the teachers working at universities or private schools.

The final research question studied in this study is the relation between the distress tolerance and burnout levels of EFL teachers. It is found that there is a meaningful negative correlation between distress tolerance and burnout levels of EFL teachers. In other words, if the distress tolerance levels of EFL teachers increase, there is a decrease in their burnout levels. This relationship is an expected one as distress

tolerance has an important place in coping with stress and burnout. Simons & Gaher (2005) explains distress tolerance as the capacity to experience and to cope with negative psychological states. In their study, it is claimed that individuals having low distress tolerance levels are expected to feel stress and burnout more than the others so the results of this study in terms of distress tolerance and burnout relationship are consistent with their study. In literature, there has not been a former study carried out on the relation between the distress tolerance and burnout levels of teachers before; so the future findings gathered from the future studies carried out on teachers based on this relationship will deepen our understanding of the concept and making further generalizations from these findings can be possible.

#### **5.4. LIMITATIONS**

This study is carried out with 307 EFL teachers in Çankaya and Gölbaşı provinces of Ankara working at different levels in public schools. Most notably, it is difficult to generalize the results found in this study as the group members are from a limited area and they are teaching only in public schools. EFL teachers working in private schools, universities and other cities of Turkey are not included in the data collection part. Besides, the number of participants is limited and this leads to a difficulty in making a generalization from the findings.

#### **5.5. IMPLICATIONS**

To summarize, this study has provided some important information to The Ministry of National Education related to EFL teachers. It can be concluded that EFL teachers working in public schools face burnout in their profession and their distress tolerance levels do not have an outstanding effect on their burnout levels. This means that they are not using coping strategies effectively to handle burnout. Considering this, The Ministry of National Education should take some precautions to minimize the occupational stress levels of EFL teachers to improve the foreign language education system in Turkey as EFL teachers are the most important parts of this system. Furthermore, any negativity related to EFL teachers can affect the

whole foreign language education system and this is something unwanted in today's world where English is the *lingua franca*.

## **5.6. SUGGESTIONS FOR FURTHER RESEARCH**

In this study, the sample group is composed of EFL teachers working in public schools in two provinces of Ankara. In future researches, researchers can conduct the same study with EFL teachers working at universities or private schools. Future studies about this topic can be implemented by carrying out online surveys to get data from the other cities of Turkey and to increase the number of participants. Furthermore, the variables that are studied in this study are age, experience, workload, gender, and marital status, and EFL teachers' academic degrees and the institutions they work in can be included as other variables in research questions.

## **5.7. CONCLUSION**

It can be said that occupational stress and burnout are common in teachers as a result of the nature of their profession and EFL teachers cannot be counted as an exception. When teachers are exposed to stress for a long time and do not use coping strategies to overcome stress in an effective way, the result is burnout and this is an unwanted concept in foreign language education. The findings of this study shed light on literature by showing the high distress tolerance and burnout levels of EFL teachers. Their levels of distress tolerance and burnout are not affected by the variables of age, workload, experience, gender, and marital status. On the other hand, the levels of distress tolerance and burnout have a negative correlation. EFL teachers should use stress coping strategies effectively to stay away from burnout. Otherwise, teachers can become indifferent to teaching, to their students even to themselves. More studies should be carried out on distress tolerance and burnout relation in teachers to diminish teachers' possibility of facing burnout in their occupation.

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# APPENDICES

## APPENDIX 1

### CONSENT LETTERS

Kimden: AHMET AKIN <ahmet.akin@medeniye.edu.tr> Tarih: 19.08.2019 Pzt 10:01  
Kime: Arzu HAZIMLI  
Bilgi:  
Konu: Re: [izinli e-posta-Junk released by Policy action] Sıkıntıya Tolere Etme Ölçeği Kullanma Izni  
41. SIKINTIYA TOLERE ETME OLCUGI.docx (49 KB)

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Kimden: Arzu HAZIMLI  
Gönderildi: 19 Ağustos Pazartesi 07:58  
Konu: [izinli e-posta-Junk released by Policy action] Sıkıntıya Tolere Etme Ölçeği Kullanma Izni  
Kime: AHMET AKIN

Sayın Hocam,  
Ufuk Üniversitesi İngilizce Dili Öğretimi Bölümü'nde yaptığım yüksek lisansımın tez döneminde Dr. Öğrt. Üyesi Ceyhan KARABIYIK danışmanlığında "A research on distress tolerance and burnout levels of EFL teachers" konusu üzerine tez yazmayı planlamaktayım.  
Eğer izniniz olursa Sıkıntıya Tolere Etme Ölçeği'nin Türkçeye çevrilmiş, geçerliliği ve güvenilirliği tarafınızdan analiz edilmiş olan halini tezimde atıfta bulunarak ölçme aracı olarak kullanmak istiyorum. Yardımlarınız için şimdiden çok teşekkür ederim.  
Arzu HAZIMLI

Bu e-posta mesajı ve ekleri sadece gönderildiği kişi veya kuruma özeldir. Eğer doğru kişiye ulaşmadığımı düşünürseniz, bu mesajın yönlendirilmesi, kopyalanması veya herhangi bir şekilde kullanılması yasaktır. Mesaj içeriğinde bulunan fikir ve yorumlar, sadece göndericiye aittir. Bu mesaj bilinen tüm virüslere karşı taranmıştır.

This e-mail and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you are not the intended recipient you are hereby notified that any dissemination, copying or use of the information is prohibited. The opinions expressed in this message belong to sender alone. This e-mail has been scanned for all known computer viruses.

Flag for follow up. Başlangıç tarihi: 22 Ağustos 2019 Perşembe. Bitiş tarihi: 22 Ağustos 2019 Perşembe. Tarih: 22.08.2019 Per 11:49

Kimden: Nuri Barış İNCE <nbaris.ince@hacettepe.edu.tr>  
Kime: Arzu HAZIMLI  
Bilgi:  
Konu: Re: Maslach Tükenmişlik Ölçeği Eğitimi Formu Türkçe Uyarlaması

Sayın Hazımlı, çalışmalarınızda uyarlanmasını yapmış olduğumuz envanteri ilgili makaleyi referans göstererek kullanabilirsiniz. Başarılar dilerim.

On 08/21/19 02:27 PM, Arzu HAZIMLI <ahazimli@khu.edu.tr> wrote:  
Sayın Hocam;

Ufuk Üniversitesi İngilizce Dili Öğretimi Bölümü'nde yaptığım yüksek lisansımın tez döneminde Dr. Öğrt. Üyesi Ceyhan KARABIYIK danışmanlığında "A research on distress tolerance and burnout levels of EFL teachers" konusu üzerine tez yazmayı planlamaktayım.

Eğer izniniz olursa Maslach Tükenmişlik Ölçeği'nin Eğitimi Formu 'nun Türkçeye çevrilmiş, geçerliliği ve güvenilirliği tarafınızdan analiz edilmiş olan halinden tezimde yararlanmak istiyorum. Yardımlarınız için şimdiden çok teşekkür ederim.

Arzu HAZIMLI

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T.C.  
ANKARA VALİLİĞİ  
Milli Eğitim Müdürlüğü

Sayı : 14588481-605.99-E.23312105  
Konu : Araştırma İzni

26.11.2019

UFUK ÜNİVERSİTESİNE  
(Sosyal Bilimler Enstitüsü Müdürlüğü)

İlgi : a)MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2017/25 nolu Genelgesi.  
b)10.10.2019 tarihli ve 8439 sayılı yazınız.

Enstitünüz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi yüksek lisans öğrencisi Arzu HAZIMLI'nın "A Research on Distress Tolerance and Burnout Levels of EFL Teachers-Ankara Example/ İngilizce Öğretmenlerinin Stokintıyı Tolere Etme ve Tükenmişlik Düzeyleri Üzerine Bir Araştırma-Ankara Örneđi" konulu çalışması kapsamında İlimize bađlı ekli listedeki okullarda uygulama talebi ilgi (b) Genelge çerçevesinde incelenmiştir.

Yapılan inceleme sonucunda, söz konusu araştırmanın Müdürlüğümüzde muhafaza edilen ölçme araçlarının; Türkiye Cumhuriyeti Anayasası, Milli Eğitim Temel Kanunu ile Türk Milli Eğitiminin genel amaçlarına uygun olarak, ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek, eğitim-öğretim faaliyetlerini aksatmayacak şekilde okul ve kurum yöneticilerinin sorumluluğunda gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmüştür.

Bilgilerinizi ve geređini rica ederim.

Turan AKPINAR  
Vali a.  
Milli Eğitim Müdürü

Dağıtım:  
Geređi:  
Ufuk Üniversitesi

Bilgi:  
Çankaya, Gölbaşı İlçe MEM

Adres: Emniyet Mah. Alparslan Türkeş Cad. 4/A  
Yenimahalle/ANKARA  
Elektronik Ağ: www.meb.gov.tr  
e-posta: istatistik06@meb.gov.tr

Bilgi için: D. KARAGÜZEL

Tel: 0 (312) 212 36 00  
Faks: 0 (312) 221 02 16

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evnksorgu.meb.gov.tr> adresinden 75b8-0675-3404-b05a-6dfa koda ile teyit edilebilir.

## APPENDIX 2

### CONSENT FORMS

#### GÖNÜLLÜ KATILIMCI FORMU

Sayın Katılımcı,

Bu çalışma Ufuk Üniversitesi- İngilizce Dili Öğretimi Bölümü'nde yürütülen bir araştırmadır. Bu çalışmanın amacı; Ankara'da Milli Eğitim Bakanlığı'na bağlı okullarda çalışan İngilizce öğretmenlerinin sıkıntıyı tolere etme ve tükenmişlik düzeylerini belirleyen faktörler yönünden incelemek ve bu iki durum arasındaki ilişkiyi analiz etmektir.

Bu çalışmaya katılım tamamen gönüllük esasına dayalıdır. Eğer katılmayı kabul ederseniz, sizden konuyla ilgili bazı ölçekleri doldurmanız istenecektir. Lütfen soruları olması gerektiğini düşündüğünüz biçimde değil, sizin düşüncelerinizi tüm gerçekliği ile yansıtacak biçimde cevap veriniz. Samimi ve içtenlikle vereceğiniz cevaplar çalışmanın sağlığı açısından çok önemlidir.

Sizden anket üzerinde belirtilecek hiçbir kimlik belirleyici hiçbir bilgi istenmeyecektir. Cevaplarınız sadece araştırmanın amacına uygun olarak bilimsel açıdan kullanılacak ve gizli tutulacaktır.

Bu çalışmaya katılmayı kabul edebilir, reddedebilirsiniz ayrıca çalışmanın herhangi bir yerinde onayınızı çekme hakkına da sahiptir. Ancak formları sonuna kadar ve eksiksiz doldurmanız, bu araştırmanın geçerli olabilmesi için önem taşımaktadır.

Çalışma ile ilgili herhangi bir bilgi almak isterseniz, aşağıdaki elektronik iletişim adresinden ulaşabilirsiniz.

Araştırma Koordinatörü:(öğretim üyesinin ismi)Dr. Öğrt. Üyesi Ceyhun KARABIYIK

e-posta adresi: ceyhun.karabiyik@ufuk.edu.tr

Araştırmacı: (öğrencinin ismi) Arzu HAZIMLI

e-posta adresi: arzuhazimli@gmail.com

**Katılımınız ve ayırdığınız vakit için şimdiden teşekkür ederiz.**

-----

#### **Katılımcı beyanı:**

Araştırma ile ilgili yukarıdaki bilgiler bana aktarıldı. Bana yapılan tüm açıklamaları ayrıntılarıyla anlamış bulunmaktayım. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum. Bu araştırmada 'katılımcı' olarak yer alma kararını aldım.

İsim Soyad:

İmza:

**NOT:** Bilgi ve kontak adresleri kısmı kesilerek sizlere verilecektir. İmza ve isim sadece çalışmaya gönüllü olarak katıldığımızı gösterir niteliktedir. Anketleriniz size verilmeden teslim alınacak ve ayrı olarak tutulacaktır.



## GÖNÜLLÜ KATILIMCI FORMU

Sayın Katılımcı,

Bu çalışma Ufuk Üniversitesi- İngilizce Dili Öğretimi Bölümü'nde yürütülen bir araştırmadır. Bu çalışmanın amacı; Ankara'da Milli Eğitim Bakanlığı'na bağlı okullarda çalışan İngilizce öğretmenlerinin sıkıntıyı tolere etme ve tükenmişlik düzeylerini belirlenen faktörler yönünden incelemek ve bu iki durum arasındaki ilişkiyi analiz etmektir.

Bu çalışmaya katılım tamamen gönüllük esasına dayalıdır. Eğer katılmayı kabul ederseniz, sizden konuyla ilgili size sorulan toplam 8 sorudan oluşan soruları cevaplamanız beklenmektedir. Lütfen soruları olması gerektiğini düşündüğünüz biçimde değil, sizin düşüncelerinizi tüm gerçekliği ile yansıtacak biçimde cevap veriniz. Samimi ve içtenlikle vereceğiniz cevaplar çalışmanın sağlığı açısından çok önemlidir.

Sizden mülakat süresince hiçbir kimlik belirleyici hiçbir bilgi istenmeyecektir. Cevaplarınız sadece araştırmanın amacına uygun olarak bilimsel açıdan kullanılacak ve gizli tutulacaktır.

Bu çalışmaya katılmayı kabul edebilir, reddedebilirsiniz ayrıca çalışmanın herhangi bir yerinde onayınızı çekme hakkına da sahiptir. Ancak sorular sonuna kadar ve eksiksiz doldurmanız, bu araştırmanın geçerli olabilmesi için önem taşımaktadır.

Cevaplama işlemi bittikten sonra verdiğiniz cevaplar araştırmacı tarafından düzeltilip\*; son hali tarafınıza gösterilip söylediklerinizin değiştirilmeden kullanıldığına, sizin görüş ve duygularınızı aynen yansıttığına dair imzalı izniniz alınacaktır.

\* düzeltme: dilbilgisi, noktalama ve yazım yanlışlarını düzeltme anlamında

Çalışma ile ilgili herhangi bir bilgi almak isterseniz, aşağıdaki elektronik iletişim adresinden ulaşabilirsiniz.

Araştırma Koordinatörü: (öğretim üyesinin ismi) Dr. Öğrt. Üyesi Ceyhun KARABIYIK  
e-posta adresi: ceyhun.karabiyik@ufuk.edu.tr  
Araştırmacı: (öğrencinin ismi) Arzu HAZIMLI  
e-posta adresi: arzuhazimli@gmail.com

**Katılımınız ve ayırdığınız vakit için şimdiden teşekkür ederiz.**

### **Katılımcı beyanı:**

Araştırma ile ilgili yukarıdaki bilgiler bana aktarıldı. Bana yapılan tüm açıklamaları ayrıntılarıyla anlamış bulunmaktayım. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum. Bu araştırmada 'katılımcı' olarak yer alma kararını aldım.

İsim Soyad:

İmza:

**NOT:** Bilgi ve kontak adresleri kısmı kesilerek sizlere verilecektir. İmza ve isim sadece çalışmaya gönüllü olarak katıldığınızı gösterir niteliktedir. Anketleriniz size verilmeden teslim alınacak ve ayrı olarak tutulacaktır.

## APPENDIX 3

### QUESTIONNAIRES

#### DEMOGRAFİK VERİ FORMU

Bu araştırmada kişilerin işleri ile ilgili tükenmişlik düzeyi ve yaşadıkları stresle başa çıkma durumları incelenmektedir. Bu amaçla size ekte iki adet anket ve bir bilgi formu verilmiştir. Bilgi formunda ve anketlerde yer alan sorulara vereceğiniz içten cevaplarınız çalışmanın amacına ulaşması açısından büyük bir önem taşımaktadır.

Anketlerde lütfen adınızı yazmayınız. Anketlerde yer olan sorulara vereceğiniz cevaplar sadece araştırmanın amacına yönelik olarak kullanılacak ve araştırmacı dışında hiç kimse cevaplarını öğrenmeyecektir. Yardımlarınız için çok teşekkür ederim.

Arzu HAZIMLI

Ufuk Üniversitesi

Sosyal Bilimler Enstitüsü

1. Cinsiyetiniz:

Kadın

Erkek

2. Medeni Durumunuz:

Bekâr

Evli

3. Yaşınız:

25-30

31-35

36-40

41-45

46-50

51-60

4. Mesleğinizi kaç senedir yapmaktasınız?

0-5

6-10

11-15

16-20

21-30

5. Haftada kaç saat derse girmektesiniz?

0-5

6-10

11-15

16-20

21 ve üstü

## SIKINTIYI TOLERE ETME ÖLÇEĞİ

Bu bölümde sıkıntıyı tolere etme ile ilgili olarak 15 soru vardır. Lütfen her ifadeyi okuyun, sonra da o anda nasıl hissettiğinizi ifadelerin sağ tarafındaki numaralardan uygun olanını işaretlemek suretiyle belirtin. [1] tamamen katılıyorum, [5] hiç katılmıyorum arasında puanlama yapınız. Doğru ya da yanlış cevap yoktur. Herhangi bir ifadenin üzerinde fazla zaman sarf etmeksizin anında nasıl düşündüğünüzü gösteren cevabı işaretleyin.

S. No.		Tamamen Katılıyorum	Oldukça Katılıyorum	Ne Katılıyorum Ne Katılmıyorum	Pek Katılmıyorum	Hiç Katılmıyorum
1	Sıkıntılı ya da üzgün hissetmek bana dayanılmaz gelir	1	2	3	4	5
2	Sıkıntılı - üzgün hissettiğimde tek düşünebildiğim ne kadar kötü hissettiğimdir	1	2	3	4	5
3	Sıkıntılı ya da üzgün hissetmenin üstesinden gelemem	1	2	3	4	5
4	Sıkıntılı duygularım beni tamamen ele geçirecek kadar yoğundur	1	2	3	4	5
5	Sıkıntılı ya da üzgün hissetmekten daha kötü bir şey yoktur	1	2	3	4	5
6	Sıkıntılı ya da üzgün olmaya diğer birçok kişi kadar katlanabilirim	1	2	3	4	5
7	Sıkıntı ya da üzüntü duygularım kabul edilemezdir	1	2	3	4	5
8	Sıkıntılı ya da üzüntülü hissetmemek için her şeyi yaparım	1	2	3	4	5
9	Diğer insanlar sıkıntılı-üzüntülü hissetmeye benden daha çok dayanıyor gibiler	1	2	3	4	5
10	Sıkıntılı ya da üzgün hissetmek her zaman benim için ateşten gömlektir	1	2	3	4	5
11	Sıkıntılı ya da üzgün hissettiğimde utanırım	1	2	3	4	5
12	Sıkıntılı hissetmek ya da üzüntülü olmak beni korkutur	1	2	3	4	5
13	Sıkıntılı veya üzgün hissetmeyi durdurmak için her şeyi yaparım	1	2	3	4	5
14	Sıkıntılı ya da üzgün hissettiğimde hemen bir şeyler yapmalıyım	1	2	3	4	5
15	Sıkıntılı ya da üzgün hissettiğimde, sıkıntının aslında ne kadar kötü hissettirdiğine odaklanmaktan kendimi alamam	1	2	3	4	5

## MASLACH TÜKENMİŞLİK ÖLÇEĞİ –EĞİTİMCİ FORMU

Bu bölümde İşiniz ile ilgili olarak 22 soruluk bir anket formu bulunmaktadır. Lütfen her bir durumu okuyup, belirtilen durumu ne sıklıkla hissettiğinizi kutucukların içerisine herhangi bir işaret koyarak belirtiniz.

S. No		Hiçbir Zaman	Çok Nadir	Bazen	Çoğu Zaman	Her Zaman
1	Öğretmenlikten duygusal olarak soğuduğumu hissediyorum.					
2	Okulda günü bitirdiğimde kendimi bitkin hissediyorum.					
3	Sabah kalkıp yeni bir iş gününe başlamam gerektiğinde kendimi yorgun hissediyorum.					
4	Öğrencilerimin bir konu hakkında ne hissettiğini kolayca anlayabiliyorum.					
5	Bazı öğrencilere sanki nesnelere gibi davrandığımı hissediyorum.					
6	Bütün gün öğrencilerle çalışmak beni gerçekten zorluyor.					
7	Öğrencilerimin sorunlarıyla etkin bir şekilde ilgileniyorum.					
8	Öğretmenliğin beni tükettiğini hissediyorum.					
9	Bir öğretmen olarak öğrencilerin yaşamlarını olumlu bir şekilde etkilediğimi hissediyorum.					
10	Bu işte çalışmaya başladığımdan beri insanlara karşı sertleştim.					
11	Öğretmenliğe başladığımdan beri öğrencilere karşı daha çok duyarsızlaştım.					
12	Kendimi çok zinde hissediyorum.					
13	Öğretmenlik mesleğinin beni hayal kırıklığına uğrattığını düşünüyorum.					
14	Öğretmenlikte iş yükümün çok fazla olduğunu hissediyorum.					
15	Bazı öğrencilere ne olduğunu gerçekten umursamıyorum.					
16	Öğrencilerle çalışıyor olmak beni oldukça strese sokuyor.					

17	Rahat bir çalışma ortamını öğrencilerimle birlikte kolayca yaratabiliyorum.					
18	Öğrencilerimle iç içe gerçekleştirdiğim bir çalışmadan sonra içimin coşkuyla dolduğunu hissediyorum.					
19	Öğretmenlikte kayda değer pek çok şey yaptım.					
20	Öğretmenliğe daha fazla dayanamayacakmışım gibi hissediyorum.					
21	İşimde karşılaştığım duygusal problemlerle oldukça sakin bir şekilde baş ediyorum.					
22	Öğrencilerin bazı sorunlarından dolayı beni suçladıklarını hissediyorum.					

## APPENDIX 4

### INTERVIEW QUESTIONS

#### Distress Tolerance

1. Can you tolerate your stress easily at work or do you feel yourself knocked down at times? Why?
2. When you compare yourself with other people, where do you see yourself in coping with stress? Do feel competent or incompetent? Why?
3. What are the main strategies that you develop to cope with stress? Do these strategies work with you every time or do you feel helpless at times? Why?
4. When you think of stress in your profession, what are factors that affect the level of stress you feel as a teacher? Can you explain them?

## **Burnout**

- 1.** How will you describe your feelings if I ask you “How do you feel yourself in teaching profession?” Do you feel dynamic/motivated or exhausted/burned out? Why?
- 2.** If you had a chance to change your job, would you be a teacher again? Why?
- 3.** What are points that you would want to change in your profession to feel yourself more positive and satisfied? Do you think that these changes can be put into reality? Why?
- 4.** When you think of teaching profession, what are the factors that affect the occupational motivation of the teachers? Can you explain them?

## APPENDIX 5

### ETHIC FORM



T.C.  
UFUK ÜNİVERSİTESİ

#### SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU

Karar Tarihi : 02.10.2019  
Toplantı Sayısı : 2019/7  
Karar Sayısı : 2019/59

Ufuk Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğü tarafından 23.09.2019 tarih ve 96064710-5014.10-E.7763 sayılı yazı ile Kurulumuza gönderilen, İngiliz Dili Eğitimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Arzu HAZIMLI'nın, Dr. Öğr. Üyesi Ceyhan KARABIYIK'ın** tez danışmanlığında devam ettirdiği "*A Research on Distress Tolerance and Burnout Levels EFL Teachers - Ankara Example*" başlıklı tez çalışmasına ilişkin başvurusu görüldü.

Yapılan incelemeler sonucunda hazırlanan tez çalışmasının, bilimsel araştırma ve yayın etiği açısından uygun olduğuna karar verildi.

ETİK KURUL ÜYELERİ	İMZA
Prof. Dr. Semih BÜKER	
Prof. Dr. Cenap ERDEMİR	
Prof. Dr. Emel ERDOĞAN BAKAR	
Prof. Dr. Orhan AYDIN	
Prof. Dr. Mehmet TOMANBAY	
Prof. Dr. Türkmen DİRDİYOĞLU	
Prof. Dr. C. Sencer İMER	- İZİNLI -

ADRES : Ufuk Üniversitesi İncek Şehit Savcı Mehmet Selim Kiraz Bulvarı No:129 (06836) İncek-Gölbaşı -Ankara

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# ÖZGEÇMİŞ

## Kişisel Bilgiler

Adı Soyadı: Arzu HAZIMLI  
Doğum Yeri ve Tarihi: Akşehir / 19.04.1980

## Eğitim Durumu

Lisans Öğrenimi: ODTÜ-İngilizce Öğretmenliği  
Yüksek Lisans Öğrenimi: Ufuk Üniversitesi - İngiliz Dili Eğitimi  
Bildiği Yabancı Diller: İngilizce

## İş Deneyimi

Çalıştığı Kurumlar: Bilkent Koleji  
TED ANKARA Koleji  
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## İletişim

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Tarih: 05/06/2020

