

**A STUDY ON EXAMINING THE BURNOUT LEVELS OF  
TURKISH EFL TEACHERS WORKING AT TWO STATE UNIVERSITIES  
IN ANKARA**

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## BİLDİRİM

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## ABSTRACT

Güven, Gülbuğ. A Study on Examining the Burnout Levels of Turkish EFL Teachers Working at Two State Universities in Ankara, Master's Thesis, Ankara, 2013.

This thesis investigates the job burnout levels of teachers of English working at preparatory schools in two state universities in Ankara. In this study, burnout is considered as a three-dimensional syndrome (i.e. emotional exhaustion, depersonalization, and reduced personal accomplishment) that is measured with the 'Maslach Burnout Inventory-Educators Survey'. 'MBI-ES' was used to collect quantitative data in the study from randomly chosen 110 teachers of English during 2012 - 2013 academic year. The findings of the study revealed that emotional exhaustion and depersonalization levels of teachers of English working in these two state universities varied, whereas, teachers had significantly higher sense of personal accomplishment. The qualitative data were conducted with 20 teachers through structured interviews to determine the common factor(s) that bring about burnout in the teaching profession. The findings show that monthly income, interaction with colleagues and administrative staff, work overload, physical environment, and lack of autonomy in decision making are associated with teacher burnout. In order to lower or decrease burnout levels, some suggestions were also included in the study.

### Keywords

Teachers of English, Job Burnout, Maslach Burnout Inventory.

## ÖZET

Güven, Gülbuğ. Ankara'da İki Devlet Üniversitesinde Çalışan Türk İngilizce Öğretmenlerinin Tükenmişlik Seviyelerinin İncelenmesi Üzerine Bir Çalışma, Yüksek Lisans Tezi, Ankara, 2013.

Bu tez Ankara'da iki devlet üniversitesinin hazırlık okullarında çalışmakta olan İngilizce öğretmenlerinin tükenmişlik seviyelerini araştırmaktadır. Bu çalışmada tükenmişlik (duygusal tükenme, duyarsızlaşma ve kişisel başarısızlık) üç ayrı boyutlu bir olgu olarak ele alınmakta ve eğitimciler için kullanılan Maslach Tükenmişlik anketi ile ölçülmektedir. Çalışmada 2012-2013 akademik yılı süresince rastgele seçilen 110 İngilizce öğretmenine nicel veri toplamak için Maslach Tükenmişlik Envanteri uygulanmıştır. Çalışmadaki bulgular, bu iki devlet üniversitesinde çalışan İngilizce öğretmenlerinin duygusal tükenmişlik ve duyarsızlaşma seviyelerinde çeşitlilik göstermiş; öte yandan, kişisel başarı duygusunun önemli ölçüde yüksek olduğu ortaya çıkmıştır. Nitel veri için ise öğretmenlik mesleğinde tükenmişliğe neden olan ortak öğeleri belirlemek için 20 görüşme yürütülmüştür. Bulgular, maaş, iş arkadaşları ve idari kadroyla iletişim, aşırı iş yükü, fiziki çevre ve bağımsız karar vermedeki eksikliğin öğretmen tükenmişliği ile bağlantılı olduğunu göstermiştir. Ayrıca, tükenmişliği azaltmak veya önlemek için bazı önerilere de bu çalışmada yer verilmiştir.

### Anahtar Kelimeler

İngilizce öğretmenleri, Mesleki Tükenmişlik, Maslach Tükenmişlik Envanteri.

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# CHAPTER 1

## INTRODUCTION

### 1.1. Introduction

'When work is a pleasure, life is a joy! When work is a duty, life is slavery!'. This quote from Maxim Gorky summarizes the significance of work on an individual's life. Work life is one of the most effective values to show one's identity and self-esteem. Therefore, the work environment and the problems in the work place have a significant role in one's life. All through life people spend a considerable amount of time on work-related issues.

In recent years, advancement in technology, expectations to be competitive and many other factors force employees to keep pace with the changing organizations and requirements. Furthermore, individuals struggle against lots of challenges in the workplace such as work overload, role conflict and lack of security. It is difficult to cope with the challenges of twenty-first century society. Due to the developments in technology and changes in the work environment, employees have been experiencing more job stress leading to physical or psychological problems recently. In the twenty-first century, the need for everlasting learning and development throughout professional life enforces professional development and requires one to follow 'rapid social changes' and 'the expansion of knowledge' (Turnbull & Jacquie, 2007: 2,3).

Furthermore, because of the easy access to information from media and the Internet, public has increased their demands for public services and the occupations which require face to face communication such as teaching.

Teaching is among the professions in which you experience the pressures of public interest and examination deeply. It is also a profession that requires self-sacrifice, tolerance, continuous self-renewal as well as professional knowledge of the area.

Without doubt, these ongoing rapid social changes have influenced the professional role of teachers. The people, like teachers, whose professions are particularly demanding are deeply affected in this fast-changing world. Many factors such as technological developments, innovations in the education system, student-centered education increases the responsibility of teachers. Teachers are expected to work harder and harder to master all kinds of knowledge; and this may force them to keep in pace with all these developments. In addition to all this intense pressure, they may be expected to respond flexibly to new situations. Furthermore, teachers also have to cope with knowledge explosion as well as additional pressures in the twenty-first century (Turnbull & Jacquie, 2007). This has a far-reaching effect on teacher's life. All these pressures have an impact on the psychology of them; this starts the deterioration in their health and lead to one of the biggest problems in these days: 'burnout'.



'Burnout is a state of emotional, mental, and physical exhaustion caused by too much and prolonged stress' (Maslach, Schaufeli & Leiter, 2001: 397). According to Pines and Aronson (1988), although people differ from one another and their reactions to stress vary, almost everyone will experience burnout seriously. Hence, it is extremely important to identify the reasons of burnout, how to prevent and how to deal with it.

## **1.2. Background of the Study**

'Economic, political and socio cultural forces' have a great impact on work situations (Cooper et al., 1998: 1). Due to the increased demands of the economy from globalization, the rapid development of communication technology and the environmental conditions in organizations have altered in the past decade (Schabracq & Cooper, 2000). Employees are expected to do multiple tasks, learn new skills and meet competitive demands (Dollard et al, 2003). Kendall et al. (2000) state that these high demands also lead to role ambiguity and role conflict, work stress and even physical illness. According to Winefield et al. (2002), technological changes have also caused an increasing amount of poor-quality work, offering low pay, low job security and unreliable hours. In addition to this, technological changes lead to a competitive work environment which causes 'mental' and 'physical ill-health' and 'stress-related disorders' (Chang, 2000).

Burnout is one of the common problems especially for the professions which require face to face interaction. Especially human service workers have a great risk to suffer from burnout (Freudenberger, 1975). Teachers, in particular, experience many events which are demanding and stressful during their careers (Burke & Richardsen, 1996). As Paine (1982: 7) notes 'most professionals are to some degree at risk if their job involves stress'. The majority research on burnout focus on the theoretical perspective of Maslach and Jackson (1986), in which burnout is defined as a condition of Emotional Exhaustion, Depersonalization and Reduced Personal Accomplishment. Emotional Exhaustion refers to psychological depletion caused by the constant demands of caring for others. This factor can involve physiological illness and chronic fatigue (Evers, Brouwers & Tomic, 2002; Schwab & Iwaniki, 1982). For instance, teachers, who experience burnout, may generally feel that they lose their motivation and enthusiasm for teaching which indicates they experience Emotional Exhaustion. They also start to feel negative and non-humanistic attitudes towards students, which is described as Depersonalization. Depersonalization is characterized by lack of interest and indifference to other people as individuals and their needs. They also feel that they are not good at what they are doing for work and lose their sense of accomplishment which is defined as Reduced Personal Accomplishment, a third indicator of teacher burnout (Dollard et al., 2003). In this respect, the 'burnout' phenomenon is a significant issue for teachers.

### **1.3. Statement of the Problem**

Although the influence of teachers' burnout on teaching and learning contexts has been proved to be high, very little research has investigated the burnout level of English teachers and the factors that cause burnout in the perception of teachers' at universities (Cephe, P.T., 2010).

This study aims at investigating burnout level of English teachers currently working at prep schools of Gazi and Ankara universities in Ankara. Although the influence of burnout has been proved to exist, there have been quite a few studies about burnout level of teachers at the university level. Hence, this study aims to (1) determine the burnout levels of English teachers; (2) identify the most prominent factor or factors leading English teachers to burnout.

### **1.4. Research Questions**

The research questions of this study focused on the teacher burnout at the university level. This was achieved by analyzing the responses to the Maslach Burnout Inventory for Educators Survey (MBI-ES), with subscales of emotional exhaustion, depersonalization, and personal accomplishment (Maslach et al., 1996). Further, the additional questions were added to take information from the participants' demographic factors (i.e., age, gender). In

addition, interviews were used to determine the major factor(s) leading them to burnout.

In accordance with the urgency and seriousness of the problem, this study aims to find the answers for the following research questions:

- 1) What is the burnout levels of English teachers working at preparatory schools of two state universities?
- 2) What are the common factors leading them to burnout?

#### **1.5. Significance of the Study**

Education is an important social institution which affects all the institutions of the society. To improve the quality of education, teachers' and other education personnel's mental state is extremely important. Undoubtedly, the most basic elements of the field of education are students, teachers and school. If there is a problem in any of these, it adversely affects the quality of educational work. Education is one of the significant services provided by teachers. The role played by teachers becomes a significant component because teachers help students in building up their future. They are guides and facilitators to help them to improve their skills and to teach good habits, attitudes and to help them to become good citizens of the nation. Therefore, teachers' physical as well as psychological state is seriously important. And

nowadays, one of the most common problems for teachers is to experience 'burnout'.

In fact, burnout is an important issue in almost all fields; and teacher burnout has serious implications in education. It has a profound effect on both teachers and learners in the teaching and learning process. In short, to improve the quality and efficiency of education is to investigate the situations and problems. And in order to maintain an effective and successful education process, the mental state of teachers and administrators should be duly considered.

The present study aims at exploring the burnout levels of teachers working at preparatory schools of two state universities. Although there are some studies on primary school, secondary school and special education teachers' burnout problems (Akçamete, Kaner,& Sucuoğlu,2001; Çokluk, 1999; Girgin,1995) in Turkey, only a few studies were carried out with university academic staff in Turkey (Cephe,Paşa T., 2010). The results of the quantitative data and the qualitative data obtained in this study will give pertinent information about the burnout levels of teachers and their working conditions at university level. Finally, this study will provide a framework for future research on burnout of teachers working in preparatory schools at public universities.

The significance of this study relates to the importance of understanding the burnout levels of teachers and given the fact that all teachers may experience stress and burnout during some point in their teaching career.

Furthermore, the results of the study might help in producing new ideas to deal with burnout and will contribute not only to the teacher burnout literature, but also to an appreciation of the burnout factors of teachers at public universities. The implications of this research will help to lay out a general understanding of the issue of burnout and the findings of the study can also be used by teacher trainers to explain the situations in which instructors may be involved in their professional life; and accordingly, to develop strategies and solutions to handle these problems. Consequently, the study can be used to find more effective ways of coping with burnout problems of teachers and to show a clear picture of the impact on teacher burnout.

#### **1.6. Limitations and Suggestions for Further Research**

There are several limitations of the present study; hence, the findings of the study should be considered keeping these limitations in mind. Much of the information gained in this study relies on the participants' responses to the inventory and interviews. There are lots of further variables that effect the level of burnout in the related literature. However, these variables go beyond the scope of this study. The study has disregarded the relationship between teacher burnout and other factors such as age and gender. Finally, this study collected

data based on the perceptions of teachers during the particular time. And yet, the study covers a convenient sample of 110 Turkish EFL teachers from Gazi and Ankara universities and the results of the study can only be generalized to this group of teachers.

Examining only two universities limits the scope of the study to make generalizations to other universities. It was impossible for the researcher to reach the adequate sampling for all the instructors teaching in universities in Ankara. Therefore, instructors' responses to questionnaire items and interview questions may only reflect partial truths. As I did not know the majority of the participants in Ankara University, I had to limit the interviews to a small number of teachers whom I knew that responded to the questionnaires. And, the interviews were on a volunteer basis. For all these reasons, although being worth considering, their answers to the interview questions may only partially represent the ideas of the actual sample. The other limitation was that some of the interviewees might not have wanted to share some of their personal experiences. Sometimes, instructors tried not to mention unpleasant things or showed hesitancy when replying to questions. They seemed to mention other things or paraphrased their replies in a different way, which they did not really want to talk about. On the other hand, the researcher was also a teacher and this was a positive aspect for the research. Almost all of the teachers did their best to give sincere answers and this further motivated the researcher. Their attitudes were indeed very warm and welcoming which might not have been the case if the research was conducted by a principal or coordinator. And yet,

burnout is related to the field of human psychology and there is still more research needed in order to explore the issue of burnout among university teaching staff in Turkey.

### **1.7. Definitions of Terms**

The following terms are used repeatedly throughout the study:

**Burnout:** is a state of physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding (Pines A. & Aronson; 1988: 9).

**Stress:** is mental, emotional, or physical strain or tension (Collins English Dictionary & Thesaurus).

**Work overload:** to give someone too much work to do (Macmillan English Dictionary)

**MBI-ES:** Maslach Burnout Inventory Educators Survey

### **1.8. Summary of Chapter 1**

The first chapter began by identifying the problem and the significance of the study. Research questions of the study were also identified. Limitations of the study were provided for greater understanding of the proposed study. The chapter concluded with definitions of terminology that were pivotal in this study.



## CHAPTER 2

### REVIEW OF LITERATURE

#### 2.1. Introduction

This chapter discusses the literature regarding the present study. It begins with analyzing the burnout phenomenon in general. Then, a history of burnout is provided, and burnout is defined with its three different components. The next section addresses the distinguishing features of burnout from other psychological concepts. In this part, the differences between work stress, depression and burnout are defined. Then, the factors related to burnout are discussed. This is followed by the consequences of burnout. The next section is followed by teacher burnout in particular; here, the three dimensions of teacher burnout are described. Next, the reasons and the effects related to teacher burnout are presented. The last section ends with a description of commonly used instruments used to measure burnout and the researches on burnout in general, and teacher burnout in particular in the previous studies in Turkey.

#### 2.2. Burnout Phenomenon

In recent years, burnout has become one of the major areas of concern in various professional fields, and organizations have come to realize the impact

of burnout on the individuals physically and psychologically. Therefore, it has been studied in many countries.

The concept of 'Burnout' came out in the late 70s and early 80s. The term which was introduced to the social sciences in the field of psychology was defined by H. Freudenberger in 1974 and two years later Christina Maslach published the first empirical study. Since that time, quite amount of research, books and articles have been published (Paine, 1982).

The theory of burnout is particularly relevant for 'people-oriented professions'. It has taken widespread attention over the last 25 years. In the late 1960s, industrial/organizational psychologists worried about young managers who suffered from chronic exhaustion and who showed attitude changes and decreased performance. In 1974, Freudenberger first used the term 'burnout' to describe the professionals who were exhausted, and find themselves under increasing pressure to help others and suffering from their roles after several years of service (Dollard et al., 2003: 15). 'Bureaucratic blahs', 'occupational tedium,' 'career fatigue,' and 'professional stagnation', 'goldbricking', 'work rebelliousness', and 'occupational distress' were used in other early works on the subject of burnout. Later, Maslach described the burnout phenomenon empirically. Today, it is very common in usage. Burnout has been used as a synonym for words such as 'alienated,' 'indifferent,' 'apathetic,' 'cynical,' 'discouraged,' or 'depressed'. The term is also generally used to describe a deterioration of the individual's professional performance and growth in work environments (as cited in Caputo, 1991: 1 - 2).

Burnout has come into stage as an issue of great importance because it is not only about one's low productivity in workplace, but also it has a considerable impact on one's attitudes, behavior, physical and mental health (Maslach et al., 2001; Lee & Ashforth, 1996; Maslach, 2003).

It frequently appears to those working with people in almost all the human services and in all levels of management. Burnout has serious psychological effects and is a main factor in 'low morale', 'absenteeism', and 'high job turnover'. People who experience burnout develop a 'negative self-concept' and 'negative job attitudes'. They begin to behave their clients, colleagues, and employees in detached and negative ways (Pines & Aronson, 1988: 10).

Burnout reflects the coming together of recent 'social, political, economical, philosophical, professional and intellectual changes' which contribute to professional frustration and high levels of job stress. These recent changes cause 'the general breakdown of support groups, including the family; increasing social complexity; future shock; and the loss of confidence in social and other institutions all contribute to burnout' (Paine, 1982: 10).

Paine (1982) also gives an example of how burnout occurs in new professionals. Individuals' expectations come from their 'backgrounds, professional training and work environments' and these expectations, met in the

1960s and 1970s, were inappropriate in the 1980s. This difference between expectations and reality causes burnout in new professionals. (Paine, 1982: 11).

Burnout researches have been classified into 3 categories. First, burnout is regarded to be a managing problem to deal with stress (Evers et al., 2004). Second, some researches see burnout as a state of both physical and mental exhaustion that affects the individuals for a long time (Kremer et al., 1985). Third, other researches consider that environmental stressors such as the relationships of the teachers with students, colleagues and principals lead to burnout (Brouwers & Tomic, 1999).

### **2.3. Definitions of Burnout**

There have been several definitions of burnout. One of the most prominent definitions of burnout is formulated by Maslach and Leiter (as cited in Dollard et al., 2003: 17):

“Burnout is the index of the dislocation between what people are and what they have to do. It represents erosion in value, dignity, spirit, and will – an erosion of the human soul. It is a malady that spreads gradually and continuously over time, putting people into a downward spiral from which it’s hard to recover.”

“Burnout is the result of repeated emotional pressure associated with an intense involvement with people over long periods of time” (Pines, Aronson & Kafry, 1981: 15). In work environments, burnout is generally used to describe

a deterioration of the individual to a low level of organizational and professional performance and growth (Pines, Aronson & Kafry, 1981).

One of the most remarkable definitions describes burnout 'as a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity' (Maslach, Jackson & Leiter, 1996: 4).

Christina Maslach and Ayala Pines identified the burnout syndrome as 'a multifaceted state of emotional, physical, and mental exhaustion caused by the chronic stress that occurs when members of the helping professions experience long-term involvement with other people in emotionally demanding situations' (as cited in Caputo, 1991: 3).

It occurs 'when an individual is in a state of physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding' (Harrison, 1996: 25). It is a response to stress, both psychological and often physiological, and manifests differently from person to person since what one may consider a stressor, another may not. The environment that produces stressors is often responsible for burnout, which includes an individual's social relationships with students, colleagues, and principals (Evers et al., 2004).

As Pines and Aronson (1988: 9) describe, burnout is 'a state of physical, emotional, and mental exhaustion' caused by being exposed to emotionally demanding situations in a long time. It appears to be a symptom including 'physical depletion, feelings of helplessness and hopelessness, disillusionment, and the development of a negative self-concept and negative attitudes towards work, colleagues, and life itself'.

Furthermore, the concept of burnout is a combination of emotional exhaustion, depersonalization and reduced sense of personal accomplishment that is shown in attitude and behavioral changes experienced by the individuals and people around them (Maslach, Schaufeli & Leiter, 2001; Schaufeli, Leiter & Maslach, 2009).

Dollard et al. (2003) argue that burnout research may have two main categories. First, there are empirical studies concerning theoretical questions. Second, there is psychometric literature, much of which has focused on the Maslach Burnout Inventory (MBI) (Maslach and Jackson, 1986). The MBI is based on a model of burnout.

Maslach and Jackson (1986) introduced the MBI which theorized that over extended human service professionals initially became emotionally exhausted as an outcome of their work stress. If the exhaustion is not handled then workers become increasingly depersonalized from their clients. Finally,

increased depersonalization causes to have a feeling of inadequacy in the work role and a reduced sense of personal accomplishment.

### **2.3.1. The Interpersonal Aspect of Burnout**

Almost all the researches on burnout defined it as a three-dimensional syndrome characterized by Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment (Dollard et al., 2003; Maslach, Schaufeli & Leiter, 2001; Schaufeli, Leiter & Maslach, 2009).

#### **2.3.1.1. Emotional Exhaustion**

Emotional exhaustion is the most common aspect of burnout, which means depletion of emotional resources and energy discharge (Maslach, et al., 2001). In other words, emotional exhaustion is described by feeling emotionally overextended, exhausted and feeling overwhelmed by the emotional demands of other people (Maslach & Leiter, 2005; Maslach, 1982). Emotional exhaustion may occur mainly due to occupational stressors, such as work overload and role conflict (Dollard et al., 2003). Freudemberger (1974) also described this exhaustion in the public relations sector as being both mental and physical, caused by long work hours, heavy workload, and excessive work intensity. Researchers have re-examined of the dimensions of burnout and found out that

work stress is only related to emotional exhaustion (Wallace & Brinkerhoff, 1991).

According to several authors, the “triggers” are extreme job demands and the employee’s inability and spending all his or her energy when meeting these demands. The development of burnout generally starts at an early stage of emotional exhaustion. High levels of emotional exhaustion thus cause alienation from the people, clients, patients, customers, colleagues and also from their job in general. Such alienation ends in depersonalized reactions to other people and in a cynical attitude towards the job (Taris, Le Blanc, Schaufeli & Schreurs, 2005). According to Maslach et al. (2001), emotional exhaustion leads to the depersonalization stage of burnout. However, several authors insist that emotional exhaustion and depersonalization develop rather parallel (Demerouti et al., 2001).

#### **2.3.1.2. Depersonalization**

Depersonalization causes bad attitudes such as negative or detached response towards colleagues, managers, clients and organization; it involves becoming overly cynical, that is to say, a person who has high level of depersonalization believes that people are only interested in their own needs and are not sincere (Maslach & Leiter, 2005). People are likely to see their clients as impersonal objects (Maslach, et al., 2001). It causes the feeling of meaningless and dissatisfaction with one’s work (Miller & Miller, 2002). This



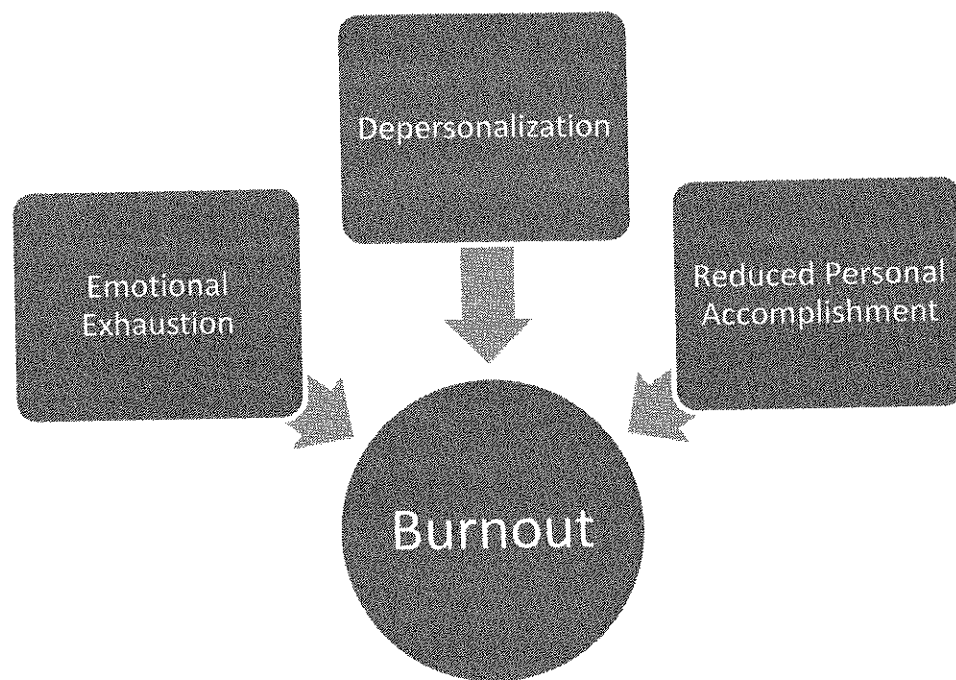
dimension is predominant especially for people who communicate to other people such as teachers to do their jobs.

Some researchers (Koeske and Koeske, 1993; Koeske and Kirk, 1995) mentioned that detachment, a dimension of the depersonalization aspect of burnout, is also an effective dimension against emotional exhaustion, as it can help the person to prevent emotional overload.

### **2.3.1.3. Reduced Personal Accomplishment**

Reduced Personal Accomplishment is the third dimension of burnout, which includes a negative self-evaluation of one's personal accomplishment in working with other people (Maslach & Leiter, 2005; Maslach & Jackson, 1981). The person who has low personal accomplishment declines in feelings of competence and achievement in one's occupation. Reduced personal accomplishment is revealed when workers display decreased self-efficacy and low performance at work (Maslach, 1998). Unlike emotional exhaustion and depersonalization that tend to appear together, reduced personal accomplishment is independent of the other two dimensions (Maslach & Jackson, 1981). In general, there is little agreement on how the burnout develops. Although most researchers agree that burnout follows a process of stages, almost every author supposes a different stage order.

Figure 1. Dimensions of burnout.



### 2.3.2. Distinguishing Features of Burnout from Other Psychological Concepts

#### 2.3.2.1. Work Stress vs. Burnout

Most studies have used the concept of 'burnout' interchangeably with occupational stress, work stress, job stress and distress (Adam et al., 2001; Dollard et al., 2001; Strozier and Evans, 1998). Most researchers have studied the relationship between stress and burnout (Barnett, Brennan & Garies, 1999).

According to Selye (1976), stress has both a positive and negative side. In positive side of stress, the stressors help the individual to achieve what he or she wants and affects behavior positively, and the other affects behavior negatively. On the other hand, long-term stress threatens the individual's physical and psychological health (as cited in Caputo, 1991). Caputo (1991) also claims that there should be some degree of stress to work effectively and the important thing is to know how to manage stress.

In most countries, work stress is still a major concern. Most work theories have been developed and evaluated in Western countries, such as US and Europe. Work stress is a common affair among many countries in the world, in both industrialized and emerging economies (Kawakami, 2000; as cited in Dollard et al., 2003).

In the USA the National Institute of Occupational Health and Safety (1999) defines work stress as 'harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities, resources, or needs of the worker. Work stress can lead to poor health and even injury' (Dollard et al., 2003: 5). Prolonged and excessive exposure to work related stress can cause a variety of diseases and its effects may be classified as physical health effects, cognitive and psychological effects, and behavioral changes. The physical effects include cardiovascular and respiratory systems, the immune system, and the gastro-intestinal system (Cox et al., 2000). In US the National Institute of Occupational Health and Safety also specified

psychological disorders (including neuroses, personality disorder, and alcohol and drug abuse) as one of the ten leading occupational illnesses (Dollard et al., 2003). Stress is a serious problem in the USA; it is assumed that %54 of sickness absence is stressed related (Elkin & Rosch, 1990). The cognitive and psychological effects may be indicated by inability to concentrate, job dissatisfaction and affective disorders such as anxiety and depression (Amick et al., 1998). The behavioral changes involve increased use of alcohol and drugs; by decreased work performance, higher levels of absenteeism or sick leave and staff turnover (Caplan et al., 1975).

The cost of occupational stress has not only impact on individuals but also on organizations. For instance; organizations may replace or retrain their staff or be exposed to unplanned absences and service complaints (Dollard et al., 2003). Some attempts have been made to estimate the cost of the effect of stress on the economy in terms of Gross Domestic Product. In Denmark work related sickness and absence is estimated to be 2.5% of GDP, in Norway 10% (Lunde, 1994) and in the European Union, 5-10% due to work stress (Cooper et al., 1996). In the UK economy the result of sickness absence is estimated to be 12 billion pounds, 50% of which is estimated to be stress related (Cooper, 1998). It is estimated that 54% of sickness absence is stress related in the United States (Elkin and Rosch, 1990).

On the other hand, the cost for individuals is loss of self-esteem, professional-esteem and professional sensitivity. It shouldn't be underestimated

since it also affects physical health such as loss of physical stamina. In addition to these disorders, stress at work may lead to behavioral changes such as smoking and aggression. In Europe, 28% of 15.000 workers surveyed, inform that stress is a work-related health problem. In Australia, the Australia Workplace and Industrial Relations Survey (1995), state that %26 of people rate work stress as the second largest cause of work related injury and illness. In Japan 'karoshi' (death from overwork) is an increasing social concern. In US 68% of people to a survey reported that they had to work very fast, and %60 never had enough time to finish their work (Dollard et al., 2003).

Researchers are interested in this phenomenon in relation to the human condition. They studied on the most stress-inducing jobs. According to their report, levels of stress in teaching profession are far greater than the professions in all other public sectors (Dollard et al., 2003). According to Turnbull (2007: 3), 'stress refers to the physical, emotional or mental strain on human beings' and stress can deteriorate mental and physical health. As he mentions in his book, the increasing complexity in the modern world and the growth of organizations cause stress-related illness. Consequently, physical and psychological symptoms of stress cause lots of problems which have a profound impact on the lives of individuals and their families (Turnbull, 2007).

The phenomenon of occupational stress appears widespread. It has many consequences: individual level (psychological and physical of the individual) such as changing moods, emotional exhaustion, increased anxiety,

sense of failure, poor self-esteem; organizational level such as turnover, increased absenteeism, less motivation, low morale, societal level because of 'potential damage to community functioning' such as cynical and dehumanizing attitudes towards clients, patients, students, aggressive and violent behaviors, decreased emotional empathy (Dollard et al., 2003: 5).

In sum, stress has psychological (e.g. inability to concentrate, anxiety), behavioral (e.g. use of smoking, alcohol), and physiological effects (e.g. increased hypertension). When an employee is unable to cope with demands, either because of characteristics of the job (low control, continuous demand) or because of a mismatch of coping ability and job demands, the significant problem of today's life occurs: 'Burnout'.

According to Pines and Aronson (1988), stress does not cause burnout. People are often able to overcome stressful and demanding jobs if they feel valuable and appreciated. They burn out when their work has no meaning and when they are exposed to prolonged stress. The inadequacy of positive features in the work environment is a source of stress, work dissatisfaction and burnout.

Janette Caputo (1991) mentions that burnout is not the same as job stress. Although job stress is a main factor of burnout; burnout is a response to continuous and long periods of high levels of work-related stress. Moreover, Burisch (2006) asserts that the symptoms of stress and burnout may be quite

similar, but there are important differences between these two concepts. Stress can increase and reinforce burnout, on the other hand, stress is not the main reason for burnout (as cited in Dollard et al., 2003). Although employees experience stress because of long work schedules or general workload, they may not experience burnout. In addition, the symptoms of stress may be more physical such as urgency and hyperactivity rather than emotional. Burnout, on the other hand, causes helplessness. Stress causes over-reactive emotions, whereas, burnout causes weak or blunt emotions.

Pines and Aronson (1988) also explain the difference between stress and burnout. Burnout may be the result of unrelenting stress, but it isn't the same as too much stress. Stress involves too many pressures that demand too much of the individual, physically and psychologically. Stressed people can still imagine, though, that if they can just get everything under control, they will feel better.

On the other hand, burnout means feeling empty and lack of motivation. People experiencing burnout often don't see any hope of positive change in their situations. If excessive stress is like drowning in responsibilities, burnout is being all dried up. One other difference between stress and burnout: While the stressed person usually is aware of being under a lot of stress, he/she doesn't always notice burnout when it happens.



### 2.3.2.2. Depression vs. Burnout

Depression and burnout share some important characteristics. Freudenberger and North (1985) assert that a chronic depression and burnout are quite different. Similar feeling states are revealed in both chronic depression and burnout. However, the treatment and the causes are quite dissimilar. 'Burnout is caused by an excess of stress and fatigue and is characterized by a subsequent erosion of your energy and attitudes' (Freudenberger & North, 1985: 20). On the other hand, 'depression is caused by the onset of an event or series of events triggered by a loss and is characterized by sadness, enervation, a feeling of mourning' (Freudenberger & North, 1985: 20).

Depression affects all the feelings and mood in every aspect of life. A depressed person is prone to give up. Feelings of worthlessness may prevail. Unlike depressed person, a person burning out may prefer to use 'false cures' such as drugs or alcohol to regain the energy and to change the inner feelings, moods and to mask the symptoms. However, a depressed person chooses drugs, smoking, overeating or not eating at all or alcohol to deny the difficult and unpleasant feelings of depression for a short period of rest. Besides, if the one is suffering from burnout exhaustion, he/she will probably experience a series of personality changes. For instance, behaviors and attitudes may change calm to anger; from trusting to cynical (Freudenberger & North, 1985).



According to Pines and Aronson (1988), burnout is different from clinical depression. People are often satisfied with their other spheres of life at the early stages of burnout. Depression, on the other hand, affects the whole life of an individual. In depression the focus is only on individual and the individual's past life. In burnout, the focus is on the causes of symptoms and how to respond the burnout. Depression, for instance, may spread every area of life such as work, family, and leisure. Burnout, however, is related to work context (Maslach et al., 2001). Burnout, on the other hand, is caused mainly by interpersonal and emotional stressors in the workplace and is identified by different reactions such as exhaustion.

Since burnout is related to the work context, it is more job-related and situation-specific than general depression. Depression tends to move gradually through every part of a person's life. However, individuals who are likely to be depressed tend to be burnout (Maslach, Schaufeli & Leiter, 2001).

### **2.3.3. Reasons of Burnout**

There are many causes of burnout. Excessive exposure to stressors could result in the development of burnout (Maslach & Goldberg, 1998). According to Pines and Aronson (1988), people can deal with stressful, demanding jobs if they feel valuable and appreciated and when they feel that their work has significance. In many cases, anyone who feels overworked and undervalued is at risk for burnout. However, burnout is not caused solely by

stressful work or too many responsibilities. Other factors contribute to burnout, including lifestyle and certain personality traits (Paine, 1982). Therefore, factors that are related to burnout may be categorized as personal (demographic characteristics, personality characteristics, and family characteristics) and job factors (job attitudes and work environment).

### **2.3.3.1. Personal Factors**

The personal factors include demographic characteristics, personality characteristics, and family characteristics. Researchers have investigated the relations between burnout and individual characteristics. They have found that some of these individual characteristics are related to burnout; however, these are not as effective as other factors for burnout. These relationships demonstrate that burnout is a social phenomenon, rather than an individual one (Maslach, Schaufeli & Leiter, 2001).

#### **2.3.3.1.1. Demographic Characteristics**

It has been found that demographic characteristics have a limited role both in the burnout and work stress process (Gutek et al., 1988; Jayaratne et al., 1983). Age is one of the factors related to burnout in all the demographic variables. According to Collings and Murray (1996), older workers are likely to have higher levels of stress, whereas Barak et al. (2001) stated the opposite view that the levels of burnout among younger employees are higher than it is

among those over 30 or 40 years old. Therefore, burnout occurs earlier in one's career. Those who experience burnout early in their careers tend to quit their jobs. On the other hand, according to Maslach, Schaufeli & Leiter, (2001) since burnout is the end result of a prolonged exposure to chronic job stressors, it may occur later rather than earlier in people's life.

The other demographic variable is gender difference, which does not appear to be a strong predictor of burnout. Most research findings have discovered that gender is not an influential factor (Barak et al., 2001; Dollard et al., 2001) since the results of the studies may be related to gender role stereotypes. For instance, some occupations seem to belong to men and others seem to belong to women (e.g. nurses are more likely to be female). Some studies report that women report higher levels of exhaustion. Men, on the other hand, report higher levels of depersonalization and cynicism. In regard to marital status, singles tend to experience burnout in comparison with those who are married or divorced (Maslach et al., 2001). However, these factors may play an insignificant role in the development of burnout. Most authors admit that burnout is more of a social phenomenon than an individual one.

#### **2.3.3.1.2. Personality Characteristics**

People's personalities are the total of their personal, social, and emotional traits. Some of these personality factors are inherited, while others

emerge from environmental circumstances and experiences over a lifetime (Miller & Miller, 2002).

People who are not flexible and show less involvement in daily activities have higher burnout, in particular on the exhaustion dimension. The level of burnout is higher among people who have an external locus of control rather than an internal locus of control. Employees who have an external locus of control (they believe that their decisions and life are controlled by environmental factors which they cannot influence) experience higher levels of burnout than the employees with an internal locus of control (they believe they can control their life) (Maslach, Schaufeli & Leiter, 2001).

According to Pines and Aronson (1988: 10), the highly motivated people have three major expectations from their work: 'universally shared expectations, profession-specific expectations, and personal expectations'. Universally shared expectations involve being able to feel that work is important, having freedom to do things the way they should be done and finding opportunities for personal empowerment. Profession-specific expectations include helping people, working with people collaboratively, seeking ways to make the company or the organization the best, and being admired for doing so. Personal expectations are generally affected by a remarkable person or by some experience that makes a dream or a mission of the chosen profession. One of the common reasons for burnout is the disappointment with the expectations in any of these categories. Even when they don't have well-paid jobs or work stressful jobs, if

people achieve a sense of significance in their work, they will unlikely experience burnout.

It is surprising that people who suffer from burnout are highly educated, self-motivated, enthusiastic, and attracted to demanding jobs. According to Pines and Aronson, (1988) people who think that the work is one of the most important things in life tend to burnout more. Since they personalize every success and failure they have made including organization's failure as their own. They feel as if everything in their life has lost its meaning. Moreover, highly motivated professionals have a desire to reach personal growth and self-actualization. When their work doesn't meet these needs, severe frustration appears and consequently, burnout occurs.

Besides, the level of burnout with a higher level of educated employees is higher than less educated ones in some studies. There are various ways to interpret this finding. For instance, employees with higher education have lots of job responsibilities, eventually higher stress. Or it is possible that highly educated people have higher expectations for their jobs and if these expectations are not met, burnout appears. Money is important to them just for controlling their lives since the main reason for getting into profession is not money, but the job satisfaction (Maslach, Schaufeli & Leiter, 2001).

Incompetence in dealing with stressful situation may also increase the likelihood of experiencing burnout. Employees with defensive, passive coping

way rather than confronting coping tend to have higher levels of burnout. People with lower levels of self-esteem are more likely to burnout. In addition, personality characteristics such as hostility, depression, vulnerability, competitiveness and excessive need for control are also related to higher levels of burnout (Pines & Aronson, 1988).

In short, individual differences have a little impact on the development of burnout. However, people with certain personality characteristics (i.e., low self-esteem, higher vulnerability, competitiveness, and excessive need for control) and job attitudes (i.e., higher job expectations) tend to have a higher burnout potential. However, personality differences are the minor aspect of burnout problem so it is more useful to pay attention to work environment as the primary cause of burnout (Maslach & Jackson, 1982).

#### **2.3.3.1.3. Family Characteristics**

Although the major triggers of burnout can be found in the work environment, several authors assert that a work-family conflict may also have a role in the development of burnout (Peeters, Montgomery, Bakker & Schaufeli, 2005). Family expectations may be indirectly related to burnout. For instance, fulfilling responsibilities in job may be burdensome because of other responsibilities in family.

### **2.3.3.2. Job Factors**

According to Maslach & Schaufeli (1993), job factors are more strongly related to burnout than personal factors. Burisch (1993) also asserts that burnout starts with some disappointment and dissatisfaction because of inability to change or achieve their goals or loss of autonomy with which the person cannot cope in a sufficient and appropriate way.

There are many work-related factors identified in the literature as contributing to work stress and burnout, and these can be classified into the following general groups: particular practice fields, work role issues, organizational structure and culture, high workloads, limited control and autonomy, supervision practices, lack of accomplishment and efficacy, violence and conflict, and racism within the job organization. However, it has been found that a combination of high job demands and low supports is the critical factor in burnout (Dollard et al., 2001). When low levels of control and autonomy over their work appears, the levels of burnout and stress are more likely to be higher and job satisfaction lower (Barak et al., 2001; Guterman & Jayaratne, 1994; McLean & Andrew, 2000). However, high job demands that are associated with limited control and autonomy by the worker, and limited resources and support have been shown to have important negative consequences for the individuals and organizations (Demerouti et al., 2001; Dollard et al., 2001; Maslach, 1998).

According to Demerouti et al. (2001), constant job demands which the person cannot cope with and a lack of social support result in detachment from work. The person alienates from work when there are not enough or effective resources for meeting job demands. Moreover, Caputo (1991) notes that the tolerance of people for stress is decreasing so they feel incompetent and they are vulnerable to burnout. Consequently, the person feels disengagement and distances himself or herself from work.

Job characteristics, such as excessive work demands, time pressure, and role conflict and role ambiguity are directly related to burnout (Maslach et al., 2001). These triggers can be found in almost every occupation; therefore, burnout may appear in almost every job.

Other job characteristics which require emotional demands such as necessity of being emphatic, serious client problems, high customer demands etc, should not be undervalued (Maslach et al. 2001). Besides, a lack of resources, not having enough support from supervisors or principals, and little participation in decision making may cause the possibility of having burnout. The absence of feedback on the work performance, meaningful rewards and a lack of job security are also significant factors that lead to burnout (Demerouti et al., 2001).

Many researchers found out that burnout is a response to too much work in an inadequate time. Workload and time pressure are especially related to



emotional exhaustion dimension of burnout. Moreover, role conflict and role ambiguity are also related to burnout. Role conflict appears when conflicting demands at the job have to be met, whereas role ambiguity occurs when there is insufficient information or resources to do the job well (Maslach, Schaufeli & Leiter, 2001).

When an organization, management or supervisor has high expectations and demands toward the employees but the employees receive less in terms of career opportunities, lifetime employment, job security, and so on can trigger burnout (Maslach et al., 2001). Since high expectations can produce too much stress, and people who have high expectations identify themselves so much with their work that they even see their organization's failure as their own and they feel as if everything has lost its meaning (Pines & Aronson, 1988).

In sum, when high job demands, low control and autonomy, and lack of resources appear in the work place, job stress is highly increased and causes decreased work performance and higher staff turnover (Dollard et al., 2003).

#### **2.3.3.2.1. Job Attitudes**

People who have high or unrealistic expectations are prone to experience burnout since they work too hard to achieve their goals. If their high effort and expectations are not met, exhaustion and cynicism will appear (Maslach et al., 2001).

There are some theories about the development of burnout related to job attitudes. As it is noted before, dedicated people sacrifice lots of things to achieve their goals and when their sacrifice has not been adequate, it leads them to exhaustion, even burnout. Another theory is that working overload for the available time or under load which provides monotony cause burnout (Maslach, Schaufeli & Leiter, 2001).

Furthermore, many professions who are highly motivated begin their careers with high expectations. They hope that the work they do will make them effective individuals in society and give meaning to their own lives. "They identify with their work and with the organization to such an extent that every success or failure are personalized" (Pines & Aronson, 1988: 8). And they achieve what they want in the workplace when they work in a supportive and motivated environment. On the other hand, when the same individuals work in a stressful environment that cannot be changed, success is the most significant thing for them. Therefore, failure is a shocking and destroying experience. Since they care so much, the inevitable result is burnout. Burnout decreases their motivation for work; therefore, some of them quit their jobs.

Job-person mismatch is also theorized to cause burnout. Maslach and Leiter (1997: 75-76) define six areas where mismatch can appear, and these lead to burnout.

The six mismatches are defined as follows:

- When the individual does not meet job demands, work overload appears.
- Lack of control appears when people have little control over the work they do.
- When the individual receives inadequate rewards or feedback for the work people do.
- Breakdown of community takes place when the individual loses his or her interaction with others in the workplace.
- Absence of fairness occurs when the individual loses his or her trust to organization.
- Value conflict when there is a mismatch between the demands of the job and individuals' principles.

The burnout- job satisfaction- turnover problems have chain reactions because high level of workloads and organizational factors expand work stress, which contributes to staff turnover that makes greater burdens on the staff that remain, and become more stressed and dissatisfied. Unhappy workers may stay on and create problems with their colleagues. Unhappy and stressed workers who feel trapped in their work may promote to the burnout problems and lead to many organizational difficulties (Koeske & Kirk, 1995).

#### **2.3.3.2.2. Work Environment**

The nature of the work environment (supportive or stressful) has a really important role for a highly motivated individual. People feel burnout differently and react differently to burnout experience because they are unique and also try to deal with stresses of life and work differently. According to Pines and Aronson (1988), there are individual differences, but the main causes of burnout depend on the work environment; since almost all individuals can be affected by environmental changes. Therefore, it is more useful to look at the environment for solutions to reduce burnout.

The impact of work environment on the level of burnout can be categorized as psychological, physical, social and organizational dimension. The psychological dimension of an environment involves the individual's emotional well-being such as the opportunities for personal empowerment. The physical dimension of an environment includes fixed features such as space, noise, heat and architectural structure. The social dimension of a work environment involves social interaction and interpersonal relations with people in the work such as supportive and challenging relationship. Social contacts in the work place are an important aspect of work, even when individuals have a happy life outside work. Individuals expect their colleagues to be friendly, provide them with professional support, appreciation and challenge. Researches show that good work relations have a positive effect both on individual health and job satisfaction. On the other hand, a poor relationship

with colleagues, bosses are one of the primary factors causing stress at work. Therefore, work environment has a significant role in the burnout rates of highly motivated people (Pines & Aronson, 1988). The organizational dimension of a work environment involves bureaucratic and administrative features such as excessive paper work and senseless rules and regulations and individual's place in the organization. The individual's place in the organization and how she or he relates to it have a great influence on burnout. Maslach and her colleagues (2001) note that burnout is mainly a result of the organizational context. One concept of concern to them is how an individual's motivations, emotions, values and job expectation fit with the job.

#### **2.3.4. Consequences of Burnout**

According to Pines and Aronson (1988), the timing, signs, and consequences of burnout depend both on the individual and the work environment. Besides, there are some people who burn out faster than others and there are occupations in which burnout develops faster than in others. For instance, people who work as doctors, dentists, managers, and teachers are more likely to burn out within four to five years. The consequences of burnout may be categorized as individual and organizational.

#### **2.3.4.1. Individual Consequences**

Burnout appears in almost all areas of work and their consequences are serious. It has too severe consequences that it may threaten the job, relationships between colleagues, and the people around them and physical and psychological health. For instance, the consequences of work stress and burnout for social workers and human service practitioners can be intense and debilitating, promoting it to a serious occupational health and safety issue (Dollard et al., 2003). Those affected are unprotected to many consequences for their physical and psychological well being (Koeske & Kirk, 1995).

Negative individual consequences of burnout are particularly related to health problems, reduced well-being and various forms of substance abuse (Maslach et al., 2001). Furthermore, it is also likely to deteriorate someone's mental health. Some of the negative effects are feelings of anxiety, depression and loss of self-esteem. Furthermore, a range of somatic symptoms and stress-related complaints has been related to burnout including insomnia, exhaustion, anxiety and depression, stomach problems, changing in eating habits, high blood pressure etc. (Adam et al., 2001). For some, this causes to increased alcohol and drug intake (Strozier & Evans, 1998).

Stressed and burnout individuals are more likely to change their life style behaviors and to indulge 'bad habits' such as excessive alcohol drinking, cigarette smoking and poor dietary habits. Many people abuse alcohol, drugs

and smoke cigarettes or try overeating to combat burnout (Pines & Aronson, 1988). However, these solutions are poor and provide only temporary relief.

Freudenberger and North (1985) state some of the 'false cures' to keep the burnout going are alcohol, smoking, drugs, tranquilizers, overeating, or not eating at all. When the person is overstressed or exhausted, his or her judgments and opinions become disfigured. If the symptoms of burnout are denied or masked by these 'false cures', they will intensify severely. 'False cures' may be used to change the inner environment of an individual, and to mask the symptoms for a short time. Proceeding with the 'false cure' solutions drives one to feelings of paranoia or worthlessness; confusion over time and anxiety over identity. Psychological effects can involve altered religious or spiritual beliefs, changed world views, despair and hopelessness, and poor concentration (Dane 2000; Sexton, 1999). Paine (1982) states that burnout may rarely lead to significant clinically disabilities such as depressive neurosis or even schizophrenia in some individuals.

Pines & Aronson (1988: 12) categorized the consequences of burnout as physical, emotional and mental exhaustion. Physical exhaustion is defined by low energy, chronic fatigue and weakness. People in the process of burnout tend to be 'accident-proneness, increased susceptibility to illness, nagging colds, frequent attacks of virus or flu, frequent headaches, nausea, muscle tension in shoulders and neck and back pains'. Emotionally exhausted victims experience feelings of helplessness and hopelessness. In extreme cases these

feelings can lead to emotional breakdown or serious thoughts about suicide. And the other serious consequence, mental exhaustion, is defined by the development of negative attitudes toward one's self and work. As they feel inadequate, inferior and incompetent. In addition to developing negative views about their own work, people who burn out also develop negative attitudes toward others and dehumanize the people around them. In fact, people who dehumanize others eventually start to dehumanize themselves as well. They feel dissatisfaction and stopped looking for self-fulfillment in their work.

In sum, when people are unable to derive a sense of significance from their work, they experience feelings of personal failure and negative attitude change toward themselves (for not being good enough, strong or knowledgeable enough to get the job done) toward the people around them (Pines & Aronson, 1988). Furthermore, they feel as if their whole life has lost its meaning. These feelings affect their attitudes towards their family, friends as well. The result is marital conflict and deteriorating personal relationships.

#### **2.3.4.2. Organizational Consequences**

Some organizational consequences of burnout are low performance and effectiveness at work, decreased job satisfaction and a decreased commitment to the job, high level of absenteeism, intention to leave the job, actual turnover and mistakes that have severe economic outcomes for society (Maslach et al., 2001).



Reduced job performance is one of the most negative organizational consequences of burnout. The employees who are suffering from burnout are less productive and effective and may not have a desire to assist colleagues and may be losing their interest for the organization or the job they are doing. Burnout is also connected with job dissatisfaction, a reduced organizational commitment and intention to quit the job. Besides, burnout employees have a negative influence on their colleagues, since they tend to create conflict or have trouble with colleagues in their work environment. Therefore, the colleagues have the potential for experiencing burnout (Halbesleben & Buckley, 2004; Maslach et al., 2001)

Burnout may be very pricey for organizations. They spend a lot of money to train those who leave their jobs and psychological consequences for those who keep working in the same company (Pines & Aronson, 1988). Maslach and Leiter (1997) also note that burnout causes to financial losses due to increased absenteeism, frequent sick leaves and deterioration of the quality of services.

In sum, burnout has outcomes for the individual as well as for the organization. It occurs frequently to a lot of people, especially those working in almost all the human services and in all levels of management. It has serious psychological, physiological and organizational effects that cannot be undervalued.

## 2.4. Teacher Burnout

Burnout is a phenomenon, a breaking point, which is linked to occupational stress and occurs frequently to a wide variety of people. Work that requires social interaction with people demands a lot of energy to be patient and to be active. It is more common among people who work in human services, and teachers are the most significant ones because they have the greatest effect on people.

Teaching is a highly difficult and stressful occupation since it requires face to face contact with students and increased demands in the teaching environment. Besides, too many responsibilities to deal with, too many hours to spend on the job and too much paperwork can be a trigger for teacher burnout. Therefore, burnout has a far-reaching effect on teacher's life (Dollard's et al., 2003).

Teachers have a vital role to meet students' needs and to achieve successful education. Without effective teachers, no educational program can be fully successful since teaching is a complex task demanding countless decisions during each class session (Miller & Miller, 2002).

Teachers' psychological and emotional characteristics have an impact on the effectiveness of education directly; since teachers with positive attitudes are usually more effective than those whose attitude is negative. Their positive

attitudes influence instructional effectiveness and strengthen learning. On the other hand, negative feelings toward the teacher have a negative impact on students' learning; since a student who is scared, furious or anxious cannot learn effectively.

In the past, subjects were taught in a didactic way. Besides, teachers asked students to memorize the information they taught and gave it back during exams. Now, the role of teachers is not only to teach specific subjects but also to try to prepare students for the future. For instance, Taylor describes the role of teacher as preparing students to create a 'more humane society'. (Taylor, 1998). Indeed, the role of teachers and students have completely altered due to advanced technology and increased globalization. Teachers have to follow the rapid development of knowledge and technology. The role of knowledge and skills, as well as innovation and research, and the requirement for lifelong education cause increased social pressure on the education system and teachers in particular (Dollard et al., 2003).

Other sources of information such as TV, the Internet and students' changing perception to information, culture and knowledge must be taken into account by teachers. This involves teaching new skills to assist students in the management and organization of knowledge rather than memorization of knowledge or information, to deal with advanced information. The new technology provides greater flexibility in pedagogy and greater access to

educational resources. At the same time, there is the need for teachers to learn the technology and become facilitators for their students.

To be precise, a number of work-related factors are consistent with teacher burnout. In fact, there are several sources of stress, stressors, for teachers. One of the stressors for teachers is stemming from the problems with students. These problems involve verbal and physical abuse, emotional and special needs of students, and differences in abilities, all of which need the time and energy of a teacher (Boyle et al., 1995). Another main stressor for teacher includes conflicting demands made by supervisors, colleagues, students and their parents. A third set of stressor involves their work overload which includes too many demands and expectations from teachers within too limited time. Cephe (2010) also notes that a teacher working too many hours may feel emotionally exhausted and this may lead him or her to minimize job satisfaction. Excessive paper work, inadequate time for preparation for class, unclear expectations of their administration and submitting grades to meet deadlines for tests, exams or written reports by students is also factors related to work overload. Oversized classes also have a role as a stressor in teachers. Role conflict and role ambiguity are other factors that cause high level of stress (Chen & Miller, 1997).

### **2.4.1. The Three Dimensions of Teacher Burnout**

Burnout was traditionally analyzed in terms of human services, such as social work, health care and formal education. The Maslach Burnout Inventory (MBI) (Maslach & Jackson, 1986) was adapted for measuring burnout in teachers by researchers in the United States and in other countries (Friedman, 1991).

Maslach and Jackson regarded burnout as consisting of three dimensions: Emotional exhaustion, Depersonalization and Reduced Personal Accomplishment.

#### **2.4.1.1. Emotional Exhaustion**

Emotionally exhausted people think that they cannot work effectively and feel 'apathy', 'helplessness', 'emptiness', 'chronic dissatisfaction' and 'cynicism' due to consuming emotional resources (Caputo, 1991: 7). When the needs and demands of the students are the primary things for teachers, they tend to experience such kinds of feelings (Dollard et al., 2003).

Emotional exhaustion means the feeling that one has nothing to give to others psychologically. When teachers display strong involvement with the demands or needs of their students, they may experience such feelings. Teachers display emotional exhaustion when they think they are unable to give

of themselves to students as they did earlier in their careers (Byrne, 1994). They develop feelings of overextended and drained. They are unable to get ready for students needs due to devastating feelings of fatigue and stress.

#### **2.4.1.2. Depersonalization**

Depersonalization leads teachers to develop indifferent and negative attitudes toward their work condition, involving interactions with students and colleagues. The symptoms of depersonalization are often cynical, cold, distant attitude toward the people with whom they work (i.e. students, colleagues, and supervisors) (Egyed & Short, 2006; Kokkinos, 2007). Negative feelings about self reveal through sarcasm, defensiveness, insults, hostility, and overreaction to students' behaviors (Miller & Miller, 2002).

Depersonalization takes place when teachers suffer from negative, cynical and sometimes callous attitudes toward students, parents, and colleagues. For teachers who suffer from burnout, one of the first reactions is distancing themselves from students and from their job. Burned out teachers are prone to be less sympathetic toward students, have little tolerance for noisy classes, have less motivation to prepare sufficiently for class. They may not be quite as considerate to students' needs as they would be in their career in the past (Dollard et al., 2003).

Through depersonalization, teachers attempt to decrease the depletion of emotional energy by behaving their students as objects rather than human beings (Lee & Ashfort, 1996). They develop dehumanizing attitudes toward others. For instance, they start to behave or see their students as objects. The negative attitude change affects one's feelings toward not just students, patients, or employees but everyone. At the end, personal relationships are getting from bad to worse.

In short, in the case of teacher, depersonalization exists when the attitudes of teachers change in terms of negative, cynical and callous toward students, colleagues and people around them. Depersonalization appears when teachers develop negative feelings and cynicism toward students and even the school community due to the work stress (Egyed & Short, 2006; Ghorpade et al., 2007; Hakanen et al., 2006; Maslach & Jackson, 1981).

#### **2.4.1.3. Reduced Personal Accomplishment**

When teachers suffer from burnout, their feelings of accomplishment are reduced (Dollard et al., 2003). For teachers the Reduced Personal Accomplishment refers to a belief that the person can no longer work with colleagues and students. It leads a teacher to feel that he/she is not as competent and effective as he/she used to be in teaching and meeting work-related needs.

Maslach and Jackson (1981) and Kokkinos (2007) described this dimension as a negative self-evaluation and generally not being satisfied with teaching as a profession. This dimension of burnout is particularly significant because most teachers enter the profession to be a facilitator for students; however, when they no longer feel that they are not able to contribute or meet students' needs or demands, disappointment is the obvious result (Maslach et al., 1996). This disappointment results in demotivation, a sense of failure, and even leaving the profession (Fives et al., 2007).

Feelings of reduced personal accomplishment occur when teachers see themselves as incompetent in assisting students to learn and they have nothing left to give to students and in meeting other school demands, since effective teaching is based on communication between teachers and students on a personal level. Teachers suffering from reduced personal accomplishment experience a general unhappiness and dissatisfaction with themselves, their professional abilities, so they lose their confidence and see themselves unsuccessful and incompetent in the classroom (Ghorpade et al., 2007; Hanson, 2006). Burned out teachers tend to be less empathetic toward students and have a lower tolerance for students. Moreover, they prepare inadequately for class, and feel less dedicated to their work (Dollard et al., 2003).



#### **2.4.2. Reasons and Effects of Burnout on Teacher**

Research shows that teachers can experience burnout due to a variety of factors. According to Paine (1982), the major cause of burnout is job related stress which is active in the present and recent past.

Maslach and Jackson (1986) first applied burnout to the study of human service professionals in their work. It has been found that human service professionals involving teachers are unprotected to burnout. Teachers, who are affected by job burnout, experience negative attitudes toward students and loss of energy, idealism and purpose (Schamer & Jackson, 1996).

Schwab et al. (1986) state that teachers start their careers to assist their students, with expectations of making a difference and hopes about what can be achieved on the job; when these expectations are not met, teachers feel failure and frustration. According to Friedman (2000), in the first year of teaching careers, the hope of novice teachers is devastated due to the dissatisfaction of unmet dreams and hopes.

According to Cherniss (1980), burnout starts with external stressors such as disturbing students, excessive paperwork, conflicting demands which cause emotional exhaustion (as cited in Dollard et al., 2003). Moreover, especially teachers are required to obey the implicit rules of the society. And Maslach (1982) claims that 'the implicit rules can be so constraining that they contribute

to an individual's stress and subsequent potential for burnout' (as cited in Caputo, 1991: 14). In the case of teachers, they are expected to demonstrate kindness, patience, caring and respect, and to suppress anger, frustration and impatience.

In Greenglass and Burke's study (1990), problems with students, bureaucratic intervention and lack of collegiality lead to stress and these kinds of stress create a peaceless work environment. Since these pressures take all the energy that the teacher tries to do his/her job, continuous attempts to meet students' demands with the obstacles or problems end in emotional exhaustion over time.

Other stressors associated with teachers are found at the administrative level such as insufficient technical and administrative support and lack of awareness of teacher's professional achievements by school administrators and supervisors. (Chen & Miller, 1997; Brown & Ralph, 1992; Smith & Bourke, 1992; Travers & Cooper, 1993). One of the most frequently cited administrative stressor is the removal of the teacher from decision-making that relates directly to their workload and the quality of their work life by the administration. It has been found that when teachers do not have right to participate in the school's decision-making processes, their motivation, morale, self-esteem, and job satisfaction probably decline. Maslach (1982) also claims that when the individuals have no or little autonomy over the service they are providing or not

being told exactly what to do and how to do it, they feel frustration and they may also see themselves incompetent and worthless (as cited in Caputo, 1991).

Finally, as a result of stress and burnout, teachers might develop physical symptoms, i.e. headaches or peptic ulcers (Belcastro, 1982), psychological symptoms, i.e. depression, anxiety and anger (Greenglass et al., 1990) as well as behavioral symptoms such as lowered commitment to teaching and absenteeism (Blasé, 1986).

## **2.5. Instruments Used to Measure Burnout**

There are some scales to measure job burnout but the most widely used measurement of burnout in the literature is the Maslach Burnout Inventory. MBI was developed for general use and this version is called MBI- General Survey (Maslach & Jackson, 1981). Maslach developed this inventory in 1980s and then it was revised later (Halbesleben & Buckley, 2004). The MBI addresses three subscales: Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment. The three subscales are independent dimensions of burnout; therefore, subscale scores rather than total burnout scores are typically used. The MBI was first designed to deal with burnout problem in human services field (MBI-HSS). However, it has been adapted to address a wider range of occupations and it is the most frequently applied measure of burnout (MBI-General Survey; non-human-services field; MBI-Educator Survey; educational setting) (Halbesleben & Buckley, 2004).

Some researchers found the MBI dissatisfactory. They criticized some types of the questions because MBI was just for use among employees working with clients. Moreover, they determined that the translation of the questionnaire from one culture to another is a problematic issue. Therefore, they developed the Copenhagen Burnout Inventory (CBI) which measures degrees of burnout, but it doesn't include depersonalization and reduced personal accomplishment (Kristensen et al., 2005).

Other questionnaires used to assess burnout are Teacher Burnout Scale, which was developed by Richmond, Wrench and Gorham (2001), and the Tedium Scale which was designed to measure physical exhaustion, emotional exhaustion, and mental exhaustion. Unlike the MBI, the Tedium Scale gives a total burnout scores (Davis et al., 1994). The Tedium Scale and the Copenhagen Burnout inventory define personal burnout as the degree of general physical or psychological fatigue experienced by the person (Kristensen et al., 2005).

Oldenburg job burnout inventory (OLBI) is a newer scale and it is based on MBI. It involves only two dimensions, exhaustion and disengagement from work. Exhaustion refers not only to emotional but also to physical exhaustion. It is defined as a consequence of intense physical, affective and cognitive aspects. Disengagement is described a distance toward the content of one's

work (Demerouti et al., 2003). However, it has not enough validity to replace MBI with OLBI (Halbesleben & Buckley, 2004).

## **2.6. Research on Burnout in Turkey**

The investigations about burnout are carried out especially in public sector and human services. Studies on burnout in Turkey began to come out in the 1990s. Translating and testing the validity and the reliability of the Turkish version of Maslach Burnout Inventory was one of the first studies (Çam, 1991, 1992, 1996). Ergin (1992) first did a pilot study to test the validity and reliability of the Turkish version of the Maslach Burnout Inventory with doctors and nurses and Çam (1992) also did the same with 276 nurses. Both of them discovered that the scale was valid and reliable. Besides, Ergin found out that suffering from emotional exhaustion and reduced personal accomplishment was more frequent among the women than among the men. It was also reported that single doctors experienced more emotional exhaustion and depersonalization than the married doctors.

Çapri (2006) did a study to realize the Turkish adaptation of the Maslach Burnout Measure which was developed to measure the burnout levels of employees from all occupations. 876 employees from Mersin participated in order to measure the criterion referenced validity of the scale.

In another study with nursing educators, Çam (1996) could not find any relationship in regards to marital status, number of children and support from

colleagues. The results of the study showed that the level of satisfaction with the work environment was the most significant indicator of emotional exhaustion, whereas the level of job pressure and job satisfaction were the most significant indicators of depersonalization and personal accomplishment.

Çam and Baysal (1997) examined the relationship between burnout and demographic variables among psychiatrists and psychologists. They found that men felt more depersonalized than women. Moreover, they reported that job satisfaction had an important impact on reducing feelings of emotional exhaustion and increasing the sense of personal accomplishment.

Örmen (1993) also examined burnout among bank managers. The results of the study indicated that managers felt higher levels of emotional exhaustion rather than reduced personal accomplishment and depersonalization. Besides, women experienced more reduced personal accomplishment than men and older people are more likely to feel burnout than younger ones.

Güngör (1997) also examined the effects of job stressors among managerial and professional staff in a local and a multinational firm and found that gender, marital status and having a university degree had no impact on the level of burnout, but role conflict and role ambiguity were positively related with burnout.

Gündüz, Çapri and Gökçakan (2012) investigated the level of burnout among university students within the framework of demographic variables. Turkish adaptation of Maslach Burnout Inventory-Student Scale (MBI-SS) was used to collect data. The results indicated that burnout scores of students differed from each other in terms of variables like gender, social support, place of birth and where students grew up, faculty, grade, and a weekly course load.

## **2.7. Research on Teacher Burnout in Turkey**

Akten (2007) explored the levels of occupational burnout of 304 guidance counselors who were in charge in Ministry of Education and in Private Sector. Maslach Burnout Inventory and Questionnaire Form were used to collect data. The findings showed that the sex variable, in the dimension of emotional burnout, leads to high level of burnout among female guidance counselors; marital status has no effect on burnout; workplace variable has an influence on depersonalization. Moreover, weekly work hours variable causes a meaningful difference in the dimension of reduced personal accomplishment; there is a meaningful difference in the dimension of emotional burnout between the guidance counselors who have 0-1 year and 2-5 year experience and 6 year or more year- experience.

Girgin (1995) used the MBIE Survey along with asking personal information questions to explore teacher burnout among elementary school teachers. The results revealed that men and women were not different in terms

of emotional exhaustion and reduced personal accomplishment, whereas women had lower levels of depersonalization. Moreover, the results indicated that as teachers get older, they have lower levels of emotional exhaustion and depersonalization and feel more accomplished in their job. The results of her study also revealed that supportive work environment; positive attitudes towards the job and support from colleagues and the administrators result in low levels of burnout and people feel themselves more successful in their job.

Baysal (1995) examined factors related to burnout among high school teachers. In this study a questionnaire for demographic and work related information and MBI-Educators Survey were used. The results indicated that women were suffering from emotional exhaustion and younger teachers experienced more emotional exhaustion and depersonalization. Besides, teachers who are fond of teaching felt lower levels of burnout than those who had other reasons. Moreover, teachers who felt support from their administrators, colleagues experienced low levels of burnout.

Sünbül's (2003) study explored the relations among locus of control, burnout and job satisfaction with 297 high school teachers. The Internal-External Locus of Control Scale, the MBI-Educators Survey and the Job Satisfaction Survey were used to collect data. His study revealed that women experienced lower depersonalization than males, and younger teachers had higher burnout, and that emotional exhaustion was positively related to external



locus of control. Moreover, age had an impact on depersonalization but personal accomplishment was positively associated with age.

Akçamete, Kaner and Sucuoğlu (2001) explored burnout among 153 teachers of special education children and 261 teachers of normal education children. The results indicated that there was no difference between the two groups of teachers in terms of reduced personal accomplishment, but teachers of normal children experienced higher levels of emotional exhaustion and depersonalization. The results also showed that there was no effect of age and gender on teacher burnout. However, single men felt more burnout than single women and married men, while married women experienced more emotional exhaustion than married men.

Çokluk (1999) explored burnout among teachers and principals working in special education. It was reported that principals felt higher levels of emotional exhaustion and depersonalization than teachers.

Cephe (2010) examined the main factors leading instructors to burnout. The 'Teacher Burnout Scale' was used and interviews were carried out to collect the data. In his study the results revealed that the primary factor of teacher burnout was the administrative practices in the institution. Moreover, it was reported that instructors who experienced high levels of burnout showed 'Alienation to professional identity' behavior.

Ertürk and Keçeciöđlu (2012) investigated the relation between the job satisfaction and the burnout level of the teachers at primary and secondary schools. 'Job Identification Scale' was used in the study to measure job satisfaction level of teachers. And Maslach Burnout Inventory and a socio-demographic questionnaire were used too. 224 teachers were involved in the study in İzmir. The result of the study showed the link between job satisfaction, burnout and socio-demographic variables.

These studies are some samples on teacher burnout in Turkey. It is clear that there aren't enough studies exploring burnout among teachers at university level.

## **2.8. Summary of Chapter 2**

This chapter attempted to examine the theoretical issues related to burnout in general and teacher burnout in particular. The next chapter gives details with regards to the research questions and methodology of the present study.

## CHAPTER 3

### METHODOLOGY

#### 3.1. Introduction

This chapter gives details with regard to the methods and the procedures of the present study. First, the aim of the study, the setting, the participants and the instruments used in the study are stated; then the detailed description of the data collection and data analysis procedures are introduced.

#### 3.2. Aim

This study aims to explore the burnout levels of EFL teachers working in two state universities and the reasons that lead them to burnout. The aim is to:

- a) investigate the burnout levels of EFL teachers working at preparatory schools at two public universities
- b) discover the major factor or factors leading them to burnout
- c) provide suggestions related to the topic according to the results of the research.

#### 3.3. Research Questions

The study aims to find the answers of the following research questions:

- 1) What is the burnout levels of English teachers working at preparatory schools of two state universities? (emotional exhaustion, depersonalization and reduced personal accomplishment).
- 2) What are the common factors leading them to burnout?

### **3.4. Participants**

The sample employed in this study consisted of 110 Turkish EFL instructors working at the English Preparatory School of two Turkish State Universities in 2012-2013 academic year. 63 of these participants (57.3) were working at Gazi University and 47 of them (42.7) at Ankara University in Ankara. All these instructors taught Intensive English courses to students who were supposed to pass the English proficiency exams at the end of a year in order to continue their education in their respective departments.

As seen from Table 1 below, of 110 instructors, 84 (76.4%) were female and 26 (23.6%) were male. The participants whose ages ranged from 25 to 29 constituted the largest group of the participants (32.8%), whereas, the ones between 50 and 54 constituted the smallest group (1.8%). 38.2% of the sample was married, 50.9% was single and 1.8% was widowed, %9.1 stated that they were divorced. 37 of the instructors who participated in the study had up to 4 years of total teaching experience, whereas 20 of them had 5 to 9 years, 28 of them 10 to 14 years, 21 of them 15 to 19 years, 2 of them had 20 to 24 years

and 2 were involved in teaching over 25 years. The instructors whose teaching experience at current university ranged from 0 to 4 constituted the largest group of participants (48.2%), whereas, the ones 20 and 24 (%1.8), and over 25 years of teaching experience at current university constituted the smallest group (%1.8). 16.4% of the sample worked between 5 and 9 years, 22.7% of them worked between 10 and 14 years, and 9.1% of them worked between 15 and 19 years at current university. As for their educational background, 17 of the instructors were M.A. graduates; 28 of them are M.A. students, 12 of them are Ph.D. students and the rest held a B.A. in ELT or a related field such as American or English Literature.

Apart from this, 20 of the participants were chosen for interview sessions. The interviews were structured interviews carried out with the instructors displaying burnout behavior. Of the 20 instructors, 2 were male and 18 were female. The ages of the interviewees ranged from 26 to 40 with an average of 32.3 and the range of their total teaching experience was 1-20 with an average of 10.7 years of teaching experience. They have been teaching at their current schools for 8.6 years on average.

Table 1. Overview of the Participants

Categories		F	%
Age	20-24	11	10
	25-29	36	32.8
	30-34	20	18.2
	35-39	27	24.5
	40-44	10	9.1
	45-49	4	3.6
	50-54	2	1.8
Gender	Female	84	76.4
	Male	26	23.6
Marital Status	Single	56	50.9
	Married	42	38.2
	Widowe	2	1.8
	d Divorce	10	9.1
Workplace	Gazi University	63	57.3
	Ankara University	47	42.7
Number of Years Worked In Total	0-4	37	33.6
	5-9	20	18.2
	10-14	28	25.5
	15-19	21	19.1
	20-24	2	1.8
	25-29	2	1.8
Number of Years Worked at Current University	0-4	53	48.2
	5-9	18	16.4
	10-14	25	22.7
	15-19	10	9.1
	20-24	2	1.8
	25-29	2	1.8
Educational Background	B.A.	53	48.2
	M.A. in progress	28	25.5
	M.A.	17	15.5
	Ph.D. in progress	12	10.9
	Ph.D.	0	0
Total		110	100

### **3. 5. Data Collection Procedure**

#### **3. 5. 1. Setting**

The study was carried out with Turkish EFL instructors employed at the English Preparatory School of two state universities in Ankara, in 2012 and 2013 academic year.

#### **3. 5. 2. University English Preparatory Schools**

University English Preparatory Schools offer one-year intensive English programs. In University English Preparatory Schools, students study English that they need in order to be able to follow their courses in their future departments. They have 25 hours of English in a week at Gazi University Prep. School. In some of the universities the medium of instruction is English, but in Gazi and Ankara universities only a certain percentage of the courses in some departments are carried out in English. However, in all preparatory schools, every student has to prove a certain level of English proficiency determined by the directorate. At the end of the one-year intensive study, students take an English proficiency examination, which determines whether the student can start studying in his/her department. All the students who cannot pass the

proficiency exam begin from elementary level and study up to intermediate level at Gazi University. On the other hand, students take the exam before the beginning of the academic year and they are put into elementary or starter level in terms of the scores they have gained in the proficiency exam at Ankara University. Students start the school from elementary or starter level and finish it with intermediate level. They have 25 to 28 hours of EFL according to their levels.

### **3.5.3. Instruments**

Both quantitative and qualitative research methods are used for this research. In order to collect data the researcher used a questionnaire consisting of two sections and structured interviews as the research tools. In this research, MBI questionnaire for Educators is used to examine the burnout levels of instructors. The reliability of the questionnaire was examined with Cronbach Alpha Coefficients. The result showed that Cronbach Alpha Coefficients were .79.

In order to obtain the ideas of teachers and reasons leading them to burnout, some qualitative data were also needed as this might gain a deeper understanding into the real life experiences of teachers. Structured interviews were conducted to collect more information about the instructors' perceptions on their working conditions and their perceptions about the work environment, questions on some selected work-related issues such as relationships among



people in the work environment; social and technical facilities in the school were also included in interview questions.

Each question in the interviews deals with a particular area and some questions contain sub questions within that area (See the full questions in Appendix C).

As shortly summarized above, the instrument to collect quantitative data consists of two sections. The first section is added for gathering information about their age, gender, marital status, educational background and work-related information of the participants. In the second section, Maslach Burnout Inventory – Educators Survey consisting of 22 items is used to measure the burnout levels of the participants in terms of emotional exhaustion, depersonalization, and reduced personal accomplishment. The information gathered through the questionnaire was also used in the interview sessions later to elicit more detailed information about the factors that cause stress and burnout.

### **3. 5. 3. 1. Questions about demographic information of participants (Part 1)**

In the first section, instructors were requested to give information about their age, gender, educational status, etc. to obtain some more information about participants. (See the demographic form in Appendix A).

### **3.5.3.2. Maslach Burnout Inventory – Educators Survey (Part 2)**

The scale which continues to be used most widely by researchers is the Maslach Burnout Inventory (MBI) developed by Maslach & Jackson (1981). The MBI was originally designed for human service employees, and the MBI-GS is a general survey for employees in other fields.

A second version of the MBI was soon developed for use by educational occupations (Maslach, Jackson & Leiter, 1996). The only difference to questions on the MBI-ES versus other MBI surveys is its use of the word 'student' rather than 'recipient' (Spies & Plake, 2005). The MBI-ES was used to measure the burnout levels of teachers (See the full questionnaire in Appendix A). The items in the questionnaire (MBI) measure 3 dimensions of job burnout including emotional exhaustion (EE; 9 items), depersonalization (DP; 5 items) and reduced personal accomplishment (PA; 8 items). It is a 22 items questionnaire with a 7-point Likert scale, ranging from 'never' to 'everyday' to measure job burnout. Participants were asked to assess each item in terms of the frequency of their feelings. Each participant has a separate score on each of the dimensions of burnout which is calculated through MBI Scoring Key (See in Appendix B) provided in the Maslach Burnout Inventory Manual (Maslach, Jackson & Leiter, 1996).

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In this instrument, the subscales for the dimensions – emotional exhaustion, depersonalization and personal accomplishment are scored separately. Therefore, there is not a total score for burnout. High scores on emotional exhaustion and depersonalization and low scores in personal accomplishment indicate a high degree of burnout.

165 questionnaires were given to instructors for quantitative data during January and February, 2013. In addition, they were asked to give an honest, sincere response, and they were ensured that their responses would be kept confidential. The instructors were not asked to include their names on the questionnaires; 110 questionnaires returned as valid and the subsequent analysis of the data was carried out using SPSS statistical program.

#### **3.5.3.3. Pilot Study**

The interview questions were constructed after the quantitative data were analyzed. 3 interviews for the pilot study were conducted to determine the factors that lead teachers to burnout. Semi structured interviews were used for a pilot study, they were not asked in a predetermined order and some unplanned questions were also posed during the interviews according to participants' replies. After these quantitative data were analyzed, in order to find out the reasons to cause burnout, formal structured interviews were conducted during February and March, 2013.

#### **3.5.3.4. Structured Interviews**

To get much more detailed information about the interviewees' perceptions of their work life, the interview questions were constructed in the light of the quantitative data result. The data were analyzed one by one and the researcher selected 10 instructors who had the highest levels of emotional exhaustion and depersonalization and other 10 participants who had some tendency of these two dimensions (The interview questions are included in Appendix C).

As it is mentioned before, the interviewees were selected based on the data about the levels of burnout obtained through the questionnaire. To support the interview research, the researcher used audio recordings and took notes, which helped the researcher document the interaction. A limited number of teachers from two universities (18 from Gazi University, 2 from Ankara University) could participate in the interviews.

Structured, face to face interviews took approximately 20 to 25 minutes. While formulating the interview questions, the researcher tried to make sure that each question was precise and asked subjects directly about personal experiences. The interviews took place at different places such as teachers'

houses and teachers' offices. The structured interviews were asked in the same order in one-to-one and face-to-face.

### **3.6. Data Analysis**

The major instrument of the present study, which was designed to collect quantitative data, was to apply the MBI–Educators Survey to EFL teachers working at two state universities so as to see if there is a possible occurrence of burnout in these institutions. The scale was given to 165 teachers randomly. 110 of the scales were returned and responded completely. In the 'MBI', three dimensions of burnout behavior were described for the interpretation of the scale. Emotional Exhaustion, Depersonalization, and Personal Accomplishment, which comprise teacher burnout, are considered in the literature to be three distinct but empirically related constructs. In the questionnaire, there are 22 items to measure the level of emotional exhaustion, depersonalization and reduced personal accomplishment of the participants. Participants were asked to choose among the seven options: 'never', 'a few times a year or less', 'once a month or less', 'a few times a month', 'once a week', 'a few times a week', 'everyday'.

Concerning the quantitative data analysis of the study, the frequencies and percentages were calculated using SPSS 10.0. Additionally, the frequencies for each subscale of the questionnaire were calculated through Microsoft Office Excel program in line with the scoring key of the questionnaire.

Cronbach's alpha is utilized to determine the questionnaire's reliability whose rates for three aspects of job burnout namely emotional exhaustion, depersonalization and reduced personal accomplishment are 91, 72, 74 respectively.

The most recent version of the instrument is the MBI- Educators' Survey (MBI-ES; Maslach et al., 1996), which has received confirmation for its psychometric properties. Therefore, the researcher used it in order to measure instructors' burnout. In this instrument, the subscales for the dimensions of burnout- emotional exhaustion, depersonalization and personal accomplishment- are scored separately, so it is concluded that there is not a single or total score for burnout. When the scores on emotional exhaustion and depersonalization are high and the scores on personal accomplishment are low, instructor will be seen as experiencing high degree of burnout. For the purposes of diagnosis, burnout is experienced when at least two of the three dimensions give high scores (Galanakis et al., 2009).

Table 2 illustrates the categorization of subscores for the MBI-ES and lists the scores that would place a respondent in the low, moderate, or high category in each of the factors of burnout. The degrees offered in terms of the dimensions of teacher burnout (emotional exhaustion (EE), depersonalisation (DP) and reduced personal accomplishment (RPA) are:

**Table 2. MBI Scoring Key**

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

The scoring key for this inventory directs the user to cluster items specific to each of the three burnout dimensions and then to calculate summative scores for each dimension. Scores for emotional exhaustion are considered low within the range of 0-16, moderate within the range of 17-26, and high if they are over 27. Scores for depersonalization are considered low within the range of 0-6, moderate within the range of 7-12, and high if they are 13 or over. The items were reversed for the analysis of personal accomplishment. Accordingly, "never" was given a value of 6, "a few times a year or less" was given a value of 5, "once a month or less" was given a value of 4, a few times a month was given a value of 3, "once a week" was given a value of 2, "a few times a week" was given a value of 1 and "every day" was given a value of 0, as was described in the scoring key of the scale. This yielded a range of possible scores for personal accomplishment from 39 or over, with scores considered low (minimal dissatisfaction with personal accomplishment), moderate within the range of 32-38, and high within the range of 0-31. Low burnout category scores indicate low levels of dissatisfaction with personal accomplishment.



After scoring, items were categorized within each subscale. For each of the three subscales (EE, DP, and PA), responses to individual MBI-ES items were transformed to categories using the scoring key provided by Maslach et al. (1996). Unlike scores obtained on the Emotional Exhaustion and Depersonalization factors, low scores (0 – 31) on the Personal Accomplishment factor, for interpretive purposes, suggest low levels of *satisfaction* with Personal Accomplishment rather than high levels of experienced Personal Accomplishment. In this case, high scores for Personal Accomplishment (scores of 39 or higher) suggest higher levels of dissatisfaction with Personal Accomplishment.

The analysis of the qualitative data gathered from the interviews was done through content analysis. Accordingly, some common categories were reached and the interviews were analyzed under these. Moreover, in the quotes used from the interviews, numbers were given for the interviewees so as to keep their identity confidential.

#### Research Question 1:

Data for the first question were collected through the questionnaire. The first research Question investigated the burnout levels of EFL teachers in terms of the dimensions of Emotional Exhaustion (EE), Depersonalization (DP) and

Reduced Personal Accomplishment (RPA). The results of the study will be presented in chapter four.

#### Research Question 2:

The second phase was carried out after the quantitative data were completed. The pilot study was done on 2 instructors from Gazi University and 1 from Ankara University who had been working in these institutions for more than four years. The aim of the pilot study was the possible factor(s) leading the instructors to burnout. In the selection of these instructors, the categorization of the 'MBI' was used. Then, the interviews were conducted with those who were found to display high and moderate levels of emotional exhaustion and depersonalization. The results of the survey showed that all the teachers who participated in the survey had high levels of personal accomplishment, so this dimension of burnout was not considered for the selection of interviewees. The interview questions were prepared to determine the possible reasons causing emotional exhaustion and depersonalization so structured interviews were conducted.

### **3.7. Summary of Chapter 3**

Chapter 3 described the methodology and research design that were used for this study. The research questions and the data collection procedures

along with the setting, participants, the instruments used, and the data analysis method were presented. In the next chapter, the results obtained through the MBI-ES and interviews discussed in this chapter will be introduced.

## **CHAPTER 4**

### **RESULTS**

#### **4.1. Introduction**

In the previous chapter it was indicated that the MBI-Educators Survey and the interviews were used as the research tools to collect data. Both quantitative and qualitative analyses have been used to answer the research questions. In quotations from interviews, the respondents' words are italicised. Then the chapter concludes with a summary of all data collected.

#### **4. 2. Results**

The first research question tried to explore whether the instructors experience burnout in terms of emotional exhaustion, depersonalization and reduced sense of personal accomplishment. The dimensions of teacher burnout were examined through Maslach Burnout Inventory (MBI) – Educators Survey (Maslach, Jackson & Leiter, 1996). The second research question investigated the possible factors causing teachers stress and burnout from their perception through the interviews.

Therefore, the results of this study will be examined under two stages. The first stage is the analysis of the findings of the survey research, in which 110 English instructors were given a scale aiming at measuring their possible burnout degrees in terms of emotional exhaustion, depersonalization and reduced personal accomplishment. The second stage is the examining of the interviews with 20 English instructors who were selected by means of the findings of the survey research.

#### **4.2.1. MBI-ES**

This survey consisted of 22 items which related to burnout, evaluated under three sub-dimensions; emotional exhaustion (items: 1, 2, 3, 6, 8, 13, 14, 16, 20), depersonalization (items: 5, 10, 11, 15, 22), personal accomplishment (items: 4, 7, 9, 12, 17, 18, 19, 21). The emotional exhaustion subscale described feelings of being emotionally overextended and exhausted by one's work. The depersonalization subscale described an unfeeling and impersonal response toward students. And the last component of burnout, the personal accomplishment, describe feelings of competence and successful achievement in the teacher's work with others.

A full summary of the answers are shown in Table 3 below.

**Table 3. Frequencies and Percentages of the Items in the Scale**

		Never		A few times a year		Monthly or less		A few times a month or less		Every week		A few times a week		Every day		$\bar{X}$
		f	%	f	%	f	%	f	%	f	%	f	%	f	%	
1	I feel emotionally drained from my work.	2	1.8	26	23.6	18	16.4	29	26.4	13	11.8	18	16.4	4	3.6	2.9
2	I feel used up at the end of the workday.	2	1.8	8	7.3	12	10.9	24	21.8	18	16.4	33	30.0	13	11.8	3.8
3	I feel fatigued when I get up in the morning.	2	1.8	10	9.1	18	16.4	27	24.5	18	16.4	21	19.1	14	12.7	3.5
6	Working with people all day is really a strain for me.	18	16.4	30	27.3	14	12.7	22	20.0	10	9.1	6	5.5	10	9.1	2.3
8	I feel burned out from my work.	10	9.1	18	16.4	10	9.1	31	28.2	11	10.0	26	23.6	4	3.6	3.0
13	I feel frustrated by my job.	18	16.4	15	13.6	16	14.5	32	29.1	11	10.0	16	14.5	2	1.8	2.5
14	I feel I am working too hard on my job.	8	7.3	6	5.5	24	21.8	31	28.2	16	14.5	17	15.5	8	7.3	3.1
16	Working with people directly puts too much stress on me.	16	14.5	16	14.5	28	25.5	20	18.2	10	9.1	12	10.9	8	7.3	2.6
20	I feel like I'm at the end of my rope.	24	21.8	26	23.6	21	19.1	13	11.8	18	16.4	4	3.6	4	3.6	2.0
5	I feel I treat some students as if they were impersonal "objects".	59	53.6	27	24.5	8	7.3	6	5.5	4	3.6	4	3.6	2	1.8	1.0
10	I've become more callous toward people since I took this job.	30	27.3	13	11.8	14	12.7	33	30.0	10	9.1	8	7.3	2	1.8	2.1
11	I worry that this job is hardening me emotionally.	20	18.2	22	20.0	13	11.8	20	18.2	2	1.8	25	22.7	8	7.3	2.6
15	I don't really care what happens to some students.	54	49.1	20	18.2	12	10.9	8	7.3	10	9.1	6	5.5	0	0	1.3
22	I feel my students blame me for some of their problems.	46	41.8	32	29.1	14	12.7	10	9.1	6	5.5	2	1.8	0	0	1.1
4	I can easily understand how my students feel about things.	0	0	0	0	2	1.8	0	0	4	3.6	47	42.7	57	51.8	5.4
7	I deal very effectively with the problems of my students.	0	0	4	3.6	2	1.8	12	10.9	14	12.7	43	39.1	35	31.8	4.8
9	I feel I'm positively influencing other people's lives through my work.	0	0	4	3.6	12	10.9	11	10.0	24	21.8	44	40.0	15	13.6	4.3
12	I feel very energetic.	0	0	4	3.6	18	16.4	17	15.5	22	20.0	39	35.5	10	9.1	4.0
17	I can easily create a	0	0	0	0	4	3.6	8	7.3	16	14.5	43	39.1	39	35.5	5.0

	relaxed atmosphere with my students.															
18	I feel exhilarated after working closely with my students.	0	0	4	3.6	6	5.5	18	16.4	25	22.7	38	34.5	19	17.3	4.3
19	I have accomplished many worthwhile things in this job.	2	1.8	6	5.5	14	12.7	12	10.9	24	21.8	41	37.3	11	10.0	4.0
21	In my work, I deal with emotional problems very calmly.	0	0	4	3.6	12	10.9	23	20.9	16	14.5	41	37.3	14	12.7	4.1

As a result of the reliability analysis conducted on the collected data, the Cronbach's Alpha Reliability Coefficient for the questionnaire was found to be .79, which may prove that it is a reliable and valid questionnaire. Cronbach's alpha is utilized to determine the questionnaire's reliability whose rates for three aspects of job burnout namely emotional exhaustion, depersonalization and reduced personal accomplishment are .91, .72, and .74 respectively.

As it is mentioned before, the first research question investigated the burnout levels of teachers in terms of the three dimensions of burnout (emotional exhaustion, depersonalization and reduced personal accomplishment). Therefore, the scores obtained from the scales of 110 instructors were grouped under these three categorization and presented in Tables 4, 5 and 6. In this instrument, the subscales of burnout are considered and scored separately. High scores on emotional exhaustion and depersonalization and low scores in personal accomplishment reflect a high degree of burnout.

**Table 4. Frequencies and Percentages of the Emotional Exhaustion Subscale (EE)**

Level	<i>f</i>	%
Low	24	21.8
Moderate	42	38.2
High	44	40.0
Total	11	100

The following items (1, 2, 3, 6, 8, 13, 14, 16, and 20) are about one of the interpersonal aspect of burnout, emotional exhaustion.

Regarding the first item of the questionnaire, % 1.8 of the instructors said “never”; % 23.6 said ‘a few times a year’; % 16.4 of them said ‘monthly or less’; % 26.4 ‘a few times a month or less’; % 11.8 said ‘every week’; % 16.4 said ‘a few times a week’, and % 3.6 said ‘every day’. The mean score ( $\bar{X} = 2.9$ ) of the first item showed that instructors are emotionally drained from work “a few times a month or less”.

With regard to the second item of the questionnaire, % 1.8 of the instructors said “never”; % 7.3 said ‘a few times a year’; % 10.9 of them said ‘monthly or less’; % 21.8 ‘a few times a month or less’; % 16.4 said ‘every week’; % 30.0 said ‘a few times a week’, and % 11.8 said ‘every day’. The mean score ( $\bar{X} = 3.8$ ) of the second item indicated that instructors feel used up at the end of the workday “a few times a week”.

For the third item of the questionnaire, % 1.8 of the instructors said “never”; % 9.1 said ‘a few times a year’; % 16.4 of them said ‘monthly or less’; % 24.5 ‘a few times a month or less’; % 16.4 said ‘every week’; % 19.1 said ‘a few

times a week', and % 12.7 said 'every day'. The mean score ( $\bar{X} = 3.5$ ) of the third item revealed that instructors feel exhausted when they get up in the morning "a few times a month or less".

There are obvious signals that teachers are in danger of emotional exhaustion. The results of these three items of the questionnaire may display the signals of emotional exhaustion such as feeling exhausted, emotionally drained and used up (Kokkinos, 2007; Maslach et al., 1996). According to Leiter (1988), job conditions are strongly related to emotional exhaustion than to depersonalization, and reduced personal accomplishment (as cited in Dollard's et al., 2003). The results of these three items of the questionnaire may indicate that instructors suffer from occupational stressors such as excessive paperwork, work overload and role conflict in the work environment.

Other item of the questionnaire for emotional exhaustion is the sixth one. 16.4% of the instructors said "never"; 27.3% said 'a few times a year'; 12.7% of them said 'monthly or less'; 20.0% 'a few times a month or less'; 9.1% said 'every week'; 5.5% said 'a few times a week', and 9.1% said 'every day'. The mean score ( $\bar{X} = 2.3$ ) of the sixth item displayed that working with people makes instructors feel stressful "a few times a month or less". The results for the sixth item may not be about students, but colleagues. Since interviews also support that it is not possible to continue teaching unless a teacher likes working with students.



With respect to the eighth item of the questionnaire, % 9.1 of the instructors said "never"; 16.4% said 'a few times a year'; 9.1% of them said 'monthly or less'; 28.2% 'a few times a month or less'; 10.0% said 'every week'; 23.6% said 'a few times a week', and 3.6% said 'every day'. The mean score ( $\bar{X} = 3.0$ ) of the eighth item indicated that they experience burnout due to occupational factors "a few times a month or less".

Regarding the thirteenth item of the questionnaire, %16.4 of the instructors said "never"; %13.6 said 'a few times a year'; %14.5 of them said 'monthly or less'; %29.1 'a few times a month or less'; % 10.0 said 'every week'; % 14.5 said 'a few times a week', and % 1.8 said 'every day'. The mean score ( $\bar{X} = 2.5$ ) of the thirteenth item revealed that they feel disappointed with their job "a few times a month or less". This item may indicate the mismatch of teachers' expectations. It may display that they have different hopes and expectations before they start their career, but they feel disappointed in the course of time when these expectations are not met.

In the fourteenth item of the questionnaire, % 7.3 of the instructors said "never"; % 5.5 said 'a few times a year'; % 21.8 of them said 'monthly or less'; % 28.2 'a few times a month or less'; % 14.5 said 'every week'; % 15.5 said 'a few times a week', and % 7.3 said 'every day'. The mean score ( $\bar{X} = 3.1$ ) of the fourteenth item showed that instructors feel they are working too hard on their job "a few times a month or less".

Regarding the sixteenth item of the questionnaire, % 14.5 of the instructors said "never"; % 14.5 said 'a few times a year'; % 25.5 of them said 'monthly or less'; % 18.2 'a few times a month or less'; % 9.1 said 'every week'; % 10.9 said 'a few times a week', and % 7.3 said 'every day'. The mean score ( $\bar{X} = 2.6$ ) of the sixteenth item showed that working with people directly puts too much stress on them "monthly or less".

Regarding the last item of emotional exhaustion of the questionnaire, % 21.8 of the instructors said "never"; % 23.6 said 'a few times a year'; % 19.1 of them said 'monthly or less'; % 11.8 'a few times a month or less'; % 16.4 said 'every week'; % 3.6 said 'a few times a week', and % 3.6 said 'every day'. The mean score ( $\bar{X} = 2.0$ ) of the twentieth item indicated that they feel like they are at the limit of their patience 'a few times a year'.

To determine emotional exhaustion, items calculated included 1, 2, 3, 6, 8, 13, 14, 16, and 20 and the results of the 'MBI-Educators Survey' have clearly shown that the instructors of the institution display emotional exhaustion at various degrees.

Table 4 shows the distribution of the participants suffering from emotional exhaustion. It can be seen that the number of those not suffering from burnout was only 24, constituting 21.8 % of the sampling group; totally 42 instructors (38.2 %) did not suffer from burnout, but showed some tendency; the remaining 44 instructors (40.0 %) displayed a high degree of burnout. As the table

indicates, feelings of emotional exhaustion were a bit higher among the instructors working at these two state universities. This may indicate that occupational stressors and interpersonal problems have a great impact on the teachers and make them feel stress in their work environment.

**Table 5. Frequencies and Percentages of the Depersonalization Subscale (DP)**

Level	<i>f</i>	%
Low	52	47.3
Moderate	36	32.7
High	22	20.0
Total	11	100.0

For the DP subscale, items calculated included 5, 10, 11, 15, and 22. The following items (5, 10, 11, 15, and 22) are about depersonalization, the other dimension of burnout.

In the fifth item of the questionnaire, % 53.6 of the instructors said “never”; % 24.5 said ‘a few times a year’; % 7.3 of them said ‘monthly or less’; % 5.5 ‘a few times a month or less’; % 3.6 said ‘every week’; % 3.6 said ‘a few times a week’, and % 1.8 said ‘every day’. The mean score ( $\bar{X} = 1.0$ ) of the fifth item showed that they never feel they treat their students as if they were impersonal ‘objects’.

It can be inferred that most of the instructors working these two universities like their job and being with students. They respect their students

and behave accordingly. The rest of the instructors may sometimes worry about their attitudes toward students and they think they sometimes may treat negatively to their students. As the frequency rate of 'every day' or 'a few times a week' is really low.

Regarding the tenth item of the questionnaire, % 27.3 of the instructors said "never"; % 11.8 said 'a few times a year'; % 12.7 of them said 'monthly or less'; % 30.0 'a few times a month or less'; % 9.1 said 'every week'; % 7.3 said 'a few times a week', and % 1.8 said 'every day'. The mean score ( $\bar{X} = 2.1$ ) of the tenth item revealed that they have started to behave more callous toward people since they started teaching 'a few times a month or less'.

With regard to the eleventh item of the questionnaire, % 18.2 of the instructors said "never"; % 20.0 said 'a few times a year'; % 11.8 of them said 'monthly or less'; % 18.2 'a few times a month or less'; % 1.8 said 'every week'; % 22.7 said 'a few times a week', and % 7.3 said 'every day'. The mean score ( $\bar{X} = 2.6$ ) of the eleventh item showed that they feel that teaching is hardening them emotionally 'a few times a week'.

For the fifteenth item of the questionnaire, % 49.1 of the instructors said "never"; % 18.2 said 'a few times a year'; % 10.9 of them said 'monthly or less'; % 7.3 'a few times a month or less'; % 9.1 said 'every week'; % 5.5 said 'a few times a week', and % 0 said 'every day'. The mean score ( $\bar{X} = 1.3$ ) of the fifteenth item showed that they always care what happens to their students. The result of this fifteenth item prove that most of the instructors really care

about their students. No one who participated in this survey ignore their students. It can be inferred that all the instructors give importance to their students and try to do their best.

Regarding the last item of depersonalization of the questionnaire, % 41.8 of the instructors said "never"; % 29.1 said 'a few times a year'; % 12.7 of them said 'monthly or less'; % 9.1 'a few times a month or less'; % 5.5 said 'every week'; % 1.8 said 'a few times a week', and % 0 said 'every day'. The mean score ( $\bar{X} = 1.1$ ) of this item indicated that they never feel guilty of some of their students' problems. This may indicate that they really respect and care about their students, so they never believe that their students blame them for their problems.

Table 5 reveals that the instructors display depersonalization at various degrees. It can be inferred that the number of the participants suffering from depersonalization was 22 (% 20.0); those who showed some tendency was 36 (% 32.7); and the remaining 52 instructors (% 47.3) feel low depersonalization.

Both emotional exhaustion scale and depersonalization scale refer to negative energy or intolerance for others. Emotional exhaustion is considered the affective dimension of burnout that may lead to depersonalization stage of burnout (Maslach et al., 2001). The results of this study prove that almost half of the instructors experience emotional exhaustion and depersonalization starts to appear in these two universities.

**Table 6. Frequencies and Percentages of the Personal Accomplishment Subscale (PA)**

Level	<i>f</i>	%
Low	0	0
Moderate	0	0
High	110	100
Total	110	100

For the PA subscale, items calculated included 4, 7, 9, 12, 17, 18, 19, and 21. They were scored in the opposite direction because a low level of PA is often associated with burnout, while a high level of EE or DP is often associated with burnout.

Considering the fourth item of the questionnaire, % 0 of the instructors said "never"; % 0 said 'a few times a year'; % 1.8 of them said 'monthly or less'; % 0 'a few times a month or less'; % 3.6 said 'every week'; % 42.7 said 'a few times a week', and % 51.8 said 'every day'. The mean score ( $\bar{X} = 5.4$ ) of the fourth item showed that they can easily understand how their students feel about things 'every day'.

Regarding the seventh item of the questionnaire, % 0 of the instructors said "never"; % 3.6 said 'a few times a year'; % 1.8 of them said 'monthly or less';

% 10.9 'a few times a month or less'; % 12.7 said 'every week'; % 39.1 said 'a few times a week', and % 31.8 said 'every day'. The mean score ( $\bar{X} = 4.8$ ) of the seventh item revealed that they deal very effectively with the problems of their students 'a few times a week'.

With respect to the ninth item of the questionnaire, % 0 of the instructors said "never"; % 3.6 said 'a few times a year'; % 10.9 of them said 'monthly or less'; % 10.0 'a few times a month or less'; % 21.8 said 'every week'; % 40.0 said 'a few times a week', and % 13.6 said 'every day'. The mean score ( $\bar{X} = 4.3$ ) of the seventh item showed that they feel they can influence their students' lives in a positive way through teaching 'a few times a week'.

Regarding the twelfth item of the questionnaire, % 0 of the instructors said "never"; % 3.6 said 'a few times a year'; % 16.4 of them said 'monthly or less'; % 15.5 'a few times a month or less'; % 20.0 said 'every week'; % 35.5 said 'a few times a week', and % 9.1 said 'every day'. The mean score ( $\bar{X} = 4.0$ ) of the twelfth item showed that they feel very energetic 'a few times a week'.

Considering the seventeenth item of the questionnaire, %0 of the instructors said 'never'; % 0 said 'a few times a year'; % 3.6 of them said 'monthly or less'; % 7.3 'a few times a month or less'; % 14.5 said 'every week'; % 39.1 said 'a few times a week', and % 35.5 said 'every day'. The mean score

( $\bar{X} = 5.0$ ) of the seventeenth item showed that they can easily create a relaxed atmosphere with their students 'a few times a week'.

With respect to the eighteenth item of the questionnaire, % 0 of the instructors said "never"; % 3.6 said 'a few times a year'; % 5.5 of them said 'monthly or less'; % 16.4 'a few times a month or less'; % 22.7 said 'every week'; % 34.5 said 'a few times a week', and % 17.3 said 'every day'. The mean score ( $\bar{X} = 4.3$ ) of the eighteenth item showed that they feel enjoyed when they work closely with their students 'a few times a week'.

Regarding the nineteenth item of the questionnaire, % 1.8 of the instructors said "never"; % 5.5 said 'a few times a year'; % 12.7 of them said 'monthly or less'; % 10.9 'a few times a month or less'; % 21.8 said 'every week'; % 37.3 said 'a few times a week', and % 10.0 said 'every day'. The mean score ( $\bar{X} = 4.0$ ) of the nineteenth item showed that they have accomplished many worthwhile things in their job 'a few times a week'.

With regard to the twenty-first item of the questionnaire, % 0 of the instructors said "never"; % 3.6 said 'a few times a year'; % 10.9 of them said 'monthly or less'; % 20.9 'a few times a month or less'; % 14.5 said 'every week'; % 37.3 said 'a few times a week', and % 12.7 said 'every day'. The mean score ( $\bar{X} = 4.1$ ) of the twenty-first item showed that they deal with emotional problems very calmly in their work 'a few times a week'.



The personal accomplishment scale indicates items in the positive direction of feelings and relationships with others. On the other hand, higher scores for both the emotional exhaustion and depersonalization subscales indicate higher levels of burnout. For the PA subscale, scores were converted according to directions provided by the MBI-ES instructor's manual, and each participant's mean score was compared with normative scores to determine whether the participant ranked as high, medium, or low in each factor (See Appendix B). Each subscale (EE, DP, and PA) was determined by calculating individual items as determined by the directions provided with the survey instrument.

Table 6 displays that all the instructors, who participated in this survey, have significantly higher sense of personal accomplishment (% 100.0). In this respect, they feel successful in their job and they believe they have high performance at work.

The result of this study have clearly proved that unlike emotional exhaustion and depersonalization that are likely to appear together, reduced personal accomplishment is independent of the other two stages (Maslach & Jackson, 1981). In the light of these results, the researcher tries to identify the possible reasons that may lead to emotional exhaustion and depersonalization.

As stated earlier, in order to find out what the instructors think about their working conditions, and what might cause the emotional exhaustion and

depersonalization, structured interviews were conducted. The interview questions were prepared especially to see the factors related to burnout.

#### **4.2.2. Interview Questions**

**Part A:** This first part was designed to find out how much stress the instructors feel in their work environment. The questions in this part are about their work environment and how effective it is on their life. Although there are a lot of factors in the existing literature on burnout, they were limited to the most commonly faced ones in the prep schools at universities.

**Part B:** The questions in this part are prepared to determine their work load.

**Part C:** The third part was formed to discover whether they experience role ambiguity or role conflict in their institutions and they feel enough autonomy in making decisions.

**Part D:** The two questions in this part are related to rules and objectives of the institutions.

**Part E:** Depending on the literature on burnout, interpersonal relationships have an important effect on employees so the questions about relationships were addressed to the participants.

**Part F:** Physical environment and access to the technology have a great influence on both learning and teaching process, so these questions were prepared to discover the instructors' opinions about their work environment.

**Part G:** These two questions were designed to determine whether the outside influences affect their work or not and how they feel about as a teacher in the community (See in Appendix 4).

#### **4.2.3. Interviews**

There are numerous factors that can be effective on teacher burnout in the literature. The result of quantitative data indicates that nearly half of the teachers experience emotional exhaustion and nearly the other half of them have tendency on it. Besides, half of the teachers who participated in the survey have also high and moderate levels of depersonalization. Therefore, these questions on interviews are prepared according to the results of the questionnaire and focused on some work environment factors, interpersonal relationships and workload.

Those factors that emerged from the interviews could be put under the following headings:

- Salary
- Student – teacher relationship
- Interaction with colleagues and administrative staff
- Workload
- Physical environment
- Lack of autonomy in decision making

These findings also shed light on the fact that those factors could be explained in terms of emotional exhaustion and depersonalization, which was revealed by the quantitative data. Besides, the consequences of work stress and the strategies teachers use to cope with stress are also stated.

#### Salary:

Although there are no questions about their salaries on interviews at first, all three of the interviewees for the pilot study mentioned that their monthly income is an important factor in performing their jobs. Therefore, it is added for the structured interviews. Most of them do not think that it has a big influence on their job satisfaction. However, if they had a chance to earn more money, they would not have to look for other jobs or they would use it for their professional improvement.

*'It is impossible to make a living for a family, so I have to give private lessons. And I really feel very tired' (1).*

*'I love being with students and I really like my job. Teaching English is really difficult because in Turkey, English is a foreign language and we have a little knowledge about English culture. I think learning a language means learning a new culture too, but we don't have a chance to spend our money for our personal improvement' (3).*

*'I would probably change the salary. In this way, I could go abroad to get high-quality training or to attend the courses I would like to take' (2).*

Some of them also stated that they don't feel valued or respected in the society due to the low monthly income.

*'In this community, teachers are not respected. Most people think that if you can't be anything, then be a teacher. If teachers were valued, their salary would increase and they wouldn't have to give private lessons' (5).*

Regarding the issue of salary, it can be said that most of the interviewees are not satisfied and they seem to be tired of earning little money and the consequences of it such as being underestimated by the community.

#### Student-Teacher Relationship:

Most of the teachers are satisfied with working with their students. In the questionnaire, the responses about personal accomplishment reveal that instructors have no problem with this issue, that is to say, they like what they are doing and being with students. Because of these reasons they feel successful. The interviews also support this fact.

*'Being with students is like a therapy. I forget whatever problem I have. I love being with them in the classroom' (7).*

*'Being able to teach is a wonderful thing for me. I feel useful and beneficial, especially when they want to learn and listen to me' (11).*

*'I'm a human being so sometimes I'm not on my brightest day, but their attitudes change everything. When they participate in the lesson, I feel very satisfied and forget all my problems' (12).*

*'Students have a big power that they don't know. Even if you are not in the mood, the class can easily cheer you up. We are like a family' (2).*

As it can be seen from these, instructors have positive attitudes toward teaching and spending time with students. Therefore, it can be inferred that students are not effective factors for the dimensions of emotional exhaustion and depersonalization.

Interaction with colleagues and administrative staff:

The interviewees indicated that in order to see their working environment as supportive and peaceful they need support both from their colleagues and from the administrators. When asked about the professional relationship among the instructors in their schools, some of them complained about the lack of it in their schools. However, there aren't any crucial problems among teachers or administrative staff. Some of the interviewees even seem to have positive feelings about the issue in their work environment.

*'There is a team spirit among certain people. There is a strong relationship only among the ones that are already friends' (8).*

*'If we have the time, we come together, share our experience and try to reflect on each other' (1).*

*'It is easy to reach administrators and talk to them about anything, so I guess they are friendly' (4).*

Two of the interviewees seem to be cautious regarding the improvement of team spirit, the role of the administrative staff in the development of it and the stress caused by these issues.

*'The team spirit is something very difficult to achieve. It needs time and energy. Principals, headmasters have a big role in this issue.*

*Team members need to be chosen carefully. A person could be a very good teacher, but cannot work in a team. It is a difficult thing to do' (13).*

*'Sometimes there could be situations where you can't actually do anything because there are situations that you can't control. You can't control others' behaviours, colleagues or boss. It is sometimes hard because you are not in charge. It is not only the classroom. Even in the classroom you can't control it. My point is when you are in an environment in which you are not in control, it is very difficult to control stress.'* (2).

Some of the interviewees seem to be pessimistic about the people they work with as they stated that the attitudes of their colleagues towards others was tiring.

*'I was tired of the people I work with' (17).*

*'Having to deal with different people, different characters are really stressful and tiring. People talk behind each other's back and my loved ones get hurt. I hate this. Also, I hate it when people aren't concerned with their own jobs but others' and they complain to their supervisors. People come and tell me some bad things about each other (7).*

Regarding the issue of interaction with the colleagues and administrative staff, it can be seen clearly that some of the interviewees are satisfied with the people they work with and their "friendly" administrative staff, while others seem to be weary of their colleagues' attitudes and characteristics regarding other people and work issues.

Workload:

The questions in the MBI revealed that emotional exhaustion, the most significant dimension of burnout, is the major aspect in this research. Keeping this in mind, through the interviews, the researcher tried to explore the reasons leading them to emotional exhaustion and depending on the literature, work overload is one of the reasons of it.

Most of the participants agreed that they always have lots of things to do in a certain amount of time (e.g. catching up with units, following weekly program, excessive paper work).

*'I would definitely reduce the number of hours teachers are supposed to teach. 25 hours per week makes teachers feel exhausted physically and stressed mentally' (12).*

*'We have lots to do in a limited time. Preparing for class or the assignment we have to read everyday make me exhausted and stressful' (1).*

*'Our workload is difficult to manage because we have extra responsibilities which make us tired and stressful. The program is sometimes very loaded, there is no consistency, it changes' (15).*

*'The objectives do not seem to be achievable since we cannot find enough time to make students practice within lessons. Usually, our weekly program is heavy and we have to move on from one unit to another' (2).*

Some of the participants think that work stress depends on many things such as working conditions. The participants who work for other units like testing office feel very stressful due to work overload.

*'I would just be a 25-hour teacher with no office duties. I'd only be concerned with my students' (12).*



*'I have 13 office hours. It's like 25 hours. Also I have to work until 5pm two or three days a week. I usually have to work every night' (16).*

One of the interviewee's talked about the importance of team work in a school unit and the difficulties and stress they experience because of this.

*'Working in other units needs collaboration and team spirit. You have to work in an office with certain people. When you are a teacher, you can choose your colleagues. However, when you work in other units, you have to be part of the group or the team. It makes me more stressful because there are lots of obligations, lots of people making comments, criticizing your job so it's a lot more difficult than I think being a teacher' (17).*

The importance of cooperation can be seen in the next interviewee's words and she also complained about their colleagues who have a lack of responsibilities regarding their job.

*'If the instructors working in other units knew exactly their responsibilities or duties, we wouldn't experience problems in which there is lack of correspondence. Actually, they should work more cooperatively' (2).*

The results of the interviews showed that workload stems from a number of other factors such as working conditions, difficulties regarding the maintenance of team spirit among people and the people they work with. When come together, all these factors contribute to the emotional burnout experienced by the instructors.

### Physical Environment:

The physical environment of the two universities and lack of nice facilities in school campuses seem to lead instructors toward burnout as they state that they are not happy with the environment they work in.

*'I want to work in a better university which has better conditions' (1).*

*'In our campus there is nowhere to go, nothing to do even for our students not enough cafes, no place to eat' (7).*

*'Restrooms are in a bad condition. No library, no cafe in a campus. We have three different buildings and far away from each other that we have to teach. We can't see our colleagues' (9).*

*'The photocopy room in Building A doesn't work. Internet connection could be better (12).*

*'The buses for students and teachers aren't enough. The campus is too far away. When you get to the campus, you are already tired' (14).*

*'The instructors' room could be much bigger, much more comfortable and easier to work in. Just one table, a lot of chairs. Every room at least 7 or 8 people. Another building there 25-30 people working in the same room' (4).*

*'We don't have enough rooms. They are not comfortable either' (2).*

One of the instructors approached the issue from students point of view and stated that there are no facilities or food courts for students, either. This might lead students to unhappiness, which may contribute to the burnout of teachers.

*'No facilities, no food courts for students and teachers.'* (15).

As it can be seen from these, physical environment of the schools and the lack of facilities have a negative effect on teachers and lead them to burnout.

#### Lack of Autonomy in Decision Making:

Whether or not instructors have enough autonomy in the work environment is another issue worth considering when analyzing burnout phenomenon. The results of the interviews showed that instructors complain about the psychological environment they work in and the attitudes of the administrative staff toward them regarding decision making and autonomy.

*'We have little or no role in decision making. Everything is controlled by two or three people'* (18).

*'Do this, do that. After a while, you lose your enthusiasm for the job'* (2).

*'There are always conflicts, arguments and fights in our meetings. We end up doing nothing'* (11).

*'It is difficult to be a team, your managers should create an environment in which you can be an effective team member. Unfortunately, there is not much collaboration in our school'* (1).

As it can be seen from these, teachers feel that they have no autonomy in decision making. Lack of autonomy may make them feel worthless, and lead them to depersonalization.

### Consequences of work stress:

The results of the interviews showed that work stress experienced by the instructors also affect their private life, which can possibly make them depressed and unhappy even at home.

*'Sometimes because of work overload, I can't spend much time with my family members and friends and this puts me too much stress. And sometimes work overload causes stress. And due to stress I have negative feelings toward people' (6).*

*'If I don't finish my work in a certain time, I feel depressed and guilty' (2).*

In addition to problems in their relationships, it can be seen that heavy work stress also cause health problems.

*'Due to the fact that we have lots of things to do in an inadequate time, I generally have some sleeping problems. Moreover, I behave others negatively, especially in the mornings' (1).*

The consequences of work stress seem to be serious having a negative effect not only on instructors' job performance but also in their private life, which can definitely be a potential contributor to the burnout they suffer from.

### How to cope:

Although most of the participants complain about stress in their work environment, they do not know how to cope with it. They have some personal strategies which make them feel relaxed temporarily.

*'You pretend the stress doesn't exist or you end up having conflict with people' (13).*

*'I really don't know how to cope with stress. I just meet my friends to get away from stress' (2).*

*'I try to get busy by doing things or watching films which make me relaxed or try to think of different things that make me happy.' (1).*

*'Not much time to do. Even at the weekends we have lots of things to do. I just meet my friends or watch films to clean my mind' (17).*

*'I don't know whether it is a strategy or not, but I usually take a deep breath and have some coffee'.(4).*

It can be seen that the strategies the instructors talked about are completely personal and they feel themselves obliged to do things in order to relieve their minds. This can also show the significance of their feeling of exhaustion.

The purpose of the research was to investigate the burnout level of instructors working at two preparatory schools in Ankara; to find out whether they were suffering from burnout or not and to find out the major common factors leading them to burnout according to the perceptions of instructors. Therefore, the qualitative findings were analyzed and interpreted from this perspective. In order to identify the most suitable participants in terms of manifestation of teacher burnout, the findings given in Table 3 were used to

select English instructors for the interview sessions to reveal why these teachers suffer from emotional exhaustion and depersonalization.

#### **4.3. Summary of Chapter 4**

This chapter has presented the results obtained through both quantitative and qualitative analyses conducted to answer the research questions posed in the previous chapter. The analyses revealed that nearly half of the instructors suffered from emotional exhaustion, the other half of them had some tendency on it; and depersonalization started to appear in these two universities. The qualitative data gathered through the interviews gave insights for revealing the possible effects of the working conditions on instructors' emotional exhaustion and depersonalization.

## **CHAPTER 5**

### **CONCLUSION**

#### **5. 1. Introduction**

The final Chapter 5 starts with a summary review of the study, followed by a narrative review of the findings. The results will be discussed in terms of the possible effects of working conditions on the likelihood of burnout among the instructors. Conclusions based on the research questions are then tied to the theoretical framework for the study and presented along with the practical suggestions of these findings.

#### **5.2. Discussion**

The research was designed to investigate the burnout levels of Turkish EFL teachers working at preparatory schools of two different state universities in terms of emotional exhaustion, depersonalization and reduced personal accomplishment and the major common factor(s) leading them to burnout. Data were gathered and analyzed both quantitatively and qualitatively.

The returned questionnaires of 110 Turkish EFL instructors from 2 state universities in Ankara constituted the quantitative data and interviews with 20 instructors from two state universities provided the qualitative data for the present study.

The first research question was related to examining the burnout levels of teachers; MBI-ES was carried out. The results displayed that almost half of the teachers involved in the survey had high levels of emotional exhaustion, and almost the other half had moderate levels of emotional exhaustion. Looking toward the depersonalization dimension, another aspect of burnout, half of the instructors had low levels of depersonalization but the other half had moderate and high levels of depersonalization. It may be inferred that high levels of emotional exhaustion can cause depersonalization. What is so surprising is that all the teachers participating in the survey had higher sense of personal accomplishment. Therefore, teachers identified with a higher degree of burnout display only two symptoms (emotional exhaustion and depersonalization) of burnout.

As for the second research question, interviews were conducted with 18 teachers from Gazi University, and 2 teachers from Ankara University. These instructors were selected on the basis of the results of the MBI-ES. The interviews showed that some of the instructors seriously affected the symptoms of burnout physically and mentally. It was found out that the major common factors for emotional exhaustion and depersonalization were categorized under



these headings: salary, interaction with colleagues and administrative staff, work overload, physical environment and lack of autonomy in decision making.

The study revealed some findings contrary to the researcher's expectation. In the light of the observations of the colleagues, I was expected to find more burnt out instructors in these two universities because of the complaints about the stressful environment and work overload (i.e. excessive paperwork), which are the significant factor that would strongly contribute to teacher burnout (Cherniss, 1980; as cited in Dollard et al., 2003). Nevertheless, this difference between the researcher's expectation and the finding could be explained in several ways. First of all, the instructors working at preparatory schools were generally young, under 35 years of age. Literature about the relation between age and burnout generally reveals that younger employees are unlikely to have higher levels of stress (Collings & Murray, 1996). According to Maslach, Schaufeli and Leiter (2001), since burnout is the result of a long term exposure to chronic job stressors, it may occur later rather than earlier in people's lives. Secondly, it is not possible to work effectively without creating some degree of stress. Moreover, Selye (1976) claims that stress has also a positive side, as the stressors help the individual to achieve what he or she wants, and affect behavior positively and motivate them. For all of these reasons, although half of the instructors are suffering from emotional exhaustion and a few of them experience depersonalization, all of them have high levels of personal accomplishment.

The results revealed that most of the teachers participated in the study had higher and moderate levels in terms of emotional exhaustion. Looking toward the depersonalization aspect of burnout, half of the teachers had low level of depersonalization and the other half had high and moderate levels of depersonalization. Although depersonalization is associated with reduced feelings of accomplishment (Greenglass et al., 1997, as cited in Dollard et al., 2003), this study displays that depersonalization is more related to emotional exhaustion and supports Sucuoğlu and Kuloğlu's claim that burnout starts with emotional exhaustion and then the other dimensions can be experienced. Moreover, Kaçmaz (2005) also states that emotional exhaustion is the most important predictor of burnout. On the other hand, teachers had significantly higher sense of personal accomplishment, revealing that they felt being more effective and sufficient in their jobs and were able to affect their students' lives in a positive way.

The insights from the interviews also shed light on some of the working conditions in these two state universities, which could be directly effective on their emotional exhaustion. Moreover, they indicated that these instructors are not much satisfied with their working environment because of the insufficiencies stated in interviews, which might lead them to feel emotionally exhausted and depersonalized, as there is always a gap between the idealized working environment and the actual working environment.

Although the study revealed some interesting results, the findings seem to be related to some of the previous research in the literature. First of all, it is obvious that both the quantitative and the qualitative findings supported the idea that work environment is an important factor on burnout. For this study, especially the insufficiency of a physical environment and work overload in these two schools have seriously affected the burnout levels of teachers.

Moreover, Schwab et al. (1986) suggest that conflicting job expectations are related particularly to emotional exhaustion than to depersonalization or to lack of personal accomplishment. The findings of qualitative data revealed that teachers complain about the mismatch of the objectives they had to achieve and they did in the classroom. Furthermore, lack of cooperation between other units may also be associated with role conflict.

The interviews also revealed that, despite the deficiencies stated above in these universities, teachers do not think of leaving their jobs because of the qualified and respectful students. This helps them have more positive interaction with the students. They also stated that they feel accomplished and successful most when they get positive feedback from the students after a positive interaction with them.

Regarding the related literature, several authors claim that emotional exhaustion and depersonalization stage of burnout develop parallel (Demerouti et al., 2001); on the other hand, according to Maslach et al. (2001), emotional

exhaustion causes depersonalization dimension of burnout, which was proved in this study. Although every researcher supposes a different stage order, the findings of the study displayed that job stressors cause physical and emotional exhaustion, followed by depersonalization and then, negative self-evaluation. Besides, according to Maslach and Jackson (1981) reduced personal accomplishment is independent of the other two.

According to the well-known definition of burnout (Maslach, 1976; Maslach & Jackson, 1981), burned out people suffer from emotional exhaustion, depersonalization and a reduced sense of personal accomplishment. The research shows that, generally speaking, the teachers working at prep schools of these two universities do not experience burnout, but if the necessary precautions are not taken, they may be in danger of burnout.

### **5.3. Suggestions**

There have been some investigations of interventions where stress and burnout in teachers can be prevented or reduced. Many of these interventions have led to lower stress and burnout levels in teachers by changing the work environment.

The major intervention was not just expected appreciation for the work from administration but also to teach workers to reward each other and to respect and value the appreciation of their peers; since people are often able to

overcome stressful and demanding jobs if they feel valuable and appreciated (Pines & Aronson, 1988).

Burisch (1993) asserts that burnout starts with disappointment because of inability to change or achieve one's goals or loss of autonomy with which the person cannot cope in a sufficient and appropriate way. People cope with burnout in different ways. Some of them leave their professions. Leaving the career is related to a sense of reduced personal accomplishment, guilt and waste. It is costly for the organization and for society (Pines & Aronson, 1988). If individuals become aware of the potential triggers of burnout and practise a variety of stress management techniques, burnout can be prevented. Moreover, it may be viewed as a trigger for personal growth and may be an opportunity for becoming aware of problems and for learning about strengths and weaknesses and also provide for using coping strategies (Caputo, 1991; Pines & Aronson, 1988).

The big role to prevent or reduce stress in the work environment relates to administration. The principals have many responsibilities within a school, but their support for teachers is crucially important. The support teachers receive from their principals is invaluable for all teachers and education in general. School's administration may determine the factors for burnout in their own institution so the work environment can be reorganized to make it less stressful (Dollard et.al, 2003). They could improve the physical arrangements such as purchasing new equipment.

Through the interviews, almost all teachers complained about the physical condition of the universities and they claimed that they even didn't have enough room for instructors. Moreover, they said they would prefer to work in a university which had a better condition.

Researches show that school's appreciation for teachers' efforts and rewards for their work would mean organizational support (Eisenberger et al., 1999). Teachers need to know how much the institution they work for appreciate their contributions and cares about their well-being.

Blankenship and Colern (2009) suggested that strong support from principals may have been an important factor in preventing burnout. If administrative staff do not identify the sources of stress and listen to their teachers, teachers perceive they are not respected as professionals.

All the staff should know the responsibilities and try to work cooperatively with the other members of the units. Moreover, in these two universities, teachers claim that they know their objectives but nothing seems to be done to meet these objectives. For instance, stress can be reduced by establishing clear lines of authority and responsibility in helping to reduce ambiguity and conflict in order to gain greater involvement and commitment.

Another conclusion that can be drawn from the research is that almost all of the teachers participated in interviews do not know how to cope with stress. They try to apply individual and temporary strategies. Seminars or meetings can be held in accordance with instructors' needs and problems and stress management techniques can be taught, since the result of the interviews show that some teachers don't know anything how to cope with stress and others know temporarily remedies. Besides, this can increase the quality and the effectiveness of language teaching in preparatory schools of universities and assist people with high stress to cope better.

Educational programs, workshops, stress management programs can be done to reduce burnout (Pines et al., 1981). Increased teachers involvement and participation in decision making, encouraging the development of mentoring relationships between older and younger teachers can also be useful in increasing commitment among teachers and support lessens the impact of exhaustion (Schwab et al., 1986). Leiter (1991) claims that strong social networks provide greater opportunity to enhance their professional effectiveness, and supervision improves relationships with others and work performance. According to Pines and Aronson (1988), the causes and cures of burnout have been sought on the work environment because almost all employees regardless of their personality characteristics can be influenced by work environment and its changes. Establishment of supportive relationships among teachers, working cooperatively, creating opportunities to observe other

teachers' classes or to share teaching ideas with each other may foster supportive relationships among teachers.

Finally, the work environment has a big role for reducing or preventing the likelihood of burnout; so looking for solutions in the work environment is more practical. However, these should be considered as assumptions and investigated in more detail in future research (Pines & Aronson, 1988).

We may assume that the present study has several implications for teachers, administrators and teacher trainers. First of all, teacher burnout is a crucially important issue; almost all the employees working in the people-oriented profession experience burnout in their careers. And teachers, teacher trainers and administrative staff in particular should be aware of this phenomenon, and its possible causes and preventing strategies; since if they take precautions, it increases not only their sense of personal accomplishment in teaching, but also their students' achievement. The more they are aware of it, the more they could be able to find coping strategies with the stressors in the work environment causing burnout. This awareness might be used to provide collaboration among teachers and developing more positive attitudes toward each other and their job.

Secondly, there are actually more to suggest for the administrators in the light of the findings of this study. First of all, the findings of the study indicate the importance of the administrative support for the improvement of the conditions



in the school, not only for teachers but also for students. They should provide a positive school atmosphere for the teachers and students, which is apparently supportive for learning and provides opportunities for professional development. The administrators should consider organizing social facilities more frequently to bring the teachers together and to create a sense of community in the school, which will help teachers sense that they are valued and respected. Through strong administrative support, teachers will be more satisfied with their working environment and they will show more commitment. This will, in turn, lead to higher levels of learning and teaching.

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## APPENDICES

### Appendix A: Informed Consent Form for The Survey

#### Informed Consent Form

Dear Colleague,

This questionnaire is designed to collect data for my MA Thesis in English Language Teaching Program at the Department of Foreign Language Education at Ufuk University. The purpose of my research is to explore the burnout level of Turkish EFL instructors working at University English Prep Schools in Ankara.

This form explains the research that you are invited to participate in. Before completing the form, please ask the researcher any question that you may have.

You will be asked to take the survey that is designed to examine instructors' level of burnout. The survey consists of 22 statements of job-related feelings and your participation will take 5-10 minutes. Some of the participants will also be interviewed concerning the survey results.

The survey has two sections:

- A) The first section has about your personal and work information,
- B) The second section has questions about your experiences of burnout.

By completing this survey form, it is assumed that you agree to participate in this research and give the researcher permission to use your answers for research purposes.

The researcher guarantees that all the responses and the information that you provide will be strictly confidential.



It is important that you give sincere answers to achieve its aim.

Thank you very much for contributing to this study by filling in this questionnaire...

GÜLBUĞ GÜVEN

UFUK UNIVERSITY, MA STUDENT

Section One: Additional questions asked for personal and work information:

Please complete all the questions

- 1) Age: \_\_\_\_\_
- 2) Gender: \_\_\_\_\_ Male \_\_\_\_\_ Female
- 3) Marital Status: \_\_\_\_\_ Single \_\_\_\_\_ Married \_\_\_\_\_ Widowed  
\_\_\_\_\_ Divorced/Remarried
- 4) Working at: \_\_\_\_\_ Gazi University \_\_\_\_\_ Ankara University
- 5) Teaching experience-total number of years (Life time): \_\_\_\_\_
- 6) Teaching experience-number of years at current University: \_\_\_\_\_
- 7) Educational status: \_\_\_\_\_ B.A. \_\_\_\_\_ M.A. in progress \_\_\_\_\_ M.A. \_\_\_\_\_ Ph.D. in progress \_\_\_\_\_ P.h. D.
- 7) Permanent staff at the university: \_\_\_\_\_ Yes \_\_\_\_\_ No
- 8) Extra job responsibilities(e.g. department head, coordinator) \_\_\_\_\_
- 9) Number of hours usually worked each week: \_\_\_\_\_

Measurement Protocol for Maslach Burnout Inventory – Educator's Survey.

The purpose of this survey is to determine how teachers feel about their job and its related aspects. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling, write a '0' in the space before the statement. If you have had this feeling, indicate how often you feel it by writing the number (from 1 to 6) that best defines how frequently you feel that way.

How Often:	0	1	2	3	4	5	6
	Never	A few times	Once a	A few	Once	A few	
Every		a year	month	times	a week	times	day
		or less	or less	a month		a week	

1. \_\_\_\_\_ I feel emotionally drained from my work.
2. \_\_\_\_\_ I feel used up at the end of the workday.
3. \_\_\_\_\_ I feel fatigued when I get up in the morning and have to face another day on the job.
4. \_\_\_\_\_ I can easily understand how my students feel about things.
5. \_\_\_\_\_ I feel I treat some students as if they were impersonal objects
6. \_\_\_\_\_ Working with people all day is really a strain on me.
7. \_\_\_\_\_ I deal very effectively with the problems of my students.
8. \_\_\_\_\_ I feel burned out from my work.
9. \_\_\_\_\_ I feel I'm positively influencing other people's lives through my work.
10. \_\_\_\_\_ I've become more callous toward people since I took this job.
11. \_\_\_\_\_ I worry that this job is hardening me emotionally.
12. \_\_\_\_\_ I feel very energetic.
13. \_\_\_\_\_ I feel frustrated by my job.
14. \_\_\_\_\_ I feel I'm working too hard on my job.
15. \_\_\_\_\_ I don't really care what happens to some students.
16. \_\_\_\_\_ working with people directly puts too much stress on me.
17. \_\_\_\_\_ I can easily create a relaxed atmosphere with my students.
18. \_\_\_\_\_ I feel exhilarated after working closely with my students.
19. \_\_\_\_\_ I have accomplished many worthwhile things in this job.

20. \_\_\_\_\_ I feel like I'm at the end of my rope.  
21. \_\_\_\_\_ In my work, I deal with emotional problems very calmly.  
22. \_\_\_\_\_ I feel students blame me for some of their problems.

### **Appendix B: MBI Scoring Key**

APPENDIX B

MBI SCORING KEY

*MBI Scoring Key*

**Emotional Exhaustion Subscale (EE)**

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

**HOW OFTEN**  
0-6

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

Categorization: Emotional Exhaustion	
Frequency	
High	22 or over
Moderate	17-20
Low	0-16

**Depersonalization Subscale (DP)**

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

**HOW OFTEN**  
0-6

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

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

**Personal Accomplishment Subscale (PA)**

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

**HOW OFTEN**  
0-6

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

Categorization: Personal Accomplishment	
Frequency	
High	0-11
Moderate	12-20
Low	21 or more

Appendix C: Interview Questions

## INTERVIEW QUESTIONS

### Part A: Stress and Work

- 1) How would you describe your work environment? Relaxed or stressful?
  - a) If you think you feel stressed, how much stress do you generally feel from your job?
  - b) What things do you think cause this stress? Can you describe this to me? How do you feel in stressful situations?
  - c) Does this stress have an impact on every aspect of your life (family and colleagues relationships...)?
  - d) How do you feel while working as a teacher? Can you describe your feelings in a few words?
- 1) If you had a chance to decrease stress in your work environment, what would you do?
  - a) Do you have any strategies or approaches to cope with these stressful events? What coping skills do you think instructors should use to meet their job demands?
- 2) Have you ever thought of working at another university? Why, why not?

### Part B: Work Load

- 1) How many hours a week do you teach?
  - a) Does it make you feel exhausted?
- 2) What do you think of your workload? (easy or difficult to manage). Can you describe it in a few words?
- 3) Can you finish your work or meet demands within the time required?

### Part C: Decision Making – Role Conflict

- 1) Do all the instructors know what are expected from them?
  - a) Do the instructors who work in other units (curriculum development or material development units) exactly know their responsibilities?
- 2) Do you feel that you have enough autonomy in making decisions with regard to your work?
  - a) Are you encouraged to make your own decisions in teaching?
  - b) Do you make your decisions or solve problems in a collaborative manner? How do you feel about it?
- 3) How does the head of the department approach to the problems relating to staff?
  - c) Does the principal or administrative staff listen to and accept instructors' suggestions?

Part D: Rules, Regulations and Expectations

- 1) Are there lots of rules and regulations you have to follow? How do you feel about that?
- 2) Are your goals in teaching clearly defined? Are they achievable?

Part E: Interpersonal Relationships

- 1) What kinds of relationships exist between instructors and students? How much do you think students' behaviors are effective in teacher burnout?
- 2) Do you have a chance to talk about teaching problems with your colleagues?
- 3) What are the personal and professional relationships among the instructors? Is there a 'team spirit'?
- 4) Do you feel you can ask for help or feedback from other instructors or administrators?
- 5) Can you define the social environment in your university?
  - a) Do the instructors socialize out of school hours?
  - b) Are there any social activities/facilities organized for the instructors?
- 6) Can you describe the relationship between administrators and instructors?

Part F: Physical Environment

- 1) How adequate and sufficient are the technical facilities at the university? (photocopy, the Internet...)
- 2) What do you think of the physical facilities of the university?
- 3) Do you like the instructors' rooms? Are they comfortable and easy to work in?

Part G: Outside Influences

- 1) What outside influences affect your work stress? Do you think that home/personal life factors are effective in teacher burnout?
- 2) What do you think about your monthly income? Does it have a role on teachers' stress and how can it be?
- 3) If you earned enough money, what would you change in your professional life?
- 4) Do you feel valued and respected as an instructor in this community?  
Do you have any other comments to add regarding your feelings, attitudes towards your job?

## ÖZGEÇMİŞ

### Kişisel Bilgiler

Adı Soyadı : Gülbuğ Güven  
Doğum Yeri ve Tarihi : Ankara-1979

### Eğitim Durumu

Lisans Öğrenimi : Amerikan Kültürü ve Edebiyatı-Başkent Üniversitesi  
Yüksek Lisans Öğrenimi : İngilizce Dili Eğitimi-Ufuk Üniversitesi  
Bildiği Yabancı Diller : İngilizce  
Bilimsel Faaliyetleri : -

### İş Deneyimi

Stajlar : -  
Projeler : -  
Çalıştığı Kurumlar : Fatoş Abla Koleji, 27 Ağustos İ.Ö.O., Gazi Üniversitesi

### İletişim

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Tarih : 15.05.2013