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**THE RELATIONSHIP BETWEEN BURNOUT AND JOB SATISFACTION  
LEVELS OF ENGLISH TEACHERS AND INSTRUCTORS:  
ANKARA CASE**

**YÜKSEKLİSANS TEZİ**

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Instructors: Ankara Case**

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## TAAHHÜTNAME

Yüksek Lisans Tezi olarak sunduğum “The Relationship between Burnout and Job Satisfaction Levels of English Teachers and Instructors in Gölbaşı, Ankara” adlı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yaparak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

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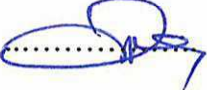
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**Emel ATİLA**

## **Abstract**

### **The Relationship between Burnout and Job Satisfaction Levels of English Teachers and Instructors: Ankara Case**

The aim of the study was to determine the burnout and job satisfaction levels of the English teachers working at primary, secondary and high schools affiliated to the Ministry of National Education and English instructors working at state universities and to examine whether the findings differ relatively. Besides, their burnout and job satisfaction levels were examined in relation to their gender, weekly course load, experience (in years), graduated department, average number of students per class, educational status and the length of the period they have been working in the current institution as variables.

For this purpose, 40 English teachers working at primary, secondary and high schools in Gölbaşı, Ankara affiliated to the Ministry of National Education and the instructors working at the School of Foreign Languages at state universities (45 from Gazi University and 45 from Ankara University) participated in the research as the sample and the findings on the participants' burnout and the job satisfaction levels were evaluated in the light of the demographical information mentioned above. The total number of participants in the study is 135.

In order to collect the data mentioned above, Maslach Burnout Inventory and Minnesota Job Satisfaction were conducted. In addition to these questionnaires, another questionnaire asking for the teachers' and the instructors' demographical information is utilized. The collected data were evaluated via SPSS package programme 15.

The findings revealed the negative correlation of burnout and job satisfaction. The findings have also uncovered that those who have less experience, do not have a postgraduate degree, have graduated from the English language teaching departments, work in the same

institution for less than 5 years, have heavier workload and are female teachers tend to experience burnout dimensions more. On the other hand, it is found out that gender, graduated department, professional experience, educational status, weekly course load and experience in the current institution do not have significant impact on the individuals' intrinsic and extrinsic job satisfaction.

**Key words:** Burnout, job satisfaction, English teachers, English instructors

## Özet

### **İngilizce Öğretmenleri ve Okutmanlarının Tükenmişlik ve İş Tatmini Düzeyleri arasındaki İlişki: Ankara Örneği**

Çalışmanın amacı Milli Eğitim Bakanlığı'na bağlı ilkokul, ortaokul ve liselerdeki İngilizce öğretmenleri ile devlet üniversitelerinde çalışan İngilizce okutmanlarının tükenmişlik ve iş tatmini düzeylerini ve bulguların birbirine oranla değişip değişmediğini araştırmaktır. Bunun yanı sıra tükenmişlik ve iş tatmini düzeyleri değişken olarak cinsiyet, haftalık ders saati, tecrübe (yıl olarak), mezun olunan bölüm, sınıflardaki ortalama öğrenci sayısı, eğitim durumu (lisans, yüksek lisans ve doktora) ve şu anki okuldaki çalışma süresi bakımından da incelenmiştir.

Bu amaçla, Gölbaşı, Ankara'daki Milli Eğitim Bakanlığı'na bağlı ilkokul, ortaokul ve liselerdeki 40 İngilizce öğretmeni ve Gazi Üniversitesi ve Ankara Üniversitesi'nde Yabancı Diller Yükseokulu'nda görev yapan İngilizce okutmanları (Gazi Üniversitesi'nden 45, Ankara Üniversitesi'nden 45) araştırmada örneklem olarak yer almıştır ve katılımcıların tükenmişlik ve iş tatmini düzeyleri yukarıda belirtilen demografik bilgiler ışığında incelenmiştir. Çalışmadaki toplam katılımcı sayısı 135'tir.

Yukarıda belirtilen verileri toplamak amacıyla Maslach Tükenmişlik Envanteri ve Minnesota İş Tatmin Ölçeği kullanılmıştır. Bu anketlere ek olarak, öğretmen ve okutmanların demografik bilgilerini araştıran bir anket uygulanmıştır. Toplanan veriler SPSS 15 paket programı aracılığıyla değerlendirilmiştir.

Bulgular tükenmişlik ile iş tatmininin negatif korelasyonunu açığa çıkarmıştır. Bulgular ayrıca daha az tecrübeli, lisansüstü derecesi olmayan, İngiliz dili eğitimi bölümünden mezun olan, aynı kurumda 5 yıldan az çalışan, daha fazla ders yükü olan ve



byan öğretmenlerin tükenmişlik boyutlarını daha çok yaşama eğiliminde olduklarını ortaya çıkarmıştır. Diğer taraftan, cinsiyet, mezun olunan bölüm, mesleki tecrübe, eğitim durumu, haftalık ders saati ve şu anki kurumdaki tecrübenin bireylerin içsel ve dışsal iş tatmini üzerine önemli bir etkisi olmadığı saptanmıştır.

**Anahtar kelimeler:** Tükenmişlik, iş tatmini, İngilizce öğretmenleri, İngilizce okutmanları

## Table of Contents

Tez Onay Formu.....	i
Acknowledgement.....	ii
Abstract.....	iii
Özet.....	v
Table of Contents.....	vii
List of Tables.....	xi
List of Figures.....	xiv
List of Appendices.....	xv
List of Abbreviations and Descriptions.....	xvi
Chapter One: Introduction.....	1
The Background of the Study.....	1
Purpose of the Study.....	2
Statement of the Research Questions.....	3
Limitations of the Study.....	4
Assumptions of the Study.....	6
Problem.....	7
Significance.....	11
Chapter Two: Literature Review.....	15
Burnout.....	15
The Background of the Term ‘Burnout’.....	17
Models of Burnout.....	18

Freudenberger’s Burnout Model.....	19
Maslach Burnout Model.....	19
Perlman and Hartman’s Burnout Model.....	20
Meier’s Burnout Model.....	22
Suran and Sheridan’s Burnout Model.....	22
Factors Leading Burnout.....	23
Factors Leading English Teachers to Burnout.....	24
Individual Factors.....	32
Work and Working Conditions.....	33
Symptoms of Burnout.....	36
Consequences of Burnout.....	39
Assessment of Burnout.....	44
Maslach Burnout Inventory (MBI).....	45
The Background of the Studies on Job Satisfaction.....	48
What is Job Satisfaction?.....	49
Models and Theories of Job Satisfaction.....	50
Maslow’s Hierarchy of Needs.....	50
Alderfer’s ERG Theory.....	51
Reinforcement Theory.....	52
Equity Theory.....	52
Vroom’s Expectancy or Discrepancy Theory.....	52
Two Factor Theory (Motivator-Hygiene Theory).....	53
Factors Leading Job Satisfaction.....	55

Individual Factors.....	56
Work and Working Conditions.....	57
Consequences of Job Satisfaction and Dissatisfaction.....	57
How to Measure Job Satisfaction.....	59
Minnesota Job Satisfaction Questionnaire.....	59
Related Studies.....	63
Studies on Burnout in Turkey.....	63
Studies on Job Satisfaction in Turkey.....	65
The Relationship between Burnout and Job Satisfaction.....	67
Chapter Three: Methodology.....	69
Rationale of the Study.....	69
Data Collection Method.....	71
Research Design.....	72
Setting.....	72
Participants.....	73
Ethical Aspects.....	74
Procedures for Data Collection.....	74
Procedures for Data Analysis.....	75
Data Collection Instruments.....	78
Maslach Burnout Inventory (MBI).....	79
Scoring of Maslach Burnout Inventory.....	79
Minnesota Job Satisfaction Questionnaire.....	81
Scoring of Minnesota Job Satisfaction Questionnaire.....	81

Chapter Four: Findings and Discussion.....	83
Evaluation and Discussion of the Research Questions.....	83
Chapter Five: Conclusion and Implications.....	119
Conclusions Concerning the Research Questions.....	119
Implications.....	121
Suggestions for Further Researches.....	127
References.....	130
Appendices.....	142

## List of Tables

Table Number	Title	Page
1	Factors Identified as Influential in Burnout.....	29
2	Outcomes of Work Stress Corresponding to Those of Burnout Syndrome.....	35
3	Phases of Burnout with Their Symptoms.....	40
4	Burnout Interventions.....	43
5	Aspects of Job Satisfaction.....	62
6	One-Sample Kolmogorov-Smirnov Test.....	77
7	Descriptive Statistics related to the 5 Items Which Influence Individuals' Burnout Levels the Least according to Maslach Burnout Inventory.....	84
8	Descriptive Statistics related to the 5 Items Which Influence Individuals' Burnout Levels the Most according to Maslach Burnout Inventory.....	86
9	Descriptive Statistics Regarding the Participants' Obtained Mean Scores from Maslach Burnout Inventory Subscales.....	89
10	Descriptive Statistics related to the Participants' Obtained Mean Scores for the Minnesota Job Satisfaction Questionnaire.....	91

11	Correlations, Means and Standard Deviations related to the Variables Included in the Correlation (Spearman-Brown) Test.....	93
12	One-way Analysis of Variance Descriptive Statistics related to the Minnesota Job Satisfaction Inventory Intrinsic Job Satisfaction Dimension.....	96
13	Statistics related to the Variables Included in One-way Analysis of Variance (ANOVA).....	97
14	Tukey Test Results related to the Participants' Intrinsic Job Satisfaction Dimension Mean Scores Depending on the Institution They Work for.....	97
15	One-way Analysis of Variance (ANOVA) Descriptive Statistics related to the Minnesota Job Satisfaction Extrinsic Job Satisfaction Dimension.....	99
16	Statistics Related to the Variables Included in One-way Analysis of Variance (ANOVA).....	99
17	Tukey Test Results related to the Participants' Extrinsic Job Satisfaction Dimension Mean Scores Depending on the Institution They Work for.....	100
18	Kruskal Wallis H-Test Results related to the Participants' Average Mean Scores for Maslach Burnout Inventory Subscales.....	102
19	Levene's Test of Equality of Error Variances.....	104
20	Box's Test of Equality of Covariance Matrices (a).....	104

21	Mann Whitney U-Test Results Related to the Maslach Burnout Inventory Subscale Mean Scores Depending on the Participants' Gender.....	106
22	Mann Whitney U-Test Results related to the Maslach Burnout Inventory Subscale Mean Scores Depending on the Participants' Graduated Department.....	108
23	Mann Whitney U-Test Results related to the Maslach Burnout Inventory Subscale Mean Scores Depending on the Participants' Educational Status.....	110
24	Mann Whitney U-Test Results related to the Maslach Burnout Inventory Subscale Mean Scores Depending on the Participants' Weekly Course Load.....	112
25	Mann Whitney U-Test Results related to the Maslach Burnout Inventory Subscale Scores Depending on the Participants' Experience in the Current Institution.....	114
26	Kruskal Wallis H-Test Results related to the Maslach Burnout Inventory Subscale Mean Scores Depending on the Participants' Experience.....	116



## List of Figures

Figure Number	Title	Page
1	Organizational determinants of burnout.....	21
2	Evaluation of Maslach Burnout Inventory according to the purpose of the research.....	47
3	Maslow's hierarchy of needs.....	50
4	Motivation and hygiene factors in Herzberg's theory.....	54

## **List of Appendices**

Appendix A:	Descriptive Statistics Related to the Demographic Information.....	142
Appendix B:	Descriptive Statistics Concerning the Maslach Burnout Inventory Emotional Exhaustion Subscale.....	143
Appendix C:	Descriptive Statistics Concerning the Maslach Burnout Inventory Depersonalization Subscale.....	144
Appendix D:	Descriptive Statistics Concerning the Maslach Burnout Inventory Personal Accomplishment Subscale.....	145
Appendix E:	Descriptive Statistics Related to the Intrinsic Job Satisfaction Subscale of Minnesota Job Satisfaction Questionnaire.....	146
Appendix F:	Descriptive Statistics Related to the Extrinsic Job Satisfaction Subscale of Minnesota Job Satisfaction Questionnaire.....	147
Appendix G:	Multivariate Tests (c).....	148
Appendix H:	Questionnaires.....	165
Appendix I:	Letters of Permission for Conducting Questionnaires.....	169

## **Abbreviations and Descriptions**

**MBI:** Maslach Burnout Inventory

**MSQ:** Minnesota Job Satisfaction Questionnaire

**GU:** Gazi University

**AU:** Ankara University

**MNE:** Ministry of National Education

**EE:** Emotional Exhaustion

**DP:** Depersonalization

**PA:** Personal Accomplishment

**IJS:** Intrinsic Job Satisfaction

**EJS:** Extrinsic Job Satisfaction

**GD:** Graduated Department

**ELT:** English Language Teaching

**U:** Undergraduate

**P:** Postgraduate studies in progress or completed

**WCL:** Weekly Course Load

**Exp. C. Ins.:** Experience in the current institution

## **Chapter 1**

### **Introduction**

This chapter aims to provide brief information about the study. Initially, the background of the study will be clarified. Following the background of the study, the reason why the study is carried out will be made clear under the title of the purpose of the study. This information will be followed by the statement of the research questions, under which the findings will be evaluated. Later in this chapter, the limitations and the assumptions of the study and the problem leading the researcher to this study will also be explained. Finally, the significance of the study will be stated in order to clarify and justify the rationale of the study.

### **Background of the Study**

As Konert (1997) mentions in her dissertation, teaching is regarded as a stressful occupation, including negative aspects like student apathy, disciplinary problems, overcrowded classrooms, lack of administrative and parental support, and excessive paperwork.

Burnout and job satisfaction commenced to draw the attention of the researchers in the last decades and the number of the studies seeking the burnout and job satisfaction of employees, specifically in human service professions, including teachers. However, as Sangganjanavanich and Balkin (2013) state, even though some researchers noted that career dissatisfaction and stress could potentially lead counselor employees to experience burnout and the number of studies investigating the burnout syndrome and job satisfaction is plenty, there is a lack of studies describing the relationship between the level of job satisfaction and burnout of the English educators in a comparative way (comparing the English instructors and

English teachers) and attempting to figure out the reasons of burnout or not experiencing burnout, job satisfaction and job dissatisfaction in the light of a number of variables. Another reason for carrying out the study is that even though some researchers have studied on the same topic, the findings are not able to be generalized to the whole universe as every institution or every city is unique. It is evident from the literature that the researchers studying on the same topic in different settings are likely to end up having different findings. Considering that a study related to the English teachers' and instructors' burnout and job satisfaction in Ankara, Gölbaşı have not been carried out before, this study can be regarded as unique. Particularly, it is indispensable to explore the impact of personal and professional variables like age, gender, experience, etc. on job satisfaction and burnout of English teachers.

### **Purpose of the Study**

The purpose of the study is to determine whether the English teachers affiliated to The Ministry of Education and the English instructors working at universities in Gölbaşı, Ankara experience burnout and if they do, to what extent they have burnout and to specify their job satisfaction in addition to examining the collected data in the light of gathered demographic information. In order to identify the stated data, MBI (Maslach Burnout Inventory), Minnesota Job Satisfaction Survey and in addition to this, another questionnaire asking for gender, major, experience in the profession, experience in the current institution, number of students, weekly course load, educational status (BA, MA or PHD) and type of the institution (state primary, secondary, high school or state university) to collect the required demographic data about the participants are conducted.

Hence the study aims to find answers for the following research questions stated in the following section.

### **Statement of the Research Questions**

The research aims to find responses for the following questions:

1. Do the English instructors working at the school of foreign languages at universities and the English teachers working at primary, secondary and high schools affiliated to the Ministry of Education in Gölbaşı, Ankara show any symptoms of burnout?
2. If they show the symptoms of burnout, what are the English instructors' and teachers' perceptions about their burnout levels?
3. What are the English teachers' and instructors' perceptions about their job satisfaction levels?
4. Is there a meaningful correlation between the English teachers' and instructors' job satisfaction levels and if they have, burnout levels?
5. Do the English instructors' and teachers' job satisfaction levels and if they have, burn out levels differ depending on the institution they work for?
6. Do the English instructors' and teachers' job satisfaction levels and if they have, burnout levels differ depending on the following factors?
  - a) gender
  - b) experience (in years)
  - c) weekly course load
  - d) the department of graduation

- e) the number of students in classes
- f) educational status (bachelor degree, master's degree or doctoral degree)
- g) the number of years for which they have been working in the current institution

### **Limitations**

This research aims to identify the English instructors' and teachers' job satisfaction levels and if they have, burnout levels in relation to such factors as gender, weekly course load, experience, the department of graduation, the number of students in the classes, educational status and the number of years for which they have been working for the current institution and to enable to take precautions in the educational process depending on the findings.

The results which are attained through this research are restricted with the data gathered from the English instructors working at the school of foreign languages in Gölbaşı, Ankara and the English teachers working at primary, secondary and high schools affiliated to the Ministry of Education in Gölbaşı, Ankara. With this regard, it would not be suitable to state that the findings of the research are true for all the English instructors or teachers in Turkey and make such overgeneralizations. However, in further studies it is possible to increase the number of the participants in the sample and expand the total number of the participants included in the study.

Considering that the schools are chosen through random sampling, the working and physical conditions, students, colleagues and administrators also vary. Therefore, the findings are also restricted to the institutions which the data is collected from and it may be misleading to generalize the findings to the other institutions. An additional reason why the findings

cannot be generalized is that teachers may tend to seem prestigious by replying in a manner that will be viewed favorably by others. Pines and Aronson (1988) clarify this tendency with the following statements: “In our society, it is usually undesirable to admit our own limitations, vulnerabilities, ignorance and problems, especially in our work. A professional is expected to be impeccable and in control. When problems do arise most people feel at fault and hide the problems from others, thinking that ‘everybody else’ is coping effectively and they alone are falling. The result is what social psychologists call ‘fallacy of uniqueness’ or ‘pluralistic ignorance’: the individual’s false assumption that he or she is the only one responding in this undesirable way” (Pines and Aronson, 1988, p. 257).

Another limitation is that the data is collected through Maslach Burnout Inventory and Minnesota Job Satisfaction Inventory which are based on the self-rating and self-assessment of the participants. Taking into consideration that burnout is all about perception, it is difficult to determine or prove whether they really experience burnout or just perceive that they experience burnout. Therefore, in further studies especially with fewer numbers of participants, it would give more reliable results to use another method such as observation or interview in addition to the self-assessment tool.

This research has been carried out depending on a number of assumptions. Initially, it is assumed that the items in the questionnaire are reliable, direct and they do not lead any misunderstanding. Another assumption is that the participants’ responses reflect the English instructors’ and teachers’ real opinions.

During the analysis of the collected data, it is assumed that the researcher is unprejudiced and objective in addition to evaluating the English instructors’ and teachers’



situation merely depending on and in the light of their own responses. Moreover, the English instructors and teachers are assumed to participate voluntarily in the research as well as responding to the questions in an unprejudiced and sincere way.

### **Assumptions**

As mentioned above, the study includes participants from a variety of institutions which greatly differ in administration, work and working conditions, physical conditions, weekly work load, student level and background. Therefore, it can be deduced that each institution is unique. Keeping this in mind, it is possible to expect different levels of job satisfaction and burnout in these institutions.

Although there are some general and standardized administrative rules for both the Ministry of National Education and the Council of Higher Education, it is not very possible to standardize all the aspects, the most significant being practice. As the language teachers also differ in their aims, knowledge, attitudes and beliefs as individuals, the variety of the responses to the questionnaires of this study is inevitable.

Taking into consideration the participants, the aim and the research questions of this study, the assumptions of the study are as follows:

- The English instructors working at the school of foreign languages at universities and the English teachers working at primary, secondary and high schools affiliated to the Ministry of Education in Gölbaşı, Ankara show symptoms of burnout.
- The English instructors' and teachers' perceptions of burnout levels differ depending on some factors.

- Some of the English teachers and instructors have high levels of job satisfaction whereas others have relatively low levels of job satisfaction.

- There is a meaningful negative correlation between the English teachers' and instructors' job satisfaction and burnout levels, that is to say, when the level of job satisfaction increases, that of burnout decreases or when the level of burnout increases, that of job satisfaction decreases.

- The English instructors' and teachers' job satisfaction levels and burnout levels differ depending on the institutions they work for.

- The English instructors' and teachers' job satisfaction levels and burnout levels differ depending on gender, age, experience, weekly course load, the department of graduation, the number of students in classes, educational status and the number of years for which they have been working for the current institution.

## **Problem**

The fact that having a learner-centered approach proved to be one of the current trends in language teaching does not necessarily mean that role of the teacher in the language teaching process decreased or is less significant than it was in the past. In contrast, it is necessary that language teachers keep up with the new trends and adapt use of technological devices as the new generation is composed of digital natives. It is well known that burnout is common among those working in human services. What makes teaching profession different is that teachers deal with students with different backgrounds, learning speed, learning styles, types of intelligence, needs, etc. at the same time. Despite the fact that their working hours seem less than most of the professions when compared and their holidays seem endless, they have to spend extra hours for their professional development, planning their lessons,

preparing materials and grading papers. Achieving all those requires great effort, patience and motivation.

Taking their effort into consideration, it is unfortunate that it is not very possible to satisfy all the students, advisors and parents with their teaching. Another interesting point to be mentioned is that linguists who are interested in language acquisition state that there is a critical period for acquiring a language (Nunan, 1999). However, it is just in 2013-2014 educational year that the Ministry of Education put English lessons in the course programme of the second grade students, which means the students could have English lessons commencing learning English the earliest in their fourth year at school and when they experience difficulty and both the students and the parents regard them as the mere responsible for the teaching-learning process, teacher motivation is also influenced negatively. Maslach and Leiter (1997) support the idea that when there is a problem in the education process, it is generally considered as the teacher's fault, not the student's or the parent's, which causes teacher motivation to decrease.

Furthermore, working conditions of the language teachers also vary greatly. Working hours, weekly course load, the attitudes of the administrators, the size of classes, the number of students differ from school to school. Keeping these in mind, one can consider that teachers should have promotions or more salary depending on their performance at school, but unfortunately as Maslach and Leiter (1997) focus on the issue of teachers' not being rewarded. They suggest that despite all the effort they make, they do not have these facilities.

Literature supports the idea that novice teachers experience burnout more than the experienced teachers due to such reasons as adapting working life, colleagues, students, their

needs and expectations about teaching profession, may be a new city and searching for a balance between their expectations and the reality. With regard to the expectations of the profession, as Cherniss (1992) suggests, some teachers expect lighter work load and good treatment by the principals and when their expectations are not met, they are more likely to suffer from burnout in the early years of their careers. However, this period is when they are supposed to have fresh knowledge and be aware of new technology thanks to having just graduated.

As Pines and Aronson (1988) state, burnout is more likely to influence who commence their profession motivated and idealistic, expecting their work to give their life a sense of meaning. However, the occurrence of burnout commences with the painful realization that they have failed to make the world a better place, to assist the needy, to have a real impact on the organization. Therefore, the feeling of disappointment and having no more energy leads them to burnout.

In his study Cherniss (1992) found out that those who experienced higher levels of burnout early in the career were less likely to change carriers during the first decade. One of the participants of this study maintained that ‘After the first year, I looked at the calender and saw that it couldn’t be beat for a working mother. And I told myself that I would like that job – or else! And eventually I did.’ Cherniss expalins that the second year proved to be easier as the teacher started to teach the same couses and she didn’t need to have as much preparation. She adopted a much firmer stance with the classes, resulting in fewer discipline problems. Despite being a shy and intravert person, she developed some friendship from the other teachers. As a result of all these factors, the teacher reported enjoying teaching.

Whereas some teachers are able to cope with the prolonged stress of the teaching profession, some fail to do it and experience burnout. The most common results of burnout are to suffer from deteriorating health, low professional success, absenteeism and even leaving the profession. Pienaar and Willemse (2008) point out in their study that if the burnout of individuals is not treated, it could result in loss of productivity or quality at work, deterioration in morale, psychological and physical health. Cherniss (1992) also reported the same result related to leaving the profession as a result of his longitudinal study. Cephe (2010) claims that, as a severe consequence of burnout experienced by the teachers, 'alienation to professional identity' - the teachers' disconnecting themselves from the profession- occurs, resulting in leaving the job or attempting to find a non-teaching position in the institution. Gold, et al. (cited in Goddard and O'Brien, 2004) maintain that the reported turnover rate is as high as 20% to 25 percent within the first three to five years of employment for beginning teachers whereas Pillay, Goddard and Wilss (2005) report these percentages to be higher in the Western World. They claim that 25% to 40% of beginning teachers in countries in the Western World are leaving teaching or they are burned out. Therefore, it is possible to state that if it is a well-known idea that learning English is crucial for our students, it is necessary to take precautions to foster the effectiveness of language teaching process whose key point is to increase the job satisfaction of the language teachers and prevent them from burning out.

The fact that the concepts 'burnout' and 'job satisfaction' are in our literature only for a few decades and the number of the studies are limited, there is a great need to conduct more studies, compare the findings of them to get a better comprehension of them and use the drawn conclusions to improve the language teaching process, which greatly differ from other

professions and even from teaching other disciplines. However, most of the previous studies do not focus on measuring the burnout and job satisfaction levels of English teachers from different institutions by comparing them and in the light of their demographic information.

When the setting and the participants of a study change, it is probable that the gathered findings can also differ. What makes this study different from the previous ones is that no studies has been carried out with the teachers of English at state primary, secondary and high schools with the purpose of comparing their findings with those of English instructors working at the state universities in Gölbaşı, Ankara. This study differs from the others also thanks to comparing the teachers and instructors from different institutions in the light of age, experience in the current institution, total experience, graduated department, educational status (BA, MA or PHD), the number of students and weekly course load. In addition to their institution, their target teaching group also differs in terms of age, student level, student cognitive development. The research aims to shed light on the impact of these factors on burnout and job satisfaction.

### **Significance**

As Pillay, Goddard and Wilss (2005) maintain that, today, teachers' work is composed of a complex mix of various factors that include teaching, learning new information and skills, trying to follow technological innovations, dealing with students and community. All these roles are demanding and there are growing concerns about teacher well-being and competence. In other words, more and more teachers experience high levels of stress and burnout as Pillay, Goddard and Wilss (2005) further explain.

Pillay, Goddard and Wilss (2005) also make it clear that the only responsibility for the teachers is not teaching as it is considered by the society, they also have to deal with the curriculum, students, parents, the school community and departmental initiatives. As Symlie states, “These are tough times to be a teacher” (cited in Pillay, Goddard and Wilss, 2005, p. 24).

With the increasing burdens on their shoulders, it can be more challenging for the teachers to cope with all the responsibilities and fulfill all the requirements of the teaching profession. Hamann and Gordon (cited in Pillay, Goddard and Wilss 2005) maintain that burnout appears as a result of the increased and prolonged levels of stress. Thus, increasing burnout rates among teachers are indicative of their facing increased and prolonged levels of stress.

Goddard and O’Brien (2004) make it clear that there are further evidences underscoring the significance of these findings for human service workers and the organizations that employ them; burnout is now accepted as a serious health and safety concern in a number of human service professions including teachers.

In order to illustrate the devastating consequences of the burnout problem, Cephe (2010) maintains that it is necessary not only to focus merely on the professional consequences, but also to realize that it is a problem accompanying the teacher during their daily ongoing life, which means it is also a social problem to be dealt with.

Burnout which is a mental exhaustion stemming from chronicle stress in the working atmosphere is a problem which is cared a lot. The issue of burnout attracts intensive attention

in press, television programmes, magazines and newspapers. There are several articles on burnout in scientific journals. (Brenninkmeyer and VanYperen, 2003)

The problems encountered in the educational environment cause teachers to have negative ideas on and feelings about themselves, their students and their job. This negative attitude leads teachers who provide the service of education which requires direct communication with people to experience burnout. (Akman, Taşkın, Özden and Çörtü, 2010).

Not being satisfied with their professions and experiencing high levels of burnout influence both English teachers, instructors and the students negatively and decrease the productivity of the English education. Whereas a great number of studies aim at reflecting the current situation at a definite institution, the purpose of this research is to compare different institutions and make an attempt to propose solutions to these difficulties.

Moving on to the significance of job satisfaction, Ahmadi and Keshavarzi (2012) claim that "...true understanding of employees' satisfaction in each organization, especially educational organizations which produce human resources and flourish talents, is important." That is why more researches are required to be conducted. (Ahmadi and Keshavarzi, 2012, p.152).

Thanks to this research, English teachers who work at primary, secondary and high schools affiliated to the Ministry of Education and English instructors who work at the school of foreign languages in state universities are compared in terms of job satisfaction and burnout. In the light of the findings of this research, it is possible to determine the characteristics of the institutions whose teachers or instructors have high levels of job satisfaction and low levels of burnout and every means possible can be used to enhance the



conditions of the other institutions. As a result, it will be possible to confront a factor which can facilitate English language teaching and learning. Concurrently, the fact that such factors as gender, age, experience, weekly course load, graduated department, approximate number of students, educational status are determined can be determiner for organizing the English language teaching process and English teachers' and instructors' working conditions.

The studies in different cultures demonstrate that, thanks to measurement of teacher burnout, in addition to having an idea on the teacher burnout and job satisfaction, both subjective and objective improvements are predicted when the required measures and steps are taken. That is to say, the teachers and instructors, having seen a clear picture of their current situation in terms of burnout and job satisfaction, either may attempt to avoid burnout and keep their job satisfaction high, or may search ways of coping with burnout and increase their job satisfaction, or the institutions may carry out activities and they may attend the activities and make use of the practices carried out by their institutions. All these, as a result, may reflect on the educators' attitudes and performance. For that reason, this study can also shed light on burnout and job satisfaction and can lead a recovery in this respect.

In this introductory chapter, some basic literature pertaining the background of the research is provided. Then, some other issues concerning the purpose, the research questions, the assumptions and the limitations of the study were described in addition to the problem leading this research. Afterwards, the significance of the study is included.

## **Chapter 2**

### **Literature Review**

In this chapter, the terms 'burnout' and 'job satisfaction' will be defined briefly in the light of the studies on these issues. Initially, the history of burnout, the models, the symptoms, the consequences and the assessment of burnout and the factors leading to burnout will be clarified as well as related studies. Following this, the background of the term 'job satisfaction' will be clarified in addition to factors leading job satisfaction, consequences of job satisfaction and related studies. As a final remark, the relationship between burnout and job satisfaction will be clarified.

#### **Burnout**

After 'burnout' began to draw the attention of the researchers and they focused their attention on this issue, great endeavor to describe the phenomenon was made. Moreover, this effort led to the possibility of encountering innumerable definitions. On the other hand, almost all the definitions had some characteristics in common.

According to Schaufeli, Enzmann and Girault (1993) one of the initial definitions put forward by Perlman and Hartman (1982) suggest that burnout is a reaction to chronic emotional stress with the following components: a) emotional and/or physical exhaustion, b) lowered job productivity and c) overdepersonalization. Interestingly, their definition was identical to that of Maslach and Jackson (1981) who published the most widely applied burnout inventory. They describe the term as consisting of three dimensions which are emotional exhaustion, depersonalization ("negative attitudes and feelings towards one's

client”) and reduced personal achievement (“the tendency to evaluate oneself negatively, particularly with regard to one’s work with clients”) (Maslach and Jackson, 1981, p.106).

Burnout is generally described as emotional exhaustion and decrease in success. (Maslach and Jackson, 1981), (Maslach, Jackson and Leiter, 1996). Gryna (2004) maintains that burnout is the state of physical or emotional exhaustion that results from long-term stress and frustration. However, he also states that work overload is the main factor leading to stress –“the harmful emotional and physical responses when the requirements of a job do not match the capabilities, resources, or the needs of the worker” –by adding that work overload is only one of those factors leading to stress and making it clear that there are other factors such as role uncertainty, role conflict, responsibility for other people, job dissatisfaction and job insecurity (Gryna, 2004, p. 52)

Similarly, Pines and Aronson (1988) also explain the term ‘burnout’ as a concept clearly defined and subjectively experienced as a state of physical, emotional, mental exhaustion caused by long term involvement in situations that are emotionally demanding.

During the investigation of the term ‘burnout’ there are some other terms which can be confusing to differentiate from the burnout syndrome. Therefore, Paine (1982) describes the following terms in detail:

**Burnout Stress Syndrome (BOSS):** The identifiable clusters of feelings and behaviours most commonly found in stressful or highly frustrating work environments.

Burnout Mental Disability (BOMD): The often serious, clinically significant pattern of personal distresses and diminished performances which is an end state of the burnout process.

Burnout Process (BOP): The usual sequence of different stages or phases occurring in individuals. Each stage or phase presumably has different indications of distress and possibility of developing disability, and may be a separate syndrome.

Burnout Etiology: The factors in and outside the work environment that contribute to the individuals' BOSS.

Burnout Organizational Outcomes: The short and long term impact of the BOSS and BOMD on organizational functioning and performance.

### **The Background of the Term 'Burnout'.**

It has been only a few decades since the term burnout draw the researchers 'attention and is clearly defined by them. As Maslach, Shaufeli and Leiter (2001) note, the researches in the field of burnout appeared initially in the United States in the 1970s when the phenomenon was described for the first time, given a name and proved not to be rare. The pioneers of the articles in this field are Freudemberger, a psychiatrist working in an alternative health care agency and Maslach, a social psychologist who was studying emotions in the workplace.

Maslach, Shaufeli and Leiter (2001) highlight the development of burnout researches in many aspects. Whereas the initial articles are based on the interview, the later ones are written using the data collected through questionnaires to reach a larger population in empirical studies. Once the phenomenon is accepted to be observed in other professions than

human services, the burnout research is also enriched with statistical tools and sophisticated methodology. They also state that “the complex relationships among organizational factors and the three components of burnout (depersonalization, emotional exhaustion and reduced personal accomplishment) led to the use of structural models in much burnout research”, enabling researchers to investigate burnout in a deeper sense (Maslach, Schaufeli and Leiter 2001, p. 413).

As Paine (1982) states, 70s and 80s were the times when the ‘burnout’ concept started to appear. Freudenberger described burnout as a separate identity in 1974 and the initial empirical study to be published was by Christina Maslach two years later.

Schaufeli, Enzmann and Girault (1993) point out that discovery of the term ‘burnout’ dates back to mid-70s. However, due to the lack of consensus related to its symptoms or what can be regarded as ‘burnout’, it was challenging to describe it thoroughly. Therefore, it is stated that Perlman and Hartman (1982) introduced over 48 particular definitions for the term ‘burnout’ and their review was regarded as the first large-scale review of burnout.

After a silent agreement was reached by the researchers as a consequence of the definitions in 1980s, the researchers overcame the vicious circle which prevented them from measuring burnout which was ill-defined before.

***Models of burnout.*** The concept ‘burnout’ which emerged in the literature with the contributions of Freudenberger (1974) has been analyzed from different perspectives. Maslach, Perlman and Hartman, Meier, Suran and Sheridan investigated burnout with different aspects. Initially, Maslach (1981) developed a three dimensional model. Perlman and Hartman (1982) dealt with burnout in a cognitive way. Meier (1983) handled burnout with a

behavioristic aspect and investigated it in four dimensions. Finally, Suran and Sheridan (1985) developed a four step model which was based upon Erik Erikson's personal development theory to research burnout (Seğmenli, 2001).

*Freudenberger's burnout model.* Freudenberger basically focused on the symptoms experienced by the individuals suffering from burnout. He determined certain physical symptom such as a feeling of fatigue and prostration, suffering from headaches, gastrointestinal complications and difficulty in breathing. (Seğmenli, 2001).

*Maslach burnout model.* Maslach claims burnout to include three dimensions which are emotional exhaustion, depersonalization and personal accomplishment.

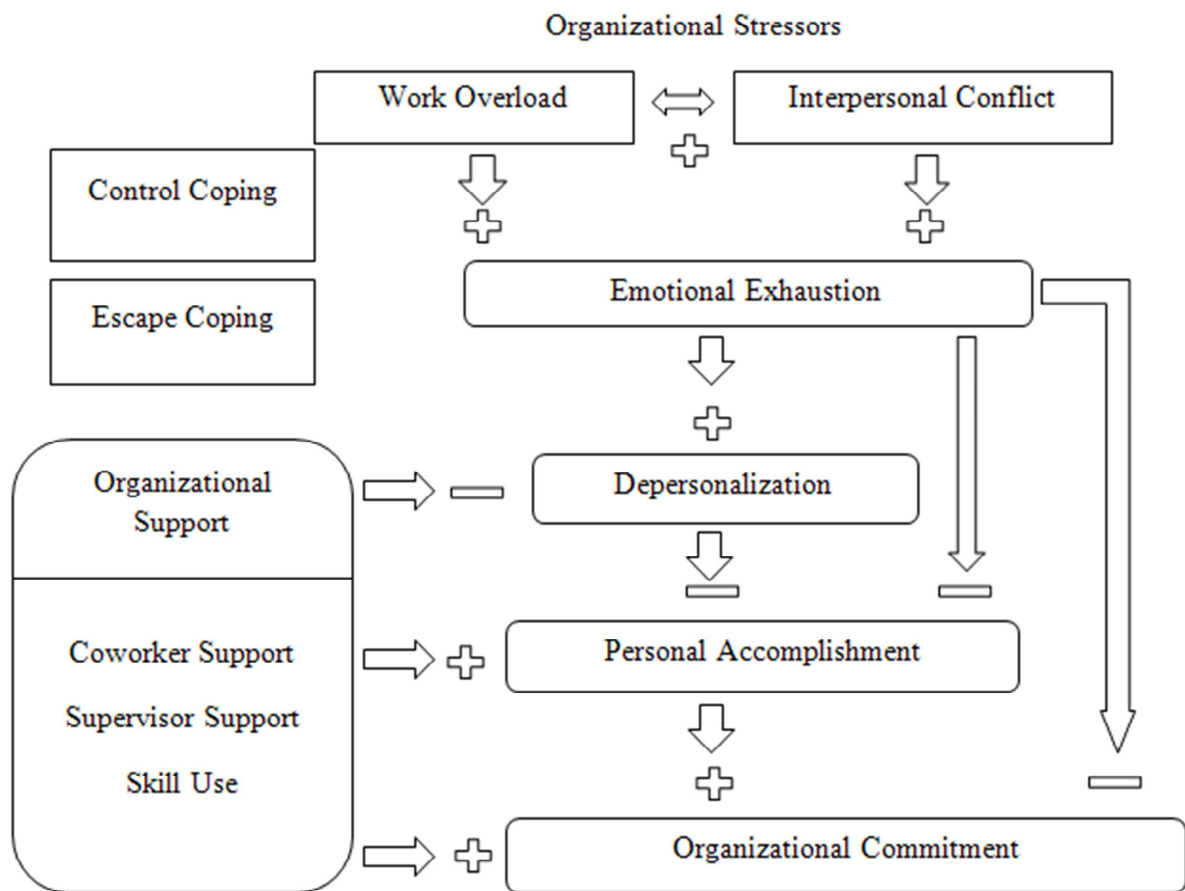
Emotional exhaustion is described as the feeling of being burned out due to one's job. This dimension of burnout is generally encountered in the professions which include dealing with people and face to face communication. This dimension is also accepted as the beginning, the center and the most significant component of burnout. The workers who are under an emotionally heavy work load commence not dedicating themselves to their professions, not having the responsibilities of their customers, feeling tension and inhibition. These feelings prevent the worker from going to work voluntarily the following day and cause tension again. Emotional exhaustion can be regarded as a reaction to all these (Seğmenli, 2001).

Depersonalization includes reacting to those whom the workers serve or assist in a way that lacks feelings. These behaviours can be said to be strict, stiff and indifferent. The workers experiencing depersonalization may feel themselves helpless in solving their customers' problems and regard depersonalization as an escape route (Seğmenli, 2001).

The last dimension of burnout is personal accomplishment which is defined as overcoming problems successfully and finding yourself sufficient. Reduced personal accomplishment occurs when workers see themselves as insufficient and ineffective. It can lead to having negative feeling about other people and self. The feeling of guilt, not being liked, ineffectiveness and losing self-respect can even lead depression (Seğmenli, 2001).

*Perlman and Hartman's burnout model.* After evaluating the studies carried out on burnout, Perlman and Hartman (1982) conceptualized burnout as three-dimensional and maintained that the measurement of burnout cannot be finalized with a total point (Seğmenli, 2001).

Leiter (1991) states that assessing the three dimensions of burnout is based on determining the extent to which each aspect bears a distinct relationship with associated variables. According to the model, emotional exhaustion - the dimension of burnout most responsive to the nature and the intensity of the stressors - is placed in a fundamental position. Exhaustion is regarded as the most significant event in the model that leads to the development of burnout. Leiter (1991) also claim that workers who experience exhaustion are more prone to depersonalize their perceptions of the clients or reduce the feelings of professional achievements (Unless immediate measures such as supportive relationships with immediate supervisors or coworkers, or making use of their abilities are not taken.)



*Figure 1.* Organizational determinants of burnout.

Figure 1 displays the organizational determinants of burnout. According to the model, work overload and interpersonal conflict leads to emotional exhaustion whereas emotional exhaustion in turn may cause depersonalization and reduced personal accomplishment on condition that organizational, coworker and supervisor support or skill use lack. Leiter (1991) also emphasizes that increased emotional exhaustion acts as an additional and substantial main influence increasing the likelihood of suffering from burnout.

Meltzer and Huckabay (2008) further clarify their model by suggesting that because of its cognitive/ perceptual focus, the model encompasses a wide range of personal and



occupational variables. The model also depicts 4 stages of stress leading to burnout: the degree to which a situation is conducive to stress, the individual's perception of stress, the response to stress and the outcome of stress.

*Meier's burnout model.* Meier's model (1983) is based on Bandura's (1977) study and suggests new dimensions to be included in burnout. Burnout is described as phenomenon stemming from the lack of meaningful reinforcement, the expectation of small reward and serious punishment due to the individualized insufficiency (Seğmenli, 2001).

The three phases of burnout are summarized as follows:

- a) Having low expectancy of positive reinforcement and high expectancy of punishment.
- b) Having high expectancy of controlling the existing reinforcements.
- c) Having low expectancy of individualized sufficiency for showing the necessary reactions to control the reinforcements.

*Suran and Sheridan's burnout model.* Suran and Sheridan (1985) developed a burnout model including four steps. Their model depends on their observations and experiences and based on Erikson's personal development theory in 1950. They claim burnout to emerge when a conflict occurs in one of the four steps. The mentioned steps are as follows:

Step 1: identity, role confusion

Step 2: sufficiency, insufficiency

Step 3: productivity, recession

Step 4: reformation, disappointment

Burnout is the result of a not fulfilled conflict in one of these steps. (Seğmenli, 2001).

**Factors leading burnout.** Burnout occurs in time and it is the final phase of the chain of reactions. (Peeters and Rutte, 2005). Burnout is described as a phenomenon stemming from long term occupational stress which is common among especially those who work in personal services including teachers. (Jennet, Harris and Mesibov, 2003).

Gryna (2004) also supports this idea claiming that many organizations suffer from work overload (which he accepts as the leading factor of stress and burnout) and the problem is more common and serious among those industries where customer contact is intensive and continuous and where fast communication is essential.

Moreover, research findings of The Families and Work Institute (Galinsky, Kim and Bond, 2001) carried out with 1003 employees (about two thirds of whom are managers and professional employees and one third other employees) also support and prove his claims:

- 28 percent of employees felt ‘overworked’ often or very often in the past three months
- 28 percent felt ‘overwhelmed by how much work they do’ often or very often in the past three months
- 29 percent felt that they ‘did not have the time to step back and process or reflect on the work they are doing’ often or very often during the past three months
- 46 percent responded ‘often’ or ‘very often’ to at least one of the previous questions (Gryna , 2004).

Gryna's own study with 168 participants also reveals the work overload problem with the result of 64 percent of the managers and professional employees responding 'yes' to the question 'did you experience work overload for a continuous period of at least seven months?' (Gryna, 2004).

Although burnout is accepted to be linked to numerous factors, considering just a few factors as a predictor of burnout can be misleading. This fact leads the question "Why do some teachers succeed in being good teachers, in continuously enhancing students' achievements, and in setting and pursuing high goals for themselves, while others cannot meet expectations imposed on them and tend to collapse under the burden of everyday stress?" (Schwarzer and Hallum, 2008, p. 158).

*Factors leading English teachers to burnout.* Jennet, Harris and Mesibov (2003) maintain that burnout is a phenomenon which stems from long term stress and is common especially among those working for personal services, including teachers. Another striking definition is belonging to Maslach and Jackson, (1981) and Maslach, Jackson and Leiter (1996) point out that it is emotional exhaustion and decrease in achievement.

Jennet, Harris and Mesibov clarify that (2003), all teachers experience stress in their career. Some are able to cope with this stress in an effective way with problem solving methods, social and emotional support from their colleagues, reorganizing their teaching, cooperating with the family members or changing their teaching strategies. However, burnout is the last phase of being unable to cope with the chronic stress.

Like all human service professions, teachers can also experience the problem of burnout. However, as distinct from other professions, teacher burnout requires more

involvement as it is a phenomenon that not only influences the teachers themselves, but also the quality of the teaching process and future of their students. Byrnes summarizes this idea with the following quotation: “Teacher professionalization is critical for the quality of education, as the quality of student language learning is inextricably tied to the quality of language teachers.” (cited in Hildebrandt and Eom, 2011, p. 420).

Although burnout is a familiar problem among all the human service professions, the conducted researches prove that it is mostly experienced among teachers. Travers and Cooper (1993) also noted depending on their research findings that teachers suffer from burnout more than other human service professions like doctors or nurses. However, Lens and Jesus (1999) point out that whether a profession is stressful or the extent to which it is stressful highly depends on individual determination. To illustrate, they maintain that some individuals function much more efficiently when they experience stress while the extent to which they prefer stress depends on some factors like complexity, difficulty and novelty.

The National Board for Professional Teaching Standards (NPBPTS) (cited in Hildebrandt and Eom, 2011) emphasizes that due to its interdisciplinary nature, interactivity, varying student ages and ability levels in the same classroom, foreign language instruction is different from the other disciplines. Another reason of it is that the role and the responsibilities of the language teachers all over the world changes as the second language acquisition proceeds thanks to researches on this field. Another factor that makes this profession unique is that the language teachers may have lessons with each level (like primary/ secondary schools or ranging from beginner to advanced).

Considering that financial gain can be a motivating factor for a profession and may assist avoiding the occurrence of burnout, Hildebrandt and Eom (2011) maintain that given relatively low salaries of teachers compared to other fields, teaching is rarely regarded as a profession suitable for those seeking wealth. They also figured out through their study that internal motivation is the most crucial factor to motivate them and this finding supports the common perception that language teachers are self-sacrificing and devoted. However, Kubanylova (cited in Hildebrandt and Eom, 2011) takes a different approach to teaching and states that student learning is the initial motivation factor for the L2 teachers to teach and develop professionally. Therefore, it can be inferred that any problem preventing the teaching process from being successful can lead to the loss of motivation.

According to Jennet, Harris and Mesibov (2003), all teachers experience stress in their profession. Some teachers are able to cope with the stress related to their profession in an efficient way - by means of active problem solving methods, their colleagues' social and emotional support, reorganizing their educational status, being in cooperation with their family members or creating new teaching strategies. However, it is possible for burnout to be the final point in failing to cope with the stress. Hildebrandt and Eom (2011) focus on the same issue by emphasizing that the great majority of language teachers are already overloaded with teaching, grading, advertising and administrative work.

Troen and Boles (cited in Hildebrandt and Eom, 2011) regard teaching as a flat career, in terms of offering no promotion and salary increase being merely dependent on years of service or academic degrees. Therefore, unlike some other professions having a great number of rewards for increasing the worker performance and increasing competition, being conscious of having no chance of promotion or salary increase (which can be regarded as

positive reinforcement), teachers do not have a reason to work harder and push their limits for a reward.

As each researcher investigates the correlation between burnout and another factor, it is possible to relate this phenomenon to several factors depending on the findings of these researches. For instance, Goddard and O'Brien (2004) searched for the relationship between burnout dimensions and having a postgraduate degree. Depending on the results of their research, it is comprehended that the respondents with a postgraduate had significantly higher burnout levels on two of the three MBI dimensions (emotional exhaustion, depersonalization and reduced personal accomplishment).

Furthermore, Goddard and O'Brien (2004) analyze the logic regarding the finding of their study by providing information about earlier studies which claim that burnout arises from chronic disappointment arising from the recognition by the worker that their expectations for the career they chose and struggled to have were not realistic or will not be met. Freudenberger and Richelson (cited in Goddard and O'Brien 2004) support their findings by mentioning about the equity theory, stating that the individuals who put more effort into achieving their entry qualifications will have higher expectations of their career than those who put less work into achieving their entry qualifications. The study is crucial in predicting that higher expectations have been linked to higher burnout levels.

In a study related to teacher burnout by Cano-Garcia and Padilla-Munoz (2004), the researchers preferred a more systematic way to analyze the factors leading teachers to burnout, which is to categorize them into two groups as personality and contextual variables. As regards to these variables, the demographic ones can be contradictory in different studies

whereas contextual variables proved to be significant in predicting the occurrence of the burnout syndrome. In other words, the majority of the studies prove the correlation between working stress and burnout.

Pehlivan Aydın (2002) asserts that teachers' occupational stress stems from four different factors, namely, sources related to educational system (not being protected by the Ministry enough, the decrease in the educational system quality, involving politics in education, not placing emphasis on education, not having learner-centered education, having a program which is filled with unnecessary details, not educating qualified teachers), related to administration (school administrators who do not have administrative skills, rank conflict, unfair distribution of the weekly course load, not having chances of promotion, not having a democratic environment, anxiety and pressure stemming from inspections, the fact that inspectors search for mistakes), stress sources related to students (decrease in the students quality, failing in classroom management, great number of students in classrooms) and sources related to job (lack of authority, not getting in return for effort, weekly course overload, not reaching the target success level, not being able to get on well with colleagues, gossips among teachers, grouping among teachers).

A similar study conducted by Balcı (2000) on university academic staff reveals these stressors leading burnout under three categories as intrapersonal, interpersonal and physical stressors. The initial factor includes health, age, self-respect, motivation, education, gender and tasks which are not related to the job. What Balcı means with tasks which are not related to the job is one's own responsibilities and tasks about this individual's personal life like house chores. With interpersonal factors, he means student interaction, colleague relationships, interaction with the administration and parents and superior- subordinate

relationship at work. Finally, physical stressors are composed of classroom, lightning, books, materials, disturbing students, salary, tasks different from the lessons and the morale of the staff.

In his study, Cephe (2010) classified the factors influential in English teachers' experiencing burnout into two groups; namely micro and macro. The following table illustrates these factors:

Table 1

*Factors Identified as Influential in Burnout*

Academic (Micro)	Administrative (Micro)
<ul style="list-style-type: none"> <li>• Lack of Clinical Supervision</li> <li>• Little or no in-service training</li> <li>• Number of courses given</li> <li>• Overloaded work of the courses – evaluation and feedback of writing assignments, quizzes, material preparation</li> <li>• A need for a mentor, a guide for both</li> </ul>	<ul style="list-style-type: none"> <li>• Rules and regulations without an explanation</li> <li>• Communication styles of the administrators</li> <li>• Supportiveness and guidance of administrators</li> <li>• Little or no right of intervention in the development and improvement of the system</li> <li>• Caring to personal needs and situations</li> <li>• Feeling of being respected</li> <li>• Unfair work distribution</li> </ul>
Governmental (Macro)	Individual (Macro)
<ul style="list-style-type: none"> <li>• Wages and salaries</li> <li>• Economic power – value of the salary</li> <li>• Extra work – a burden or a chance?</li> <li>• Universities contributions to social life – clubs, athletics, alumni communities etc.</li> <li>• Social status of being an instructor</li> <li>• Professional rights</li> <li>• Civil Society Associations</li> </ul>	<ul style="list-style-type: none"> <li>• Feeling of belonging to the profession</li> <li>• Social prestige of being a language teacher</li> <li>• Feeling of depersonalization</li> <li>• Being happy or sad to choose this career</li> <li>• Feeling of improvement</li> <li>• Feeling of success and achievement</li> <li>• Feeling of alienation</li> </ul>



As it is observed in the table, the factors influential in the occurrence of burnout are categorized as micro and macro. Micro variables include the academic and administrative provisions of the institution. How Cephe (2010) further explains these factors is presented below.

To begin with the administrative variables, they are determined by the school principals in addition to the Council of Higher Education for the school of foreign languages and the Ministry of National Education for the schools affiliated to the Ministry of National Education. Apart from these regulations, the instructors and teachers are free to take decisions and put them into practice. Academic variables are about the frequency and the quality of in-service training, supervision, availability and function of a mentor or supervisor, number of courses and workload.

Governmental and personal variables, however, are categorized as macro variables. Governmental variables included salaries and economic conditions and their need for extra work. The reason why personal variables are included in macro variables is that all previously defined factors have a strong impact on personal and professional identities, leading these factors to be viewed as personal reflections of the English instructors with regard to the socio-psychological perspective.

In a comprehensive study by Esteve (1987), abundant stress factors promoting teacher burnout are listed and analyzed in detail. Initially, he explains these factors in two different categories: the first being primary and the second being secondary or environmental factor. The primary factors include materials and working conditions, the increase in violence in

scholastic institutions and teacher exhaustion and the increasing demands made on teachers.

The secondary factors he mentions are as follows:

- Changes in the role of the teacher and of the traditional agents of social integration
- Increasing contradictions in the role of the teacher
- Change in the attitude of society towards the teacher
- Uncertainty about the objectives of the educational system and the furthering of

knowledge

- The deterioration of the image of the teacher

He especially focuses on the changing role and perception of the teachers stating that ‘unconditional support’ from parents is no longer available, instead parents accuse teachers of failures and educational system whereas teachers are the first victims of the system. Another problem is that teachers are trying to prepare the generation for a future which does not exist or cannot be predicted at the moments. During this process, they suffer from the lack of suitable conditions and materials; however, they expect the highest achievement. The classrooms are also composed of students who have different styles, cultures and backgrounds. In addition, considering the fact that they are aware of the unemployment problems, they are more difficult to motivate than the previous generation was. A reduction of the time parents spend with their families, reduction of the size of the families and reduction in the involvement in the task of education on the part of older brothers, uncles, aunts and grandparents also make the teachers’ job more challenging. The media is also very crucial in determining deterioration of teacher image, like including problems about teachers or education system rather than dedicated or successful teachers.

Greenglass and Burke (2003) focus on the altering nature of the requirements of the teaching profession by stating that teachers currently have to consider technological, organizational, and pedagogical changes and move from being providers of on-site education to providers of lifelong learning, which is more challenging and makes learning technology, and becoming facilitator to students a must. In addition, teachers' duties involve teaching students how to manage and organize the new information. All these developments and economic growth result in increased pressure on the education system and teachers.

*Individual factors.* Burnout is a phenomenon that occurs depending on several components and one of the most frequently studied components of it is individual factors. Goddard and O'Brien (2004) shed light on the significance of personality on burnout by putting forward that "...research investigating the contribution that personality traits may make to the explanation of burnout has only been reported relatively recently and there is considerable work to be done to integrate personality into a coherent theory of burnout." (Goddard and O'Brien, 2004, p. 4).

However, although limited in number, there are a few studies demonstrating the impact of personality on the occurrence of burnout. For instance, Pines and Aronson (1988) emphasize the fact that burnout tends to affect those who commence their profession motivated and idealistic, expecting their work to give their life a sense of meaning. However, burnout involves the painful realization that they have failed to make the world a better place, to assist the needy, to have a real impact on the organization. It demonstrates them that their struggle was for nothing and they have no more energy. Therefore, it leaves people without any purpose.

Pines and Aronson (1988) stress that tragically; those who were once among the most idealistic and enthusiastic have been affected by burnout the most frequently. In other words, if the people start the job with a doubtful attitude, they are less likely to burnout, in contrast to those who have a strong desire to be helpful, excited, and idealistic during their jobs.

It is clarified by the literature that another individual factor which may result in burnout is an individual's expectations. For instance, Greenglass and Burke (2003) point out that like other professions, teachers also commence their profession with some expectations about the nature of the job and about what can be accomplished on the job. When these expectations are not met, the individuals experience a sense of defeat and failure.

*Work and working conditions.* Now that the relationship between the burnout syndrome and the influence of work stress on the occurrence of it is clear, there is an inevitable requirement to define the components of the term work stress. Barling, Kelloway and Frone (2005) claim the following as the factors effective in work stress, which are organizational role stress, work schedules, organizational justice, poor leadership, work-family conflict, harassment and discrimination, workplace aggression, physical work environment, workplace safety, economic stressors, technology, industrial relations, organizational politics and terrorism. Furthermore, under the heading of special populations, they emphasize the issues of young workers, older workers, gender issues, international issues and cross-cultural issues in addition to part-time and contingent employment in relation to work stress.

According to Tsigilis, Zachopoulou, and Grammatikopoulos (2006), issues related to the characteristics of the work setting are likely to affect how professionals feel about their job and whether they experience burnout.

Known as the main source of burnout, stress is stated by Greenglass and Burke (2003) to be a consequence of working in an environment where human relationships are critical for the successful management of young people with social, emotional and behavioral difficulties, adding that six primary sources of employee demoralization and demotivation in organizations are work overload, lack of autonomy, poor rewards, loss of belonging, unfairness and value conflicts.

As it can be concluded from the statements above, work and working conditions is a comprehensive issue which craves to be discussed in detail. Therefore, Gryna (2004) initially focuses merely on the issue of work overload. Gryna, (2004), after stating that work overload is the main factor in stress, points out that many people do not have work overload. According to him, some people enjoy their job so much that the only thing they do is to work. However, sometimes loving your job cannot be the key to this problem. He further explains that general characteristics of people suffering from work overload are being highly educated, self-motivated and attracted to demanding jobs. For instance, even if you love your job, if you cannot allocate time for your family and your schedule interferes with your family activities, you can still feel the work overload.

According to Gryna (2004), Dean Jeff Klepfer, a psychologist from the University of Tampa states that the findings of the studies related to work overload merely express the

perceptions of the participants. As perceptions are not physical facts but psychological facts, the stress is threatening when they have the impression that they have work overload.

Pines and Aronson (1988) point out that individuals experience burnout as a gradual erosion of their soul and as a result of the daily struggles and chronic stresses that are typical of everyday life and work, for instance, too many pressures, conflicts, demands, and too few emotional rewards, acknowledgements and successes.

Because being exposed to long periods of stress leads to burnout, the problems in working conditions can be the indicators of work stress. The following chart by Barling, Kelloway and Frone (2005) explains the outcomes of work stress, which are corresponding to those of burnout syndrome.

Table 2

*Outcomes of Work Stress Corresponding to Those of Burnout Syndrome*

Outcome Type	Outcome Relevance	
	Individual	Organization
Psychological	Anxiety Depression General Well-Being	Job Dissatisfaction Low Organizational Commitment Low Job Involvement Job Frustration
Physical	Psychosomatic Symptoms Diagnosed Health Problems Physiological Indices	Health Care Utilization Sick Days Workers' Compensation Claims
Behavioral	Decreased Positive Health Behaviour Drug and Alcohol Use Risk Taking	Decreased Job Performance Counter Productive Behaviours Accidents

Table 2 describes the outcomes of work stress which are likely to result in burnout. These outcomes are categorized both under three titles as being psychological, physical and behavioral as the type of outcome and under two categories as individual and organizational in terms of outcome relevance.

**Symptoms of burnout.** Schaufeli and Enzmann (1998) define the emergence of burnout in 3 phases. The first phase stems from the imbalance of the resources and demands. In the second phase, the individual experiences emotional tension and fatigue and they bring along such problems as sleeping problems, headache and forgetfulness. (Pines and Aronson, 1998). The third phase consists of a number of changes in attitudes and behaviours. (Skaalvik and Skaalvik, 2010)

Pines and Aronson (1988) describe that burnout is accompanied by several indications including 'physical depletion, feeling of helplessness and hopelessness, disillusionment, and the development of negative self-concept and negative attitudes towards work, and life itself'; adding that in its extreme form, burnout represents a breaking point beyond which the ability to cope with the environment is severely restrained.

Losyk (2006) points out that burnout is not a phenomenon that occurs overnight. In contrast, it is a slow process that gives some early warning signs and symptoms. He categorizes this process in four phases. The initial one is switching on, the second one is switching off, the next one is extinguishment and the final one is control or burnout. Each phase has its own symptoms and they greatly vary. Therefore, they require to be analyzed in detail.

The first stage, which is switching on, occurs when we start a new job or work. Abundant energy, the desire to be participant and productive and high levels of enthusiasm are the basic characteristics of this stage. Some people can cope with the demands and the pressure and manage to be successful; therefore, they never experience the second level. On the other hand, some people fail to do it and they spend too much energy for adjustment, they commence getting tired and showing the symptoms of the second level.

The indications of the second level are difficult to realize since the more frustrations we experience, the more obvious they become. The second stage becomes apparent with the decrease in energy, disappearance of enthusiasm and fatigue turns out to be chronic. The desire to stay away from work increases and pessimism, sorrow and confusion can be felt. We are doubtful about our abilities and contribution to the job.

In the third stage, fatigue turns into over-fatigue; sorrow and confusion turn into depression. Difficulty in sleeping and eating appears in addition to decrease in energy and pessimistic ideas make it difficult for you to stand. We cannot focus our attention on anything and make decisions. We generally suffer from headache, backache, pain in the neck and shoulders. Stress affects our blood pressure and heart.

The last stage is like hitting bottom. We feel desperate despair and we have to make a decision between changing this situation or we will suffer from heart attack or some chronic illnesses like stroke. We can change the job or get professional medical assistance for reducing the stress. (Losyk, 2006)



Dissimilarly, Pines and Aronson (1988) focus on the three components of burnout, which are physical, emotional and mental exhaustion and clarify the indicators of each component separately.

The first component, which is physical exhaustion, includes basically consistent fatigue, low energy and weakness. People suffering from burnout report accident proneness, frequent attacks of virus and flu, susceptibility to illness, changes in eating habit and frequent headaches. They also have sleeping problems. In contrast to what is expected from a tired person (like an individual having burnout), they have difficulty in sleeping and they frequently suffer from nightmares. The context of the nightmare is also determined by the cause of burnout. The other component, emotional exhaustion is composed of feelings of hopelessness, helplessness and entrapment.

Pines (cited in Cephe 2010) defines the symptoms of burnout as anxiety, anger, frustration, depression, tension, powerlessness, hopelessness, failure, detachment, and feeling of inability. Keeping these symptoms in mind, it can be deduced that the symptoms of burnout are identical to and can be confused with the symptoms of depression. In their study, Brenninkmeyer, Van Yperen and Buunk (2001) concluded that although they share some significant characteristics, “depression and burnout are closely related, but they are certainly not identical twins”. (Brenninkmeyer, Van Yperen and Buunk, 2001, p. i18).

Grayson and Alvarez (2008) discovered in their research that especially if parent and community support is poor, teachers may become exhausted and overwhelmed with the task of fostering children’s development, contributing burnout.

As mentioned earlier, the causes of burnout can differ depending on the individual and Kyriacou (1989) also points out that the responses to these burnout stimuli can also differ.

As burnout cannot be attributed to merely one reason, the results differ depending on the severity and the symptoms observed. Greenglass and Burke (2003) list this order of severity of burnout as follows:

1. A sense of frustration and a desire to sever all contact with one's job or profession comprise the peak of burnout.
2. Negative feelings towards the recipients of one's services; depersonalization appears closest to the burnout.
3. A sense of emotional exhaustion is close to depersonalization.
4. A sense of professional non accomplishment is less severe than depersonalization or emotional exhaustion as far as burnout is concerned.
5. It is notable that the desire to leave work and depersonalization, together with emotional exhaustion are the core meaning of the notion of burnout.

**Consequences of Burnout.** Pines and Aronson (1988) argue that burnout appears in a wide variety of people, leading them to have unfavorable psychological effects and suffer from low morale, absenteeism, tardiness, and high job turnover. It can also result in poor management and inadequate delivery of health, education and welfare services. They add, "Their concern and feeling for the people they work with becomes dulled and frequently they come to treat their clients, colleagues, and employees in detached, hostile and uncaring ways." (Pines and Aronson, 1988, p. 257).

Burnout can be loss-making in terms of wasted training provided for those who quit their jobs and psychological pressure felt by those who stay. Burnout is disadvantageous for the organization as it loses talent and originates poor performance, in addition to being harmful for the employees, clients and patients who receive poor quality service and attention. (Pines and Aronson, 1988)

Losyk (2006) categorizes the stages of burnout into four different phases and the following table is crucial in terms of clarifying the levels of burnout in addition to symptoms and complications experienced in each stage of the burnout.

Table 3

*Phases of Burnout with Their Symptoms*

1. Switching on	2. Switching off	3. Extinguishment	4. Control or Burnout
High level of enthusiasm, abundant energy, being participant and productive	Chronicle over-fatigue, staying away from people and the job, pessimism, sorrow and confusion, being doubtful about abilities and job contribution	Depression, eating and sleeping disorders, lack of energy, susceptibility to illnesses, not being able to focus attention, not being able to finish the job, general indisposition	<i>Burnout</i> A desperate despair, emotionally devastation, physical illnesses, the risk of having heart attack or chronicle diseases such as stroke <i>Control</i> Getting rid of job stress, making changes to prepare your mind and soul for the following day

As Table 3 demonstrates, Losky (2006) suggests that burnout is a four-phase problem the initial phase being switching on. The next phase, switching off in which the symptoms of burnout starts to be apparent, is like a transition period to the extinguishment level, which can be said to cause more serious problems (if no measures are taken). The following and the final phase offers two options: burnout or control.

After an individual diagnoses the symptoms stated above, Losky (2006) maintains that it is crucial to accept that you have burnout problem and figure out the underlying reason of burnout. According to him, one can ask the following questions to conceive the reasons of burnout:

- Which working conditions cause which emotional and physical situations?
- Which conditions can I change?
- Which conditions cannot be changed and do I have to accept them?
- Are they worth accepting or should I proceed on my way?

After discovering the underlying reasons, Losyk (2006) states, it is necessary to realize that your body is directly affected by what you think; therefore, control your ideas and turn the pessimistic ones into optimistic ones. Moreover, one should learn how to say 'no' and explain your schedule and the effect of work overload on your health; otherwise, you may have to deal with the responsibilities of other people and cope with the work overload. In addition, not isolating yourself from people is also crucial as we need other people to share our problems and it does not make one a weak person. He adds that it is only when you share your concerns and problems that you learn you are not the only person experiencing them. Being a perfectionist can also cause frustrations, hence, one should avoid it. Furthermore, be

organized, give other people responsibilities and tasks, be aware of your emotions and take great care of your mind and body.

In addition to the impacts of the burnout syndrome on an individual, it has some significant consequences for the related institution and the quality of service it provides. Cherniss (cited in Goddard and O'Brien 2004) express that burnout directly impacts on the quality of service that is delivered by the organization employing workers who are burnt out.

Similarly, Maslach (1982) also asserts that loss of positive feelings, respect and sympathy against the clients, the individuals can lead the deterioration of the quality of service. However, it is not that simple to be merely linked to the low quality service, but a complex one inducing obstacles like low worker morale, impaired performance, absenteeism, high job turnover. While the individual is not able to cope with these obstacles, there are a few reactions to stay away from them, including quitting and getting out, changing jobs, moving into administrative work to avoid contact with the clients or leaving the profession completely.

In one of the few longitudinal studies carried out on this topic, Cherniss (1992) clarifies the short term and the long term consequences of burnout in addition to maintaining that if high levels of burnout are associated with long term problems in career adaptation, the problem of burnout can be more serious than predicted. Moreover, he claims that individuals who experience burnout for a year or so may eventually recover without any intervention.

Regarding the occurrence of burnout on individuals, there are some precautions which can be taken and distinctive attempts which can be made to impact burnout in different levels. Paine (1982) maintains that the levels are as follows: personal, interpersonal, workplace and

organizational. The levels aim at different goals and the mentioned goals can be identification, prevention, mediation and remediation.

The following chart called illustrative burnout interventions which demonstrate the levels of burnout prevention methods in relation to purposes of these levels.

Table 4

*Burnout Interventions*

SITE OF INTERVENTION	GOAL OF INTERVENTION			
	Identification	Prevention	Mediation	Remediation
Personal	Self-evaluation	Professional training	Stress management	Individual counseling
Interpersonal	Peer feedback	Support groups	Creative supervision	Group counseling
Work place	Survey	Professional development	Job redesign	Job changes
Organizational	Performance monitoring	Organizational development	Reorganization	Employee assistance

As Table 4 demonstrates, there are four sites of intervention as personal, interpersonal, workplace and organizational. The table also illustrates four different ways of identification of burnout, including self-evaluation, peer feedback, survey and performance monitoring. In order to prevent the occurrence of burnout, as a precaution, personal training, support groups, professional development and organizational development strategies can be applied.

Medication process comprises stress management, creative supervision, job redesign and reorganization. In order to remedy the effects of burnout, individual counseling, group counseling, job changes and employee assistance can be made use of. Which ways of identification, prevention, mediation and remediation methods to apply basically depends on the site of intervention.

Pienaar and Willemse (2008) point out that if burnout is not remedied, it can result in loss in productivity or quality in their work, reduction in morale, and psychological or physical health. Another outcome of burnout is related to individual coping; non-coping and ineffective coping referring to higher levels of burnout. Maslach, Schaufeli and Leiter (cited in Pienaar and Willemse 2008) confirm this finding by highlighting that a passive or defensive way of dealing with stressful events facilitates the improvement of burnout.

**Assessment of burnout.** Researches demonstrate that the three dimensions of burnout are not possible to be collected under the same measurement. (Byrne, 1994). Lee and Ashforth (1996) stated that the availability of a weak correlation between personal achievement and the other between the two dimensions.

Schaufeli, Enzmann and Girault (1993) state that one of the pioneers to use the term 'burnout' was Freudenberg, a psychoanalytically oriented psychiatrist who observed the mental and physical symptoms to comprehend burnout. However, a systematical basis to measure burnout had never been developed. They claim that Forney, Wallace-Schutzman and Wiggers developed a structured interview to assess the level of burnout in 1982. However, it was not commonly used by the researchers.

In 1983, Haack and Jones (cited in Schaufeli, Enzmann and Girault, 1993) introduced another method called projective drawings. The participants were asked to draw how burned out they felt and their drawings were rated by two psychologists and the scale was ranging from 0 to 4 points, which stand for 'not burned out' to 'very burned out'. The drawings of the people experiencing burnout were found out to reflect such feelings as exhaustion, isolation, being broken, injured or powerless. This method was not very successful either since there were not any reliable criteria for evaluating the drawings.

Rafferty, Lemkau, Purdy and Rudisill employed an overall self-assessment of burnout with the concern of validity of other assessment methods in 1986 (cited in Schaufeli, Enzmann and Girault, 1993). In this study, the participants were asked to describe themselves over the past several months, keeping the definition of burnout in mind. The responses were evaluated depending on a 9-point rating scale ranging from 'very burned out' to 'not at all burned out'. On the other hand, the scale failed to measure burnout thoroughly from the other aspects than emotional exhaustion.

Another similar study was conducted by Meier (in 1984), who demanded the participants to reflect their burnout level by utilizing a 7-point self-rating scale along with other measures. The findings of the study were observed to be correlated with the MBI. (Maslach Burnout Inventory)

***Maslach Burnout Inventory (MBI).*** Maslach (cited in Pillay, Goddard and Wilss 2005) expresses that MBI (Maslach Burnout Inventory) is conducted to measure burnout which is defined as a psychological syndrome of emotional exhaustion, depersonalization, and

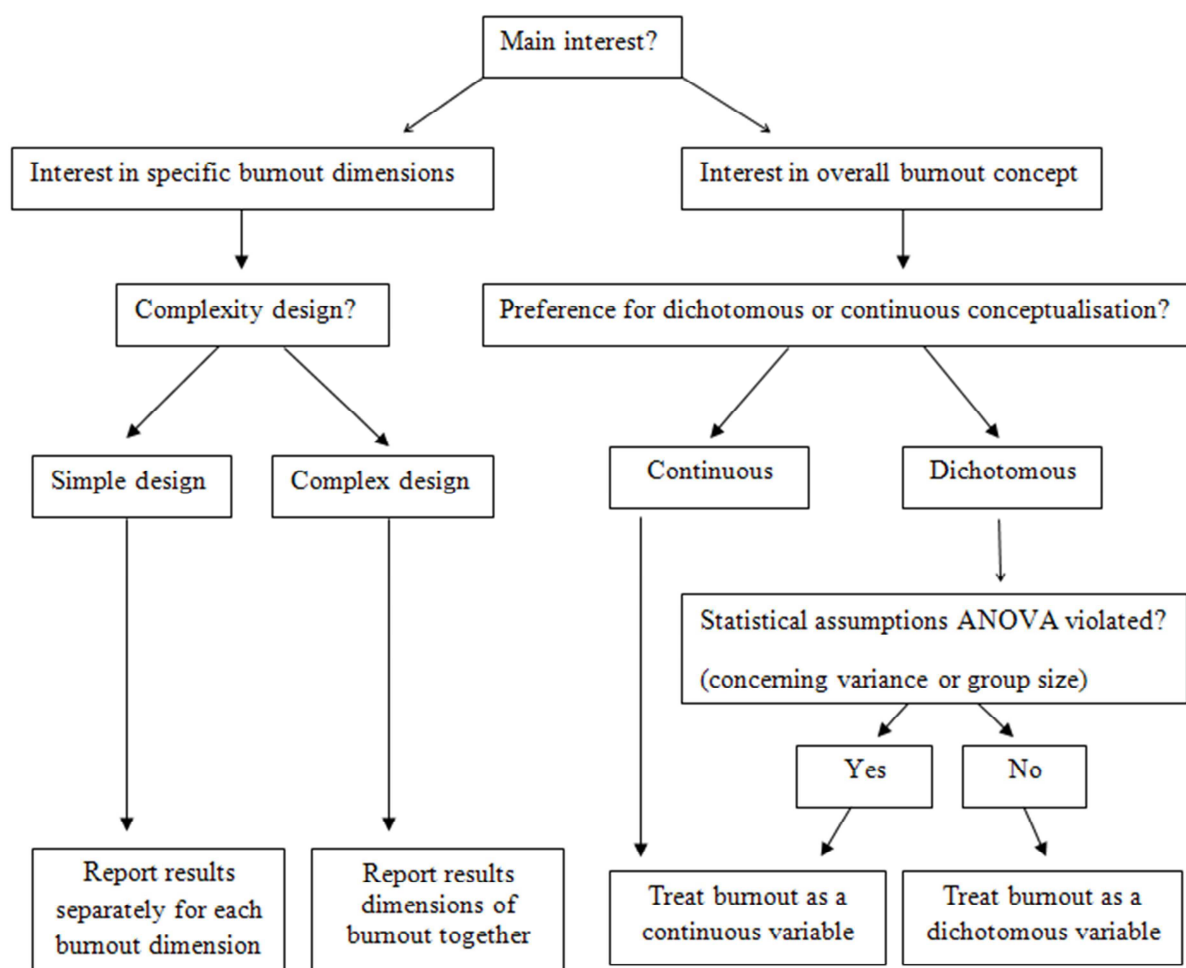


reduced personal accomplishment which appear among individuals who work with other people in the same capacity.

Furthermore, Maslach, Jackson and Leiter, the Educator Survey version of the MBI is 22 item self-report instrument which is accepted in the literature as “the most widely used operationalization of burnout”. This instrument comprises three parts which are Emotional Exhaustion, Depersonalization and Personal Accomplishment. Respondents are expected to respond on a seven-point frequency rating scale, ranging from ‘never’ (0) to ‘every day’ (6). (cited in Pillay, Goddard and Wilss, 2005, p.30).

Whereas high scores on the emotional exhaustion and depersonalization are predictors or characteristics of burnout, the situation is contrary to the personal accomplishment. Maslach (cited in Pillay, Goddard and Wilss 2005) claims that the reliability coefficients published in the technical manual were .90 for the emotional exhaustion, .79 for the depersonalization and .71 for the personal accomplishment.

Despite the widely utilization of Maslach Burnout Inventory to determine whether individuals experience burnout or not, or to what extent burnout influences them, the evaluating the findings of this inventory can be burdensome. Brenninkmeyer and VanYperen (2003) put forth two different models of evaluation for this problem and the difference lies in the evaluation of the three dimensions of the burnout separately (multidimensionally) or together (unidimensionally). They claim that both of the evaluation methods can be carried out depending on the purpose of the study and the following chart summarizes their ideas.



*Figure 2.* Evaluation of Maslach Burnout Inventory according to the purpose of the research

As figure 2 illustrates, treating burnout whether as a continuous or dichotomous variable and reporting burnout dimensions separately or together is determined by a few factors. Initial factor is to decide whether the main interest is the separate dimensions of burnout or the overall burnout concept. If the aim is to determine specific dimensions of burnout, the significant thing is to take the complexity of the research design into consideration. Simple design requires reporting the results separately for each burnout dimensions whereas complex design requires reporting the burnout dimensions together.

Should the researcher is interested in the overall burnout concept; the preference of conceptualization (continuous or dichotomous) should be taken into consideration. If the researcher prefers continuous conceptualization, burnout can be taken as a continuous variable. However, even if the researcher's preference is taking burnout as a dichotomous variable, if the variance and group size violate ANOVA, burnout should be treated as a continuous variable.

### **The Background of the Studies on Job Satisfaction**

The commencement of the initial studies of job satisfaction dates back to 1924-1933, when Elton Mayo from the Harvard Business School investigated the effects of various conditions on the workers' productivity. The findings proved that workers work for other reasons than pay, paving way to the future researches. Frederick Winslow Taylor's book 1911 –Principles of Scientific Management - also contributed to the area by altering the management and increasing productivity, however it left the workers exhausted due to forcing them to work at a faster pace. It aroused new questions to be responded regarding job satisfaction.

It is still controversial what laid the foundation of job satisfaction theory. On the other hand, Maslow's hierarchy of needs theory, Alderfer's theory and Frederick Herzberg's two factors theory (aka Motivator Hygiene Theory) are accepted as the most possible ones which will be explained below.

### **What is job satisfaction?**

Caprara, Barbaranelli, Steca and Malone (2006) maintain that teachers have a unique role in setting the standards and creating the conditions for the learners' school fulfillments; therefore, it is required to comprehend the key mechanism which teachers contribute to their academic success, one of which is possibly job satisfaction and that is why a clear definition of it is vital.

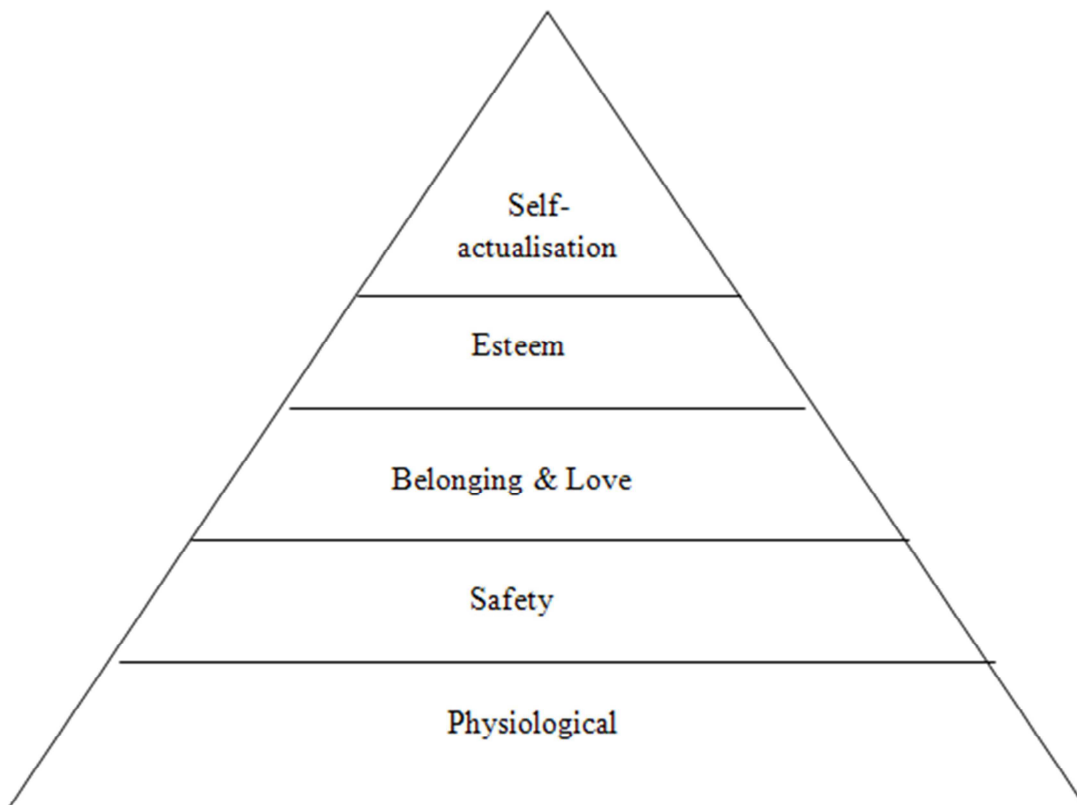
The term 'job satisfaction' has plethora of definitions, the most prominent of which is that made by Locke (1976), as "a pleasant or positive emotional state resulting from the appraisal of one's job or experiences." (Locke, 1976, p. 1366).

Moreover, according to Evans (1997), there are two distinct components of job satisfaction, which are job comfort and job fulfillment and construed as 'a state of mind shaped by the extent to which an individual considers his/ her job-related requirements are fulfilled'. She also highlights that the term job satisfaction is more often than not confused with the term morale, clarifying the distinction as the initial one is present-oriented and as a response to a situation and the latter one as future oriented and anticipatory.

On the other hand, other researchers claim these components to be different, for instance, McClelland's model of motivation (cited in Bentea and Anghelache, 2012) as achievement (individual's need for significant accomplishment, high standards or mastering skills), power (desire to be important, to have influence on people) and affiliation (need for friendship, cooperation and interpersonal relationship).

**Models and theories of job satisfaction.** Job satisfaction is a comprehensive topic, that is to say, requires to be analyzed in a deeper way rather than just stating the components. Therefore, the following section aims to clarify the models and theories of job satisfaction to lead a clear comprehension of the term.

*Maslow's hierarchy of needs.* Another possible source that the term job satisfaction is based on is Maslow hierarchy of needs. Incir (1980) claims in her research that the factors affecting job satisfaction are based on Maslow's hierarchy of needs. The following figure illustrates these needs.



*Figure 3.* Maslow's hierarchy of needs

Incir (1980) clarifies these needs as follows: Physiological needs include eating, drinking, relaxing whereas safety needs include things which make individuals safe like insurance or retirement. Belonging and love needs are also called as social relationship needs and based on the idea that individuals need such feelings as having good relationships with people around them, loving and being loved. Esteem needs comprise such needs as self-confidence, independence, achievement, status and reputation. Self-actualization need is the need to use one's potential power, increase capacity and improve talents.

*Alderfer's ERG theory.* Even though proposes the same number of components as the model of motivation mentioned above, the Alderfer's ERG theory describes these components as existence (the survival needs concerned with providing the basic material existence requirements which cannot be noticed unless there is scarcity), relatedness (maintaining interpersonal relationships) and growth (personal development), whose initials comprise the name of the theory. Although the categories are identical to that of Maslow's hierarchy, they are somehow different. (Alderfer and Guzzo, 1979).

What is similar to Maslow's theory is that there is a rank for the priority of the needs (existence has priority over relatedness). However, there are a number of distinctive features of ERG theory. To begin with, although middle levels of Maslow's hierarchy of needs and Alderfer's ERG theory overlap, the number of categories is reduced to 3 while the number is 5 in Maslow's theory. Another difference is that ERG theory accepts that the order of needs can be different for different people. Similarly, if a higher level requirement remains unfulfilled, the person can only deal with satisfying the lower level requirements which are easier to be fulfilled. As a final difference, ERG theory accepts the individual's possibility of trying to satisfy several needs at the same time. (Alderfer and Guzzo, 1979).

**Reinforcement theory.** Skinner (cited in İncir, 1980) claims that human behavior is not intrinsic but shaped by the environment. Keeping in mind that it is not possible to observe stimulation, requirement and attitude, it is only a hypothesis to state that they are the reasons of a behavior.

The variables of the theory are behavior, environment and reinforcer. If the interaction between these variables is in harmony, the likelihood of the behavior's occurrence will increase.

Whilst there is an assumption that when the requirements are met the person will be satisfied and satisfied people are more productive, the idea could not prove to be true.

**Equity theory.** Homas and Adams developed a theory based on an idea which takes human behavior as a process of interchange. Whereas this theory sees educational status, experience, skills, effort, responsibility, age etc. as a contribution; salary, good working conditions, security, promotion and status are expected as rewards.

According to this theory, people compare their own reward/contribution ratio with those of others. If their ratio is lower, their dissatisfaction increases. On this condition, these people initially try to increase their rewards. Unless they are able to do it, they commence decreasing their contribution (for instance, slowing down their work). However, if this ratio is higher when compared with others, they try to increase their contributions to provide equity. On the other hand, inequity threshold is higher on that condition. (İncir, 1980).

**Vroom's expectancy or discrepancy theory.** Both in Maslow's and Herzberg's theory, the requirements are focused on. On the other hand, in order for a person to act, there must be

an expectancy to meet this requirement. The most well-known theory that put forward this idea belongs to Victor H. Vroom.

Vroom (cited in İncir, 1980) claims that the satisfaction of a person is equal to multiplication of the expectancy that this act will lead the purpose and the importance one gives to that purpose (which is called valence). If it is expected to reach a purpose, valence will be positive whereas it is negative when no interest is shown to that aim. (It must be noted that valence here refers to the expected value, not the real value.)

If the number of expected results is more than one, the satisfaction is equal to the multiplication of all the valences of these results. When a person puts a lot of effort on something which is desired and likely to come true, he or she puts less effort on another thing which is desired but not likely to happen. For instance, if an employee wants to get promoted and is aware that it is possible depending on an employee's performance, he or she works hard. If the same individual considers other factors to be influential in being promoted, then he or she does not intensify his effort on his or her performance.

***Two-factor theory (motivator-hygiene theory.)*** Herzberg (cited in Ahmadi and Keshavarzi, 2012) claims that when individuals talk of their positive feelings and job satisfaction, they refer to mental factors available in their workplaces. These mental factors consist of achievement, recognition, work itself, responsibility and advancement. On the other hand, when individuals mention about job dissatisfaction, they mention about factors regarding their work such as company policy, administration, supervision, interpersonal relationship, work condition and salary.



Herzberg’s theory is also known as ‘Motivator- Hygiene Theory’. Incir (1980) describes motivators as factors leading job satisfaction whereas hygiene factors refer to factors causing dissatisfaction. Whilst some researches provide evidence for this theory, some reached different findings from that of Herzberg’s. She also clarifies the meaning of the ‘hygiene and motivator’ factors in this theory and their frequencies by means of the following chart.

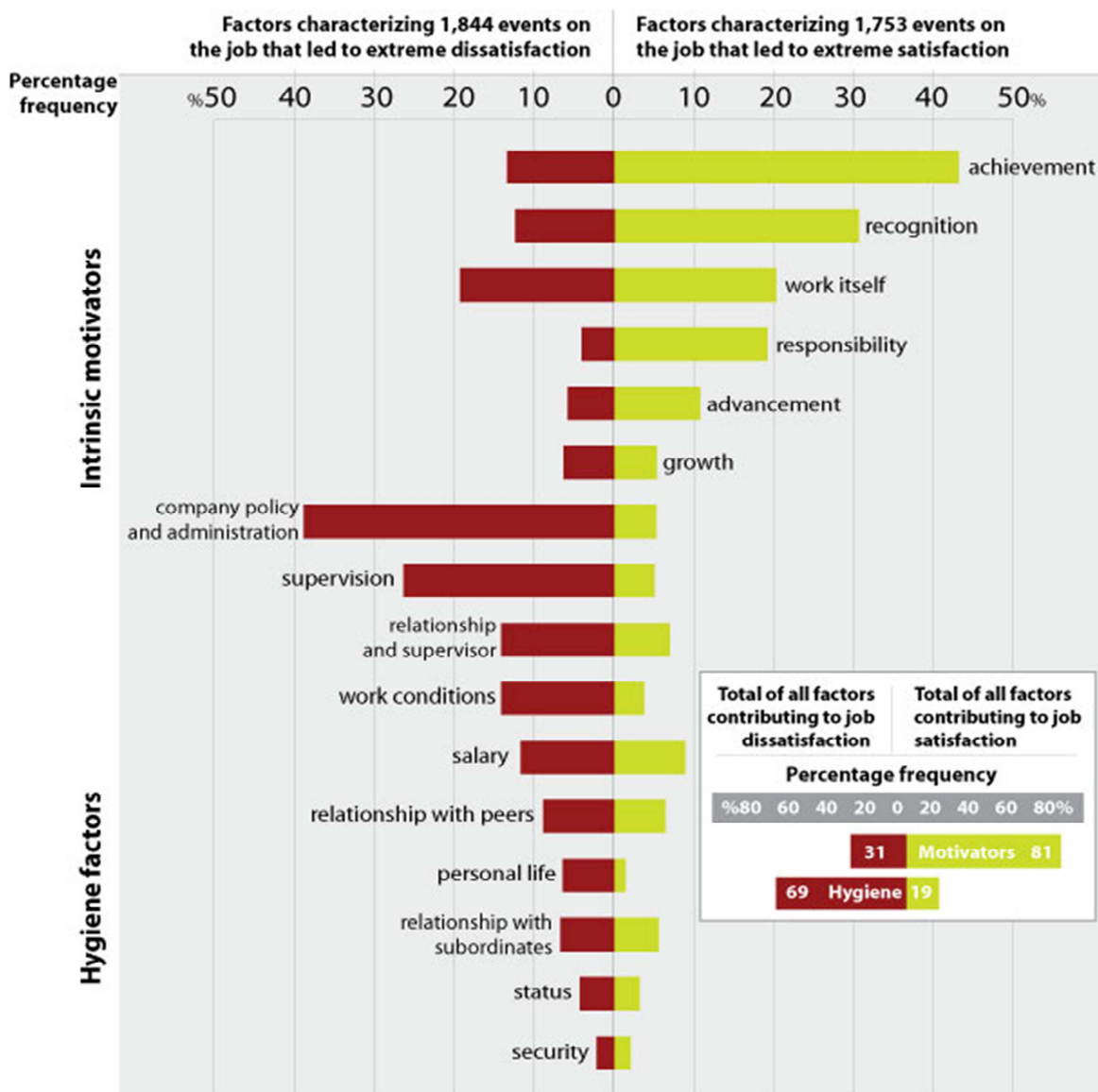


Figure 4. Motivation and hygiene factors in Herzberg’s theory

According to Herzberg's theory are the job satisfier factors (also known as) motivators including things like achievements, responsibility, growth in workplace and recognition whereas job dissatisfiers also known as hygiene factors are work and environment related factors, including company policy, administration, job security, salary and work conditions. Herzberg found out the most influential motivating factors are respectively achievement, recognition, the work itself, responsibility, advancement and growth whereas the most influential hygiene factors comprise company and policy administration, supervision, relationship and supervisor, work conditions, salary and relationship with peers, personal life, relationships with subordinates, status and security successively.

**Factors leading job satisfaction.** The response to the inquiry that which factors affect job satisfaction is still controversial, despite the fact that more and more factors can be listed thanks to the gradually increasing number of researches. Hence it is necessary to examine the studies conducted on this field. For instance, Liu and Ramsey (2008) searched for the correlation between such variables as work and working conditions, compensation, gender, years of teaching, career status and job satisfaction.

Another study by Spalter-Roth and Van Vooren (2008) revealed that job satisfaction is also highly relevant to the extent to which their job is close to their studies which means that the closer the teachers' department to English language teaching, the more satisfied they are expected to be.

Caprara et al. (2006) state that teachers' satisfaction is most likely to derive from their sense of competence, adding that teachers' self-efficacy beliefs have a significant role in influencing and sustaining their commitment to school and their job satisfaction. They also

claim the teachers' satisfaction to be at risk in those countries where they have new responsibilities and they experience the scarcity of external rewards.

It is possible to state that the influence of burnout is also an undeniable fact for Kyriacou (1989) who maintains that the consequences of burnout can be listed as teacher absences, taken to avoid stress or resulting from stress-precipitated ill-health, a lowered level of job satisfaction and commitment and even an impaired quality of classroom teaching.

To emphasize the changing perception of job satisfaction, Fraser (1987) points out that "Not only, then, is job satisfaction part of an unbounded continuum, it is also a personal state, as opposed to a group state, and its goals will vary from person to person, from circumstance to circumstance and from time to time in the same person." (Fraser, 1987, p. 83). Therefore, it is necessary to focus on the factors that can affect individuals' job satisfaction levels.

***Individual factors.*** It is crucial to state that the level of job satisfaction is found out to be influenced by the attitudes of the teachers, argues Evans (1997), maintaining that the teachers whose professionalism efforts are more susceptible to be dissatisfied and demoralized when compared to those who are relatively less concerned about wider school issues and more classroom bound.

One of the ways teachers differ from each other is the way they think and Caprara et al. (2006) also support this idea by maintaining that it is probable that "...gathering together efficacious teachers leads to higher satisfaction than gathering together teachers who doubt their capacities." This statement is consistent with the idea that job satisfaction is mainly based on one's own perception about the job. Therefore, it is likely that one teacher can be highly satisfied with his/her job whereas the other one is totally dissatisfied despite having the same

profession and working under the same conditions. That's why Caprara et al. (2006) implies that once the workers' perceptions are altered, their job satisfaction is also changed. If the teachers who are satisfied with their job and who are with high self-efficacy are gathered together, it is inevitable that they will influence each other in a positive way and cause them to have higher levels of satisfaction. (Caprara et al., 2006, p. 479).

***Work and working conditions.*** A number of aspects of jobs and the conditions under which the jobs are carried out comprise the factors determining job satisfaction. Therefore, being able to identify an individual's satisfaction related to his/her job basically depends on determining the aspects of the job. Although similar in nature in terms of belonging to work and working conditions, these aspects greatly differ in number and category depending on the ideas of the researchers. For instance, in their study Koustelios and Tsigilis (2005) found out that job satisfaction is primarily affected by the job itself followed by supervision and working conditions. In addition, pay and organization as a whole, did not reach the cut off value. Therefore, they inferred that intrinsic aspects of the job are the primary determinants of satisfaction among Greek Physical Education teachers.

***Consequences of job satisfaction and dissatisfaction.*** Liu and Ramsey (2008) assert, predictably and as the literature demonstrated, there is a positive correlation between the job satisfaction and job performance. Similarly, Caprara et al. (2006) also support this finding by stating that teachers' satisfaction certainly support and facilitate a positive teaching and learning environment.

It is widely accepted that some factors lead to satisfaction and some others lead to dissatisfaction, but it can be concluded from Fraser's (1987) ideas that minimizing the factors

causing job dissatisfaction and maximizing the factors leading job satisfaction is not a good solution to end up with very satisfied workers. Instead, he emphasizes that human capacity to adapt is such that once these goals are achieved, one will adapt to new levels of satisfaction, accept it as a norm, and seek still further levels of satisfaction.

Platsidou and Agalotis (2008) maintain that job satisfaction of the Greek special education teachers at the primary school level was perceived as moderately high in certain facets of their job, such as satisfaction with the job itself, with the school principal, and with the organization as a whole. Satisfaction with the work conditions was moderate, but their satisfaction with prospects of promotion and with pay was low.

There also studies seeking for the link between burnout and job satisfaction. For instance, Kamis (1982) claims that burnout undermines job satisfaction. Similarly, Platsidou and Agalotis (2008) also report depending on their research findings that regarding the relationship between burnout and job satisfaction in their sample, it was found that high-perceived satisfaction with the job itself, the system organization as a whole, the school principal, and the prospects of promotion were significantly correlated to low levels of burnout.

Considering job satisfaction as a factor promoting better education, Demirtaş (2010) maintains that high level of job satisfaction of teachers is positively influential for the educational aims to come true. It is anticipated that a school which has teachers with high level of job satisfaction gives qualified education and brings up successful students. This is mainly due to the fact that teachers with high job satisfaction can obtain very important gains thanks to balanced works in a triangle in which are administrators, students and parents.

**How to measure job satisfaction.** There are a number of reasons why measuring job satisfaction level is challenging. Demirtaş (2010) clarifies one of the reasons by stating that “As is often the case, in attempting to define a construct belonging to the social sciences, there is no universally accepted definition of job satisfaction” (Demirtaş, 2010, p. 1071). Fraser (1987) explains some of them by stating that “... a given level of satisfaction describes a position on a satisfaction, dissatisfaction continuum, and reflects attitudes not only with regard to the job but also with respect to the individual’s perception of his entire social and other ambiance.” (Fraser, 1987, p. 69).

There are a number of data collection methods or surveys for measuring job satisfaction. For instance, Herzberg developed a new method called ‘Critical Incidents Technique’, which is based on the principle of asking the participants to think about the time they felt themselves special with their jobs, to describe how they felt and state the duration of this feeling. To learn about their dissatisfaction, the same procedure is repeated for the negative feelings regarding their jobs. (Ahmadi and Keshavarzi, 2012).

Stride, Wall and Catley (2007) mention about another method to measure job satisfaction, developed by Warr, Cook and Wall (1979) which is a robust instrument easy to complete for all employees at all levels and is psychometrically sound. Depending on the purpose, it can provide overall job satisfaction or separately intrinsic and extrinsic job satisfaction results. However, the most widely conducted one is the Minnesota job satisfaction questionnaire.

***Minnesota Job Satisfaction Questionnaire.*** Evans (1997) emphasizes that, since job satisfaction is an ambiguous term or lacks recognition, it is challenging to conceptualize it

which makes the construct validity a problem for this field. Similarly, Skaalvik and Skaalvik (2009) maintain that attempting to learn teacher's satisfaction with different circumstances and letting those measures indicate overall job satisfaction is a problem as different circumstances can be crucial for different teachers.

Interestingly, Castillo and Cano (cited in Kitchel, Smith, Henry, Robinson, Lawver, Park and Scher, 2012) sought to identify whether one-item measure of job satisfaction is as valid as multi-item measure. It is claimed that no differences existed in scores. Therefore, some researchers prefer measuring job satisfaction depending on a rating on one-item, which is 'How satisfied are you with your job?'

However, Minnesota job satisfaction questionnaire is one of the most widely utilized measures of job satisfaction designed to determine the employees' satisfaction with their jobs available worldwide.

Weiss, Dawis, England and Lofquist (1967) explain the commencement of the studies of job satisfaction with Work Adjustment Project which includes a chain of studies beginning from 1957 and whose objectives are to develop diagnostic tools for work adjustment potential of the applicants and to evaluate work adjustment outcomes. These outcomes are put together in the Theory of Work Adjustment that uses the correspondence between the work personality and the work environment as the primary reason or explanation for observed work outcomes. This research finally led to the development of the Minnesota Job Satisfaction Questionnaire (MSQ), which makes it feasible to obtain a more individualized picture of job satisfaction rather than the general measure of it. The logic behind it is that two employees may demonstrate the same level of job satisfaction for completely different reasons. In other

words, Minnesota job satisfaction questionnaire provides a detailed and comprehensive understanding of job satisfaction.

Moving on to interpretation of the Minnesota Job Satisfaction Questionnaire, Weiss, Dawis, England and Lofquist (1967) suggest that the most meaningful scores to be used in the MSQ are the percentile scores for each scale obtained from the norm group for the individual, adding that a percentile score of 75 or higher would be taken to represent a high degree of satisfaction whereas a percentile score of 25 or lower represents a low level of satisfaction. The scores which range from 25 to 75 indicate moderate satisfaction. On condition that the required conditions are provided, the MSQ is possible to be applied by mail or in an interview setting.

There are three forms of Minnesota job satisfaction questionnaire available, two of which are long forms (1977 and 1967 versions) and the other is a short form. It includes 5-point Likert scale and attempts to determine the employee's job satisfaction with 20 aspects. These aspects of the Minnesota Job Satisfaction Questionnaire are illustrated by Mbundu (2011) as follows:



Table 5

*Aspects of Job Satisfaction*

Ability Utilization	Authority	Creativity	Social Status	Supervision-Human relations
Achievement	Company policies	Independence	Moral values	Supervision-technical
Activity	Compensation	Security	Recognition	Variety
Advancement	Co-workers	Social service	Responsibility	Working conditions

Minnesota job satisfaction questionnaire aims not only to determine whether an employee is satisfied with his/her job but also to uncover which aspects of that certain job this person is satisfied with. Considering that one can be satisfied with some characteristics of the job but not with the other, it seems logical to assess the degree of each component of the job.

The table above illustrates the aspects of the job assessed in the Minnesota job satisfaction questionnaire. The items of the questionnaire aim to figure out whether the job lets the workers make use of their abilities, they have a good relationships with the authority of the job, the job calls for creativity, they are provided with supervision in terms of human relations, their achievements are appreciated, they are happy with the policies of the institution, they feel independent in the job, their job and their moral values contradict, they are provided with supervision regarding technical needs, they are satisfied with the activities their profession include, they feel secure in the job, their job is recognized and respected by others, they are happy with variety of the tasks the job includes, they have the opportunity of

advancement in their professional career, they have good relationship with their colleagues, they are happy with the social services provided at work, they are satisfied with their responsibilities and working conditions.

The advantages of utilizing Minnesota job satisfaction questionnaire as an instrument of data collection for measuring job satisfaction are several. To begin with, it is effortless to use and easy to comprehend. It is also proved to be valid and reliable in addition to being applicable in various organizations. Furthermore, it can be applied for managers, supervisors and employees.

### **Related Studies**

Following the appearance of the term ‘burnout’ in literature, the concept started to draw the attention of the researchers all around the world. Considering the fact that each country even each and every institution has its own atmosphere including numerous variables, the need to carry out the research in different countries and settings occurred.

Correspondingly, Turkey is one of those countries in which a number of studies on burnout have been carried out. However, each study is unique with regard to the setting, participants and the variables included in the research.

This section aims to provide basic information related to studies in Turkey about both burnout and job satisfaction. For this purpose, the nature, methodology, participants and finding of these certain researches will be presented and clarified.

**Studies on burnout in Turkey.** To begin with, one of the studies on burnout is the one carried out by Ayaz Sezgin (2006) with 47 participants who are managers or teachers

working at hospital schools in Turkey. The purpose of the study was to figure out the burnout levels of the participants and the reasons causing burnout and the variables included age, gender, marital status, type of work, professional experience and the duration of their working at hospital schools. The study revealed that no difference is observed in the participants' burnout levels depending on their gender, marital status, educational status, the type of their work and professional experience. Interestingly, a significant difference is detected between age and personal accomplishment sub-dimension, not with the other dimensions of burnout.

In his research on burnout, Özdemir (2003) analyzed the impact of classroom management efficacy, marital status, gender and teaching experience on predicting sub dimensions of burnout. The findings revealed that the teachers who have longer years of experience, who score low in classroom management efficacy and who are single tend to experience more emotional exhaustion. Besides, teachers who score low in classroom management efficacy and who are single tend to experience more depersonalization. Finally, teachers who score low in classroom management efficacy, who are male and who have longer years of teaching experience tend to experience more personal accomplishment.

İlgün (2010) investigated both the burnout and the job satisfaction of 489 correctional officers working in prisons with Maslach Burnout Inventory and Minnesota Job Satisfaction Questionnaire. Female correctional officers were figured out to experience more burnout in terms of depersonalization and personal accomplishment sub-dimensions. The difference of the participants in terms of job satisfaction and depending on gender was not statistically meaningful. Participants aged 41-50 were found out to experience less burnout compared with those aged 21-30. No statistically meaningful difference was found between these age groups in terms of job satisfaction. Those working in shifts proved to experience reduced personal

accomplishment and job dissatisfaction more. With regard to seniority, the participants who work 21 years and over were obviously seen to experience less burnout in the sub-dimensions of depersonalization and reduced personal accomplishment and to have more job satisfaction. Those who work in a closed prison were observed to experience more burnout and less job satisfaction compared to others working in an open prison. Primary school graduates were found out to experience less burnout and have more job satisfaction than those with a high school or university degree. As a final point the three dimensions of burnout and job satisfaction proved to be negatively correlated.

Another study seeking the relationship of burnout and job satisfaction belongs to Üstünbaşı (2011), who carried out her research with 439 physiotherapists. The study demonstrated no relationship between gender, the institution the participants work in, experience in the current institution and seniority and job satisfaction. The study also clarified the negative correlation between burnout and job satisfaction in addition to revealing that the more facilities the participants have for their professional development, the more satisfied they are with their job. Last but not the least, as long as they are satisfied with their profession, the tendency to leave the profession will also be low.

**Studies on job satisfaction in Turkey.** Depending on the findings of his study in Elazığ city center with 289 participants who are primary education teachers, Demirtaş (2010) was not able to discover parallelism of job satisfaction and the age to be increasing and decreasing. To clarify, the age group with the highest job satisfaction level is 36-40, followed by 31-35. However, the group with the least job satisfaction is 41 and above, followed by 26-30.

Demirtaş (2010) also found out thanks to the study mentioned above that the highest job satisfaction levels are those of teachers with professional seniority of 6-10 years whereas the least belongs to the group with professional seniority of 21 years, followed by 1-5 years.

Urlu (2010) also investigated the job satisfaction in his study conducted with the participation of 102 research assistants from Sakarya University. Among all the variables, gender proved to be significant with regard to the prestige attributed to the profession, women considering their profession more prestigious, whereas no significant difference is found out in other aspects. Age is also figured out to be a crucial factor in terms of the physical and social facilities difference. The satisfaction of the participants aged 20-35 outweighs the ones aged 31-35. Comparing the influence of marital status, salary is determined to be perceived insufficient by the married research assistants. In addition, a significant difference is observed between the satisfaction of research assistants in terms of the attitudes of academic and administrative staff.

Another study on the job satisfaction of the high school teachers was carried out by Yılmaz (2010) with 448 participants. In his study, he aimed at determining the job satisfaction of the high school teachers depending on such variables as gender, marital status, type of school, branch, experience in the current institution, total years of professional experience and educational status. The study indicated that the participants are very satisfied in terms of intrinsic satisfaction and quite satisfied in terms of extrinsic job satisfaction. No significant difference was determined with regard to marital status and type of high school. Female participants proved to be intrinsically more satisfied with their profession when compared with their male colleagues whereas they did not differ in terms of extrinsic job satisfaction. It is found out that branch is not a predictor of extrinsic job satisfaction while teachers of

physical sciences were intrinsically more satisfied than teachers of social sciences and shop class courses. The teachers with the experience of 16 years and over were identified to be both intrinsically and extrinsically more satisfied with their profession than those with fewer years of experience. Moving on to the total years of experience, those who have less than 1 year of experience and 1 to 5 years of experience were more satisfied both intrinsically and extrinsically than the other teachers. In addition, those who are college graduates proved to be more satisfied than the teachers with bachelor's or post graduate degree.

Another study conducted by Dorsan (2007) with 76 academicians illustrated that academic title, total years of experience, age, marital status, gender and the faculty the academicians work at were not meaningful predictors of job satisfaction.

### **The Relationship between Burnout and Job Satisfaction**

As burnout is defined by many people as a syndrome stemming from being exposed to long periods of stress and influencing the well-being of the teachers, the following citation is of great significance to express the correlation between burnout and job satisfaction. According to what Pillay, Goddard and Wilss (2005) state, "...teacher well-being is affected by job satisfaction and competence and lack of well-being associated with work may lead to stress which in turn may affect job performance" (Pillay, Goddard and Wilss, 2005, p.32).

Previous studies also examined the relationship between the concepts of burnout and job satisfaction, figuring out a negative correlation between burnout and job satisfaction, yielding moderate to high values. For instance, Maslach and Schaufeli (1993) emphasize that research with the Maslach Burnout Inventory (MBI) showed that job satisfaction is negatively correlated with emotional exhaustion and depersonalization, whereas slightly correlated with

personal accomplishment. Recently, Schaufeli and Enzmann (1998) reanalysed the findings of the Lee and Ashforth (1996) meta-analysis on the relationship between job satisfaction and burnout, adding 15 new studies. Among the three components of burnout, depersonalization presented the highest correlation with job satisfaction, followed by emotional exhaustion and personal achievement. Interestingly, intrinsic satisfaction seemed to correlate somewhat more highly to job satisfaction than extrinsic satisfaction did.

As a result of their study regarding the link between burnout and job satisfaction, Sangganjanavanich and Balkin (2013) ascertain statistical evidence which demonstrates the level of burnout is negatively correlated with job satisfaction.

In this chapter, initially the term 'burnout' is clarified and additionally significant issues concerning burnout like reasons, symptoms and consequences are discussed. Models of burnout are also mentioned. Later in the chapter, the term 'job satisfaction' is made clear and factors leading job satisfaction and dissatisfaction and consequences of job satisfaction and dissatisfaction are mentioned besides the theories which provide a basis for job satisfaction. As a final remark, the related studies in Turkey are analyzed.

## **Chapter 3**

### **Methodology**

In this chapter, the methodology of the research and the reason of choosing survey as a data collection method will be clarified. Following this part, information about methodology, setting, participants, procedures of data collection and analysis will be explained. Basic information about the Maslach Burnout Inventory and Minnesota Job Satisfaction Survey will be provided. At the end of the chapter, the findings of these data collection instruments will be presented. Briefly, this chapter will focus on the methodology and the research design under the following sub-headings:

- Rationale of the study
- Data Collection Method
- Research Design
- Setting
- Participants
- Ethical Aspects
- Procedures for Data Collection
- Procedures for Data Analysis
- Data Collection Instruments

#### **The Rationale of the Study**

There are a number of reasons for choosing quantitative, descriptive, correlational and pseudo-longitudinal designs for this research. Initially, quantitative design is preferred rather than the qualitative one with the purpose of reaching a larger population in a shorter period of



time. Questionnaires consisting of likert scale type questions are preferred in order to provide the convenience of data interpretation without having concerns about subjectivity.

Descriptive research design is utilized in order to determine the current situation of the participants regarding their job satisfaction and burnout levels. Another reason for not choosing an experimental design is that it can be challenging and it can take more than the allocated time to get permission from three different institutions (The Ministry of National Education, Ankara University and Gazi University) to give treatment (such as educating the employees on how to cope with burnout or how to be more satisfied with the job). This method also calls for changing the variables in order to observe the impact of them on the participants, which is again inconvenient. Another reason for not choosing this research design is that it requires the same group of participants to be voluntarily included in the study both before and after the treatment and it could reduce the number of participants in terms of requiring them to respond the same questions for the second time.

The reason for carrying out a correlational study is to clarify whether there is a relationship between the occurrence of burnout and the level of job satisfaction and how burnout and job satisfaction change depending on each other.

The cross-sectional studies include participants who are representatives of a population with certain characteristics whereas longitudinal research design needs the researcher to work with the same group of participants over a long period of time. Keeping in mind that the study also aims to figure out the impact of age, experience and educational status (like bachelor, master or doctoral degree), it was not very possible to apply cross sectional method. Another concern for applying the longitudinal study is that it requires more time than the allocated time for this study. Therefore, English teachers and instructors from

different age groups, with different years of experience and educational backgrounds are included in the study, making it a pseudo-longitudinal one.

### **Data Collection Method**

It is very crucial to determine the data collection procedure depending on the appropriateness of the inquiry and certain population. The number of participants, the budget, the time and the availability of reaching the participants are also significant factors for determining the most appropriate data collection method for each research. As mentioned before, questionnaires are used for this study to collect data from the participants. Like any other data collection instrument, questionnaires also have some advantages and disadvantages.

According to Gass and Mackey (2005) the advantages of the questionnaires can be listed as being effortless to apply and cheaper when compared to the other instruments. They are less time consuming to be analyzed statistically. Moreover, they are preferable for guaranteeing the greatest anonymity by not displaying any indication of who has completed the questionnaire.

Moving on to the disadvantages, they can be listed as having little control over the conditions under which the questionnaires are conducted, which also can be an advantage for providing the respondents convenient time to respond the questionnaires in their own convenience. The other disadvantage is that this little control can bring about poorly responded questionnaires, restricting the generalization of the research to a wider population. Taylor (2005) clarifies these disadvantages by stating that complete control objectivity cannot

be achieved in the behavioral sciences and data collection instruments do not frequently respond all of the questions posed by the researcher in the behavioral sciences.

### **Research Design**

As Taylor (2005) points out, the quantitative research design which is the design of this research is applied to make valid and objective descriptions on phenomena and how phenomena can be controlled by manipulating the variables. Attempts are made to discover principles and laws which can be generated to the larger population and achieve objectivity by not letting personal biases influence the data interpretation.

The methods applied for the research are descriptive in terms of attempting to clarify the current situation of burnout, job satisfaction and their change depending on a number of variables and correlational because of attempting to show relationships between two or more variables. These relationships can be positive or negative and demonstrate strong and weak relationships. One of the purposes of the research is to seek the relationship and burnout and job satisfaction. Besides, the research aims to find the influence of a number of variables on burnout and job satisfaction. Having considered that the population is large for a qualitative design research and the participants are from a variety of institutions in Gölbaşı, quantitative design is preferred. Questionnaires are also practical in terms of providing the researcher with the opportunity of reaching a larger population in a shorter period of time and being easier to interpret without having concerns about subjectivity..

**Setting.** The study is carried out in a few different settings. The settings of the study include the primary, secondary and high schools in Gölbaşı, Ankara which are affiliated to the

Ministry of National Education, Gazi University the School of Foreign Languages and Ankara University the School of Foreign Languages.

With the purpose of collecting the data, initially the permission of the authorities is obtained from the institutions. Following this procedure, the institutions (The participants are participated in the study in their own institutions, in other words their natural settings.) are visited by the researcher, the participants are informed about the content of the research and explained that voluntary participation and sincere responses are the key elements of the research. Then the questionnaires are distributed to the voluntary colleagues. They are given a few days to fill in the questionnaires. A certain date is agreed on to collect the data collection instruments to prevent the time constraints and to be able to get sincere responses.

**Participants.** The data for the study is converged from three different groups of participants. The first group consists of English teachers working at primary, secondary and high schools affiliated to the Ministry of National Education in Gölbaşı, Ankara. The second group of participants is the English instructors from Gazi University the School of Foreign Languages whereas the third group was the English instructors from Ankara University the School of Foreign Languages. There are 149 instructors at Ankara University, 134 instructors at Gazi University and 126 English teachers working for the Ministry of National Education. The total number of participants is 130 with 40 participants from English teachers, 45 participants from English instructors at Gazi University and 45 participants from English instructors at Ankara University. The reason for choosing the participants both from the primary, secondary and high schools and from the school of foreign languages is that these two group differ in terms of a number of variables such as the institutions they are affiliated to, the level of students, the number and age group of students, the principals of their

institutions, the curriculums they follow, their workload and class sizes. The comparison of the two groups (English teachers and instructors) with regard to these differences are likely to assist better explain the underlying reasons of sources of job satisfaction and burnout.

The frequencies and percentages of the participants' demographic information are demonstrated in a table in Appendix A.

**Ethical aspects.** The researcher has to keep a number of ethical issues in mind while conducting a research. Similarly, in this study, the researcher aims to eliminate the ethical concerns that can emerge during the study. The primary step taken by the researcher was to guarantee that the physical and emotional harm would be avoided in the study. At the very beginning of the questionnaire, the participants are informed about the nature of the study, for instance, the purpose and the content of the study in detail.

It is also guaranteed that the confidentiality will be maintained and it is the researcher's responsibility to protect respondents against harm. It is stated that the mere purpose of the study is academic which means their responses will not be used for any other purpose and in a way their responses can be identified. That is the reason why the questionnaires are anonymous. The participants are also informed that voluntary participation is the key point for the reliability of the research, which means they are free to withdraw their participation any time they would like to.

**Procedures for data collection.** The required data for the study is collected through questionnaires. Printed copies of the questionnaires are distributed and collected. There are three parts in the questionnaire namely personal information questionnaire asking for demographical information, Maslach Burnout Inventory and Minnesota Job Satisfaction

Questionnaire. There are instructions on how to fill in the questionnaire at the beginning of each part. The instructions are simplified to make comprehension easier and checked by expert researchers. Additionally, at the very beginning of the questionnaire, there is a section which provides information about the study and let them know that the participation is voluntary, the research has an academic purpose and the responses will be confidential and that they are free to withdraw from the study.

Because of the fact that the participants are either English teachers or instructors, the questionnaires are conducted in the original language, English, without translation. Necessary explanations are also made before the application of the questionnaires. However, the data of the participants are collected by the researcher and therefore, the researcher is there to answer their questions and concerns.

After the questionnaires are distributed, some teachers and instructors requested to take the questionnaires with them and bring later because of the time constraints. In order not to reduce the validity and reliability of the study and to get sincere responses, they are allowed to do so. Another day is decided on by the participants and the researcher and the completed questionnaires are received.

**Procedures for data analysis.** In this section, it can be said that different kinds of analysis are used for this research. The descriptive statistics is used to analyze the data quantitatively.

In order to replace the lost data in the research, the means of the obtained data are calculated and these means are assigned to the variables which include the lost value.

In this research, socio-demographic variables (gender, graduated department, institution, experience, educational status, weekly course load and the number of years they work for the current institution) are used as independent variables whereas Minnesota job satisfaction questionnaire subscales and Maslach burnout inventory sub-dimensions are used as dependent variables. The distribution of the independent variables (gender, graduated department, institution, experience, educational status, weekly course load and the number of years they work for the current institution) within the sample is demonstrated with the frequency table.

The independent variables are coded as follows: gender (Female: 0, Male: 1), graduated department (English Language Teaching: 1, Others: 0), the current institution (Gazi University: 0, Ankara University: 1, Schools affiliated to the Ministry of Education: 2), experience (1-10 years of teaching experience: 1, 11-15 years of teaching experience: 2, 16 years and over years and teaching experience: 3) educational status (undergraduate: 0, postgraduate: 1), weekly course load (12-20 hours of course load: 0, 21 hours and over course load: 1).

The frequency table of demographic information is present Appendix A.

SPSS 15.0 for Windows package program is used for the analysis of the gathered data. In order to test whether the distribution of the scores obtained from the Maslach Burnout Inventory is normal or not, Kolmogorov-Smirnov and Shapiro-Wilk tests are applied and it is determined that it shows normal distribution in none of these conditions. Because distribution of the scores obtained from the scale is not normal, two of the non-parametrical tests, Mann Whitney U-Test is applied for two groups and Kruskal Wallis H-Test is applied for three

groups or more with the purpose of evaluating whether there is a difference between English teachers' and instructors' burnout subscale scores depending on their independent variables.

Table 6

*One-Sample Kolmogorov-Smirnov Test*

		Emotional	Personal	
		Exhaustion	Depersonalization	Accomplishment
		Subscale	Subscale	Subscale
N		130	130	130
Normal	Mean	1.4308	.6785	1.3769
Parameters(a,b)	Std.Deviation	.65698	.61278	.56462
Most Extreme	Absolute	.140	.151	.120
Differences	Positive	.140	.151	.120
	Negative	-.076	-.134	-.069
	Kolmogorov-Smirnov Z	1.595	1.721	1.365
	Asymp. Sig. (2-tailed)	.012	.005	.048

The fact that the values in Asymptotic Significance row (Asymp.Sig.) are higher than 0,05, which is accepted as the limit value in the calculations of statistical meaningfulness, demonstrates that the distribution of the factors is normal. On the other hand, because the values in the Asymp. Sig. row in the table are lower than 0,05, Kruskal-Wallis H test, which



is one of the non-parametrical tests, is applied for the analysis related to the Maslach Burnout Inventory.

The subscales of Minnesota Job Satisfaction Questionnaire meet the normality and homogeneity premises. Multivariate variance analysis (MANOVA) technique is utilized to detect whether these sub-dimensions change depending on gender, graduated department, experience, educational status, current institution, weekly course load and duration of working for the current institution. In order to meet the variance homogeneity and normal distribution from MANOVA hypotheses, the independent variables (gender, graduated department, experience, educational status, current institution, weekly course load and the number of years for which they work for the current institution) are analyzed one by one. Because when we include all the variables into analyses, the interaction between the variables is also included in the analysis and the number of observations will decrease in a way that will distort the normality assumption. While deciding whether there is a difference by a dependent variable between group means, one of the multivariate statistics, Wilks' Lambda statistics is made use of. In order to determine which differences occur between groups in terms of which dependent variable, F statistics is benefited from. Variance analysis indicates whether different groups differ compared to each other. However, it does not include any information related to in which groups the differences occur. Hence, Tukey test is applied in addition to variance analyses. (Kalaycı, 2006; Büyüköztürk, 2007).

**Data collection instruments.** There are two instruments conducted on the research to gather the required data: Maslach Burnout Inventory and Minnesota Job Satisfaction Questionnaire. In addition to these instruments, the researcher asked participants some questions to get some demographic information and this section is called personal information

questionnaire. The details of the data collection tools will be presented in the following section.

***Maslach Burnout Inventory (MBI).*** Maslach Burnout Inventory (MBI), which is developed by Maslach and Jackson and adapted to Turkish by Ergin and includes 22 items, is applied in this research. (Ergin, 1995; Maslach 1997). With the use of this questionnaire, it is not possible to mention about the complete existence or absence of burnout. Levels of burnout are remarked as a continuous variable. (Cordes and Dougherty, 1993)

The first subscale of Maslach Burnout Inventory which comprises 3 phases is emotional exhaustion which includes 9 items (1, 2, 3, 6, 8, 13, 14, 16 and 20), the second subscale is depersonalization which includes 5 items (5, 10, 11, 15 and 22) and the third subscale is personal accomplishment, involving 8 items (4, 7, 9, 12, 17, 18, 19 and 21). (Ergin, 1995). The significance of dealing with these three factors is demonstrated by variable correlation patterns, work load, difficulty in autonomy, role conflict and confusion in status and appreciation. (Maslach and Leiter, 1997).

Inner consistency (reliability) of the main form is claimed to be .88 for emotional exhaustion, .83 for personal accomplishment and .72 for depersonalization subscales.

***Scoring of Maslach Burnout Inventory.*** As a result of the scoring on MBI, total score and/or subscale scores are obtained. Each item in three subscales which comprise MBI is evaluated from 0 to 4, added for each subscale separately and an individual's score for each subscale is calculated. Emotional exhaustion and depersonalization sub-dimensions include 'negative' statements whereas personal accomplishment sub-dimension includes 'positive' statements.

Despite the fact that sub-dimensions of the burnout inventory are related, they are different concepts. Therefore, it is not achievable to obtain a total score of burnout when evaluation is carried out with the scale. Each sub-dimension should be evaluated and interpreted separately. On the other hand, when burnout increases, the scores of emotional exhaustion and depersonalization increase and score of personal accomplishment decreases. (Maslach ve Jackson 1986). Owing to the fact that there is not a cut-off value for the scores obtained from the subscales, it is not possible to make a distinction between the existence and absence of burnout.

Demonstrating the relationships between each score of the three sub-dimensions and variables because it is not possible to have just one total score from the burnout inventory is something offered both by the developers of the questionnaire and those who adapted it to Turkish. Ergin, who puts forth that MBI is not a tool for diagnosing, maintains that it is more appropriate to make comparisons to observe the relationship between the obtained scores of the sub-dimensions (emotional exhaustion, depersonalization and personal accomplishment) of the burnout inventory and socio-demographical variables. (Ergin 1993).

Accordingly, in order for the socio-demographical variables to be compared with the subscales, the arithmetic means of the subscale scores are calculated and the analyses are carried out depending on the arithmetic means. Initially, each individual's total score for each subscale is divided by the number of the items in the subscale and their mean values are found out. Then their relationship with the variables which constitute the basis of the study is investigated.

*Minnesota Job Satisfaction Questionnaire.* Within the context of this study, Minnesota job satisfaction questionnaire is administered. The questionnaire developed by Weiss, Davis, England and Lofguist (1967) is adapted to Turkish by Baycan (1985) and both the validity and the reliability of the questionnaire are investigated. (Cronbach alpha = 0,77).

Minnesota job satisfaction questionnaire includes 20 items which enable to determine intrinsic, extrinsic and general job satisfaction levels.

*Scoring of Minnesota Job Satisfaction Questionnaire.* Minnesota job satisfaction questionnaire is a 4-point likert scale. For the scoring, 1 point refers to “I am not satisfied at all”, 2 refers to “I am not satisfied”, 3 refers to “I am satisfied” and 4 refers to “I am very satisfied”. The questionnaire does not include any reverse scoring items. The items of the questionnaire are grouped under two categories as intrinsic and extrinsic.

The first sub-dimension (Intrinsic job satisfaction): This category includes items number 1, 2, 3, 4, 7, 8, 9, 10, 11, 15, 16 and 20. Factors which are related to the intrinsic nature of the profession such as achievement, recognition, being appreciated, the job itself, job responsibilities, promotion and reassignment due to promotion comprises this category. The intrinsic job satisfaction score is acquired when the total score of these items is divided by 12.

The second sub-dimension (Extrinsic job satisfaction): This sub-dimension contains items 5, 6, 12, 13, 14, 17, 18 and 19. Such extrinsic factors related to profession as administration policy and administration, type of supervision, administrative, the relationship with the job and colleagues, working conditions and salary comprise this category. With the division of the total score of these items, extrinsic job satisfaction point is calculated.

The neutral score for the questionnaire is 3. If the obtained score is lower than 3, the job satisfaction is interpreted as low, if the obtained score is higher than 3, the job satisfaction is interpreted as high. (Saygılı, 2008).

General job satisfaction involves the items number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19 and 20 which are all the items. General job satisfaction score is obtained by addition of the scores of these 20 items. Score interval ranges from 20 to 100. The scores under 25 represent low job satisfaction levels while the scores between 26 and 74 refer to moderate job satisfaction levels and the scores between 75 and 100 indicate high levels of job satisfaction. Besides, a demographical information part is added at the beginning of the Minnesota job satisfaction questionnaire to learn about the participants' gender, experience, type of graduated school, educational status, etc.

Due to the convenience with the purpose of this study, mean scores of intrinsic and extrinsic job satisfaction sub-dimensions are utilized.

In this chapter, basic details related to the main study were presented. Initially, the research design was clarified briefly. Later in the chapter, the setting and the participants, the ethical aspects were presented. Finally, procedures for data collection and data analysis and data collection instruments were explained in detail.

## Chapter 4

### Findings and Discussion

In this chapter, findings obtained from the Maslach Burnout Inventory and Minnesota Job Satisfaction Questionnaire will be presented. Initially, the findings related to the burnout and job satisfaction of the participants will be clarified. Following this, the correlation between the burnout and the job satisfaction levels of the participants will be analyzed. The influence of the participants' institution on their burnout and job satisfaction levels will be explained. Finally, the alteration of the participants' burnout and job satisfaction levels depending on variables such as gender, experience, graduated department, experience in the current institution, the number of students and weekly course load will be clarified.

#### Evaluation and Discussion of the Research Questions

*R.Q. 1: Do the English instructors working at the school of foreign languages at universities and the English teachers working at primary, secondary and high schools affiliated to the Ministry of Education in Gölbaşı, Ankara show any indications of burn out?*

When the means of the item scores comprising the Maslach burnout inventory come close to 0, the effect of the item on emotional exhaustion, depersonalization and personal accomplishment sub-dimensions decrease. Items number 22 (I have the feeling that I am blamed by my students for some of their problems.), 20 (I feel I am helpless in my job.), 15 (I am not bothered about what happens to some students.), 19 (I have done many valuable things in my job.) and 17 (I am able to create a comfortable atmosphere for my students with ease.) in the inventory are the 5 items that influence individuals' burnout levels the least. 5 items

which are the most significant indicators of the fact that the items in the Maslach burnout inventory are far from the minimum value (0) of the individuals' burnout levels are demonstrated in Table 7.

Table 7

*Descriptive Statistics Related to the 5 Items Which Influence Individuals' Burnout Levels the Least according to Maslach Burnout Inventory*

Item number	Mean score level	Standard deviation
22	0.48	0.728
20	0.58	0.775
15	0.60	0.841
19	1.05	0.905
17	1.08	0.915

The items mentioned above and which affect all of the three dimensions of burnout the least are as follows: item 22 (I have the feeling that I am blamed by my students for some of their problems.), item 20 (I feel I am helpless in my job.), item 15 (I am not bothered about what happens to some students.), item 19 (I have done many valuable things in my job.) and item 17 (I am able to create a comfortable atmosphere for my students with ease.)

According to table 1, whereas item 22 is the first item that affects individuals' burnout levels the least, item 17 is the last item which affects individuals' burnout levels the least.

As all the other human service professions, it is almost impossible to carry on the same profession without loving it as the demands of being a teacher are really great. Most of the teachers really care about their students and attempt to aid them handle their problems, which

explain items 22 and 15. Because the teachers who experience less burnout tend to be aware of the value of their profession in terms of contributing to the education process, it is not surprising to encounter item 19 as one of the least influential items. Item 17 demonstrate the personal accomplishment of English teachers and instructors participated in the study. That the teachers do not feel helpless in their profession can be attributed to their self-confidence in terms of their personal accomplishment or their having high possibility of receiving support from other colleagues or administrators. Whereas some studies prove that support from colleagues and administrators have a positive impact on preventing or healing burnout (Cherniss, 2005), some researchers found out contradicting results. According to Mabry's (2005) research carried out with 365 elementary, middle and high school teachers, there is no statistically significant relationship between the principal support and burnout.

When the mean scores of the items in Maslach Burnout Inventory approach 4, the effect of the item on emotional exhaustion, depersonalization and personal accomplishment sub-dimensions increases. Items number 14 (I feel I show strenuous efforts on my job.), 2 (I feel fatigued at the end of a work day.), 12 (I feel vigorous.), 18 (I feel elated after close work with my students.) and 3 (I feel tired when I wake up in the morning and confront a new day at work.) are the 5 items in the inventory that influence individuals' burnout levels the most. 5 items which are the most significant indicator of the fact that the items in the Maslach burnout inventory are close to the maximum value (4) of the individuals' burnout levels are demonstrated in table 8.



Table 8

*Descriptive Statistics related to the 5 Items Which Influence Individuals' Burnout Levels the Most according to Maslach Burnout Inventory*

Item number	Mean score level	Standard deviation
14	2.35	1.017
2	2.10	1.084
12	2.09	0.976
18	1.68	1.051
3	1.54	0.925

The items which influence the three dimensions of burnout are as follows: item 14 (I feel I show strenuous efforts on my job.), item 2 (I feel fatigued at the end of a work day.), item 12 (I feel vigorous.), item 18 (I feel elated after close work with my students.) and item 3 (I feel tired when I wake up in the morning and confront a new day at work.)

It is a very significant finding in terms of spotting that all the items stated above can be attributed to feeling tired. It is a common perception that the teachers seem not to work for a long time and having fixed working hours and long holidays. However, these findings also show parallelism to the fact that they have to spend most of their time on their profession and give their all to their profession and students. The fact that they have to plan their lessons in advance, spare time for their professional development, follow the improvement of their students, meet the requirements of the institutions and deal with the paper work which can be literally time consuming and can be the reason why they feel fatigue. In addition, despite the learner centered nature of the new education system, they seem to be responsible for all the

failures, which prove that they are not only physically but also mentally tired. As a final remark, although they are accused for failures and their strenuous efforts, not many of them are appreciated for the success of the education process.

Maslach and Leiter (1997) focus on the issue of teachers' not being rewarded despite all the effort they make by including the statements of a public school teacher teaching thirty five to fifty students aged thirteen. It is as follows:

Teaching requires a lot of energy and you have to be on all the time- so you don't sit down, you don't have time to take a break or eat lunch because you're still working with kids who need extra time and attention, you don't go to bathroom when you need to- it is high stress all the time. You'd think we would be entitled to extra 'combat pay!' Instead, we get an abysmally low salary for an 'eight-hour workday' which is a real joke, given how many low billable hours I have to spend after school meeting with parents or attending meetings or supervising extracurricular activities, and then spending evenings and weekends grading and preparing lesson plans.

When people hear that I am a teacher, they say things like 'I feel sorry for you' or 'Why would you want to spend your time with adolescents all day long?' Even the students pick up on it. 'Why are you a teacher, when you don't make as much money as my dad?' they say. I still believe it's an important job, but it gets hard when students don't make the effort to study or do homework, and parents constantly complain that you haven't given their children special

attention, or that the child's failings are all your fault, not theirs. (Maslach and Leiter, 1997, pp.12-13).

The findings of Kulavuz's (2006) carried out with 224 Turkish EFL instructors are also in line with the information provided above. In her research, she found out that quantity of monthly income, teaching load per week and total workload per week may be the predictors of burnout in three aspects of burnout.

According to table 8, whereas item 14 is the first item that affects individuals' burnout levels the most, item 3 is the last item which affects individuals' burnout levels the most.

***R.Q. 2: If they show the indications of burnout, what are the English instructors' and teachers' perceptions about their burnout levels?***

Toppinen-Tanner (2011) explain that within the Western norms where the original version of Maslach Burnout Inventory is applied, the scoring system of Maslach Burnout Inventory is as follows: (0-16) scores are accepted as low level of burnout whereas (17-25) scores are accepted as moderate level of burnout and (27 and over) scores are accepted as high levels of burnout for the emotional exhaustion sub-dimension. For depersonalization sub-dimension, (0-6) scores mean low level of burnout, (7-12) scores mean moderate level of burnout and (13 and over) mean high level of burnout. Because of the reverse items in personal accomplishment, (39 and over) scores indicate low, (32-28) scores indicate moderate and (0-31) scores indicate high level of burnout. Because norm studies have not been carried out in Turkey, this type of evaluation is not used for this research. (Girgin and Baysal, 2005). On the other hand, taking the closeness and fairness of mean scores obtained for individuals from the 3 subscales to the scale scores (0, 1, 2, 3, 4) into consideration, interpretations which

are not certain are able to be made about participants who are nearest and farthest individuals to the extreme values (0 and 4).

The findings of the mean scores of the participants obtained from Maslach Burnout Inventory subscales are presented in Table 9.

Table 9

*Descriptive Statistics Regarding the Participants' Obtained Mean Scores from Maslach Burnout Inventory Subscales*

Subscales	Number of the Participants	Mean	Minimum Value	Maximum Value	Standard Deviation
EE	130	1.4308	0.33	3.67	0.65698
D	130	0.6785	0	2.40	0.61278
PA	130	1.3769	0	2.63	0.56462

Note: EE stands for Emotional Exhaustion, D stands for Depersonalization and PA stands for Personal Accomplishment

When Table 9 is evaluated, it is observed that for emotional exhaustion subscale the lowest mean score is 0.33 when the highest mean score is 3.67, for depersonalization subscale, the lowest mean score is 0 and the highest mean score is 2.40 and finally for the personal accomplishment subscale, the lowest mean score is 0 while the highest mean score is 2.63.

When Appendix B is analyzed, it is observed that the emotional exhaustion scores of 43 participants are between medium score interval (0-1). It can be maintained that these participants' emotional exhaustion levels are low. Again by evaluating Appendix B, it is

observed that 2 participants' burnout level mean score is between 3-4 score interval. These participants can be said to have high levels of emotional exhaustion.

After evaluating Appendix C, mean depersonalization scores of 98 participants can be seen to be between 0-1 score interval. These participants' depersonalization levels can be said to be low. Again by looking at the same table and seeing that there are no individuals whose depersonalization level mean scores are between 3-4 score interval, we can state that 'Participants with high levels of depersonalization do not exist in the sample'.

The fact that 38 individuals' personal accomplishment level mean scores are between 0-1 score interval is seen when Appendix D is analyzed. These individuals can be said to have high personal accomplishment levels in terms of burnout. By analyzing the same table, it can be stated that 'No participants who have reduced personal accomplishment exist within the research sample.'

These findings are promising in terms of not including many participants with high levels in any of the burnout dimensions. Only emotional exhaustion dimension have 2 participants with high levels of emotional exhaustion. Although the picture does not seem to be very pessimistic, the potential of experiencing burnout should also be taken into consideration and some preventive measures should be taken in order not to face serious consequences of burnout in the future. The findings of Güven's research conducted with 64 prep school lecturers (2010) are in line with these findings as well, revealing that the instructors have low emotional exhaustion, depersonalization and high personal accomplishment.

***R.Q. 3: What are the English teachers' and instructors' perceptions about their job satisfaction levels?***

The descriptive statistics related to the participants' obtained mean scores for the Minnesota job satisfaction questionnaire are presented in Table 10.

Table 10

*Descriptive Statistics related to the Participants' Obtained Mean Scores for the Minnesota Job Satisfaction Questionnaire*

Subscales	Number of Participants	Mean	Minimum Value	Maximum Value	Standard Deviation
IJS	130	3.3115	1.25	4.50	0.64178
EJS	130	3.0298	1.38	4.75	0.64733

Note: IJS stands for Intrinsic Job Satisfaction and EJS stands for Extrinsic Job Satisfaction

When Table 10 is analyzed, it is observed that the lowest mean score level obtained from the intrinsic job satisfaction sub-dimension is 1.25, the highest mean score level obtained from the same sub-dimension is 4.50 whereas the lowest mean score level for the extrinsic job satisfaction sub-dimension is 1.38 and the highest mean score level is 4.75.

When Appendix E is investigated, it is seen that 32 individuals' mean score levels for the intrinsic job satisfaction are between 1 and 3. When the same table is analyzed, it is realized that 11 individuals' intrinsic job satisfaction mean score levels are 3 (neutral). It is presented in the table that 87 individuals' intrinsic job satisfaction mean score levels are between 3 and 5. It can be deduced that these individuals' intrinsic job satisfaction levels are high.

When Appendix F is interpreted, 59 participants' extrinsic job satisfaction mean scores range from 1 to 3. It can be said that these participants' extrinsic job satisfaction levels are low. The same table indicates that 12 individuals' extrinsic job satisfaction levels are 3 (neutral). It is seen in the table that 59 individuals' extrinsic job satisfaction levels are between 3 and 5. These individuals can be said to have high extrinsic job satisfaction levels.

Depending on the findings above, it can be deduced that although the number of the participants with high levels of job satisfaction is great, the number of participants with low levels of job satisfaction cannot be underestimated. Keeping in mind that job dissatisfaction may lead a number of problems including absenteeism, decrease in performance and even leaving the profession, conducting a research with the purpose of determining the requirements of the English teachers and instructors can be a vital beginning point. Later, some changes can be made based on the findings of the research. Çam & Baysal and Girgin cited in Kulavuz (2006) point out that satisfaction with the profession is influential on the dimensions of burnout, more job satisfaction leading lower emotional exhaustion and depersonalization whereas decreasing the reduced personal accomplishment. Hence, taking measures to increase job satisfaction can be regarded as a precaution for preventing burnout.

***R.Q. 4: Is there a meaningful correlation between the English teachers' and instructors' job satisfaction levels and if they have, burnout levels?***

Table 11

*Correlations, Means and Standard Deviations related to the Variables Included in the Correlation (Spearman-Brown) Test*

Variables	Min. Int. J.S	Min. Ext. J.S.	Mas. E. E.	Mas. Dep.	Mas. P. A.
Min. Int. J. S.	-	-	-	-	-
Min. Ext. J.S.	-	-	-	-	-
Mas. E. E.	-.192*	-.109	-	-	-
Mas. Dep.	-.165	-.159	-	-	-
Mas. P. A.	-.362**	-.187*	-	-	-
Mean	3.3115	3.3298	1.4308	0.6785	1.3769
Std. Deviation	.64178	.64733	.65698	.61278	.56462

\*p < .05    \*\* p < .01

Note: Min. Int. J. S. (Minnesota Job Satisfaction Questionnaire Intrinsic Job Satisfaction Sub-dimension), Min. Ext. J. S. (Minnesota Job Satisfaction Questionnaire Extrinsic Job Satisfaction Sub-dimension), Mas. E. E. (Maslach Burnout Inventory Emotional Exhaustion Subscale), Mas. Dep. (Maslach Burnout Inventory Depersonalization Subscale), Mas. P. A. (Maslach Burnout Inventory Personal Accomplishment Subscale)

Note: The correlations which are not related to the research question are not presented in the table, but shown with a (-).

When Table 11 is interpreted, it is observed that the correlations between the dimensions included in the analysis range from -0.362 to -0.109. The variables have negative



correlations to each other that is to say, when the value of one of the variables increases, the other one decreases. The correlations between Maslach Burnout Inventory Emotional Exhaustion Sub-dimension and Minnesota Job Satisfaction Questionnaire Extrinsic Job Satisfaction Subscale, Maslach Burnout Inventory Personal Accomplishment Subscale and Minnesota Job Satisfaction Questionnaire Intrinsic Job Satisfaction Dimension and Maslach Burnout Inventory Personal Accomplishment Subscale and Minnesota Job Satisfaction Inventory Extrinsic Job Satisfaction dimension are found out to be statistically meaningful (at the level of 0.01). The other correlations are not found out to be statistically meaningful.

It can be inferred depending on these findings that a low negative correlation exists between emotional exhaustion and intrinsic job satisfaction and personal achievement and extrinsic job satisfaction. (Which means when one increases, the other one decreases). Besides, there is also a slight negative correlation between personal accomplishment and intrinsic job satisfaction.

İlgün (2010) also found out that there is a meaningful negative correlation between job satisfaction and three dimensions of burnout which are emotional exhaustion, depersonalization and reduced personal accomplishment. The findings of Üstünbaş (2011) are also akin to that of İlgün's in terms of demonstrating a negative relationship between burnout and job satisfaction in her study carried out with 439 physiotherapists. Likewise, Özgür's study (2007) carried out with the participation of 188 English teachers proves the negative correlation between burnout and job satisfaction. Another example of the same finding belongs to Kurtoğlu (2011), who included 50 English teachers in her study. Having analyzed the findings of a research carries out with 153 prep class English instructors and the grades of 1815 prep class students, Gökçe (2010) discovered that there is a meaningful negative correlation between emotional exhaustion and depersonalization dimensions of burnout and

job satisfaction whereas there is no meaningful correlation between personal accomplishment and job satisfaction.

Considering these findings, it is understood that certain dimensions of burnout can be said to be negatively correlated with the dimensions of job satisfaction, which means if the job satisfaction levels of the English teachers and instructors are increased, then it is less likely that they will suffer from burnout in the future. Thus the authorities may seek for the ways of increasing the job satisfaction of the English teachers and instructors as it is for the other professions with the purpose of preventing burnout.

***R.Q. 5: Do the English instructors' and teachers' job satisfaction levels and if they have, burnout levels differ depending on the institution they work for?***

In order to be able to comprehend whether the intrinsic job satisfaction of the English teachers and instructors differ depending on the institution they work for or not, one-way analysis of variance (ANOVA) test is applied. (Intrinsic job satisfaction dimension mean score is included in the research as a dependent variable and the institutions the participants work for are included in the research as independent variables).

Table 12

*One-way Analysis of Variance Descriptive Statistics related to the Minnesota Job Satisfaction Inventory Intrinsic Job Satisfaction Dimension*

	Participant		Standard	
	number	Mean	Deviation	Standard Error
GU	45	3.4463	.70356	.10488
AU	45	3.3296	.57952	.08639
MNE	40	3.1396	.61103	.09661
Total	130	3.3115	.64178	.05629

Note: GU stands for Gazi University, AU stands for Ankara University and NME stands for Ministry of National Education

When Table 12 is evaluated, the highest mean score of the intrinsic job satisfaction dimension related to the teachers' or instructors' current institution is identified to be belonging to Gazi University whereas the lowest mean score concerning the intrinsic job satisfaction dimension depending on the teachers' or instructors' current institution is discovered to be belonging to the teachers working for the Ministry of National Education.

Table 13

*Statistics related to the Variables Included in One-way Analysis of Variance (ANOVA)*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.015	2	1.007	2.503	.086
Within Groups	51.118	127	.403		
Total	53.133	129			

When table 13 is evaluated, it is seen that the value in the Sig. (Significance) column is 0.086 for intrinsic satisfaction. Owing to the fact that the mentioned value is bigger than 0.05, the correlation between the teachers' and the instructors' intrinsic job satisfaction levels and their current institutions is not statistically meaningful.

Table 14

*Tukey Test Results related to the Participants' Intrinsic Job Satisfaction Dimension Mean Scores Depending on the Institution They Work for*

Institution name	Institution name	Mean Difference	Standard Error	Sig.
GU	AU	.11667	.13375	.659
	MNE	.30671	.13787	.071
AU	GU	-.11667	.13375	.659
	MNE	.19005	.13787	.355
MNE	GU	-.30671	.13787	.071
	AU	-.19005	.13787	.355

Note: GU (Gazi University), AU (Ankara University), MNE (Ministry of Education)

Depending on the values on the significance columns of Table 14, it is obvious that the intrinsic job satisfaction mean score differences of the participants working for Gazi University and Ankara University, Gazi University and Ministry of National Education and Ankara University and Ministry of National Education are not statistically meaningful.

It is observed that the individuals' intrinsic job satisfaction levels do not differ based on their working at Gazi University, Ankara University or a school affiliated to the Ministry of National Education. In brief, it is understood that the institution the participants work in does not affect their level of intrinsic job satisfaction.

In order to be able to figure out whether the teachers and instructors differ in terms of their extrinsic job satisfaction levels depending on the institution they work for, one-way analysis of variance is applied. (The mean scores of job satisfaction extrinsic dimensions are included in the analysis as dependent variables and the institutions the participants work for are included in the analysis as independent variables.)

Table 15

*One-way Analysis of Variance (ANOVA) Descriptive Statistics Related to the Minnesota Job Satisfaction Extrinsic Job Satisfaction Dimension*

	Participant		Standard	
	Number	Mean	Deviation	Standard Error
GU	45	3.0083	.75679	.11282
AU	45	3.0889	.67715	.10094
MNE	40	2.9875	.46496	.07352
Total	130	3.0298	.64733	.05677

Note: GU (Gazi University), AU (Ankara University), MNE (Ministry of National Education)

Having evaluated the information presented in Table 15, one can state that the highest mean score belongs to the instructors at Ankara University whereas the lowest mean score belongs to the teachers working at the schools affiliated to the Ministry of National Education in terms of extrinsic dimension mean scores of the teachers' and the instructors' job satisfaction.

Table 16

*Statistics Related to the Variables Included in One-way Analysis of Variance (ANOVA)*

	Sum of				
	Squares	df	Mean Square	F	Sig.
Between Groups	.249	2	.125	.294	.746
Within Groups	53.807	127	.424		
Total	54.056	129			

After analyzing table 16, it can be seen that the value in the Sig. (Significance) column is 0.746 for extrinsic dimension of job satisfaction. Since the mentioned value is bigger than 0.05, the correlation between the teachers' and the instructors' job satisfaction extrinsic dimension and their current institutions is not statistically meaningful.

Table 17

*Tukey Test Results related to the Participants' Extrinsic Job Satisfaction Dimension Mean Scores Depending on the Institution They Work for*

Institution Name	Institution Name	Mean Difference	Std. Error	Sig.
GU	AU	-.08056	.13722	.827
	MNE	.02083	.14145	.988
AU	GU	.08056	.13722	.827
	MNE	.10139	.14145	.754
MNE	GU	-.02083	.14145	.988
	AU	-.10139	.14145	.754

Note: GU (Gazi University), AU (Ankara University), MNE (Ministry of Education)

Depending on the values on the significance columns of Table 17, it is clear that the job satisfaction extrinsic dimension mean score differences of the participants working for Gazi University and Ankara University, Gazi University and Ministry of National Education and Ankara University and Ministry of National Education are not statistically meaningful.

It is clear depending on the findings that an individuals' extrinsic job satisfaction do not change depending on that individuals' working at Gazi University, Ankara University or a school affiliated to the Ministry of National Education. In a nutshell, extrinsic job satisfaction does not change according to the institution one works at.

As mentioned earlier, the job satisfaction is not directly influenced by just one variable. That is why the individuals working in the same institution can differ in their job satisfaction levels. Job satisfaction is not totally relevant to the concrete things and composed of an individual's own perception about the conditions. This can be the reason why no meaningful difference is observed based on the institutions.

***-Do the teachers' and the instructors' Maslach Burnout Inventory Emotional Exhaustion mean scores differ depending on the institution they work for?***



Table 18

*Kruskal Wallis H-Test Results related to the Participants' Average Mean Scores for Maslach Burnout Inventory Subscales*

Subscales	Institution	N	Mean Rank	sd	X2	p
Emotional Exhaustion	GU	45	71.33			
	AU	45	61.60	2	1.702	.427
	MNE	40	63.33			
Depersonalization	GU	45	73.29			
	AU	45	56.54	2	4.606	.100
	MNE	40	66.81			
Personal Accomplishment	GU	40	57.62			
	AU	45	66.89	2	3.551	.169
	MNE	45	72.80			

Note: GU (Gazi University), AU (Ankara University), MNE (Ministry of Education)

Kruskal Wallis-H test results related to the teachers' and the instructors' mean scores of Maslach Burnout Inventory subscales mean scores depending on their current institution are presented in Table 18. When their ranks on the table are reviewed, it is evident that the emotional exhaustion subscale mean scores of the individuals working at Gazi university as instructors are higher than the individuals working at the other institutions, the

depersonalization subscale mean scores of the individuals working at Gazi university as instructors are higher than the individuals working at the other institutions and the personal accomplishment subscale mean scores of the individuals working at schools of Ministry of National Education as teachers are lower than the individuals working at the other institutions. On the other hand, these differences obtained through the use of scale scores are not found to be statistically meaningful. ( $p>0.05$ ). Likewise, Çimen (2000) was unable to find any meaningful relationship between the institution and burnout dimensions and the findings of Mabry's (2005) research are also consistent with these findings. However, Kulavuz (2006), having compared English instructors working at state and private universities in her study, suggested that instructors working at state universities tend to experience three dimensions of burnout more than those working at private universities.

Similar to job satisfaction, burnout dimension levels are also results of an individuals' own perception. Therefore, the participants in the same institution can score differently as they are influenced by different variables and even if every variable is the same, their perceptions and reactions to the same conditions and stimulus can differ.

***R.Q.6: Do the English instructors' and teachers' job satisfaction levels and if they have, burnout levels differ depending on gender, experience, weekly course load, the department of graduation, the number of the students in classes, educational status and the number of years for which they have been working in the current institution?***

***-Do English teachers' and instructors' job satisfaction levels differ depending on the department they graduated from, their gender, experience, educational status, weekly course load and experience in the current institution?***

Table 19

*Levene's Test of Equality of Error Variances*

	F	df1	df2	Sig.
Intrinsic Job Satisfaction	.716	51	78	.143
Extrinsic Job Satisfaction	.236	51	78	.197

In homogeneity test it is indicated that the Levene's Test results for total intrinsic job satisfaction are (F=1.716; P=0.143); the Levene's Test results for extrinsic job satisfaction are (F=1.236; P=0.197). Now that the "Sig." Values are observed to be greater than 0,05, one can make interpretation that "the variances for the intrinsic and the extrinsic job satisfaction groups are homogenous with 95% certainty."

Table 20

*Box's Test of Equality of Covariance Matrices(a)*

M	85.577
F	1.042
Df1	57
Df2	1955.07
Sig.	.390

The test results related to the equality of covariance matrices of gender, graduated department, experience, educational status, weekly course load and experience in the current institution related to the participants' intrinsic and extrinsic job satisfaction levels (Box's

M=85.377; p=0.590) indicate that the covariance matrices are equal and as a result, the analysis is carried on.

When Appendix G MANOVA Table (Multivariate tests) is evaluated, it is concluded that the mean differences related to the intrinsic and extrinsic job satisfaction levels for the gender, graduated department, experience, educational status, weekly course load and experience in the current institution are found not to be meaningful due to the fact that multivariate analysis (Wilks Lambda) values are found not to be significant. The analysis is completed at this phase.

It is understood through the findings that gender, graduated department, professional experience, educational status, weekly course load and experience in the current institution do not have an impact on the individuals' intrinsic and extrinsic job satisfaction. On the other hand, in her study İlgün (2010) discovered that a meaningful relationship is available between experience, educational status and job satisfaction. (More experienced and less educated people tend to have more satisfaction from their jobs.) Karadağ (2013) also determined a significant correlation between workload, professional experience and age, older workers with less workload and more experience being more likely to be satisfied with their job. On the other hand, Üstünbaş (2011) came up with no meaningful relationship between gender, the institutions the participants work in, experience in the current institution, seniority and job satisfaction, which is similar to the findings of this research. Çimen (2000) also discovered that the gender has an impact on the job satisfaction of the workers, women having less job satisfaction.

The fact that these variables are not influential in predicting the intrinsic and extrinsic dimensions of job satisfaction can be interpreted as there are other variables affecting these dimensions, which gives way to further research to be clarified.

*-Do English teachers' and instructors' burnout levels differ depending on the department they graduated from, their gender, experience, educational status, weekly course load and experience in the current institution?*

Table 21

*Mann Whitney U-Test Results related to the Maslach Burnout Inventory Subscale Mean Scores Depending on the Participants' Gender*

Subscales	Gender	Participant Number	Mean Rank	Total Rank	U	P
Emotional Exhaustion	Female	99	70.68	6995.50	1021.500	.005
	Male	31	48.95	1517.50		
Depersonalization	Female	99	65.28	6462.50	1512.500	.903
	Male	31	66.21	2052.50		
Personal Accomplishment	Female	99	65.64	6498.50	1520.500	.939
	Male	31	65.05	2016.5		

P < .05

Table 21 demonstrates the Mann Whitney U-Test results for Maslach Burnout Inventory Subscales depending on the participants' gender. When looked at the mean sequence, it is realized that the female participants' scores for emotional exhaustion, depersonalization and personal accomplishment subscales are higher than the male participants'. However, of all the differences obtained from the score means of all subscales, merely the difference belonging to emotional exhaustion subscale is found out to be statistically meaningful. ( $p < .01$ )

It is seen that females' emotional exhaustion levels are higher than that of males'. Similarly, İlğün (2010) also discovered statistically meaningful difference in terms of tendency to burnout on emotional exhaustion dimension in her research, women having greater tendency. However, Çimen (2000) revealed that gender has no significant influence on depersonalization dimension of burnout whereas women are more prone to experience more burnout in the dimensions of emotional exhaustion and reduced personal accomplishment, whereas Özdemir (2003) just clarified the meaningful relationship between gender and reduced personal accomplishment. According to his findings, women have a greater tendency to experience reduced personal accomplishment. Kurtoğlu (2011), however, found out that whereas emotional exhaustion and depersonalization results are very similar for both genders, personal accomplishment was discovered to be higher for female participants.

Table 22

*Mann Whitney U-Test Results Related to the Maslach Burnout Inventory Subscale Mean Scores Depending on the Participants' Graduated Department*

Subscales	G.D	Participant Number	Mean Rank	Total Rank	U	P
Emotional Exhaustion	ELT	74	64.86	4799.50		
					2024.500	.823
Depersonalization	Others	56	66.35	3517.50		
					1910.500	.433
Personal Accomplishment	ELT	74	66.24	4902.00		
					2017.000	.795
	Others	56	64.52	3603.00		

Note: G. D. (Graduated Department), ELT (English Language Teaching), Others (Other Departments including American Culture and Literature, Comparative Literature,

English Language and Literature, English Language Teaching, English Linguistics and Translation and Interpretation)

In table 22, Mann Whitney U-Test results related to the Maslach Burnout Inventory Subscale Scores depending on the participants' department of graduation are demonstrated. When mean ranks in the table are analyzed, Maslach Burnout Inventory Subscale mean scores, which are emotional exhaustion, depersonalization and personal accomplishment, of those who graduated from the ELT departments are found out to be higher than those graduated from the other departments. On the other hand, subscale score means are found out to be statistically insignificant. ( $p>0.05$ ). Çimen (2000) also clarified that his study also demonstrates similar results. According to the findings of his study carried out at Gulhane Military Medicine Academy, the graduates of this department suffer from burnout more when compared to the graduates of other departments currently working at this institution. It can be attributed to the fact that as ELT graduates their expectations from the professions may be greater than graduates of other departments, which can lead to greater frustrations. Another reason may be that they are educated in this department which makes them have a tendency of attempting to fulfill all the needs of the profession, in other words, putting more effort on the profession.



Table 23

*Mann Whitney U-Test Results related to the Maslach Burnout Inventory Subscale Mean Scores Depending on the Participants' Educational Status*

Subscales	Educational Status	Participant Number	Mean Rank	Total Rank	U	P
Emotional Exhaustion	U	70	61.38	4296.50		
					1811.500	.177
Depersonalization	P	60	70.31	4218.50		
	U	70	63.41	4439		
					1954.000	.491
Personal Accomplishment	P	60	67.93	4076.00		
	U	70	71.63	5014.00		
					1671.000	.045
	P	60	58.35	3501.00		

$p < .05$

Note: U (Undergraduate), P (Postgraduate studies in progress or completed)

Table 23 indicates the Mann Whitney U-Test results for Maslach Burnout Inventory Subscale scores depending on the participants' educational status. When mean ranks in the table are observed, it is realized that undergraduate participants' emotional exhaustion

subscale scores are higher than those whose postgraduate studies are in progress or completed. In addition, depersonalization subscale mean scores of those whose postgraduate studies are in progress and completed are higher than those who are only undergraduates whereas undergraduate participants' mean scores for personal accomplishment subscale scores are higher than those whose postgraduate studies are in progress or completed. However, only personal accomplishment subscale mean scores are discovered to be statistically significant. ( $p < .05$ ).

The participants who have only graduate degree are more burned out in terms of personal accomplishment than those with a postgraduate degree or whose postgraduate studies are in progress. However, İlgün (2010) determined a significant relationship between the educational status and emotional exhaustion. Whereas primary school graduates experience less emotional exhaustion, those with higher educational status suffer from more emotional exhaustion. In contrast to the findings of these studies, Karadağ (2013) points out in her study that when the nurses' level of education increases, they have a greater tendency to have less burnout and more job satisfaction. She claims that it can be due to learning how to cope with the difficulties faced in the professional life with the help of the education.

The underlying reason for the findings of this study may be continuing the educational life or taking a step for the professional development cause the individuals to feel more confidence on their professional success.

Table 24

*Mann Whitney U-Test Results related to the Maslach Burnout Inventory Subscale Mean Scores Depending on the Participants' Weekly Course Load*

Subscales	WCL	Participant Number	Mean Rank	Total Rank	U	P
Emotional Exhaustion	12-20	54	53.69	2899.50		
	21-	76	73.89	5615.50	1414.500	.003
Depersonalization	12-20	54	59.72	3225.00		
	21-	76	69.61	5290.00	1740.000	.137
Personal Accomplishment	12-20	54	67.27	3632.50		
	21-	76	64.24	4882.50	1956.500	.651

$p < .05$

Note: WCL (Weekly Course Load)

In table 24, Mann Whitney U-Test results for the participants' Maslach Burnout Inventory Subscale scores depending on weekly course load are presented. Analyzing the mean ranks, one can see that emotional exhaustion subscale mean scores of those who have 21 hours

or over course load are higher than those whose weekly course load is between 12-20 hours. Depersonalization subscale mean scores of those with 21 hours or over weekly course load are higher than those with 12-20 hours of weekly course load. Personal accomplishment subscale mean scores of those with 12-20 hours are found out to be greater than those with 21 hours and over. Nevertheless, only the emotional exhaustion subscale mean score differences are identified to be statistically significant. ( $p < .05$ ).

The emotional exhaustion levels of the participants with 21 hours weekly course load or more are higher than those with 12-20 hours of weekly course load. As the literature also suggests, work overload is one of the most significant factors influencing the burnout levels of the workers. Karadağ (2013) also claim depending on the results of her research that burnout levels of the nurses with more workload are higher. Therefore, the teachers may be provided with the same amount of weekly course load, considering that they also have to deal with extra paperwork and spend extra hours for their profession. On the other hand, contradictory results are also available related to the weekly course load and experiencing burnout. Kulavuz (2006) discovered in her study that instructors working at state universities and having less weekly course load suffer from burnout more than the ones working at private universities with more weekly course load. She suggests that this may be due to the fact that the more time they spend at school, the more they can devote themselves to the profession and the more proficinet they get.

Table 25

*Mann Whitney U-Test Results related to the Maslach Burnout Inventory Subscale Scores Depending on the Participants' Experience in the Current Institution*

Subscales	Exp. C. Ins.	Participant Number	Mean Rank	Total Rank	U	P
Emotional Exhaustion	1-5	83	66.60	5528.00		
					1859.000	.657
Depersonalization	6-	47	63.55	2987.00		
	1-5	83	71.04	5896.50		
					1490.500	.024
Personal Accomplishment	6-	47	55.71	2618.50		
	1-5	83	64.85	5382.50		
					1896.500	.793
	6-	47	66.65	3132.50		

$p < .05$

Note: Exp. C. Ins. (Experience in the current institution)

Table 25 indicates the Mann Whitney U-Test results for Maslach Burnout Inventory Subscale scores of the participants depending on their experience in the current institution.

When the mean ranks in the table are evaluated, emotional exhaustion and depersonalization subscale score means of the participants with 1-5 years of experience in the current institution are determined to be higher than those with 6 years or over years of experience in the current institution. Moving on to the personal accomplishment, the mean scores of the participants with 6 years or over experience in the current institution are greater than those with 1-5 years of experience in the current institution. However, only depersonalization subscale mean score differences are identified to be statistically significant. ( $p < .05$ )

Depersonalization levels of the participants who have 1 to 5 years of experience at the current school are higher than those with 6 years or more experience. As many researchers also clarified, the first few years at an institution are regarded as an adaptation process to a new city, a new environment, the requirements and the responsibilities of the institution. These few years are also crucial in developing strategies against the challenges. When the individual cannot cope with these challenges, a defense mechanism known as depersonalization emerges in workers. İlgün (2010) also claim that the more experienced the workers in a certain institution, the less they suffer from depersonalization. Therefore, more in service education should be provided and mentorship system may be applied to aid teachers overcome this process without the risk of experiencing burnout. The findings of Özdemir's (2003) research carried out with 523 teachers seem to be consistent with the findings of this study regarding experience in terms of proving the relationship between the burnout dimensions and experience. The findings illustrated that those with less teaching experience suffer from reduced personal accomplishment more.

Table 26

*Kruskal Wallis H-Test Results related to the Maslach Burnout Inventory Subscale Mean Scores Depending on the Participants' Experience*

Subscales	Experience	Participant Number	Mean Rank	sd	X2	p
Emotional Exhaustion	1-10	43	73.54			
	11-15	38	52.05			
				2	7.168	.028
Depersonalization	1-10	43	75.52			
	11-15	38	57.57			
				2	5.071	.079
Personal Accomplishment	1-10	43	62.81			
	11-15	38	61.22			
				2	1.830	.400
	16-	49	71.17			

p < .05

Table 26 illustrates Kruskal Wallis H-Test results related to the Maslach Burnout Inventory subscale mean scores depending on the participants' experience. When the mean ranks in the table are reviewed, the emotional exhaustion and the depersonalization subscale score means of those who have 1 to 10 years of experience are discovered to be higher than the other participants with different years of experience whereas the personal achievement subscale mean scores of the participants with 16 years of experience or more are found out to be higher than the other experience groups. Nevertheless, among all these differences, only the difference belonging to the emotional exhaustion subscale is determined to be statistically meaningful. ( $p < .05$ )

The depersonalization levels of the participants with 1-10 years of professional experience are identified to be higher than depersonalization levels of the participants with 11-15 and 16 years and more experience. Reaching 10 years of experience may be regarded as a breaking point in terms of depersonalization. As it is for the institutions, the depersonalization levels of the participants who are novice in the profession tend to suffer from greater levels of burnout. İlgün (2010) also came up with the same finding in her study carried out with correctional officers working in prisons. She found out that the officers who were more experienced tend to suffer from depersonalization less unlike the ones who were less experienced. Karadağ's (2013) research findings also verify these results. She discovered in her study that more experienced nurses also suffer from burnout less when compared with the less experienced nurses. Çimen (2000) carried out a similar study with the military officers, revealing that there is a significant relationship between the three dimensions of burnout and experience, less experienced workers being prone to burnout more. In service education and mentorship can also be applicable as a possible way of solution for this problem, too. The findings of Özgür's (2007) are also consistent with these findings, pointing



out that English teacher with 1-11 years of experience in the profession suffer from burnout more than the ones with 12-35 years of experience.

In this chapter, the findings of Maslach Burnout Inventory, Minnesota Job Satisfaction Questionnaire and demographical information questionnaire were presented with regard to the research questionnaires and the statistical information was interpreted.

## Chapter 5

### Conclusion and Implications

In this chapter, firstly, the evaluation and discussion of the research questions of the study depending on the findings will be presented. Differences of the participants with regard to the job satisfaction and burnout will also be discussed with the possible reasons. Following this part, pedagogical implications and some suggestions for further researches will be presented.

#### Conclusions Concerning the Research Questions

1. Items number 14 (I feel I show strenuous efforts on my job.), 2 (I feel fatigued at the end of a work day.), 12 (I feel vigorous.), 18 (I feel elated after close work with my students.) and 3 (I feel tired when I wake up in the morning and confront a new day at work.) are the 5 items in the inventory that influence individuals' burnout levels the most.

2. Item 22 (I have the feeling that I am blamed by my students for some of their problems.), item 20 (I feel I am helpless in my job.), item 15 (I am not bothered about what happens to some students.), item 19 (I have done many valuable things in my job.) and item 17 (I am able to create a comfortable atmosphere for my students with ease.) are found out to be the items which affect the three dimensions of burnout the least.

3. In terms of emotional exhaustion, 2 participants have high levels of burnout, 43 participants have moderate levels of burnout and 90 participants have low levels of burnout.

Depersonalization dimension illustrates that 98 participants experience low levels of burnout, 37 participants' burnout levels are in moderate levels and there are no participants in the sample suffering from high levels of burnout.

38 participants from the sample are found out to have high levels of personal accomplishment and the rest of the participants (97 participants) are determined to have moderate levels of personal accomplishment, whereas it is found out that no participants with reduced personal accomplishment existed in the sample.

4. Having evaluated the intrinsic job satisfaction, it is observed that 87 individuals have high, 11 individuals have neutral and 32 individuals have low levels of job satisfaction.

The extrinsic job satisfaction findings demonstrate that 59 participants have low, 12 participants have neutral and 59 individuals have high levels of job satisfaction.

5. Having evaluated the relationship between the dimensions of burnout and dimensions of job satisfaction, it is found out that extrinsic dimension of job satisfaction is negatively correlated to both emotional exhaustion and personal accomplishment subscale whereas intrinsic dimension of job satisfaction is again negatively correlated to the personal accomplishment dimension of burnout.

6. Even though there are some slight differences among the participants' intrinsic and extrinsic dimensions of job satisfaction depending on their institution, the differences are determined not to be statistically meaningful.

7. The institution the participants work for have a slight impact on the burnout dimensions of the participants. Likewise, Çimen (2000) was unable to find any meaningful relationship between the institution and burnout dimensions and the findings of Mabry's (2005) research are also consistent with these findings.

8. The findings revealed that gender, graduated department, professional experience, educational status, weekly course load and experience in the current institution do not have an impact on the individuals' intrinsic and extrinsic job satisfaction.

9. It is found out that among all burnout dimensions, gender has a significant influence only on emotional exhaustion, with females having higher tendency to burnout.

10. As for graduated department, ELT graduates are found out to have higher levels of emotional exhaustion, depersonalization and personal accomplishment than graduates of other departments although the difference is not statistically meaningful.

11. It is determined that the participants who have only graduate degree are more burned out in terms of personal accomplishment than those with a postgraduate degree or whose postgraduate studies are in progress whereas no statistically significant difference is observed for the other two dimensions of burnout.

12. The emotional exhaustion levels of the participants with 21 hours or more weekly course load or more are identified to be higher than those with 12-20 hours of weekly course load.

13. Depersonalization levels of the participants who have 1 to 5 years of experience at the current school are discovered to be higher than those with 6 years or more experience at the current institution.

14. The findings revealed that the depersonalization levels of the participants with 1-10 years of professional experience are identified to be higher than depersonalization levels of the participants with 11-15 and 16 years and more experience.

### **Implications**

As Maslach and Leiter (1997) point out "...preventing burnout is not just a goal to pursue-it makes economic sense. It is far better to invest in avoiding burnout than to pick up the costs in its wake. But reducing the possibility of burnout is only part of a preventive approach. Even more important is increasing the chances that people remain engaged with

their work.” (Maslach and Leiter, 1997, p. 128). What Maslach and Leiter mean is that preventing burnout is much economical in terms of the time and money spent and efforts made when compared with the one spent for treating it and attempting to erase the effects of it. Therefore, some measures must be taken to cater for the requirements of the teachers before they commence experiencing burnout.

Kinman, Wray and Strange (2011) also emphasize the vitality of the consequences of burnout and job satisfaction by stating that “...evidence has also been provided that the emotional demands of teaching might have an adverse impact on job performance. Teachers who reported more emotional labour were not only more emotionally exhausted and less satisfied with their work, they were also more likely to depersonalise their pupils.” (Kinman, Wray and Strange, 2011, p. 849).

The initial thing to be done is considered to be the responsibility of the organizations, which is preventing the job-person mismatch. Maslach and Leiter (1997) also mention that the organizational approach tackles the job-person mismatch from the perspective of the workplace rather than from that of the worker. Thus, it analyzes areas of organizational life. The six areas in question-workload, control, rewards, community, fairness, and values-are shaped by organizational practices and structures. The precautions for enhancing the working conditions will probably end up with better worker commitment and work performance.

Another point to be considered can be taking some steps to teach English at an earlier age to eliminate the failures in language teaching and pursue better physical and organizational atmosphere for facilitating language teaching. It is also the parents' responsibility to be aware that the nature of language teaching greatly differs from teaching

other disciplines in terms of not only requiring greater effort to form language learning environment in a non-native setting, but also motivating students who have some biases towards foreign language learning.

Striving for reducing or preventing burnout can also be initialized within the individuals. For instance, Klarreich (1990) defines ten steps for to be aware of the burnout problem and overcome it. These steps are open admission, taking responsibility, self-acceptance, challenge, a new philosophy, reduction of needs, reject perfectionism, judgment, inspiration and risks. Depending on these steps, it is obvious that the initial step for you is to admit that you have burnout problem. The second step is to confess that you are the main responsible of the burnout problem and overcome the tendency to accuse others. In the self-acceptance step you must cease being harsh on yourself and accept that pains are natural parts of our lives and they are not endless. Challenge part includes increasing your tolerance for frustration while in a new philosophy you are expected to stop wanting everything guaranteed and adopt a new philosophy of uncertainty. Reduction of needs and perfectionism require you to minimize your needs and not to expect perfection because endless lists of needs and wanting the perfect make you more disappointed. Next steps are accepting yourself as you are instead of judging yourself and not waiting for the inspiration to act. As a final remark, instead of limiting yourself with work, you must take risks and try new challenges in your life. English teaching makes it a must to keep up with the new technology and trends since the teachers have to deal with digital literal students, follow newly appearing approaches, methods and techniques, tailor their teaching styles based on the students' needs, learning styles, strategies and type of their dominant intelligences, which can be demanding.

Leiter (2005) offers a number of strategies to cope with burnout, categorized in six headlines. The initial thing is to determine your relationship with the work. Later, a plan of action which includes strategies to solve the problems of workload, control, reward, community, fairness and values is required to be made and put into practice. It is necessary to keep in mind that the basic goal for all these strategies is to change your relationship with your work and keep your goal in and use a variety of ways to achieve it if necessary. As the final phase of coping with burnout, make sure your relationship with your job has changed.

Burnout and job dissatisfaction are among the most critical factors hindering the fruitfulness of the education which is also supported by the related literature. For instance, Capel (1989) maintains that burnout may have a negative influence on teachers and learners they teach. Similarly, Maslach and Leiter (1997) also support this idea by stating that the costs of burnout are significant not only for the worker but also for the organization. Employees consider the job as an obstacle for the quality of their lives and potential for a fruitful, growing career. For organizations, burnout results in workforce that does not provide dedication, creativity and productivity any longer. Hence it is vital to eliminate or reduce the burnout on teachers. In order to minimize burnout, factors fostering stress and burnout incidences should be well analyzed. However, due to the fact that these factors differ from one institution to the other, examination of these factors for each institution is required.

Considering the working conditions in Turkey, most English teachers have to teach in crowded classes whose physical conditions are not appropriate for language teaching. Not having U-shaped classes, having more students than they can cope with or arrange an activity with, experiencing lack of audio-visual and technological devices can also be a drawback for the language teachers. The teachers are regarded as responsible for language success or failure

when it is very challenging for the teachers to make students achieve native-like success when they cannot make them exposed to authentic speech or materials. Therefore, there should be special classrooms and materials available for language teachers to achieve better results in language teaching which will put less pressure on the teachers and make them experience less work-related stress and burnout. The appearing success can also be a good way of motivating English teachers and increase their job satisfaction.

Sangganjanavanich and Balkin (2013), in their study about the job satisfaction and burnout levels of educators, discovered no meaningful relationship between the personal backgrounds of the educators (such as age, gender, tenure) and job satisfaction and level of burnout. Their findings prove that it is a must for the researchers to find other variables included in the job satisfaction of the teachers. It is a reality that students' motivation is regarded as the most critical component of the education process. Considering that good teachers should also be good and life-long learners, all the motivating factors of a student can also be applicable for the teachers and they also have a number of requirements for better commitment. For English teachers to increase their commitment to work, they should be rewarded for their professional success and effort in terms of language teaching. It can be fruitful for the organization to inspect the English teachers by using other colleagues who are also knowledgeable and competent in language teaching. Continual professional development can also be rewarded and supported by the administrators.

Lens and Jesus (1999) point out to the gloomy picture of burnout depending on the findings of their study, which discovered that not more than 20 % said 'certainly', 31 % said 'probably', 20 % said 'it depends' 20 % said 'probably not' and 9 % said 'certainly not'. They explain the possible underlying reason as the teachers' comparing themselves with employees



with the same level of education but holding a job in private sector who have less workload, are less stressed, are paid and rewarded more and can be promoted.

Although ‘The grass is always green on the other side’, some enhancements can also be made to increase the commitment of the teachers and possibilities of promotions and rewards can be increased depending on the performance and productivity of the teachers.

Whereas some writers list the precautions and steps to be taken to prevent or amending burnout, Edelwich and Brodsky (1980) emphasize that the things which can be done by administrators or by changing the working conditions are restricted. The individuals have to accept some conditions as they are, otherwise, they will experience the profound frustration of being unable to exert as much influence on the world as they desire. Therefore, psychiatric approach to rehabilitation and self-rehabilitation can be needed. They also categorize these interventions as on-the-job and off-the-job by stating that if on-the-job interventions do not work, then enough satisfaction can be provided by off-work factors like family life.

Unlike Edelwich and Brodsky, Maslach and Leiter (1997) argue that burnout represents work and working conditions rather than the individuals themselves. Therefore, contrary to common belief, it is not individuals but organizations that need to be changed. Having studied burnout for twenty years and spoken to thousands of people from many professions, for them, the most effective way of preventing burnout must involve prevention rather than treatment.

It can be a good starting point to make pre-service teachers aware of what to expect from their future career and what kinds of challenges are awaiting them when they start their profession. This may lower their expectations and prevent the feeling of failure when they

cannot achieve everything they wish to do. As for in-service training, it is evident that burnout and job dissatisfaction are more common among newly-recruited English teachers, so the novice teachers can be provided with mentors to assist them through their teaching career, adapt their working environment with less effort and learn about how to cooperate with their colleagues during hard times.

An interesting research seeking to determine the relationship between burnout and humor and carried out with the participation of 306 teachers by McKenzie (2009) demonstrates that the teachers who report high levels of stress and use humor as a coping mechanism have less emotional exhaustion, less depersonalization and high personal accomplishment than those who do not use humor as a coping mechanism.

English teachers should also see themselves as a team and increase their professional exchange with their colleagues. Besides, they should be given more opportunities of continuous professional development and training on how to cope with and prevent burnout. They should learn how not to overestimate the stressors and problems and the fact that the status of their profession has decreased in society is a natural result of today's conditions and it is true for other professions like medicine or law.

### **Suggestions for Further Researches**

Although this study may have provided some contributions to the field of education despite being a small scale study, there is a requirement for further research to be able to see parallelism and contradictions.

It is undeniable that teachers and instructors are the fundamental elements of the teaching and learning process. The fact that they experience burnout or job dissatisfaction will lead many failures for them, their institutions and most significantly the students. Therefore, the initial step to be taken must be increasing the number of studies carried out on burnout and job satisfaction to be able to see the current and potential state of each and every institution on regular basis and behaving accordingly.

Considering the limitations of the current study, a number of precautions can be taken in order to be able to come up with the better findings. To begin with, in order to be able to generalize the findings of the study, the universe and the sample of the research can be bigger than the current one. However, if the objective of the researcher is to gain broader knowledge of a certain institution, a qualitative method of research such as interview can be beneficial to be applied as a supplementary data collection method.

It has to be kept in mind that the questionnaires merely reflect the self-perceptions of the participants, which is subjective rather than being objective. For the researcher to be capable of having deeper knowledge in terms of the participants' burnout and job satisfaction, the perceptions of the students about their teachers and instructors can also be searched for in addition to obtaining some statistical information about the number of teachers leaving their profession and having absenteeism problems.

Keeping in mind that both burnout and job satisfaction are complex concepts influenced by many variables and cannot be attributed to a sole reason, other variables can be included in the future researches.

The results gathered through the use of these suggestions may provide important insights both for educators and administrators to prevent psychological problems, low students achievement and institutional failures and facilitate a peaceful and productive working environment.

Initially in this chapter, the general conclusions of the whole study are described. Following this, the implications to be drawn are mentioned. As a final point, suggestions for further researches are provided.

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### Appendix A- Descriptive Statistics Related to the Demographic Information

	Frequency	Percent
<b>Gender</b>	99	76.2
	31	23.8
<b>Graduated Department</b>	74	56.9
	56	53.1
<b>Experience</b>	43	33.1
	38	29.2
	49	37.7
<b>Educational Status</b>	70	53.8
	60	46.2
<b>Current Institution</b>	45	34.6
	45	34.6
	40	30.8
<b>Weekly Course Load</b>	54	41.5
	76	58.5
<b>The Number of Years for Which They Work in the Current Institution</b>	83	63.8
	47	36.2

## Appendix B- Descriptive Statistics Concerning the Maslach Burnout Inventory

### Emotional Exhaustion Subscale

Mean Score	Participant Number	Standard Deviation
33	1	0.65698
44	2	
56	3	
67	6	
78	12	
89	10	
.00	9	
.11	14	
.22	10	
.33	6	
.44	7	
.56	7	
.67	5	
1.78	5	
1.89	5	
2.00	4	
2.11	3	
2.22	2	
2.33	7	
2.44	2	
2.56	3	
2.67	2	
.78	3	
3.44	1	
3.67	1	
Total	130	

### Appendix C- Descriptive Statistics Concerning the Maslach Burnout Inventory

#### Depersonalization Subscale

Mean Score	Participant Number	Standard Deviation
00	30	
20	15	
.40	15	
60	18	
.80	11	
1.00	9	
1.20	6	0.61278
1.40	7	
1.60	10	
1.80	5	
2.00	2	
2.20	1	
2.40	1	
Total	130	

## Appendix D: Descriptive Statistics Concerning the Maslach Burnout Inventory

### Personal Accomplishment Subscale

Mean Score	Participant Number	Standard Deviation
00	1	
.13	1	
.38	1	
.50	3	
.63	8	
.75	7	
.88	9	
1.00	8	
1.13	14	
1.25	17	
1.38	7	0.56462
1.50	8	
1.63	10	
1.75	7	
1.88	4	
2.00	4	
2.13	6	
2.25	6	
2.38	5	
2.50	3	
2.63	1	
Total	130	

**Appendix E- Descriptive Statistics Related to the Intrinsic Job Satisfaction  
Subscale of Minnesota Job Satisfaction Questionnaire**

<b>Mean Score</b>	<b>Participant number</b>	<b>Standard Deviation</b>
.25	1	
1.42	1	
1.58	1	
1.75	1	
1.92	1	
2.17	2	
2.25	2	
2.42	3	
2.50	1	
2.58	4	
2.67	3	
2.75	1	
2.83	5	
2.92	6	
3.00	11	
3.08	4	
3.17	9	0.64178
3.25	9	
3.33	5	
3.42	3	
3.50	8	
3.58	4	
3.67	3	
3.75	7	
3.83	6	
3.92	10	
4.00	6	
4.08	3	
4.17	3	
4.25	2	
4.33	1	
4.42	1	
4.50	3	
Total	130	

**Appendix F- Descriptive Statistics Related to the Extrinsic Job Satisfaction  
Subscale of Minnesota Job Satisfaction Questionnaire**

<b>Mean Score</b>	<b>Participant Number</b>	<b>Standard Deviation</b>
.38	1	0.64733
1.50	2	
1.88	4	
2.00	3	
2.13	2	
2.25	3	
2.38	6	
2.50	8	
2.63	9	
2.75	7	
2.88	14	
3.00	12	
3.13	8	
3.25	10	
3.38	8	
3.50	8	
3.63	4	
3.75	5	
3.88	4	
4.00	7	
4.13	1	
4.25	1	
4.63	2	
4.75	1	
Total	130	

## Appendix G- Multivariate Tests (c)

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.952	757.300(a)	2.000	7.000	.000	.952
	Wilks' Lambda	.048	757.300(a)	2.000	7.000	.000	.952
	Hotelling's Trace	9.670	757.300(a)	2.000	77.000	.000	.952
	Roy's Largest Root	19.670	757.300(a)	2.000	77.000	.000	.952
	Gender	Pillai's Trace	.041	1.660(a)	2.000	77.000	.197
Wilks' Lambda		.959	1.660(a)	2.000	77.000	.197	.041
Hotelling's Trace		.043	1.660(a)	2.000	77.000	.197	.041
Roy's Largest Root		.043	1.660(a)	2.000	77.000	.197	.041
Department		Pillai's Trace	.000	.018(a)	2.000	77.000	.982
	Wilks' Lambda	.000	.018(a)	2.000	77.000	.982	.000
	Hotelling's Trace	.000	.018(a)	2.000	77.000	.982	.000
	Roy's Largest Root	.000	.018(a)	2.000	77.000	.982	.000
	Experience	Pillai's Trace	.065	1.304	4.000	156.000	.271
Wilks' Lambda		.936	1.298(a)	4.000	154.000	.273	.033
Hotelling's Trace		.068	1.292	4.000	152.000	.276	.033
Roy's Largest Root		.058	2.268(b)	2.000	78.000	.110	.055
Educational status		Pillai's Trace	.009	.358(a)	2.000	77.000	.700
	Wilks' Lambda	.991	.358(a)	2.000	77.000	.700	.009
	Hotelling's Trace	.009	.358(a)	2.000	77.000	.700	.009
	Roy's Largest Root	.009	.358(a)	2.000	77.000	.700	.009
	Weekly course	Pillai's Trace	.022	.862(a)	2.000	77.000	.426

load							
	Wilks' Lambda	.978	.862(a)	2.000	77.000	.426	.022
	Hotelling's Trace	.022	.862(a)	2.000	77.000	.426	.022
	Roy's Largest	.022	.862(a)	2.000	77.000	.426	.022
	Root						
Experience in the current institution	Pillai's Trace	.001	.042(a)	2.000	77.000	.959	.001
	Wilks' Lambda	.999	.042(a)	2.000	77.000	.959	.001
	Hotelling's Trace	.001	.042(a)	2.000	77.000	.959	.001
	Roy's Largest	.001	.042(a)	2.000	77.000	.959	.001
	Root						
Gender*	Pillai's Trace	.009	.356(a)	2.000	77.000	.702	.009
Department	Wilks' Lambda	.991	.356(a)	2.000	77.000	.702	.009
	Hotelling's Trace	.009	.356(a)	2.000	77.000	.702	.009
	Roy's Largest	.009	.356(a)	2.000	77.000	.702	.009
	Root						
Gender *	Pillai's Trace	.078	1.575	4.000	156.000	.184	.039
Experience	Wilks' Lambda	.923	1.569(a)	4.000	154.000	.185	.039
	Hotelling's Trace	.082	1.563	4.000	152.000	.187	.040
	Roy's Largest	.069	2.688(b)	2.000	78.000	.074	.064
	Root						
Department*	Pillai's Trace	.053	1.055	4.000	156.000	.381	.026
Experience	Wilks' Lambda	.947	1.056(a)	4.000	154.000	.381	.027
	Hotelling's Trace	.056	1.056	4.000	152.000	.381	.027
	Roy's Largest	.055	2.148(b)	2.000	78.000	.124	.052
	Root						
Gender *	Pillai's Trace	.010	.391(a)	2.000	77.000	.677	.010
Department *							



Experience							
	Wilks' Lambda	.990	.391(a)	2.000	77.000	.677	.010
	Hotelling's Trace	.010	.391(a)	2.000	77.000	.677	.010
	Roy's Largest	.010	.391(a)	2.000	77.000	.677	.010
	Root						
Gender *	Pillai's Trace	.015	.597(a)	2.000	77.000	.553	.015
Educational status							
	Wilks' Lambda	.985	.597(a)	2.000	77.000	.553	.015
	Hotelling's Trace	.016	.597(a)	2.000	77.000	.553	.015
	Roy's Largest	.016	.597(a)	2.000	77.000	.553	.015
	Root						
Department *	Pillai's Trace	.004	.149(a)	2.000	77.000	.862	.004
Educational status							
	Wilks' Lambda	.996	.149(a)	2.000	77.000	.862	.004
	Hotelling's Trace	.004	.149(a)	2.000	77.000	.862	.004
	Roy's Largest	.004	.149(a)	2.000	77.000	.862	.004
	Root						
Gender *	Pillai's Trace						
Department *		.000	.(a)	.000	.000	.	.
Educational status							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest	.000	.000(a)	2.000	76.000	1.00	.000
	Root					0	
Experience *	Pillai's Trace	.062	1.254	4.000	156.000	.290	.031
Educational status							
	Wilks' Lambda	.938	1.255(a)	4.000	154.000	.290	.032
	Hotelling's Trace	.066	1.255	4.000	152.000	.290	.032
	Roy's Largest	.063	2.445(b)	2.000	78.000	.093	.059
	Root						
Gender*	Pillai's Trace	.014	.543(a)	2.000	77.000	.583	.014

Experience *							
Educational status							
	Wilks' Lambda	.986	.543(a)	2.000	77.000	.583	.014
	Hotelling's Trace	.014	.543(a)	2.000	77.000	.583	.014
	Roy's Largest	.014	.543(a)	2.000	77.000	.583	.014
	Root						
Department *	Pillai's Trace						
Experience *		.066	1.336	4.000	156.000	.259	.033
Educational status							
	Wilks' Lambda	.934	1.341(a)	4.000	154.000	.257	.034
	Hotelling's Trace	.071	1.346	4.000	152.000	.255	.034
	Roy's Largest	.070	2.739(b)	2.000	78.00	.071	.066
	Root						
Gender *	Pillai's Trace						
Department *		.000	.(a)	.000	.000	.	.
Experience *							
Educational status							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest	.000	.000(a)	2.000	76.000	1.00	.000
	Root					0	
Gender * Weekly	Pillai's Trace						
course load		.004	.161(a)	2.000	77.000	.852	.004
	Wilks' Lambda	.996	.161(a)	2.000	77.000	.852	.004
	Hotelling's Trace	.004	.161(a)	2.000	77.000	.852	.004
	Roy's Largest	.004	.161(a)	2.000	77.000	.852	.004
	Root						
Department *	Pillai's Trace						
Weekly course		.016	.632(a)	2.000	77.000	.534	.016
load							
	Wilks' Lambda	.984	.632(a)	2.000	77.000	.534	.016

	Hotelling's Trace	.016	.32(a)	2.000	77.000	.534	.016
	Roy's Largest						
	Root	.016	.632(a)	2.000	77.000	.534	.016
Gender *	Pillai's Trace						
Department*		.000	.(a)	.000	.000	.	.
Weekly course							
load							
	Wilks' Lambda	.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest					1.00	
	Root	.000	.000(a)	2.000	76.000	0	.000
Experience *	Pillai's Trace						
Weekly course		.059	1.183	4.000	156.000	.321	.029
load							
	Wilks' Lambda	.942	1.173(a)	4.000	154.000	.325	.030
	Hotelling's Trace	.061	1.162	4.000	152.000	.330	.030
	Roy's Largest						
	Root	.047	1.823(b)	2.000	78.000	.168	.045
Gender*	Pillai's Trace						
Experience *		.000	.005(a)	2.000	77.000	.995	.000
Weekly course							
load							
	Wilks' Lambda	1.000	.005(a)	2.000	77.000	.995	.000
	Hotelling's Trace	.000	.005(a)	2.000	77.000	.995	.000
	Roy's Largest						
	Root	.000	.005(a)	2.000	77.000	.995	.000
Department *	Pillai's Trace						
Experience *		.023	.456	4.000	156.000	.768	.012
Weekly course							
load							
	Wilks' Lambda	.977	.452(a)	4.000	154.000	.771	.012

	Hotelling's Trace	.024	.448	4.000	152.000	.773	.012
	Roy's Largest						
	Root	.022	.852(b)	2.000	78.000	.430	.021
Gender *	Pillai's Trace						
Department *							
Experience *		.000	.(a)	.000	.000	.	.
Weekly course load							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	.000	.	.
	Roy's Largest						
	Root	.000	.000(a)	2.000	76.000	.000	.000
Educational status*	Pillai's Trace						
Weekly course load		.001	.038(a)	2.000	77.000	.963	.001
	Wilks' Lambda	.999	.038(a)	2.000	77.000	.963	.001
	Hotelling's Trace	.001	.038(a)	2.000	77.000	.963	.001
	Roy's Largest						
	Root	.001	.038(a)	2.000	77.000	.963	.001
Gender *	Pillai's Trace						
Educational status							
* Weekly course load		.027	1.076(a)	2.000	77.000	.346	.027
	Wilks' Lambda	.973	1.076(a)	2.000	77.000	.346	.027
	Hotelling's Trace	.028	1.076(a)	2.000	77.000	.346	.027
	Roy's Largest						
	Root	.028	1.076(a)	2.000	77.000	.346	.027
Department *	Pillai's Trace						
Educational status							
* Weekly course load		.016	.629(a)	2.000	77.000	.536	.016

	Wilks' Lambda	.984	.629(a)	2.000	77.000	.536	.016
	Hotelling's Trace	.016	.629(a)	2.000	77.000	.536	.016
	Roy's Largest						
	Root	.016	.629(a)	2.000	77.000	.536	.016
Gender *	Pillai's Trace						
Department *							
Educational status		.000	.(a)	.000	.000	.	.
* Weekly course							
load							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest					1.00	
	Root	.000	.000(a)	2.000	76.000	0	.000
Experience *	Pillai's Trace						
Educational status		.000	.(a)	.000	.000	.	.
* Weekly course							
load							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest					1.00	
	Root	.000	.000(a)	2.000	76.000	0	.000
Gender *	Pillai's Trace						
Experience *							
Educational status		.000	.(a)	.000	.000	.	.
* Weekly course							
load							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest					1.00	
	Root	.000	.000(a)	2.000	76.000	0	.000
Department*	Pillai's Trace	.000	.(a)	.000	.000	.	.

Experience*							
Educational status							
* Weekly course load							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest Root	.000	.000(a)	2.000	76.000	1.00 0	.000
Gender*	Pillai's Trace						
Department*							
Experience *		.000	.(a)	.000	.000	.	.
Educational status							
* Weekly course load							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest Root	.000	.000(a)	2.000	76.000	1.00 0	.000
Gender *	Pillai's Trace						
Experience in the current institution		.004	.173(a)	2.000	77.000	.841	.004
	Wilks' Lambda	.996	.173(a)	2.000	77.000	.841	.004
	Hotelling's Trace	.005	.173(a)	2.000	77.000	.841	.004
	Roy's Largest Root	.005	.173(a)	2.000	77.000	.841	.004
Department *	Pillai's Trace						
Experience in the current institution		.011	.439(a)	2.000	77.000	.646	.011
	Wilks' Lambda	.989	.439(a)	2.000	77.000	.646	.011
	Hotelling's Trace	.011	.439(a)	2.000	77.000	.646	.011
	Roy's Largest	.011	.439(a)	2.000	77.000	.646	.011

	Root						
Gender *	Pillai's Trace						
Department*							
Experience in the current institution		.000	.(a)	.000	.000	.	.
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest	.000	.000(a)	2.000	76.000	1.00	.000
	Root					0	
Experience *	Pillai's Trace						
Experience in the current institution		.008	.303(a)	2.000	77.000	.739	.008
	Wilks' Lambda	.992	.303(a)	2.000	77.000	.739	.008
	Hotelling's Trace	.008	.303(a)	2.000	77.000	.739	.008
	Roy's Largest	.008	.303(a)	2.000	77.000	.739	.008
	Root						
Gender *	Pillai's Trace						
Experience *							
Experience in the current institution		.000	.(a)	.000	.000	.	.
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest	.000	.000(a)	2.000	76.000	1.00	.000
	Root					0	
Department*	Pillai's Trace						
Experience *							
Experience in the current institution		.000	.(a)	.000	.000	.	.
	Wilks' Lambda	.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest	.000	.000(a)	2.000	76.000	1.00	.000

	Root					0	
Gender *	Pillai's Trace						
Department *							
Experience *		.000	.(a)	.000	.000		.
Experience in the current institution							
	Wilks' Lambda	1.000	.(a)	.000	77.500		.
	Hotelling's Trace	.000	.(a)	.000	2.000		.
	Roy's Largest	.000	.000(a)	2.000	76.000	1.00	.000
	Root					0	
Educational status	Pillai's Trace						
* Experience in the current institution		.025	.997(a)	2.000	77.000	.374	.025
	Wilks' Lambda	.975	.997(a)	2.000	77.000	.374	.025
	Hotelling's Trace	.026	.997(a)	2.000	77.000	.374	.025
	Roy's Largest	.026	.997(a)	2.000	77.000	.374	.025
	Root						
Gender *	Pillai's Trace						
Educational status							
* Experience in the current institution		.000	.(a)	.000	.000		.
	Wilks' Lambda	1.000	.(a)	.000	77.500		.
	Hotelling's Trace	.000	.(a)	.000	2.000		.
	Roy's Largest	.000	.000(a)	2.000	76.000	.000	.000
	Root						
Department*	Pillai's Trace						
Educational status*		.000	.(a)	.000	.000		.
Experience in the							



current institution							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest	.000	.000(a)	2.000	76.000	1.00	.000
	Root					0	
Gender*	Pillai's Trace						
Department *							
Educational status							
* Experience in		.000	.(a)	.000	.000	.	.
the current							
institution							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest	.000	.000(a)	2.000	76.000	1.00	.000
	Root					0	
Experience *	Pillai's Trace						
Educational status							
* Experience in		.000	.(a)	.000	.000	.	.
the current							
institution							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest	.000	.000(a)	2.000	76.000	1.00	.000
	Root					0	
Gender*	Pillai's Trace						
Experience *							
Educational status							
* Experience in		.000	.(a)	.000	.000	.	.
the current							
institution							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.

	Hotelling's Trace	.000	.(a)	.000	2.000		.
	Roy's Largest					1.00	
	Root	.000	.000(a)	2.000	76.000	0	.000
Department*	Pillai's Trace						
Experience *							
Educational							
status*Experience		.000	.(a)	.000	.000		.
in the current							
institution							
	Wilks' Lambda	1.000	.(a)	.000	77.500		.
	Hotelling's Trace	.000	.(a)	.000	2.000		.
	Roy's Largest					1.00	
	Root	.000	.000(a)	2.000	76.000	0	.000
Gender*	Pillai's Trace						
Department*							
Experience *							
Educational status		.000	.(a)	.000	.000		.
* Experience in							
the current							
institution							
	Wilks' Lambda	1.000	.(a)	.000	77.500		.
	Hotelling's Trace	.000	.(a)	.000	2.000		.
	Roy's Largest					1.00	
	Root	.000	.000(a)	2.000	76.000	0	.000
Weekly course	Pillai's Trace						
load* Experience		.059	2.398(a)	2.000	77.000	.098	.059
in the current							
institution							
	Wilks' Lambda	.941	2.398(a)	2.000	77.000	.098	.059
	Hotelling's Trace	.062	2.398(a)	2.000	77.000	.098	.059
	Roy's Largest	.062	2.398(a)	2.000	77.000	.098	.059

	Root						
Gender* Weekly course load*	Pillai's Trace	.000	.(a)	.000	.000	.	.
Experience in the current institution							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest Root	.000	.000(a)	2.000	76.000	.000	.000
Department *	Pillai's Trace						
Weekly course load * Experience in the current institution		.000	.008(a)	2.000	77.000	.992	.000
	Wilks' Lambda	1.000	.008(a)	2.000	77.000	.992	.000
	Hotelling's Trace	.000	.008(a)	2.000	77.000	.992	.000
	Roy's Largest Root	.000	.008(a)	2.000	77.000	.992	.000
Gender *	Pillai's Trace						
Department *							
Weekly course load* Experience in the current institution		.000	.(a)	.000	.000	.	.
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest Root	.000	.000(a)	2.000	76.000	1.000	.000
Experience *	Pillai's Trace					0	
Weekly course load* Experience		.000	.(a)	.000	.000	.	.

in the current institution							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest Root	.000	.000(a)	2.000	76.000	1.00 0	.000
Gender*	Pillai's Trace						
Experience *							
Weekly course load* Experience in the current institution		.000	.(a)	.000	.000	.	.
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest Root	.000	.000(a)	2.000	76.000	1.00 0	.000
Department *	Pillai's Trace						
Experience *							
Weekly course load* Experience in the current institution		.000	.(a)	.000	.000	.	.
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest Root	.000	.000(a)	2.000	76.000	.000	.000
Gender *	Pillai's Trace						
Department *							
Experience *		.000	.(a)	.000	.000	.	.
Weekly course load* Experience							

in the current institution							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest Root	.000	.000(a)	2.000	76.000	1.00 0	.000
Educational status* Weekly course load*	Pillai's Trace						
		.000	.(a)	.000	.000	.	.
Experience in the current institution							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest Root	.000	.000(a)	2.000	76.000	1.00 0	.000
Gender *	Pillai's Trace						
Educational status* Weekly course load*		.000	.(a)	.000	.000	.	.
Experience in the current institution							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest Root	.000	.000(a)	2.000	76.000	.000	.000
Department *	Pillai's Trace						
Educational status* Weekly course load*		.000	.(a)	.000	.000	.	.
Experience in the current institution							

	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest Root	.000	.000(a)	2.000	76.000	1.00 0	.000
Gender*	Pillai's Trace						
Department *							
Educational status							
* Weekly course load*		.000	.(a)	.000	.000	.	.
Experience in the current institution							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest Root	.000	.000(a)	2.000	76.000	1.00 0	.000
Experience *	Pillai's Trace						
Educational status							
* Weekly course load *		.000	.(a)	.000	.000	.	.
Experience in the current institution							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest Root	.000	.000(a)	2.000	76.000	1.00 0	.000
Gender*	Pillai's Trace						
Experience *							
Educational status							
* Weekly course load*		.000	.(a)	.000	.000	.	.
Experience in the current institution							

institution							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest	.000	.000(a)	2.000	76.000	1.00	.000
	Root					0	
Department *	Pillai's Trace						
Experience*							
Educational							
status* weekly							
course load *		.000	.(a)	.000	.000	.	.
Experience in							
the current							
institution							
	Wilks' Lambda	1.000	.(a)	.000	77.500	.	.
	Hotelling's Trace	.000	.(a)	.000	2.000	.	.
	Roy's Largest	.000	.000(a)	2.000	76.000	1.00	.000
	Root					0	

## Appendix H - Questionnaires

### **A Questionnaire for Determining the Burnout and Job Satisfaction Levels of English Teachers Working at Different Institutions**

Dear Colleague,

I am a graduate student at Çanakkale Onsekiz Mart University and I am in the process of data collection for my MA thesis. This is a questionnaire to collect data for my MA thesis that deals with burnout and job satisfaction levels of English teachers working at different institutions. Your responses to these questions will be of great benefit in helping to take more steps to reveal the degree of burnout and job satisfaction of you as language teachers and to develop further.

The questionnaire consists of three sections.

- a) The first section asks for some demographical information.
- b) The second section aims to figure out your job satisfaction level. (20 items)
- c) The third section searches for your burnout level. (22 items)

In the first part, put a cross X next to the options which suits you best. In the second and third inventories, there are 5 options for each item, please circle the option which suits you best. (Please keep in mind that there is no right or wrong answer.)

As a researcher, I guarantee that all the responses and the information that you provide will be completely confidential and not used in a way that your response can be identified.

I would like to thank you for your valuable contribution to this research. Please contact me if you have any questions or concerns.

Emel ATİLA

MA student, English Language Teaching Department, COMU

English Instructor, the School of Foreign Languages, Gazi University

E-mail: [ekulaksiz@gazi.edu.tr](mailto:ekulaksiz@gazi.edu.tr)





**1-I disagree    2-I partly agree    3- I agree    4-I totally agree**

**MINNESOTA JOB SATISFACTION INVENTORY**

I am satisfied with my job because of				
1. The chance to do something that makes use of my abilities.	1	2	3	4
2. The feeling of accomplishment I get from the job.	1	2	3	4
3. Being able to keep busy all the time.	1	2	3	4
4. The chances for advancement on this job.	1	2	3	4
5. The chance to tell other people what to do.	1	2	3	4
6. The way company policies are put into practice.	1	2	3	4
7. My pay and the amount of work I do.	1	2	3	4
8. The way my co-workers get along with each other.	1	2	3	4
9. The chance to try my own methods of doing the job.	1	2	3	4
10. The chance to work alone on the job.	1	2	3	4
11. Being able to do things that don't go against my conscience.	1	2	3	4
12. The praise I get for doing a good job.	1	2	3	4
13. The freedom to use my own judgment.	1	2	3	4
14. The way my job provides for steady employment.	1	2	3	4
15. The chance to do things for other people.	1	2	3	4
16. The chance to be 'somebody' in the community.	1	2	3	4
17. The way my boss handles his man.	1	2	3	4
18. The competence of my supervisor in making decisions.	1	2	3	4
19. The chance to do different things from time to time.	1	2	3	4
20. The working conditions.	1	2	3	4

**1- Never                      2- Sometimes                      3- Often                      4- Usually                      5- Always**

**MASLACH BURNOUT INVENTORY**

1. I feel emotionally exhausted from my job.	1	2	3	4	5
2. I feel fatigued at the end of a work day.	1	2	3	4	5
3. I feel tired when I wake up in the morning and confront a new day at work.	1	2	3	4	5
4. I can easily understand what my students think.	1	2	3	4	5
5. I feel I treat some of my students as if they were inhumane objects.	1	2	3	4	5
6. Working with people all day long is really a tension for me.	1	2	3	4	5
7. I handle my students' problems in a very effective way.	1	2	3	4	5
8. I feel my job wears me out.	1	2	3	4	5
9. I feel I affect others' lives positively by what I do.	1	2	3	4	5
10. I have become harder toward other people since I began this job.	1	2	3	4	5
11. I am bothered that my work will turn me into an emotionally harder person.	1	2	3	4	5
12. I feel vigorous.	1	2	3	4	5
13. I think I am dissatisfied with my job.	1	2	3	4	5
14. I feel I show strenuous efforts on my job.	1	2	3	4	5
15. I am not bothered about what happens to some students.	1	2	3	4	5
16. Working directly with people causes great tension on me.	1	2	3	4	5
17. I am able to create a comfortable atmosphere for my students with ease.	1	2	3	4	5
18. I feel elated after close work with my students.	1	2	3	4	5
19. I have done many valuable things in my job.	1	2	3	4	5
20. I feel I am helpless in my job.	1	2	3	4	5
21. I handle the problems in my work in a cool-headed manner.	1	2	3	4	5
22. I have the feeling that I am blamed by my students for some of their problems.	1	2	3	4	5

## Appendix I – Letters of Permission for Conducting the Questionnaires



GİZLİ

T.C.  
ANKARA ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Genel Sekreterlik

Sayı : 85434274-50.04.04-72814

Ankara

Konu :

26 Aralık 2013

Sayın Emel ATİLA  
Gazi Üniversitesi Yabancı Diller Yüksekokulu  
Gölbaşı/ANKARA

İlgi : 09/11/2013 tarihli başvurunuz.

“Milli Eğitim Bakanlığı’na Bağlı İlkokul, Ortaokul ve Liselerdeki İngilizce Öğretmenleri ile Devlet Üniversitelerindeki İngilizce Okutmanlarının Tükenmişlik ve İş Tatmin Düzeyleri Üzerine Bir Araştırma” başlıklı teziniz ile ilgili anketleri Üniversitemizde uygulamanız hakkındaki Ankara Üniversitesi Etik Kurulunun 12/12/2013 tarihli toplantısında alınan 159/930 sayılı kararının bir örneği ilişikte gönderilmektedir.

Bilgilerinizi saygılarımla rica ederim.

Prof.Dr.Erkan İBİŞ  
Rektör

EKLER :

1- Karar Örneği (1 sayfa)

GİZLİ

**ANKARA ÜNİVERSİTESİ  
ETİK KURULU  
KARAR ÖRNEĞİ**

**Karar Tarihi** : 12/12/2013  
**Toplantı Sayısı** : 159  
**Karar Sayısı** : 930

930-C ÇOMÜ Eğitim Bilimleri Enstitüsü yüksek lisans öğrencilerinden **Emel Atila**'nın "Milli Eğitim Bakanlığı'na Bağlı İlkokul, Ortaokul ve Liselerdeki İngilizce Öğretmenleri ile Devlet Üniversitelerindeki İngilizce Okutmanlarının Tükenmişlik ve İş Tatmin Düzeyleri Üzerine Bir Araştırma" başlıklı tezi ile ilgili araştırma anketlerini Üniversitemizde uygulamasına ilişkin 06/11/2013 tarihli "İnsan Üzerinde Yapılan Klinik Dışı Araştırmalar Başvuru Formu" Etik Kurulumuzca incelenmiştir.

Yapılan görüşmeler ve incelemeler sonucunda, **Emel Atila**'nın "Milli Eğitim Bakanlığı'na Bağlı İlkokul, Ortaokul ve Liselerdeki İngilizce Öğretmenleri ile Devlet Üniversitelerindeki İngilizce Okutmanlarının Tükenmişlik ve İş Tatmin Düzeyleri Üzerine Bir Araştırma" başlıklı tezi ile ilgili anketleri Üniversitemizde uygulanmasının, araştırma protokolüne uyulmak koşuluyla, uygulanmasının etik açıdan uygun olduğuna oybirliği ile karar verildi.

**ASLININ AYNIYDIR  
12/12/2013**



Aynur AKAY  
Genel Sekreterlik Şube Müdürü



01 Ekim 2013

Sayı : 93130991-044-1386 12587

Konu : Anket Çalışması

**EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE**

**İLGİ :** 21.08.2013 tarih ve ...851 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans öğrencisi Emel ATİLA'nın, "An İverstigation into the Burnout and Job Satisfaction Levels of English Teachers Working at Primary, Secondary at State Üniversties" (Milli Eğitim Müdürlüğüne bağlı İlkokul, Ortaokul ve Liselerdeki İngilizce Öğretmenleri ile Devlet Üniversitelerindeki İngilizce Okutmanlarının Tükenmişlik Durumu ve İş Tatmin Düzeyleri Üzerine Bir Araştırma" başlıklı tez çalışması kapsamında Ankara Milli Eğitim Müdürlüklerine bağlı Gölbaşı ilçesindeki ekli listede belirtilen okullarda görevli İngilizce öğretmenlerine anket çalışması yapılabilmesi ile ilgili Ankara Valiliği Milli Eğitim Müdürlüğü'nün 12.09.2013 tarih ve ...2439993 sayılı yazısı yazımız ekinde gönderilmektedir.

Bilgilerinize arz ederim.

**Mustafa YOLLU**  
Genel Sekreter

**EK :**

-Yazı (1 sayfa)



T.C.  
ANKARA VALİLİĞİ  
Milli Eğitim Müdürlüğü

Sayı : 14588481/605.99/2439993

12/09/2013

Konu: Araştırma İzni  
(Emel ATİLA)

ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİNE  
(Öğrenci İşleri Daire Başkanlığı)

İlgi : a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2012/13 nolu genelgesi  
b) 28/08/2013 tarih ve 11029 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Yüksek Lisans Programı öğrencisi Emel ATİLA'nın "Milli Eğitim Müdürlüğüne Bağlı İlkokul, Ortaokul ve Liselerdeki İngilizce öğretmenleri ile Devlet Üniversitelerindeki İngilizce Okutmanlarının Tükenmişlik Durumu ve İş Tatmin Düzeyleri Üzerine Bir Araştırma" konulu tez önerisi kapsamında uygulama yapma isteği Müdürlüğümüzce uygun görülmüş ve araştırmanın yapılacağı İlçe Milli Eğitim Müdürlüğüne bilgi verilmiştir.

Anketlerin uygulama yapılacak sayıda çoğaltılması ve çalışmanın bitiminde iki örneğinin (CD ortamında) Müdürlüğümüz Strateji Geliştirme-1 Şube Müdürlüğüne gönderilmesini arz ederim.

İlhan KOÇ  
Müdür a.  
Şube Müdürü

Güvenli Elektronik İmza  
Aslı ile Aynıdır.

12.09.2013

MURAT YILMAZER  
Şef

Bu belge, 5070 sayılı Elektronik İmza Kanununun 5 inci maddesi gereğince güvenli elektronik imza ile imzalanmıştır. Evrak teyidi <http://evraksorgu.meb.gov.tr> adresinden 9b82-78f1-3c9a-a8cc-079e kodu ile yapılabilir.

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