T. C.

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BURNOT LEVELS OF ENGLISH LECTURERS WORKING FOR PREPARATORY SCHOOLS OF FOUNDATION UNIVERSITIES IN ISTANBUL

A THESIS FOR DEGREE OF MASTER

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SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE

Lokman Çetin Güven'e ait "İstanbul Vakıf Üniversitelerinin İngilizce Hazırlık Okullarında Görev Yapan Okutmanların Tükenmişlik Düzeyleri "konulu çalışma jürimiz tarafından İngiliz Dili ve Edebiyatı Anabilim Dalında Yüksek Lisans tezi olarak kabul edilmiştir.

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SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜ

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Son yıllarda İngilizce eğitim veren vakıf üniversitelerinin sayısındaki hızlı artış hazırlık okulları sayısını da artırmıştır. Buna bağlı olarak hazırlık okullarında artan öğretim görevlisi sayısı, birçok farklı İngilizce öğretim programı uygulaması, artan ders yükü, devlet üniversitelerine kıyasla daha düşük profilli öğrenci sayısının fazlalığı gibi unsurlar da ortaya çıkmıştır. Bu çalışmada öğretim görevlilerinin mesleki tükenmişlik durumu, iş ile alakalı tükenmişlik, mesleki tatminlik dereceleri ve öğrenci ile alakalı tükenmişlik seviyeleri araştırılmıştır. Çalışmanın temel amacı İstanbul'da vakıf üniversitelerindeki İngilizce hazırlık okullarında görev alan öğretim görevlilerinin iş çevresiyle ve öğrenciyle ilgili tükenmişliğini, bununla başa çıkabilme yollarını ve mesleki tatmin düzeylerini belirleyici bilgiyi toplamak, değerlendirmek ve bu konuda neler yapılabileceğini ortaya koymaktır. Araştırmada veriler amaçlı örnekleme yöntemlerinden kolay ulaşılabilir durum örneklemesi ile İngilizce eğitim veren İstanbul vakıf üniversitelerinde görev yapan 64 İngilizce okutmanı ile yapılmış görüşme ve anketlerle toplanmıştır. Bu çalışmaya katılan okutmanlar İngilizce Öğretmenliği, İngiliz Dili ve Edebiyatı ve Tercüme bölümü mezunu kimselerdir. Araştırmada veri toplamak için iki farklı enstrüman, Questionnaire of Job Burnout (Masslach and Jackson, 1981) ve ucu açık sorular ihtiva eden mülakat kullanılmıştır. Anketle elde edilen nicel veriler bilgisayar ortamında SPSS paket programı kullanılarak frekans ve % hesaplamaları yapılmıştır. Mülakat yöntemiyle toplanan nitel veriler için ise nicel verileri desteklemek amacıyla içerik analizi yapılmıştır.

Anahtar kelimeler: Mesleki tükenmişlik, Öğretim görevlileri, Hazırlık Okulu, İngilizce eğitim veren üniversiteler.

ABSTRACT

Type of Thesis : Master's Degree Thesis

Title : Burnout levels of English lecturers working for preparatory
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The number of English preparatory schools has increased in conjunction with the increased number of the English-Medium universities. Depending on this, some outstanding effects such as multitudinous lecturers, application of too many different teaching techniques, increased workload, working with low profile students (compared to public universities) were brought up. The main aim of this study is to investigate the burnout level of English lecturers teaching English as a foreign language at preparatory schools of universities in Istanbul in accordance with job related, student related burnout and job satisfaction levels, and preventing and coping with it. 64 English language lecturers will be specified according to convenience purposive sampling method from English-medium universities around Istanbul. The participants of the study are graduated from English Language Teaching, English Language and Literature and Translation departments and have various years of experience. In order to collect the required data two different instruments are applied. The instruments are the Questionnaire of Job Burnout, MBI, (Masslach and Jackson, 1981) and the interview involving open-ended questions that are prepared with the aim of collecting and evaluating information about the preparatory school lecturers' level of work related burnout, student related burnout, their job satisfaction and what they can do to cope with the issue. Quantitative data obtained from the questionnaire were analyzed by statistical software (SPSS). Moreover, qualitative data collected through the open-ended interview questions were analyzed through content analysis to support the quantitative data.

Keywords: Job Burnout, Lecturers, Preparatory Schools, English-Medium Universities.

ACKNOWLEDGEMENTS

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ABBREVIATIONS

ELT:	English Language Teaching
ELL:	English Language and Literature
MBI:	Maslach Burnout Inventory
COR:	The Conservation of Resources
SPSS:	Statistical Package for Social Sciences
Trans:	Translation

CHAPTER I

INTRODUCTION

In this chapter, an overview of the thesis, including the highlights of the background of the research problem, the theoretical framework of the thesis, and the main argumentation and its development in the thesis will be presented. It will also provide information about the participants and the instruments that are used to collect data, explanation about the data collection and analysis procedures, and finally give an organization of the entire thesis.

1.1. Background to the Study

As English has become a worldwide used global language, which is mostly preferred in the fields of science and working areas besides being a common language of any two people from any different parts of the world, it deserves to be taken more seriously at any educational institution. Since most universities especially the ones founded in the late 1990s- provide education in English, the statutes, productivity, job satisfaction and the burnout level of the preparatory school lecturers have become a popular topic to be discussed in the agenda among the EFL or ESL lecturers. There is also a growing interest in the work environment of teachers and academicians as they are at high risk for burnout and job dissatisfaction. Burnout has a special concernment in the educational environment because the instructors may deeply experience the stress psychologically, emotionally or physically. Burnout may also cause the instructors have major behavioural and health implications. Thus, the starting point and overall objectives and the scope of this study was conducted to investigate what burnout meant in the field of education, teacher job satisfaction, and student related and work related burnout level of lecturers who work for preparatory schools of the foundation universities in Istanbul.

Today, burnout is considered as a common health problem in working populations, especially among teachers. Mental well-being at work is another growing concern in our demanding work life, and being unable to fulfil the given responsibilities in an educational institution is likely to be associated with the experience of burnout. As all English medium foundation universities in Turkey provide English at preparatory schools, ELT lecturers are the greatest asset for a university. Lecturers are essentially the ones running the teaching and learning

procedure from top to bottom. It is therefore a big concern for all universities to keep its ELT lecturers safe and most of all healthy through good workplace health practices. Depending on such consideration, this study is concerned with the burnout level of preparatory school lecturers who teach at foundation universities.

Some important factors related to teaching any subject rightfully are being motivated, confident, feeling refreshed and strong enough to carry on fulfilling what needs to be done. Thus, the results of this kind of an investigation might also help to see the job satisfaction level of the lecturers in question, and help to identify how much of the responsibilities have been achieved by the lecturers who suffer burnout.

According to Ronit Bogler (2002), there are two types of teachers: those with a low level of job satisfaction and those with a high level of job satisfaction. This can be rendered as dividing teachers into two groups as the ones who are burnout and the ones who are not. What distinguishes a foundation university preparatory school lecturer with a high level of burnout from a lecturer with a low level of burnout? It is attempted to identify the predictors that discriminate between the lecturers with high level and the lecturers with low level of burnout.

1.2. Statement of the Problem

It is claimed that motivation provides the primary impetus to initiate language learning, and without sufficient motivation, abilities of students, appropriate curricula and effective teaching on their own do not ensure students' achievement (Dörnyei, 2005, p. 65). But, what about the lecturers? Should the lecturers be motivated as well as the learners in order to be able to accomplish their duty? How much can they focus on their job, feel exhausted or suffer diminished interest? These questions will certainly be investigated in this study.

"Burnout" was first introduced by Herbert Freudenberger in the mid 1970s. Freudenberger used it as a metaphor to describe a phenomenon he observed among volunteers with whom he was working. Volunteers showed symptoms of emotional depletion and a loss of motivation and commitment (Freudenberger, 1974, 1975). The consequences of burnout are potentially very serious for the staff, the clients and the larger institutions in which they interact. "Our initial research on this syndrome suggests that burnout can lead to deterioration in the quality of care or service that is provided by the staff. It appears to be a factor in job turnover, absenteeism, and low morale. Furthermore, burnout seems to be correlated with various self-reported

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indices of personal distress, including physical exhaustion, insomnia, increased use of alcohol and drugs, and marital and family problems" (Maslach, 1976). The demands of being a professional educator in today's educational institutions are thought to be difficult and at times very stressful by many lecturers. Researches that were held in different cultures have shown that teachers are among the ones with the highest risk of job stress. As a result, many of them may experience decreased job satisfaction and burnout.

There is more than just having healthier lecturers when an institution is safe and conscious of their health. It is true that any level or subject lecturers that are healthy and working in a safe environment are more productive.

All lecturers should be monitored if they are exhausted, have possible mental health problems or psychological issues that may affect their performance, institutional health. Feeling burnt out can lead a lecturer to have difficulty in conveying information. Psychological issues and mental health problems may also arise in various patterns. Immediate action should be done to address these problems as they can affect the lecturers' productivity.

It is normal for a person to feel stressed, but too much stress can greatly affect a person's physical and emotional health that leads to burnout. Especially the lecturers who have to cope with many other external problems, and are responsible to be sure that their clients digest everything told by them are at great risk. For example during times of an economic downturn, it is quite possible to monitor high level of stress. Exhaustion, lack of interest to the subject, constant headaches, refraining from social environment, lack of concentration, and becoming irritable or depressed, are common signs that the lecturers burnout and institutional health is deteriorating.

There are serious consequences for the lecturers' health and job satisfaction when all the drawbacks, along with work stress, come true and result in burnout. Then it is quite natural to hear the following complaints made by the lecturers: "I hate these pupils! I hate teaching! I even started not enjoying the subject I am doing! I feel trapped and frustrated. I dread going to school, watch the clock all day, and look forward to weekends. I get a little depressed every Sunday night, thinking about the workweek to come". If a lecturer is having too many of those 'I hate my job' days, he is definitely suffering burnout and he is not alone. However, that does not mean that he should accept those feelings of dread that accompany even the thought of going to school.

Depending on the findings of the studies in the field of burnout in general, and especially on teacher job satisfaction, work related and student related burnout, it was predicted that it would be useful to investigate the problem of preparatory school lecturers' burnout problem. The findings from such an investigation will help us determine the causes for burnout and lead us to use or search the ways which would help to prevent, cope with the causes and recover from burnout.

1.3. Purpose of the Study

The main concern of this study was to determine the burnout, and job satisfaction levels among the preparatory school ELT lecturers working for foundation universities in İstanbul. The research also aimed to examine the factors among the burnout patterns according to some subject variables such as the age, years of experience, department of graduation and gender. Finally yet importantly, another aim of this study was to analyze the burnout level of these lecturers in terms of their emotional exhaustion, depersonalization and personal accomplishment.

1.4. Operational Definitions

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

Client	Student
Teacher	Foundation university preparatory school lecturer
Employee	Foundation university preparatory school lecturer
ELT	English Language Teaching
ELL	English Language and Literature
MBI	Maslach Burnout Inventory
COR	The Conservation of Resources
SPSS	Statistical Package for Social Sciences
Trans	Translation

1.5. Research Questions

With the concerns presented above, and the interests of the researcher the following research questions are expected to be answered by this research. To begin with, it is a necessity to find out whether there is a burnout problem among lecturers who teach at the preparatory schools of foundation universities in Istanbul. Secondly,

it is also important to determine what can be done to prevent and soothe burnout. Finally, it is crucial to be aware of the risks and deal with it in order to be able to prevent burnout. The following questions were stated to guide the process of this study.

1. What is the frequency of burnout among lecturers who teach at the preparatory schools of foundation universities in Istanbul?

2. What are the burnout patterns of preparatory school lecturers? Do they vary according to their age, gender, experience or the department they graduated from?

3. What are the possible ways to cope with burnout?

1.6. Limitations of the Study

There are some limitations of the study that are related to its participants and research design. The biggest limitation that this descriptive study encountered was that the number of the foundation universities and the number of the lecturers who answered the survey questions or the ones who had been interviewed are limited. At the time of administration of this research, most of the university lecturers either were on holiday or had been trying to do the new year planning at the very early beginning of 2010-2011 academic year. On this account, the study was limited to 64 prep school lecturers, who work for three different foundation universities in Istanbul, 16 of whom are male, and 48 of whom are female. In other words, the results of this research may not be generalised for all universities in the country. Secondly, as this study covers only three foundation universities in Istanbul, it does not provide any comparative information with the government universities. Another significant limitation is that since all the lecturers who participated in the study are from foundation universities, some of them might have provided information that does not reflect the reality in order to sound hardworking and energetic. The data of this research were gathered through only MBI and interviews, and the research was a descriptive one in nature. In the future burnout among prep school lecturers may be studied through different participants from public and foundation universities, different research designs and instruments.

CHAPTER II
REVIEW OF LITERATURE

2.1. Introduction

This chapter gives an overall theoretical framework of the main phenomena concerned in this study. To begin with, the definition of burnout, and how it is perceived will be introduced with its significance, which have been dealt with by the researchers who studied on it. It is certain that there are quite many researchers studied burnout, had different points of view and defined it in various tones. There are also too many different types of questionnaires or interview questions applied so far. It is, of course not possible to introduce all of the studies or the applications in this study. However, the most appreciated studies, the most widely accepted questionnaires, especially MBI of which items were designed to measure hypothesized aspects of the burnout syndrome (Maslach & Jackson 1981), and open-ended interview questions associated with the burnout level will be referred to. Secondly, work related and client related burnout, which are considered as the two main reasons for teacher burnout, will be introduced along with teacher job satisfaction. Finally, the studies in the areas of how to prevent burnout, and the symptoms and the prescribed ways to cope with it will be explained.

2.2. Burnout

Burnout is a common health problem in working people especially among the ones who work for educational institutions in many countries today. Until the time Freudenberger gave the definition of an idealistic overachiever "fatigued" and / or frustrated in 1974, the term burnout was used to describe a person who suffered the effects of drug abuse (as cited in Farber, 1983; Grosh & Olsen, 1994). Later on, in 1981 Maslach & Jackson gave the definition of burnout, which is the most descriptive one, as "a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people work' of some kind. A key aspect of the burnout syndrome is increased feelings of emotional exhaustion" (as cited in Soderfeldt, et al., 1995).

Quite many other definitions that contain negative reactions towards work included similar domains such as emotional exhaustion, cynicism, low morale, insomnia, depersonalization, reduced accomplishment, lowered productivity, loss of

feeling for clients, and physical depletion (Arches, 1991; Farber, 1983; Gillespie, 1987; Golembiewski & Munzenrider, 1998; Gomez & Michaelis, 1995; Justice, Gold, & Klein, 1981; Koeske & Koeske, 1989; Maslach, 1982; Maslach, Schaufeli, & Leiter, 2001; Poulin & Walter, 1993; Skovholt, 2001; Soderfeldt, et al., 1995).

When burnout is in question, Maslach focuses on the situation, the relationship, and the organization. In 1993, Maslach pointed out that exhaustion represents the individual strain dimension of burnout, describing feelings of fatigue and depletion of emotional energy. Maslach, Jackson, & Leiter (1996) also stated that burnout is a consequence of prolonged job stress and is most often characterized by exhaustion, cynicism, and reduced professional efficacy. According to Maslach et al., cynicism and reduced professional efficacy go beyond the individual stress experience by adding the employee's attitude toward the job and toward the self into the conceptualization of burnout. Cynicism is the distant and cynical attitude toward one's work; however, reduced professional efficacy describes loss of competence and productivity, and the tendency to evaluate negatively one's past and present accomplishments at work (Maslach et al., 1996).

Maslach et al. (2001) observed several stress-related negative physical health consequences. Several mental health problems such as increased risk of feelings of anxiety, depression and lowered self-esteem are also associated with burnout.

As it is mentioned before, burnout is defined by various scholars, psychologists or people studied the subject. In general, most of these investigators agreed that it could be defined as feeling physically and emotionally excessive tiredness because of cruel stress, continuous dissatisfaction or displeasure. The term "professional burnout" in fact means "emotional burnout" over the employees' jobs and careers (cited in theravive.com, 2010). According to the mentioned article "When someone puts so much of their time, sweat, and tears into their work, only to receive back stress, emptiness, and little satisfaction in return, over time this can lead to overwhelming exhaustion. The individual suffering from professional burnout loathes the notion of "going to work", no longer has motivation, and desperately wishes there could be a way out....something better...anything".

Another noteworthy researcher Bettina F. Piko from the University of Szeged, Department of Psychiatry, Behavioural Sciences Group, Szeged, Hungary compiles various definitions of burnout made by some experts. Burnout is a

syndrome of emotional exhaustion, depersonalization and diminished personal accomplishment that has been recognized as an occupational hazard for various people-oriented professions, such as social services, health care or education (Maslach, 1976; Maslach and Goldberg, 1998). When describing burnout, Beckstead (2002), Shamian et al. (2001) and Wheeler and Riding, (1994) have used a similar wording by stating that "burnout is a type of prolonged response to chronic job-related stressors, and therefore, it has a special significance in health care where staff experience both psychological–emotional and physical stress". Moreover, Schwartz (1999) looks at the matter from a different window. He claims that there is an important cultural context for job-related stress processes. Murray (2002) also draws our attention to health care environment (signals burnout) which is shaped by social, political and economic factors. By mentioning these factors, he points out that burnout does not only occur through feeling sick and tired of the job the person does, but also through other humanly factors such as changes in public policy and cutbacks in government funding.

Job burnout may happen in any job at any level, especially in the field of teaching, and of course can cause some undesirable side effects in the staff, social environment and family, and company / organization / institution. As for lecturers who teach English at various universities' preparatory schools the first side effect that may occur in the staff, involving the directors, vice-directors and the teaching team, is losing their willing to fulfill their responsibilities. While defining job burnout Farahbakhsh (2009) emphasizes the personnel's working stress, decreasing performance, and health risks by mentioning the announcement of the World Health Organization as follows:

> *"Their working strength is reduced, and they feel more tiredness and disability. Moreover, they may suffer from frequent headaches, sleep disorders, and anorexia. Another important effect that decreases organizational performance includes less work, absence from job, frequent delays, various complaints, conflict and strife in work environment, change of position and job, or job quitting. Thus, a manager who has been afflicted with job burnout for any reason, in spite of causing irreparable losses to the organization, will put his psychological health at serious risks. As the World Health Organization (1995) announced, psychological health consists of the ability of communicating with the other people, changing the personal and social situations, and solving personal oppositions and tendencies in a logical and proper way".*

The Psychologist called Freudenberger, who mentioned job burnout for the first time, calls job burnout as a tiredness and assimilation mood which stems from hard working without interest and motivation. Also, Freudennberger, Pines, Aronson, and Katry (1981) observe job burnout as a syndrome consisting of emotional and physical tiredness caused by development of negative occupational tendencies, and missing one's interest in one's own job" (Farahbakhsh, S. 2009).

LeCompte and Dworkin (1991), two other important figures who studied teacher burnout, had a more extensive definition of burnout as an extreme type of role-specific estrangement with a focus on feelings of meaninglessness, especially as this applies to one's ability to successfully reach students. They determined weakness in defining professional roles as being instrumental in creating stress. Moreover, an insight of both physical and mental exhaustion worsened by the belief that expectations are perpetually variable, or in conflict with previously held beliefs, has been cited by numerous researchers as influencing teacher burnout (Brown & Ralph, 1998; Bullough & Baughmann, 1997; Esteve, 2000; Hinton & Rotheiler, 1998; Troman & Woods, 2001).

Maslach and her colleague, Michael Leiter (1997) claimed that engagement is the antithesis of burnout. Engagement is characterized by energy, involvement and efficacy, the opposites of exhaustion, cynicism and inefficacy. It is explained that burnout may result in negative outcomes related to job function (performance, output, etc.) and physical and mental health (coronary heart disease, circulatory issues, depression, stress, etc.). How does Maslach, who developed the most well-studied measurement of burnout, feels about the issue? The author of the book called *The measurement of experienced burnout* Christina Maslach (1981) concludes all arguments on burnout by delivering the distinguished ideas of hers as:

> *"Burnout is a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind. A key aspect of the burnout syndrome is increased feelings of emotional exhaustion. As their emotional resources are depleted, workers feel they are no longer able to give of themselves at a psychological level. Another aspect is the development of negative, cynical attitudes and feelings about one's clients. Such negative reactions to clients may be linked to the experience of emotional exhaustion, i.e. these two aspects of burnout appear to be somewhat related. This callous or even dehumanized perception of others can lead staff to view their clients as somehow deserving of their troubles (Ryan, 1971), and the prevalence among human service professionals of this negative attitude toward clients has been well documented (Wills, 1978). A third aspect of the burnout syndrome is the tendency to evaluate oneself*

negatively, particularly with regard to one's work with clients. Workers feel unhappy about themselves and dissatisfied with their accomplishments on the job" (pp. 99).

Taking everything mentioned above into account, we can have a final definition for burnout as a state of suffering from emotional, mental and physical fatigue caused by excessive and continual stress which occurs when an individual feels distressed and unable to cope with any kind of difficult situation. It may decrease the level of one's concentration and productivity, cause feeling worthless, hopeless and wasting his/her time.

2.3. Work-Related Burnout

Work-related burnout is a state of prolonged physical and psychological exhaustion, which is perceived as related to the person's work (Marianne Borritz Tage S. Kristensen February 2004). Common symptoms of work-related burnout include lack of enthusiasm, being less and less motivated, and feelings of mental and physical exhaustion, feeling uneasy while going into work everyday.

Many of us might have quite often heard a lecturer complaining that the institution where he works, colleagues and responsibilities have become unbearable, what he does is not appreciated or in fact, he is working with inconsiderate managers, is told to do useless things, and suffering a miserable life.

The symptoms of work-related burnout may appear in three different ways physically, emotionally or behaviourally. When physical symptoms are in question, the employee:

- feels tired and drained apathetic time waster most of the time, especially during the work hours he does not seem to be enjoying teaching or even willing to go into the classroom, and always look exhausted.

- they start having frequent headaches, backaches, blurred vision or their sleep habits might change.

Secondly, emotional symptoms of burnout appear in several different forms, and it can be listed as follows:

- The loss of motivation i.e. the sufferer being unable to focus on the task he is supposed to accomplish.

- Reduced job-satisfaction and the feeling of being unsuccessful i.e. whatever has been done seems defective to the sufferer, and he starts thinking that the issue is never completed properly.

- Feeling lost, incapacitated, trapped or undistinguished i.e. the sufferer feels that he has lost his skills, and has become powerless.

Finally, the behavioural symptoms of burnout appear in three dramatic ways.

- The lecturer starts escaping from taking responsibilities and keeping away from activities held by the staff or in class activities required by the subject taught.

- Using various vitamins, drugs or even alcohol may become the sufferer's new course action. He may find using this stuff necessary to be able to cope.

- Neglecting work, ignoring the exigencies of the job he is doing, having no punctuality, coming in late or the last minute, and leaving early as soon as things done.

Peter P. M. Janssen, Wilmar B. Schaufeli and Inge Houkes (1999), from Maastricht University, claim that burnout is a multidimensional concept and it develops as a reaction to certain stressors deriving from the working environment. According to Maslach (1993), "It rather both incorporates the single dimension (exhaustion) and extends it by adding two other dimensions, response to others (depersonalisation) and response to self (personal accomplishment) (Maslach, 1993, p 27).

Janssen et al. (1999) are of the opinion that burnout is associated with work overload, lack of social support from colleagues, supervisors or the directors, and role problem. However, when the three-dimensional conceptualization of burnout is taken into consideration, it is clear that various job stressors are related to different dimensions. According to the research done by Janssen et al.:

> *The Conservation of Resources (COR) theory provides a framework that predicts such particular differential relationships. According to COR theory, strive to obtain things that they value, so-called 'resources'. Examples of such resources at work are job security, money, support and a successful career. Stress occurs (1) when resources are threatened by 'demands' (e.g. work overload or role stress); (2) when resources are lost (e.g. unemployment): and (3) when levels of return do not match one's investments of resources (Hobfoll, and Freedy, 1993, 115-119).*

The COR theory also compares loss of resources and lack of gains, and points out that loss of resources is more stressful. When Hobfoll and Fredy used COR theory they found out that job demands threaten the resources and leads to physical and emotional exhaustion. Another specific proposition on the issue put by Leiter (1991, 1993) stated that job demands were primarily related to emotional exhaustion while resources were more strongly related to depersonalization and reduced personal accomplishment.

Yet, what are the reasons that make a lecturer have those symptoms mentioned above or feel completely burnout? It is for sure that there are many causes of burnout. Most of the times, burnout grows out of job. But, who else could be at higher risk than anyone who feels overworked and the job done is undervalued, has not been paid as well as the job deserves, has not had a long enough vacation to have his ducks in a row after a long academic year passed by struggling to have the low profile students gain something.

As long as the lecturers who teach at preparatory schools of foundation universities face the following cases, they will inevitably experience burnout, and the work-related risks for a lecturer working for such schools might be as follows. To begin with, as there are more than enough number of bosses such as level coordinators, skill coordinators, head of the department, vice principals and of course the principal of the school, the lecturers feel like having no control or voiceless over the work he is doing. This may also result in lack of recognition or rewards for the achievements that can cause immediate burnout. Ill-defined, perplexing or over demanding expectations may be considered as other significant causes. Furthermore, doing exactly the same things repeatedly makes the work done turn out to be boring and monotonous, and the lecturers find the work unchallenging. Finally yet importantly, the working environment is also as much important as the other factors. If there is a chaotic or high-pressure environment in the office or in the classrooms, it is possible that the lecturers will burnout.

Jennett, Harris, and Mesibov claims that all teachers experience stress at work. The sufferers can overcome work-related burnout through active problem solving, social and emotional support from colleagues, reorganizing the teaching situation or changing their teaching strategy (Jennett, Harris, and Mesibov, 2003 cited in Skaalvik, 2009).

2.4. Student related burnout

The causes of lecturer burnout can be ascribed to poor student-teacher relationships. These undesirable communication failures may occur if students lack respect and motivation for lecturers or the subjects, or there is misunderstanding between the lecturer and the students as they may be from different cultural backgrounds. The main problems caused by students may be listed as being aggressive during the class hours, destroying school properties, late coming or absenteeism, drug addiction, teasing of opposite sex, use of abusive language, and examination malpractice. Growing lecturer interest in students' bothersome behaviours may cause significant professional anxiety. Among all, the most frequently selected behaviours seen as challenging and interfered by the lecturers may be 'low level of the students', 'verbal', 'work abstention' and 'out of seat behaviour'. Teachers' reactions to the above problems may possibly be frustration, confusion, shock and concern about the effect of such behaviours on other peers in the classroom.

Because many of the conditions which determine teacher effectiveness lie outside of their control, and because a high level of continual alertness is required, teaching is a high stress job. Haberman uses a behavioural definition of burnout and defines it as a condition in which teachers remain as paid employees but stop functioning as professionals. They go through the motions of teaching with no emotional commitment to the task and no sense of efficacy. They have come to believe that what they can do will make no significant difference in the lives of their students and see no reason to continue caring or expending any serious effort. Burnouts remain in teaching as "strong insensitives" who are able to cope with the debilitating problems faced by their students and the negative conditions of work in dysfunctional bureaucracies because they no longer take their failures as a sign of any personal inadequacies. They have become detached job-holders who feel neither responsible nor accountable for students' behaviour, learning, or anything else. Their only goal is to do the minimum required to remain employed (Haberman,1995).

In her article Lindsay Clandfield (2007) claims that the ugly side of teaching, and of English teaching in particular, is characterized by the work conditions such as long working hours, a lack of job security, few perks, the perennial complaint of low wages and most importantly of course teacher-student relations.

Moreover, Clandfield believes that teachers burnout when they feel they are no longer educating and inspiring their students or when they don't see the possibility of change or improvement – either in themselves, or their students. The causes for this are student apathy, discipline problems in the classroom, overcrowded classrooms, excessive paperwork and/or excessive testing, and demands for standards to be met at all costs.

In class actual teaching time, classroom management heads the list of teacher concerns. Classroom management includes all aspects of teaching, but mostly student discipline. It produces more stress than any other aspect of teaching. According to Charles (1981, p 48), "it probably contributes more to teacher burnout than any other factor".

The first concern here is student behaviour and teacher stress leading to burnout. The second is the adverse effects on student learning (Lewis & Lovegrove 1987, p 93). According to research by Hanko (2003 Online), an average of 1000 UK teachers per month call a counselling help line due to a lack of support with "difficult students". To understand the student-related burnout on both teacher and student it is necessary to decipher the relationship between burnout and context.

According to teachers, the school processes most often having a negative effect on wellbeing include classroom management, discipline, relationships with students, and for many teachers, stress associated with classroom management is a major reason for resigning from the profession (Lewis, 1997, p14).

2.5. Lecturer job satisfaction

In the field of education, one of the most important contributing causes influencing the act of a lecturer depends on the motivation level or how much he feels happy with the job he does. Like all other working people, lecturers would like to be respected, feel confident, motivated, fulfilling their responsibilities successfully and satisfied with what their job provides them emotionally and economically.

Lecturers' job satisfaction is closely related to their class performance, concern, devotion and more importantly motivation in the job. Lecturers' satisfaction may be effective for the students learning, combating difficulties and the quality of information provided to the students. There are internal and external factors that determine the lecturer's job satisfaction such as the communication with the learners, the quality of controlling the group and the degree of success of the students he

teaches. The acquisition of the subject and the activities that are held in the teaching environment may be counted as the interval internal factors. However, the external factors can be the salary, backing of the administrators, sources provided by the school and the school safety.

According to Shafqat Naeem Akhtar et al. (2010), physical conditions of the job environment and social nature of the job itself affect job satisfaction and productivity. They define job satisfaction as an affective or emotional response towards various facts of one's job. It is concerning one's feelings or state-of-mind regarding the nature of their work, and can be influenced by a variety of factors, the quality of one's relationship with their supervisor, the quality of the physical environment in which they work, degree of fulfilment in their work, etc.

Psychologists have explained the phenomenon of job satisfaction by examining the feelings or feedback of individuals. Teachers' job satisfaction has perhaps been investigated more and more, often in relationship to teacher stress, job commitment, professional autonomy, school climate and so on (Schuler, 1986 cited in Shafqat Naeem Akhtar et al. 2010). Job satisfaction as "any combination of psychological, physiological and environmental circumstances that cause a person truthfully to say, l am happy with my job" (Hoppock, 1935 cited in Shafqat Naeem Akhtar et al. 2010). In 1978 Holdaway stated that teacher's job satisfaction has been studied as an overall construct and as a facet construct. In his research, Holdaway found that overall satisfaction was closely related to "working with students, societal attitudes, status of teachers, recognition, and achievement" (p. 46).

It is important to study teacher job satisfaction to provide blooming education, because of and its effect on teacher retention and continuous development. Hall, Pearso, and Carroll (1992) reported that teachers who were planning to leave the profession had less satisfaction and a more negative attitude toward teaching as a career and toward the school administration. Teacher job satisfaction was found to be associated with teacher quality and retention, and with organizational commitment and organizational performance in reference to the following school areas: academic achievement, student behaviour, student satisfaction, teacher turnover, and administrative performance (Ostroff, 1992; Mathieu, 1991 cited in Bogler, 2002).

Bogler (2002) points out that only a few studies on teachers' job satisfaction have held the relationship between teachers' demographic characteristics and their job satisfaction so far. In 1982 Plihal found that a teacher's years of

experience was positively correlated with intrinsic rewards conceptualized by the importance attached to ''reaching students'' (p. 6). With regard to school location, rural teachers were found to be less satisfied than suburban teachers (Ruhl- Smith, 1991 cited in Bogler, 2002).

Shafqat Naeem Akhtar et al (2010) studied the influencing factors on teachers' job satisfaction in 2009 and reached the information that affects job satisfaction. For example, feelings about quality leadership, participation in educational and personnel policy planning, freedom in planning work and adequacy of salary affected satisfaction. Ronit Bogler (2002) states that in 1997, the National Center for Education Statistics (1997) (NCES) in the US published a report on job satisfaction among American teachers. The report was based on a large and comprehensive database of over 40,000 teachers in a complex and random sample of schools. It analyzed the 1993–1994 Schools and Staffing Survey (SASS) data collected by the NCES. The study compared characteristics of the most satisfied and the least satisfied teachers. The most salient finding of the study was that workplace conditions constitute a distinguishing factor between the most satisfied and the least satisfied teachers: "The most satisfied teachers worked in a more supportive, safe, autonomous environment than the least satisfied teachers" (p. 32).

A. Moe et al. (2010) discussed well-being of teachers claiming that job satisfaction is especially crucial for teachers not only because its lack is associated with demotivated teachers demotivating students through emotional contagion and their ability to satisfy their students' needs for autonomy, competence and relatedness but also because lack of job satisfaction may cause teacher burnout (Skaalvik & Skaalvik, 2009).

Different research studies show that teacher burnout is related to salary, age, gender, teaching subject, and academic ability (Boe, Bobbitt, Cook, Whitener, & Weber, 1997; Johnson, 1990; Macdonald, 1999; Murnane, Singer, Willett, Kemple, & Olsen, 1991; Shen, 1997; Stinebrickner, 1998 cited in X.S. Liu, J. Ramsey 2008). In the study, it is also claimed that recent studies on teacher burnout have emphasized school conditions and characteristics. Teacher autonomy, administrative support, fewer student discipline problems, and teacher involvement in school governance have been found to improve teacher morale and teacher career commitment (p. 1174). Furthermore, S. N. Akhtar et al. (2010) found that causes for job satisfactions are need fulfilment, value attainment, discrepancies, equity and

dispositional / genetic components. It was observed that the consequences of job satisfaction are job involvement, organizational commitment, absenteeism, turnover, motivation, organizational citizenship behaviour and job performance. It is also recommended that, doing research on the reasons of dissatisfaction of the high-qualified teachers, and the reasons of low satisfaction among the foundation schools will be worthwhile. This can adjust with the lecturers to prevent low job satisfaction and teacher burnout.

It can be assumed that all lecturers should feel themselves having necessary physical and mental strength, working in the expected way, worthy, and needed.

2.6. Preventing Burnout

When a potentially threatening event is encountered, a reflexive, cognitive balancing act ensues, weighing the perceived demands of the event against one's perceived ability to deal with it (Lazarus & Folkman, 1984). The consequences of burnout are potentially very serious for the lecturers, the students and the institutions in which they interact. The unhappiness and detachment burnout causes can threaten their job, relationships, and health. If the signs and symptoms of burnout are recognized in its early stages, simple stress management strategies may be enough to heal burnout. In the later stages, it may not be so easy to cope with it, and recovery may take more time and effort, but you can still regain your health by revising your priorities, making time for yourself, and seeking support.

Being aware of the problem and taking responsibility for it is the first step to fixing the problem of burnout. It is especially important to be aware that in almost all cases of burnout, the fault is not with you, but with the situation you are working in. However, most people have much more control over the lives and situations than they realise, and understanding this is a way to move forward from feelings of helplessness to a feeling that you do have strength to do something about it (Freidman 2004, p317)

Once the lecturer is aware of the problem, it is important to take responsibility to do something about it. Then the lecturer's feelings will change from 'what is wrong with me' to "what can I do about changing my environment to make it more pleasant and facilitative for me to accomplish my personal and professional goals" (Pines, et al., 1981, p.11).

Thankfully, you can exert some prevention strategies to avoid the dangers of burnout. If you make a conscious effort to recognize its warning signs, you may be able to avoid exhaustion and heartache down the road. According to Maslach and Leiter (1997), burnout is the degree of "dislocation between what people are, and what they have to do". It manifests itself in the form of chronic exhaustion, cynical detachment, and feelings of ineffectiveness. It results from the "gradual process of loss during which the mismatch between the needs of the person and the demands of the job grows ever greater".

Maslach and Leiter's research has proved the causal role of the organizational environment in staff burnout. That is why it is essential that if anybody wants to prevent burnout carefully, he should consider a variety of factors in the workplace. An excellent starting point is to take what is presently positive and motivating in your current job into account.

Maslach and Leiter developed 'Satisfaction Inventory' and 'Management Inventory' through which the issue can be dealt with in an effective way. Satisfaction Inventory suggests that the sufferer identify every aspect of his work duties and office environment which is presently satisfying. Consider factors such as scheduling flexibility, wages and benefits. Survey your work tasks for those which you find most enjoyable, such as the direct client contact, report-writing, etc. It is also suggested that the sufferer himself may develop his own Satisfaction Inventory over an extended period of time rather than composing it hastily. What satisfies the sufferer today may not be so satisfying 6 months from now. He may also find it helpful to include dates in his satisfaction inventory, which will allow him to track his levels of satisfaction over time.

Table 2.1. Sample satisfaction inventory developed by Maslach & Leiter

Sample Satisfaction Inventory					
I am satisfied with...	**I am satisfied because...**	**June 2003**	**Sept 2003**	**Dec 2003**	**Mar 2005**
Work flow	Can set my own pace	Yes	No	No	No
Salary	Competitive wage, Annual raise	Yes	Yes	Yes	No
Client contact	Can set my own caseload limits	Yes	No	Yes	No
Documentation	Computerized, self-designed	Yes	Yes	Yes	Yes
Weekly debriefing meeting	Helps to de-stress with colleagues	Yes	Yes	Yes	Yes
Staffing levels	I get extra help when needed	Yes	No	Yes	No
Projects	Flexibility to develop projects, programs, grant-writing, etc	Yes	Yes	Yes	Yes

Management Inventory suggests fostering a healthy relationship with the managers is an effective way to inoculate himself against burnout. Maslach and Leiter have shown that workers "cannot bear the entire burden of adjusting to fit the job". Management indeed plays an essential role, both in the prevention of burnout and in addressing it after it surfaces. In addition to the sufferer's relationship with his supervisors, he may also find it helpful to evaluate the degree to which his management makes effective responses to problems he faces on the job.

Maslach & Leiter point out that if your Management Inventory shows that you are satisfied with supervisory responses to your concerns, consider yourself lucky to have this burnout-busting support. If you discover that you are having managerial issues which are unsatisfactory or chronically unresolved, you are in the unfortunate position of being at a greater risk of burnout.

Table 2.2. Sample management inventory developed by Maslach & Leiter

Sample Management Inventory			
Issues	**Description**	**Outcome**	**Satisfied**
Policy Conflict	Conflict between Policy A & Policy B. Two different policies direct me to perform different interventions in same situation.	6/3/03 Supervisor to discuss at next senior management meeting and give me feedback.	Yes, I have permission to use my own discretion until policy conflicts are resolved.
Conflicting Management Structure	My immediate supervisor (Social Work Director) says I should do X. But on the hospital floor, the Nursing Director wants me to do Y.	7/5/03 Supervisor to discuss with Nursing Director at 7/15/03 meeting and give me feedback.	No, Immediate feedback is needed. Waiting puts me in an awkward position.
Broken equipment	Computer no longer functions	8/3/03 Supervisor says there are no funds in budget.	No, can't look up records or do documentation in timely fashion.
Lack of Information	Confidentiality policy changed due to HIPAA regulations. No one informed me of this change.	8/17/03 Supervisor states a memo about changes is coming soon.	No, I have been out of compliance with policy. I like to be informed of changes in advance in order to comply with policy!
Safety	Have had four threatening clients this month. I am starting to feel unsafe more frequently.	9/5/03 Supervisor states she will pursue safety training and explore "buddy system" for meeting with potentially-dangerous clients.	Yes, provided these changes are implemented soon.

Flora Thomas-Guillory (2001), who experienced burnout herself, proposes a course of action which she is sure the sufferers will find as helpful as she has. To be able to cope with the burnout problem, the first thing she suggests to do is to stop denying and begin to admit the stresses and pressures which have manifested physically, mentally, or emotionally. The sufferer should also avoid isolation, and be careful about not doing everything alone but develop or renew intimacies with friends and loved ones. Closeness not only brings new insights, but also is anathema to agitation and depression. If the responsibilities, the relationship with other colleagues, a situation, or a person is dragging you under, altering the circumstances or leaving, if possible, may help. According to Flora Thomas-Guillory, diminishing worry and anxiety, and intensity in life by pinpointing the areas or aspects which

summon up the most concentrated intensity and work toward alleviating that pressure will help the victim have a better grip on his situation.

When recognising burnout is in question, Melinda Smith et al. (December, 2008) claims that the professional staff may be on the road to burnout if every day is a bad day or caring about the work or home life seems like a total waste of energy. It is also noted that feeling exhausted all the time, or feeling like nothing done makes a difference or is appreciated may be considered as the roads leading burnout. Smith et al. suggest "Three R" approach to deal with burnout. "Three R" approach involves Recognize: watch for the warning signs of burnout, Reverse: undo the damage by managing stress and seeking support. Resilience: build your resilience to stress by taking care of your physical and emotional health.

If the sufferer recognizes the warning signs of impending burnout in himself, he should remember that it will only get worse if he leaves it alone. However, if he takes steps to get his life back into balance, he can prevent burnout from becoming a full-blown breakdown (Smith et al., 2008).

Smith et al. (December 2008), divide dealing with the issue in two parts as preventing burnout and recovering burnout, and provide several prevention tips and three recovery strategies in their research. In the study, the prevention tips are listed as:

- **Start the day with a relaxing ritual.** Rather jumping out of bed as soon as you wake up, spend at least fifteen minutes meditating, writing in your journal, doing gentle stretches, or reading something that inspires you.
- **Adopt healthy eating, exercising, and sleeping habits.** When you eat right, engage in regular physical activity, and get plenty of rest, you have the energy and resilience to deal with life's hassles and demands.
- **Set boundaries.** Do not overextend yourself. Learn how to say "no" to requests on your time. If you find this difficult, remind yourself that saying "no" allows you to say "yes" to the things that you truly want to do.
- **Take a daily break from technology.** Set a time each day when you completely disconnect. Put away your laptop, turn off your phone, and stop checking email.
- **Nourish your creative side.** Creativity is a powerful antidote to burnout. Try something new, start a fun project, or resume a favourite hobby. Choose activities that have nothing to do with work.

- **Learn how to manage stress**. When you are on the road to burnout, you may feel helpless. However, you have a lot more control over stress than you may think. Learning how to manage stress can help you regain your balance.

The first one of the three-burnout recovery strategies suggested in the research is slowing down, which necessitates forcing yourself to slow down or take break, or cut back whatever commitments and activities you can and give yourself time to rest, reflect, and heal. Second strategy is getting support, which suggests to turn to the loved ones for support. Simply sharing the feelings with another person can relieve some of the burden. The third one requires reevaluating the goals and priorities. It suggests to take time to think about the hopes, goals, and dreams. If something is neglected that is truly important, burnout can be an opportunity to rediscover what really makes the sufferer happy and to change course accordingly

CHAPTER III
METHODOLOGY

3.1. Introduction

The main purpose of this study, as emphasized previously, is to describe the patterns of teacher burnout, the burnout level of the foundation university preparatory school lecturers in Istanbul, and to explain the factors and variables affecting or having relation with these burnout patterns. The study was designed to examine its subject matter without any control or manipulation on the subject or context of the study in which it was carried out and try to describe the phenomenon of the study as it naturally occurs.

This chapter presents the nature of the research, the selection of the participants, the instruments, the data collection procedures as well as the methods used for data analysis.

The study used a survey design self-administered questionnaire called Maslach Burnout Inventory. The questionnaire packet was used to identify levels of burnout among lecturers who teach at the preparatory schools of foundation universities in Istanbul. Lecturers who teach at the preparatory schools of foundation universities in Istanbul included: the all four skills –Reading, Writing, Listening, Speaking, and Grammar teachers, directors and vice directors who are responsible for actual teaching besides their main responsibilities. In addition to levels of burnout, the role of the students, workplace, risk and amelioration factors were examined by taking the participants' age, years of experience, gender and department of graduation into account. In accordance with the purpose of the study, both quantitative and qualitative data were collected so the design of this research can be defined as a mixture of quantitative and qualitative research design. Following is the description of the methods used, population, data collection, measurement techniques, and data analysis.

3.2. Participants

The data of the study were collected from the 64 participants who teach at three different foundation universities in İstanbul called Kadir Has University, İstanbul Kültür University and İstanbul Fatih University. For data collection a survey called MBI consisting of twenty-five questions was administered to the

participants; and after the analysis of the results of the questionnaire, some participants were selected and interviewed. The participants of questionnaire and the interview will be introduced separately. All of the lecturers were administered the MBI questionnaire, and 10 of them were interviewed. No variables such as gender, the popularity of the university, the background of the lecturers were taken into consideration in the choice of the participants while applying the questionnaire.

3.2.1. Participants of the questionnaire

The participants who responded to the questionnaire were 48 female and 16 male lecturers graduated from ELT, ELL and Translation departments of various universities, and had been teaching all four skills including grammar in the foundation universities during the data collection process in 2009-2010 academic year. These participants were specified according to convenience purposive sampling method from English-medium universities around İstanbul.

The participants will be introduced below according to their responses to the questions interrogating subject variables such as genders, the department they graduated from, the universities they teach at present, age and experience. They were initially described according to their distribution by gender, the departments they graduated from, and the universities they teach. The distributions are shown in tables 3.1., 3.2., and 3.3.

Table 3.1. Distribution of participants according to their gender.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MALE	16	25,0	25,0	25,0
	FEMALE	48	75,0	75,0	100,0
	Total	64	100,0	100,0	

From the above table, it is seen that the participants who responded to the questionnaire mostly aggregated in the female group.

In the section of the survey designed to gather background information about the participants, there was also an item requiring participants to give information about the departments they had graduated from. Most of the participants in the study reported that they had graduated from ELT and ELL departments while only 3 of them had graduated from Translation department of various universities.

The distribution of participants and the present institutions that they have been working are shown in tables 3.2 and 3.3 below.

Table 3.2. Distribution of participants according to the departments they graduated from.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ELT	30	46,9	46,9	46,9
	ELL	31	48,4	48,4	95,3
	TRANS.	3	4,7	4,7	100,0
	Total	64	100,0	100,0	

Table 3.3. Distribution of participants according to the universities they teach.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	KADİR HAS	32	50,0	50,0	50,0
	İKÜ	19	29,7	29,7	79,7
	FATİH	13	20,3	20,3	100,0
	Total	64	100,0	100,0	

As it is seen in tables 3.1, 3.2., and 3.3, of 64 participants, 16 were males, and 48 were females. Among the participants, 30 of them graduated from the ELT departments, 31 of them were ELL graduate while only 3 of them graduated from Translation department. 32 of the participants were from İstanbul Kadir Has University, 19 of them were from İstanbul Kültür University and 13 of them were from İstanbul Fatih University that were chosen randomly.

The participants were in the 25-58 age range. 12 of all participants, were in the 25-29, 17 of them were in the 30-34, 12 of them were in the 35-39, 13 of them were in the 40-44 age range, 4 of them were in the 45-49 age range, and 6 of them were 50 and above.

Table 3.4. Distribution of participants according to their ages.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25,00 – 29,00	12	18,9	18,9	18,8
	30,00 – 34,00	17	26,6	26,6	45,3
	35,00 – 39,00	12	19,8	19,8	64,1
	40,00 – 44,00	13	20,3	20,3	84,4
	45,00 – 49,00	4	6,3	6,3	90,6
	50,00 – Above	6	9,6	9,6	100,0
	Total	64	100,0	100,0	

From the above table, it is seen that the participants who responded to the questionnaire mostly aggregated in the 25-44 age range.

In the section of the survey designed to gather information about the experience we can see that 58 of all participants ranged from 1 to 20 years of experience. Since most of the participants have more than four years of experience, it is possible to draw a conclusion that nearly all of them have worked for different institutions and had enough experience to provide reliable answers to the MBI questions.

Table 3.5. Distribution of participants according to their experience.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	01 – 05	11	17,4	17,4	17,2
	06 – 10	21	32,9	32,9	50,0
	11 – 15	11	17,2	17,2	67,2
	16 – 20	15	23,5	23,5	90,6
	21 - 25	2	3,1	3,1	93,8
	26 - Above	4	6,3	6,3	100,0
	Total	64	100,0	100,0	

From table 3.5, it is seen that only 6 of the participants who responded the survey have had more than 21 years of experience. This shows that most of the participants have not started to think about their retirement or quitting their job yet, and provided dependable answers.

3.2.2. Participants of the interview

The interviewees for the study were ten participants randomly selected from a total population of 64 lecturers attended the MBI questionnaire. Of 10 interviewees 6 were from ELT Departments, 3 were from ELL Departments, and 1

from Translation Department of various universities around Turkey. From these ten interviewees seven with satisfactory fully responses were chosen and analyzed.

3.3. Instrumentation

Two types of instruments, a questionnaire and a set of interview were used to collect the data of the study. First, Maslach Burnout Inventory, which consists of 4 subscales and 25 questions, was administered to the participants. Then, ten of the participants were randomly chosen and interviewed. In this section, these two instruments will be described and the judgements for the use of them will be explained.

The bulk of the data was collected through a questionnaire. The MBI questionnaire was used in this research, as it is the most appreciated and widely used instrument to collect information from the subjects when burnout is in question. It includes 25 statements to which the participants are expected to respond anonymously.

3.3.1. Instrument used in the collection of the quantitative data

In this section, the Maslach Burnout Inventory, which was utilized in the collection of the quantitative data, will be described. Maslach and Jackson (1986), described the MBI as a psychological measurement instrument that is used to elicit the burnout syndrome which is identified as Emotional Exhaustion, Depersonalization and lack of Personal accomplishment. They stated, "A scale designed to assess various aspects of the burnout syndrome was administered to a wide range of human services professionals. Three subscales emerged from the data analysis: emotional exhaustion, depersonalization, and personal accomplishment. Various psychometric analyses showed that the scale has both high reliability and validity as a measure of burnout".

3.3.1.1. Maslach Burnout Instrument

Maslach Burnout Inventory is developed to assess professional burnout in human service, education, business and government professions. It is generally administered to educators and other human service workers. The administration time is 10 to 15 minutes to fill out on average. It is self-administered. Luminous instructions are provided for the respondent to be able to achieve the most

confidential result. In order to minimize biased responses, the testing sessions should be characterized by the respondent privacy, respondent confidentiality and avoidance of sensitization to burnout.

Respondents were not informed about the other respondents' answers as the MBI is expressive when it is applied to the whole population of the study at a time. Although MBI can be applied individually or in a group session in which privacy is ensured, it was thought that applying individually would provide outcomes that are more confident. It is also advised to fill out the MBI at a place where there are no distracters as this procedure may have drawbacks. For example, respondents' answers may be influenced if they talk to other people, such as spouses, friends, or colleagues. Secondly, if it is completed in a different place, the response rate would be less than 100% because some people may not return the completed forms. Thus, the researcher had been very mindful about the suggested procedure while applying the questionnaire in this research.

Because of the sensitive nature of some items, confidentiality is another crucial point, which was given careful consideration, to make the respondents feel comfortable about expressing their true feelings. Ideally, participants should be able to complete the MBI anonymously. If this is not possible because identification is required (e.g., in a longitudinal study), then efforts should be made to use a form of identification that is not personally revealing, such as a code number or a label (Zalaquett & Wood 1997).

According to Zalaquett and Wood (1997), the test form is labelled MBI Human Services Survey rather than Maslach Burnout Inventory because respondents must be unaware that the MBI is a burnout measure, and they must not be sensitized to the general issue of burnout. This is done to minimize the reactive effect of varying beliefs or expectations about burnout. For the reasons Zalaquett and Wood mentioned previously, the scale was presented as a survey of job-related attitudes and not be linked to burnout in any way. Of course, once the measure has been administered to all respondents, then a discussion of burnout and the MBI's assessment of it were appropriate.

To be able to avoid sensitization, the questionnaire was presented to the participants by the researcher himself, as the examiner should not have been a supervisor or administrator who has some direct authority over the respondents because this approach could cause respondents to be less candid in their answers. It

was thought to be ideal to consider the examiner as a neutral person. The major responsibilities of the examiner are to minimize response bias and to ensure completion of all items (Zalaquett & Wood 1997).

The items for the Maslach Burnout Inventory (MBI) were designed to measure hypothesized aspects of the burnout syndrome. Maclach (1981), the inventor of the MBI, pointed out that the interview and questionnaire data collected during their earlier, exploratory research were a valuable source of ideas about the attitudes and feelings that characterized a burned-out worker. In addition, numerous established scales were reviewed for useful content material, although no items were borrowed outright. Items were written in the form of statements about personal feelings or attitudes. The general form of 'recipients' was used in the items to refer to the particular people for whom the subject provided service, care or treatment.

A preliminary form of the MBI, which consisted of 47 items were administered to a sample of 605 people from a variety of health and service occupations including: police, counsellors, teachers, nurses, social workers, psychiatrists, psychologists, attorneys, physicians, and agency administrators. The resulting data were subjected to a factor analysis. Ten factors emerged for both the frequency and the intensity dimensions, of which four accounted for over three-fourths of the variance. A set of selection criteria was then applied to the items, yielding a reduction in the number of items from 47 to 25. In order to obtain confirmatory data for the pattern of factors, the 25-item form was administered to the teachers who work for those three foundation universities.

The 4-factor solution for a factor analysis of the 25 items, based on this newly developed scale. Three of these factors had eigenvalues greater than unity and were considered subscales of the MBI. Zalaquett & Wood (1997), interpret the MBI in a way that the 9 items in the Emotional Exhaustion subscale describe feelings of being emotionally overextended and exhausted by one's work. The 5 items in the Depersonalization subscale describe an unfeeling and impersonal response towards recipients of one's care or service. Maslach and Jackson state "For both the Emotional Exhaustion and Depersonalization subscales, higher mean scores correspond to higher degrees of experienced burnout. Since some of the component items on each subscale had low loadings on the other, there is a moderate correlation between the two subscales". The subscale of Personal Accomplishment contains 8 items that describe feelings of competence and successful achievement in one's work

with people. In contrast to the other two subscales, lower mean scores on this subscale correspond to higher degrees of experienced burnout. It is important to note that the Personal Accomplishment subscale is independent of the other subscales and that its component items do not load negatively on them. In other words, Personal Accomplishment cannot be assumed the opposite of Emotional Exhaustion and/or Depersonalization. A fourth factor consistently appeared in the factor analysis, it may not be included as a subscale of the MBI. However, it has proved to be an interesting variable and so is presented here as an optional part of the MBI.

The original Maslach Burnout Inventory was designed to measure burnout in a variety of human services occupations. However, some alternate versions of the MBI have been developed one to assess burnout in the teaching profession and one to assess burnout in occupations other than human services. These alternate versions are distinguished by their different subtitles. Thus, the original MBI, which was used in this research, is now cited in the following way:

Maslach, C., & Jackson, S. E. (1996). Maslach Burnout Inventory-Human Services Survey (MBI-HSS). In C. Maslach, S. E. Jackson, & M. P. Leiter (Eds.), *MBI Manual.* (3rd ed.). Palo Alto, CA: Consulting Psychologists Press.

As it is previously mentioned, although the original Maslach Burnout Inventory was designed to measure burnout in a variety of human services occupations, a number of studies have focused specifically on the teaching profession. There are several reasons for this high level of interest in teacher burnout, and using it in this research. First, the teaching profession is one of the largest and most visible professions. Second, the teaching profession has been subject to increased pressure by society to correct social problems (e.g., drug, alcohol, and sexual abuse), educate students in academic and skill areas, provide enrichment activities, meet the individual needs of all students with a wide range of abilities, and encourage moral and ethical development. Third, a number of national reports have illustrated the fact that many teachers are leaving the profession, while fewer are choosing to become teachers.

The MBI-Educators Survey (MBI-ES) measures the same three burnout dimensions as the original MBI. As in other helping professions, an initial aspect of educator burnout, emotional exhaustion, is the tired and fatigued feeling that develops as emotional energies are drained. When this feeling becomes chronic, teachers find they can no longer give of themselves to students as they once could.

Teachers who no longer have positive feelings about their students are experiencing the second component of teacher burnout, depersonalization.

The MBI-ES is basically the same as the MBI. However, in some of the items the word *recipient* has been changed to *student.* In the teaching profession, students are the teachers' recipients. This change was made to ensure clarity and consistency in the interpretation of the items.

The MBI, administered in this research, provides a distinct perspective on the lecturers' relationship to their work, their students and their accomplishments. It is used to assess different groups of lecturers rather than as an individual diagnostic instrument. The MBI scores for the respondents are treated as aggregate data.

3.3.1.2. Background information section

This section reveals the personal information about the participants from the point of view of genders, ages, years of experience and the department of graduation. It is assumed that there might be correlations between the variables and the responses given to the questionnaire items by the participants or variances among their responses.

3.3.1.3. Emotional Exhaustion Scale

The first section after eliciting the background information of the respondents was the Emotional Exhaustion scale (see Appendix B-1). The nine items in the Emotional Exhaustion subscale describe feelings of being emotionally overextended and exhausted by one's work.

There were three different groups of questions in the MBI questionnaire each of which aims to measure different states of participants' level of burnout. The items 1, 4, 7, 9, 12, 16, 17, 22 and 25 had the statements designed to measure feelings of being emotionally drained of all energy or used up and exhausted by work.

3.3.1.4. Personal Accomplishment Scale

It is true that the burned out person tries to reduce his or her workload. The sufferer may avoid working as hard as the job requires, do the bare minimum when at work or not do the assigned tasks that are experienced as more stressful and take more time, and fulfil the other duties that are considered less stressful.

The eight items in the Personal Accomplishment Scale describe the feelings of adequacy/inadequacy, and successful/unsuccessful performance. This subscale is independent of the other subscales.

Lower mean scores on Personal Accomplishment subscale correspond to higher levels of experienced burnout while both the Emotional Exhaustion and Depersonalization subscales' higher mean scores correspond to higher levels of burnout.

The items 2, 6, 8, 14, 15, 18, 21 and 24 had the statements designed to measure feelings of competence and successful achievement in the lecturers' work with their students.

3.3.1.5. Depersonalization Scale

The subscale of depersonalization involves five items, which can be expressed by an indifferent attitude towards the recipients of the lecturers'. Lecturers who are experiencing job burnout may have hostile, faultfinding mutual interactions with other colleagues or the students. It is also common for a burned out person to view others as objects or numbers. Withdrawing from others is a frequent response.

The items 3, 5, 10, 13 and 19 had the statements designed to measure the lecturers' feelings of insensitivity and impersonal replies towards their students.

3.3.2. Open ended interview questions

Interviews were the other data-collecting tool in the study to evaluate information with the help of different devices in order to have results that are more dependable. Therefore, they were used to verify the information gathered from the questionnaire and to have a better understanding of the participants' thoughts, feelings and position related to the burnout level of them.

The interviewees might have intended to impress researcher, or describe what should be done rather than what they actually do. Teachers who were interviewed about their burnout level may have often responded with descriptions taken from the 'educationist context', which are very different from the actual manner in which they may be witnessed to operate in the 'practitioner context'. However, McNamara (1999), states "Interviews are particularly useful for getting the story behind a participant's experiences. The interviewer can pursue in-depth information around the topic. Interviews may be useful as follow-up to certain

respondents to questionnaires, e.g., to further investigate their responses". Therefore, Besides the MBI, five open-ended questions (see Appendix C) were also asked to ten of the participants to support the data collected through the applied questionnaire. Five questions were asked to elicit the opinions and the feelings of the participants about their burnout level.

The first question -"Do you feel at times unsuccessful? When?"- aims to evaluate whether the lecturer experience the feeling of failure. It also aims to reveal the times when or on what occasions those specific events which lead to failure happen. The second question is; "What specifically causes you to feel physically or mentally exhausted at the moment of teaching?" With this question, it is intended to bring to light the reasons for physical and emotional exhaustion happen while teaching. As motivation is the most important factor to continue doing something, the third question is asked to learn the reason why the lecturers go on teaching in the same institution or somewhere else. Therefore the question – "What are the most important motives that make you continue teaching? [What gives you the urge to continue teaching?]"- is asked to find out the motives that make them carry on. It is for sure that all lecturers lose their concentration or feel tired of some activities that they are involved in and out of the classroom from time to time. Applying the fourth question –"What do you do in order to deal with your possible loss of concentration, exhaustion or boredom?"- it is aimed to discover what the lecturers do to cope with the most usual problems they face, and to find out if they have any unique way that they apply themselves. The last question which intends to find out the results of the methods that the lecturers use is this: "How successful are the methods you apply in order to cope with these problems?"

3.4. Data Collection

The data of the study were collected from three different groups of preparatory school lecturers from Kadir Has University, İstanbul Kültür University and İstanbul Fatih University through the Maslach Burnout Inventory questionnaire and open-ended interview questions. The questionnaire and the interview were administered to lecturers by the researcher himself on different days.

The pilot study, the questionnaire was administered to 64 ELT, ELL and Translation graduate lecturers. Three different scales, along with the fourth one called Involvement, were given to the participants on the same sheet. In order not to

direct one's responses towards any specific area, the statements of each subscale were scattered into the questionnaire in different order. The open-ended interview questions were administered on another day. Before applying the questionnaire and the interview, the participants were informed about the aim and scope of the study and reassured that the results would not be shared with their employer or the administrators in order to have them respond the items under no compulsion. The participants had no time limit to respond the items in the questionnaire and it took each of them less than 15 minutes to complete it. The questionnaire and the interview were given to the participants on a voluntary basis. Of 86 lecturers from three different universities, 64 of (74.4) completed the questionnaire. The researcher accompanied the participants during the administration of the questionnaire to answer possible questions or deal with problems likely to occur.

3.5. Data Analysis

The data gathered through this research were analyzed in two steps. The quantitative data collected through MBI, which involves three scales, and the qualitative data collected from interviewees were analyzed separately. Then the results reached through both of these instruments were analyzed in terms of their relation to each other.

The data collected were entered into SPSS 13.0 for windows to analyze all of the quantitative data. In order to analyze the lecturers' burnout level means for each instrument, for their sub-dimensions, the descriptive statistics for each item in the scales were calculated. In order to describe the overall picture of how the lecturers rated their perceptions, correlation analysis between the means of the scores obtained from the MBI were carried out, variance and multivariate variance analysis, independent-samples T-test were computed and illustrated through the tables and graphs formed in SPSS 13.0.

Research Question 1: What is the frequency of burnout among lecturers who teach at the preparatory schools of foundation universities in Istanbul?

In order to find an answer to this question, descriptive statistics such as frequency counts and mean were used. The aim was to find out the lecturers' burnout level, and their attitudes towards their students and the institution they work for on the basis of the MBI Questionnaire.

Research Question 2: What are the burnout patterns of preparatory school lecturers? Do they vary according to their age, gender, experience or the department they graduated?

The question in concern involves finding out the various types of burnout that the lecturers face, and is intended to provide data about the causes, particularly the demographics of the participants. In order to find out the effects of age, gender, experience or the department of the lecturers that may play a certain role in burnout problem, descriptive statistics such as frequency counts and mean, correlations and T-test were used.

Research Question 3: What are the possible ways to cope with burnout?

The question aims to investigate the role of the individual lecturer, the institutions or the other ways applied to cope with burnout. Then, it is intended to figure out what has been done to overcome the problem.

CHAPTER IV

DATA ANALYSIS AND RESULTS

4.1. Introduction

In this chapter, the analysis of the quantitative and qualitative data will be presented. First, the findings obtained through the quantitative data collection instrument, Maslach Burnout Inventory, will be described. Second, the findings of the qualitative study, obtained through five open interview questions will be given. Finally, it will be sought that to what extent these quantitative and qualitative data meet the research questions of the study. While introducing the data, the descriptive statistics including means, minimum and maximum scores, standard deviations, frequencies including the distribution and percentages of variables will be found; and then the correlation and variance analysis of the quantitative data will be shown. After completion of the presentation of quantitative data, results obtained from the qualitative study will be conveyed.

4.2. Analysis of the Quantitative Data

As mentioned before, the quantitative data were collected through Maslach Burnout Inventory, which consists of 4 subscales and 25 questions, and some questions in the background information section in front of MBI which were given to the participants on the same sheet. By these scales and questions it was intended to find out the participants' level of burnout which can be identified as Emotional Exhaustion, Depersonalization and Lack of Personal Accomplishment; and some variables among them such as their age, experience, genders and departments they graduated from.

4.2.1. Descriptive Results

The scale was used to determine the participants' burnout level from the perspective of MBI, which investigates burnout in the categories of Emotional Exhaustion, Depersonalization and Lack of Personal Accomplishment. A mean for each question, and means for each subscale were calculated. These means and, if any, extreme means for individual items will be presented in this section below.

In table 4.1, minimum and maximum scores, means and standard deviations of the subscales of Emotional Exhaustion, Depersonalization and Lack of Personal Accomplishment are shown below.

Table 4.1. Descriptives: Minimum and Maximum scores, Means, and Standard Deviations

	N	Min	Max	M	S.D.
I feel emotionally drained from my work	64	1,00	5,00	2,70	,88515
I feel I'm positively influencing other people's lives through my work	64	1,00	5,00	3,53	,75527
I feel I treat some recipients as if they were impersonal 'objects'	64	1,00	4,00	1,61	,74785
Working with people directly puts too much stress on me	64	1,00	5,00	2,33	1,00877
I've become more callous toward people since I took this job	64	1,00	4,00	1,7813	,91667
I can easily understand how my recipients feel about things	64	2,00	5,00	4,0625	,63932
I feel used up at the end of the workday	64	1,00	5,00	3,1250	,88192
I deal very effectively with the problems of my recipients	64	3,00	5,00	3,8281	,55075
I feel fatigued when I get up in the morning and have to face another day on the job	64	1,00	5,00	2,5469	,79542
I worry that this job is hardening me emotionally	64	1,00	5,00	2,2500	1,06904
I feel similar to my recipients in many ways	64	1,00	5,00	2,9063	,90359
I feel burned out from my work	64	1,00	5,00	2,3906	,95314
I don't really care what happens to some recipients	64	1,00	3,00	1,7656	,72904
I feel very energetic	64	2,00	5,00	3,7188	,74469
I can easily create a relaxed atmosphere with my recipients	64	2,00	5,00	3,9688	,61641
I feel frustrated by my job	64	1,00	5,00	2,1563	,92956
I feel I'm working too hard on my job	64	1,00	5,00	3,2656	,89518
I feel exhilarated after working closely with my recipients	64	1,00	5,00	3,2656	,91274
I feel recipients blame me for some of their problems	64	1,00	5,00	2,0313	,90797
I feel personally involved with my recipients' problems	64	1,00	5,00	3,1250	,89974
I have accomplished many worthwhile things in this job	64	2,00	5,00	3,6719	,73581
I feel like I'm at the end of my rope	64	1,00	5,00	1,8438	,92956
I feel uncomfortable about the way I have treated some recipients	64	1,00	3,00	1,8125	,63932
In my work, I deal with emotional problems very calmly	64	1,00	5,00	3,8125	,77408
Working with people all day is really a strain for me	64	1,00	5,00	2,4375	,94070
EMOTIONAL EXHAUSTION	64	1,44	4,89	2,5330	,67780
PERSONAL ACCOMPLISHMENT	64	2,38	5,00	3,7324	,46498
DEPERSONALIZATION	64	1,00	4,20	1,8875	,59934
INVOLVEMENT	64	1,33	4,33	2,6146	,53853
MEAN	64	1,36	4.64	2.30	,61731
Valid N (list wise)	64				

As can be figured out from Table 4.1, the subscale Personal Accomplishment has the highest mean among all subscales. The mean (3.7324) of the scores given to

the items (2, 6, 8, 14, 15, 18, 21 and 24) of the Personal Accomplishment shows that participants' personal accomplishment levels are quite high. This may point to a relatively low level of burnout of the participants to accomplish the given responsibilities.

4.2.2. Inferential Statistics

The data were analyzed also in order to find out whether there are differences among participants' scores for MBI and its sub-scales according to their gender, age, experience, and the department they graduated from.

Table 4.2. T-test scores for the variances in male and female burnout levels

	GENDER	N	M.	S.D	Std. E M.
EMOTIONAL EXHAUSTION	MALE	16	2,7778	,82652	,20663
	FEMALE	48	2,4514	,60876	,08787
PERSONAL ACCOMPLISHMENT	MALE	16	3,6016	,62951	,15738
	FEMALE	48	3,7760	,39441	,05693
DEPERSONALIZATION	MALE	16	2,2250	,78273	,19568
	FEMALE	48	1,7750	,48400	,06986
INVOLVEMENT	MALE	16	2,8750	,59473	,14868
	FEMALE	48	2,5278	,49505	,07145
BURNOUT MEAN	MALE	16	2,58	,79191	,19798
	FEMALE	48	2,21	,52497	,07577

There is no significant difference among participants' scores from the Emotional Exhaustion and Personal Accomplishment of MBI whereas there is a significant difference among their scores from the depersonalization ($p<0,01$) and Involvement sub-scales, and MBI in general ($p<0,05$) according to their gender.

Table 4.3. ANOVA for the differences in participants' scores from MBI and its sub-scales according to their age

		N	M.	S.D.	Std. E.	95% Confidence Interval for Mean		Min.	Max.
						Lower Bound	Upper Bound		
EMOTIONAL EXHAUSTION	25-29	13	2,7009	,79399	,22021	2,2211	3,1807	1,44	4,11
	30-34	17	2,5359	,58825	,14267	2,2335	2,8384	1,44	3,78
	35-39	11	2,3838	,54742	,16505	2,0161	2,7516	1,67	3,22
	40-44	13	2,5641	,55456	,15381	2,2290	2,8992	2,00	3,67
	45-49	4	3,0833	1,35287	,67643	,9306	5,2360	1,89	4,89
	50-+	6	2,0000	,15713	,06415	1,8351	2,1649	1,78	2,22
	Total	64	2,5330	,67780	,08472	2,3637	2,7023	1,44	4,89
PERSONAL ACCOMPLISHMENT	25-29	13	3,6923	,49638	,13767	3,3923	3,9923	2,88	4,50
	30-34	17	3,8088	,44878	,10884	3,5781	4,0396	2,88	5,00
	35-39	11	3,8068	,21911	,06607	3,6596	3,9540	3,50	4,13
	40-44	13	3,4904	,45490	,12617	3,2155	3,7653	2,38	4,00
	45-49	4	3,4688	,67218	,33609	2,3992	4,5383	2,63	4,13
	50-+	6	4,1667	,39264	,16029	3,7546	4,5787	3,50	4,63
	Total	64	3,7324	,46498	,05812	3,6163	3,8486	2,38	5,00
DEPERSONALIZATION	25-29	13	2,1231	,66100	,18333	1,7236	2,5225	1,20	3,00
	30-34	17	1,8000	,41833	,10146	1,5849	2,0151	1,20	2,60
	35-39	11	1,8727	,59513	,17944	1,4729	2,2725	1,20	3,20
	40-44	13	1,8154	,35082	,09730	1,6034	2,0274	1,20	2,20
	45-49	4	2,4500	1,26886	,63443	,4310	4,4690	1,20	4,20
	50-+	6	1,4333	,51251	,20923	,8955	1,9712	1,00	2,40
	Total	64	1,8875	,59934	,07492	1,7378	2,0372	1,00	4,20
INVOLVEMENT	25-29	13	2,6667	,52705	,14618	2,3482	2,9852	2,00	3,67
	30-34	17	2,5686	,53703	,13025	2,2925	2,8447	1,33	3,33
	35-39	11	2,4848	,47990	,14469	2,1624	2,8072	1,67	3,00
	40-44	13	2,5385	,48186	,13365	2,2473	2,8296	1,67	3,33
	45-49	4	3,0833	,95743	,47871	1,5599	4,6068	2,00	4,33
	50-+	6	2,7222	,49065	,20031	2,2073	3,2371	2,00	3,33
	Total	64	2,6146	,53853	,06732	2,4801	2,7491	1,33	4,33
MEAN	25-29	13	2,4945	,71871	,19934	2,0602	2,9288	1,50	3,71
	30-34	17	2,2731	,48197	,11689	2,0253	2,5209	1,36	3,29
	35-39	11	2,2013	,54005	,16283	1,8385	2,5641	1,50	3,21
	40-44	13	2,2967	,43823	,12154	2,0319	2,5615	1,71	3,07
	45-49	4	2,8571	1,31579	,65789	,7634	4,9509	1,64	4,64
	50-+	6	1,7976	,24915	,10171	1,5362	2,0591	1,57	2,29
	Total	64	2,3025	,61731	,07716	2,1483	2,4567	1,36	4,64

According to the table, the mean scores of participants who are between 45 and 49 years old in two sub-scales, Emotional Exhaustion and Depersonalization, are higher than other age groups' means. In addition, the mean score of this group is the highest one in general means. But this group consists of few participants (4), and the mean scores have high standard deviations compared to other standard deviations in

the sub-scales. Anova results show that there are no significant differences among participants' scores from the Emotional Exhaustion, Personal Accomplishment, Depersonalization and Involvement sub-scales of MBI, and MBI in general (p>0,05) according to their age.

Table 4.4. ANOVA for the differences in participants' scores from MBI and its sub-scales according to their experience

		N	M.	S.D	Std. E.	95% Confidence Interval for Mean		Min.	Max.
						Lower Bound	Upper Bound		
EMOTIONAL EXHAUSTION	1-5	12	2,7315	,79907	,23067	2,2238	3,2392	1,67	4,11
	6-10	20	2,5333	,55450	,12399	2,2738	2,7928	1,44	3,78
	11-15	11	2,5455	,98690	,29756	1,8824	3,2085	1,44	4,89
	16-20	15	2,5778	,53485	,13810	2,2816	2,8740	1,89	3,67
	21-25	2	1,9444	,07857	,05556	1,2385	2,6503	1,89	2,00
	26-+	4	2,0278	,18976	,09488	1,7258	2,3297	1,78	2,22
	Total	64	2,5330	,67780	,08472	2,3637	2,7023	1,44	4,89
PERSONAL ACCOMPLISHMENT	1-5	12	3,6458	,48510	,14004	3,3376	3,9541	2,88	4,50
	6-10	20	3,7688	,33510	,07493	3,6119	3,9256	2,88	4,38
	11-15	11	3,7500	,59161	,17838	3,3526	4,1474	2,63	5,00
	16-20	15	3,5833	,48566	,12540	3,3144	3,8523	2,38	4,38
	21-25	2	4,0625	,08839	,06250	3,2684	4,8566	4,00	4,13
	26-+	4	4,1563	,48278	,24139	3,3880	4,9245	3,50	4,63
	Total	64	3,7324	,46498	,05812	3,6163	3,8486	2,38	5,00
DEPPERSONALIZATION	1-5	12	2,1333	,72027	,20792	1,6757	2,5910	1,20	3,00
	6-10	20	1,8200	,35482	,07934	1,6539	1,9861	1,20	2,60
	11-15	11	1,9455	,85833	,25880	1,3688	2,5221	1,20	4,20
	16-20	15	1,9067	,53914	,13920	1,6081	2,2052	1,00	3,20
	21-25	2	1,2000	,00000	,00000	1,2000	1,2000	1,20	1,20
	26-+	4	1,6000	,56569	,28284	,6999	2,5001	1,20	2,40
	Total	64	1,8875	,59934	,07492	1,7378	2,0372	1,00	4,20
INVOLVEMENT	1-5	12	2,6389	,52143	,15052	2,3076	2,9702	2,00	3,67
	6-10	20	2,6500	,52399	,11717	2,4048	2,8952	1,33	3,33
	11-15	11	2,6364	,70639	,21299	2,1618	3,1109	1,67	4,33
	16-20	15	2,4889	,50185	,12958	2,2110	2,7668	1,67	3,00
	21-25	2	2,6667	,47140	,33333	-1,5687	6,9021	2,33	3,00
	26-+	4	2,7500	,56928	,28464	1,8442	3,6558	2,00	3,33
	Total	64	2,6146	,53853	,06732	2,4801	2,7491	1,33	4,33
MEAN	1-5	12	2,5179	,74051	,21377	2,0474	2,9884	1,50	3,71
	6-10	20	2,2786	,43781	,09790	2,0737	2,4835	1,50	3,29
	11-15	11	2,3312	,92211	,27803	1,7117	2,9506	1,36	4,64
	16-20	15	2,3381	,49961	,12900	2,0614	2,6148	1,57	3,21
	21-25	2	1,6786	,05051	,03571	1,2248	2,1324	1,64	1,71
	26-+	4	1,8750	,27587	,13794	1,4360	2,3140	1,71	2,29
	Total	64	2,3025	,61731	,07716	2,1483	2,4567	1,36	4,64

There are no significant differences among participants' scores from the Emotional Exhaustion, Personal Accomplishment, Depersonalization and Involvement sub-scales of MBI, and MBI in general (p>0,05) according to their experience.

Table 4.5. ANOVA for the differences in participants' scores from MBI and its sub-scales according to the departments they graduated from

		N	M.	S.D.	Std. E.	95% Confidence Interval for Mean		Min.	Max.
						Lower Bound	Upper Bound		
EMOTIONAL EXHAUSTION	ELT	30	2,4889	,67087	,12248	2,2384	2,7394	1,44	4,89
	ELL	31	2,5735	,71325	,12810	2,3119	2,8351	1,44	4,11
	TRANS.	3	2,5556	,50918	,29397	1,2907	3,8204	2,00	3,00
	Total	64	2,5330	,67780	,08472	2,3637	2,7023	1,44	4,89
PERSONAL ACCOMPLISHMENT	ELT	30	3,8125	,46395	,08470	3,6393	3,9857	2,63	5,00
	ELL	31	3,6694	,48148	,08648	3,4927	3,8460	2,38	4,63
	TRANS.	3	3,5833	,14434	,08333	3,2248	3,9419	3,50	3,75
	Total	64	3,7324	,46498	,05812	3,6163	3,8486	2,38	5,00
DEPERSONALIZATION	ELT	30	1,8533	,70649	,12899	1,5895	2,1171	1,00	4,20
	ELL	31	1,9484	,50588	,09086	1,7628	2,1339	1,20	3,00
	TRANS.	3	1,6000	,20000	,11547	1,1032	2,0968	1,40	1,80
	Total	64	1,8875	,59934	,07492	1,7378	2,0372	1,00	4,20
INVOLVEMENT	ELT	30	2,6778	,59037	,10779	2,4573	2,8982	1,67	4,33
	ELL	31	2,6022	,49004	,08801	2,4224	2,7819	1,33	3,67
	TRANS.	3	2,1111	,19245	,11111	1,6330	2,5892	2,00	2,33
	Total	64	2,6146	,53853	,06732	2,4801	2,7491	1,33	4,33
MEAN	ELT	30	2,2619	,66089	,12066	2,0151	2,5087	1,36	4,64
	ELL	31	2,3502	,60647	,10893	2,1278	2,5727	1,50	3,71
	TRANS.	3	2,2143	,28571	,16496	1,5045	2,9240	1,93	2,50
	Total	64	2,3025	,61731	,07716	2,1483	2,4567	1,36	4,64

There are no significant differences among participants' scores from the Emotional Exhaustion, Personal Accomplishment and Involvement sub-scales of MBI, and MBI in general (p>0,05) according to the departments they graduated from.

4.2.3. Correlational Analysis

Correlations among the sub-scales are shown in Table 4.6 below.

Table 4.6. Correlations among the means of participants' scores from MBI and its sub-scales

		Emo. Exhaus.	Per. Accomp.	Depers.	Invol.	Mean	Age	Exp.
EMOTIONAL EXHAUSTION	Pearson Correlation	1	-,622(**)	,779(**)	,079	,976(**)	-,139	-,209
	Sig. (2-tailed)	.	,000	,000	,536	,000	,274	,098
	N	64	64	64	64	64	64	64
PERSONAL ACCOMPLISHMENT	Pearson Correlation	-,622(**)	1	-,561(**)	,176	-,634(**)	,051	,134
	Sig. (2-tailed)	,000	.	,000	,164	,000	,691	,291
	N	64	64	64	64	64	64	64
DEPERSONALIZATION	Pearson Correlation	,779(**)	-,561(**)	1	,027	,897(**)	-,158	-,197
	Sig. (2-tailed)	,000	,000	.	,829	,000	,213	,118
	N	64	64	64	64	64	64	64
INVOLVEMENT	Pearson Correlation	,079	,176	,027	1	,065	,078	-,028
	Sig. (2-tailed)	,536	,164	,829	.	,609	,538	,825
	N	64	64	64	64	64	64	64
MEAN	Pearson Correlation	,976(**)	-,634(**)	,897(**)	,065	1	-,153	-,216
	Sig. (2-tailed)	,000	,000	,000	,609	.	,228	,087
	N	64	64	64	64	64	64	64
AGE	Pearson Correlation	-,139	,051	-,158	,078	-,153	1	,882(**)
	Sig. (2-tailed)	,274	,691	,213	,538	,228	.	,000
	N	64	64	64	64	64	64	64
EXPERIENCE	Pearson Correlation	-,209	,134	-,197	-,028	-,216	,882(**)	1
	Sig. (2-tailed)	,098	,291	,118	,825	,087	,000	.
	N	64	64	64	64	64	64	64

** Correlation is significant at the 0.01 level (2-tailed).

4.3. Analysis of the Qualitative Data

As mentioned in the preceding sections the qualitative data of the study were collected from 11 lecturers randomly selected from the participants of the research who completed the MBI. In order to have deeper understanding of their opinions and experiences of burnout, interviews were conducted with them. During the interview, five open-ended questions were given to them. The questions used were:

- Do you feel at times unsuccessful? If so when?

- What specifically causes you to feel physically or mentally exhausted at the moment of teaching?
- What are the most important motives that make you continue teaching?
- What do you du in order to deal with your possible loss of concentration, exhaustion or boredom?
- How successful are the methods you apply in order to cope with these problems?

4.3.1. Analysis of the responses to the question "Do you feel at times unsuccessful? If so when?"

The interviewees were asked to tell if they ever feel that the work they have been carrying on was not going as well as expected, and to explain what cause them to feel so. The interviewees were also asked to mention the factors that made them feel unsuccessful most.

Firstly, all of the subjects, without any exception, reported that they experience the feeling of unsuccessfulness from time to time. The respondents gave various reasons and factors that led them feel fruitless. The majority of the interviewees responded that they feel unsuccessful when they teach a skill or subject which they do not enjoy as they come into classroom without preparing well. Among this group, one of the respondents specifically claimed that he felt unsuccessful; especially when he taught students from other disciplines since he lacks background information. The following extract from the transcription of an interviewee's responses exemplifies the views of the lecturers supporting the idea of feeling unsuccessful if they are doing something they are not familiar with or do not enjoy.

"...If I am teaching a unit in a discipline, such as law or medicine about which I don't know much, I cannot speak fluently due to my lack of background information and as a result I might feel unsuccessful".

Unlike them, two out of eleven lecturers noted that they had futile hours in the classroom when their students lost their concentration or showed unwillingness to get what they wanted to give.

As it is perceived from the respondent's answers to the first question, it is possible to say that without any exception, all of the lecturers experience the feeling of unsuccessfulness, in one way or another. 73 % of the lecturers feel unsuccessful as long as they teach something they do not enjoy or lack information, whereas 20 % find themselves unsuccessful when they observe their students are unwilling to participate.

4.3.2. Analysis of the responses to the question "What specifically causes you to feel physically or mentally exhausted at the moment of teaching?"

The lecturers were asked to specify the times and the key factors of their feeling too tired to handle an activity or group work-like exercises, or even too weary to think of an activity which can attract their students' attention.

According to the answers given to this question by the lecturers, it was ascertained that students' lack of interest, being demotivated and their unwillingness to do anything, and the lecturers' effort that they spend to get the students to concentrate on the task are the main causes that make them feel mentally exhausted.

Some of the statements of the respondents claiming that the most significant cause of mental exhaustion at the moment of teaching is demotivation are as follows:

"I feel emotionally exhausted when I'm teaching a person or a group of people who are unwilling or not motivated to learn".

"The lack of students' interest is the cause to feel mentally and physically exhausted".

"Trying to get the students to concentrate and / or participate make me feel mentally and physically exhausted".

Disreputable profile of the students at foundation universities, various distractions such as students' using mobile phones and chewing gums and too much noise are also stated to be the other outstanding factors that lead to feel mentally exhausted.

The following statements from the transcription of the responses of some interviewees exemplify the views of the lecturers supporting the idea that the profile of the students of most foundation universities is not as good as expected.

"Having to warn students many times to listen, not to use their mobile phones, to stop chewing gums, and so on, cause to feel physically and mentally exhausted".

"Students' coming to school without preparing for the lesson, some of their behaviours, and their low profile make me feel physically and mentally exhausted".

We can also have a clear conception that heavy teaching load also plays an important part in feeling physically exhausted. Some interviewees pointed out that when they have to teach many hours, especially the same skill, back to back they feel physically drained.

Two of the respondents specifically draw our attention to heavy teaching loads and the drawbacks of it by delivering the following statements:

"Six hours of teaching a day to the same class is just exhausting".

"When there are too many hours of teaching, (especially when lessons are back to back), I feel miserable".

The answers to the second question prove that there is a close connection between the students' demotivation, having unbearable teaching load and emotional and physical exhaustion.

4.3.3. Analysis of the responses to the question "What are the most important motives that make you continue teaching?"

During the interviews, the participants' motivational patterns were also questioned. The lecturers were asked to signify any kind of inducements that encourage them to keep on teaching English to those so called low profile students at such universities, despite the complications they had encountered.

The most frequent answers given by the lecturers were concerned with the reasons for believing that they could be helpful to at least a few of the students who really want to learn the language. Most of the respondents (66%) notified that sharing knowledge with the students and trying to have enough number of them benefit the education provided should be the main motives of any lecturer. They also stated that there are always some learners who really want to do their best, and even that small number of students should be enough to continue what you are doing. The

same group of lecturers also emphasized that the other motive is work ethics and professionalism.

In the quotations below, two of the lecturers' explanations related to dedicated efforts and professionalism are given.

"Firstly, there is always someone who is interested or keen, and that one person is enough to make you want to continue. The other is work ethics and professionalism. If I have chosen this profession, then it is up to me to try to improve or make things better".

"The important motive for me is that I love teaching and sharing my knowledge with my students".

"The hope that at least a few of the students will benefit from what is taught in class is enough to continue teaching".

On the other hand, there were various responses other than relating to dedication. Two of the lecturers, for example, focused on the salary and peaceful working environment as the most important motives in addition to the availability of various equipments and other sources.

"The atmospheres of the classroom, working conditions, the colleagues, availability of resources, and of course the salary are the most effective motives for me".

The most surprising reply was received from a lecturer who has more than fifteen years of experience. The respondent pointed out that teaching is the only job he can do. Below, the extract that includes the statement of this experienced lecturer is given.

"Not having another qualification apart from teaching to earn a living makes me continue teaching".

The motivational patterns of the respondents, as can be seen in the examples above, were closely related to their love of the job, work ethics and professionalism rather than the pay, as only 20 % of them mentioned it.

4.3.4. Analysis of the responses to the question "What do you do in order to deal with your possible loss of concentration, exhaustion or boredom?"

What has been aimed to do with the answers of the subjects to the question posed to them is to explore the ways they deal with the problems or the methods they apply to succeed in the troubles.

According to the statements of the lecturers, it was figured out that there were only a few differences among the measures that are supposed to be taken by them. Majority of the lecturers agreed that it is a good idea to move onto a more interesting topic, play a game, tell jokes in English, and find something that the students and the lecturers themselves enjoy or do something completely different in the case of boredom or exhaustion in the classroom. Some of the lecturers who are in favour of not teaching but doing something else which doesn't require hard work when they experience boredom or exhaustion, conveyed their thoughts as follows:

"I stop teaching. I start an activity which doesn't require writing, or we start playing a game".

"I learn some new words, idioms, quotations and proverbs almost everyday, and use them as warm-up activities at the beginning of my lessons. This keeps me more active and concentrated".

"Exhaustion is really not a problematic area, but it is a temporary state for me. As for loss of concentration or boredom, moving on to a topic that is more captivating or having more student involvement like doing group work etc. or playing games / joke telling".

However, another lecturer who shares similar ideas also noted that she prepares well for the lesson, and sets up what should be done beforehand, and in this way, she takes all the precautions before she experiences the problems in question. She states that she uses technology in the classroom quite often as today's youth love to be in good terms with visual, technological innovations. The respondent explained her ideas in the quotation below:

"I try to be well-prepared before the lessons, talk to the students individually, and try to prepare enjoyable activities for students. I also try to use the technology as much as possible".

Considering the interviewees' responses, it can be clearly seen that there is a close connection between the possible loss of concentration, exhaustion or boredom of the lecturers and the unwillingness and demotivation of the students. Nearly 75 % of the lecturers take similar actions to deal with the problems, as they are mentioned above.

4.3.5. Analysis of the responses to the question "How successful are the methods you apply in order to cope with these problems?"

The last theme determined according to the data collected through interviews was related to participants' views about how successful the methods they apply so as to overcome the possible problems.

The subjects were asked to explain if they could work out the problems that they are facing by applying the measures they mentioned while answering the previous question. Most of the responses were related to the concentration and behaviours of the students. Although there is a strong belief that it is impossible to change some conditions or students, the lecturers' positive energy, various attractive activities get rebound in the students. Nine out of ten interviewees claimed that the methods they apply are quite successful. Below are the quotations which include some of the respondents' ideas about their methods.

"Sometimes your positive energy may get rebound in your students".

"They work most of the time (I can say 70 or 80 percent). I can't change some conditions or students".

In the following quotation, one of the interviewees emphasized the importance of applying different strategies like group work or moving on to a more interesting topic as the students' being more attentive help them not to suffer any kind of exhaustion.

"Group work, in most cases, is successful although some can get off the beaten track. Moving on to more captivating topics usually work well. One cannot go wrong with games and joke telling".

The interviewee who answered the third question by stating that he does not have any other qualifications apart from teaching delivered the most surprising reply

to this question. As can be seen in the following quotation, his response is, in fact, a confession.

"Not very successful. I think what seems inevitable is a burnout syndrome".

It may be perceived that the respondents are quite confident about the measures they take. 90 % of the interviewees claim that their styles work well, except for one of them who has already confessed that he will soon suffer from burnout.

4.4. Summary of the results

In this chapter, the data obtained from the scales and interviews were presented and analyzed. MBI was used to collect quantitative data, and five open interview questions were used to obtain qualitative data. The results were described and correlated to each other. Quantitative and qualitative data were examined to find out whether there was consistency with each other. In the qualitative data section, it was also tried to reveal if there were differences from those of quantitative findings. The quantitative and qualitative data were found to be consistent to each other to such an extent that it is quite possible to deduce very similar conclusions.

In conclusion, the general results of this study will be presented. Some implications will be made, and some facts and suggestions that are believed to be necessary to be aware of in language teaching environment in the foundation universities will be provided.

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Introduction

In this study, burnout level of lecturers who work for preparatory schools of foundation universities with their perceived emotional exhaustion, perceived depersonalization and perceived personal accomplishment and the variances according to the subject variables of genders, departments, age and years of experience were investigated. This investigation was carried out through the quantitative and qualitative research procedures. By the analysis of the data which were collected through both MBI questionnaire and interviews, the answers to the research questions of this study were tried to be sought. The research questions were:

1) What is the frequency of burnout among lecturers who teach at the preparatory schools of foundation universities in Istanbul?

2) What are the burnout patterns of preparatory school lecturers? Do they vary according to their age, gender, experience or the department they graduated?

3) What are the possible ways to cope with burnout?

In this chapter, the answers to these research questions will be evaluated under the headings of *Findings and Discussion, Implications, Limitations and Further Research.*

5.2. Findings and Discussion

The main concern of this study was to explore the burnout level of the lecturers who work for the preparatory school of the foundation universities in Istanbul. To learn different burnout levels of the participants, Maslach Burnout Inventory, which included four subscales called Emotional Exhaustion subscale, Depersonalization subscale, Personal Accomplishment subscale and Involvement subscale, were used. MBI was used in quite many previous studies. By this scale, the burnout level and the accomplishment of lecturers were measured.

The results showed that the lecturers' Emotional Exhaustion (M: 2.5330) and Depersonalization (M: 1.8875) levels were quite low. This gave the implication that the lecturers had relatively low level of burnout according to these two subscales. On the contrary, Personal Accomplishment level (M: 3.7324) was rather high in general.

This also gave the implication that the majority of the lecturers who work for the Preparatory Schools of the foundation universities in Istanbul are doing well according to the results of the quantitative data.

According to the findings which were carried out through the three subscales of MBI, none of the participants could be categorized as being burnout. However, 1.6 %, which corresponds to one person only, seemed close to burnout, and need to take some preventive action. In addition, 7.8 – 12.5 % were in moderate burnout level, and they need to apply some precautions too.

As it was expected, 92.8 % respondents claimed that they were not depersonalized whereas it seems to be a problem for 1.6 % and another 1.6 % was in moderate burnout category.

5.3. Implications

There are various assumptions and prejudices about what burnout is, how common it is, how it could be defined, its results and if it is avoidable or not. Although preparatory school lecturers of foundation universities seemed not to be suffering from burnout, this research revealed some information about the times they feel that they are at the end of their rope, the cause of feeling exhausted, the motives that make them continue what they do, and how successful they are while dealing with the problem.

As it is studied in the data analysis section and shown in Tables 4.1, 4.3 and 4.4 the participants are doing well in their preparatory school. This surely does not mean that everybody is as successful as expected, 1.6 % percent of respondents are for burnout and 7.8 are the potential sufferers and should work on a plan to cope with the problems that lead to burnout. Another important implication that should be taken into account is that the ones who did not brought the questionnaire back or responded positively as they have the fear of losing their job, may already be burned out.

Another outstanding implication arises due to age and experience factors. It is quite surprising that the young inexperienced ones are more likely to suffer burnout. As it was reflected in table 4.3 Emotional Exhaustion and Depersonalization levels of young lecturers, 25 – 29 years old, are considerably higher than the ones who are over 50 years of age. Like age, experience show similar results. As seen in table 4.4, Emotional Exhaustion and Depersonalization levels of 1–5 year experienced lecturers are much higher than the 21–25 year experienced ones. It is clear enough

that the experienced preparatory school lecturers are more aware of the risks and they can overcome potential burnout circumstances.

It is possible to make some suggestions about how to cope with the trouble by considering the responses given by the experienced lecturers who could manage it. The older and experienced lecturers reflect less signs of burnout, and that means they know how to cope with difficulties through hard times so they can give support to younger, less experienced ones. In addition, the institutions which employ younger, less experienced lecturers so as to have more energetic and more hardworking staff should bear in mind that they must propose in house training workshops and have the experienced ones share their knowledge with the others. As proved by the interviews universities are doing far less than the lecturers themselves do to prevent burnout. This may lead to loss of a notable amount of young, energetic, ambitious and potentially successful lecturers of the future.

According to the findings implicated through the interviews, there is a negative indication that the universities fall short in one of their duties. It seemed that no one of the lecturers, either experienced or too young, receives any supervision or career guidance. It is recommended that universities might make up a unit which could carry out the responsibility of guiding the young, inexperienced lecturers not to burnout at their early years of teaching life, or take precautions against it. Moreover, this unit could also help the potential burned-out lecturers who already exist in the teaching team, to improve the quality, prevent and alleviate burnout.

It can also be implicated that the students are not suffering due to the lecturers' low level of burnout as the respondents of the MBI questionnaire and the interviews are doing well. Because it was not possible to reach all the prep school lecturers in Istanbul, it is not easy to say how possible burnout lecturers are affecting the students. Nonetheless, even the students can be educators to lecturers since some of them have already gained the skills to survive in such insecure conditions.

5.4. Limitations

One of the most significant limitations that this study encountered was the number of the universities and the lecturers reached in the course of applying the instruments to collect the data. It could be possible to have data that are more reliable and contain less error margins by reaching a larger number of lecturers and their workplaces.

In addition, time constraints were another limitation. Interviewing with many more lecturers or second or even third questionnaire would be used, and this would increase the low response rate.

Also, a study that involves public universities could have provided some very interesting outcomes and good information to compare the burnout levels of foundation universities lecturers and the ones who work for the government universities. This may also have revealed the different causes of burnout at differently structured institutions.

5.5. Further Research

In this study, the nature of burnout, MBI, the burnout level of the preparatory school lecturers who work for foundation universities were investigated by administering the MBI questionnaire and open-ended interview questions only to the lecturers. Other universities' lecturers' and the students' views towards burnout might also be investigated.

In the future, the causes, effects and the possible techniques and strategies to alleviate burnout at different universities may be studied as well. With more longitudinal studies, the burnout level of preparatory school lecturers who work for both foundation universities and public universities can be investigated to be able to have comparative data. Experimental studies may also be applied to find out the effects of different factors on the lecturers, preparatory schools and the learners. The variances in the Emotional Exhaustion, Depersonalization and Personal Accomplishment of lecturers may also be investigated according to different variables. MBI can be supported with other questionnaires used by some of the researchers studied burnout at different organizations other than universities.

In conclusion, by this study, the burnout levels of lecturers who work for preparatory schools of the foundation universities were studied and some notable results were found. In brief, it was found that burnout level was much lower than expected while Personal Accomplishment rates were very high. It seems that the lecturers who participated in the study are happy to be working for their present institutions and can manage minimizing the burnout risks. The results were sometimes surprising, as the older and more experienced lecturers seemed to be safer. Another noteworthy issue was that the students seemed to be one of the most effective factors that lead to burnout. In this study, it was also realized that the

institutions themselves should also take some precautions in order not to lose stronger, more energetic and promising young lecturers. It is also revealed that this kind of a study may be extended to the investigation of burnout to the other departments of the foundation and public universities.

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APPENDIX 1 MASLACH BURNOUT INVENTORY QUESTIONNAIRE

Rate each of the 25 questions according to the following scale:

1 = never,   2 = rarely,   3 = sometimes,   4 = often,   5 = always

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

APPENDIX 2 ITEM FACTOR LOADINGS FOR THE MASLACH BURNOUT INVENTORY

Appendix 2.1 Emotional Exhaustion Scale

I feel emotionally drained from my work.

I feel used up at the end of the workday.

I feel fatigued when I get up in the morning and have to face another day on the job.

Working with people all day is really a strain for me.

I feel burned out from my work.

I feel frustrated by my job.

I feel I'm working too hard on my job.

Working with people directly puts too much stress on me.

I feel like I'm at the end of my rope.

Appendix 2.2 Personal Accomplishment Scale

I can easily understand how my recipients feel about things.

I deal very effectively with the problems of my recipients.

I feel I'm positively influencing other people's lives through my work.

I feel very energetic.

I can easily create a relaxed atmosphere with my recipients.

I feel exhilarated after working closely with my recipients.

I have accomplished many worthwhile things in this job.

In my work, I deal with emotional problems very calmly.

Appendix 2.3 Depersonalization Scale

I feel I treat some recipients as if they were impersonal 'objects'.

I've become more callous toward people since I took this job.

I worry that this job is hardening me emotionally.

I don't really care what happens to some recipients.

I feel recipients blame me for some of their problems.

Appendix 2.4 Involvement [Optional items (fourth factor)] Scale

I feel similar to my recipients in many ways.

I feel personally involved with my recipients' problems.

I feel uncomfortable about the way I have treated some recipients.

APPENDIX 3 OPEN ENDED INTERVIEW QUESTIONS

1. Do you feel at times unsuccessful? When?

   _____

   _____

   _____

2. What specifically causes you to feel physically or mentally exhausted at the moment of teaching?

   _____

   _____

   _____

3. What are the most important motives that make you continue teaching? [What gives you the urge to continue teaching?]

   _____

   _____

   _____

   _____

4. What do you do in order to deal with your possible loss of concentration, exhaustion or boredom?

   _____

   _____

   _____

   _____

5. How successful are the methods you apply in order to cope with these problems?

   _____

   _____

   _____

<div align="center">**CURRICULUM VITAE**</div>

PERSONAL

NAME   : Lokman Çetin Güven

PLACE & DATE OF BİRTH : Tortum 02 / 12 / 1964

MARITAL STATUS   : Married with two children

ADDRESS   : 4. Etap 1. Kısım L-16 D-13 Başakşehir İstanbul

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PRESENT POST   : ELT Instructor, Kadir Has University

PROFFESSIONAL EXPERIENCE

01/10/2004 – Present   Kadir Has University, ELT instructor, Reading Group
                               Coordinator, responsible for IELTS, TOEFL exams.

01/10/2005 – Present Consultant, Foundation Elit Gençler College (Foreign Languages
                               Department)

01/8/2007 – 31/7/2008 Founded New York Alfred University İstanbul Branch Preparatory
                               School and Acted as the head consultant.

01/9/1998 – 31/9/2004 İstanbul Kültür University ELT instructor, taught prep classes all
                               four skills and main course, taught translation and ESP to degree
                               classes using the book prepared by myself.

01/9/1996 – 31/9/1998 Head of English Department at Özel Beykent College.

April 1992 – 31/8/2005 Head of English Language Courses, Course designer, ELT teacher
                               at Marmara University N.S.Eğ.Vakfı.

01/9/1995 – 31/8/1996 ELT instructor at Beykent İleri Eğitim Kurumları Liverpool John
                               Moores University Programmes. (Writing module leader).

01/01/1995 – 31/8/1995 Head of Özel Tercüman College International Language Centre.
                               Course designer.

13/4/1992 – 30/01/1995 ELT teacher at Özel Tercüman College. Senior prep classes
                                coordinator. Course designer, Reading/Writing module leader.

01/4/1991 – 13/3/1992 Head of System Language Centre (ran the courses, taught all four
                               skills and main course, and prepared students for TOEFL
                               examinations).

01/9/1987 – 01/12/1989 ELT teacher at Özel Tercüman College (joined the army).

EDUCATION

2011   : MA, Kafkas University İngiliz Dili ve Edebiyatı Bölümü.

1986   : Atatürk Üniversitesi Eğitim Fakültesi İngiliz Dili Eğitimi Ana Bilim Dalı.

RESPONSIBILITIES TAKEN:

Lokman Çetin Güven has so far...

➢ taught TOEFL, IELTS, FCE, CAE, Proficiency, KPDS, ÜDS type of exams.

➢ taught English since 1986 both in the classroom in schools, companies, factories and privately to learners at all age groups and at all levels, using many different course books and textbooks,

➢ prepared Grammar, Reading, Writing, Communication Skills booklets and Self Study files

➢ given and assessed numerous placement and progress tests, exams and quizzes,

➢ translated native speakers at the seminars/conferences attended,

➢ founded and acted as the consultant of various prep schools or department,

➢ managed, as Director, English language courses with up to 25 teachers, 15 of whom being native English teachers, and 10 other administrative members on their staffs; and as Head of English Department of a university weekend course, which has entailed ...

▪ making, keeping and updating administrative and personnel files

▪ designing and implementing syllabi; scheduling courses; making up and carrying out time-tables, and yearly, monthly, weekly and daily teaching plans

▪ handling student applications and placing them into appropriate levels of classes through exams and interviews

▪ writing progress reports on students' levels of English

▪ contacting company managers to ensure education to their personnel on or off the school premises

▪ organising and co-ordinating native English and other teachers to teach at Turkish state schools

▪ making sure native English teachers' lodgings are well-maintained and -furnished

▪ handling monetary affairs of the above schools

▪ supervising personnel and observing teachers in class to ensure the utmost performance and teaching quality.