

**BURNOUT LEVELS OF EFL INSTRUCTORS IN RELATION TO  
ORGANIZATIONAL CONTEXT**

**Melih KAZIMLAR**

**JUNE 2015**

**BURNOUT LEVELS OF EFL INSTRUCTORS IN RELATION TO  
ORGANIZATIONAL CONTEXT**

**A THESIS SUBMITTED TO THE  
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES  
OF  
BAHÇEŞEHİR UNIVERSITY**

**BY**

**Melih KAZIMLAR**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR  
THE DEGREE OF MASTER OF ARTS  
IN THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**JUNE 2015**

Approval of the Graduate School of Educational Sciences



Assist. Prof. Sinem VATANARTIRAN

Director

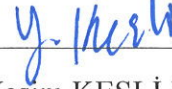
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Assist. Prof. Enisa MEDE

Coordinator

This is to certify that we have read this thesis and that in our opinion it is fully  
adequate, in scope and quality, as a thesis for the degree of Master of Arts.



Assist. Prof. Yeşim KEŞLİ DOLLAR

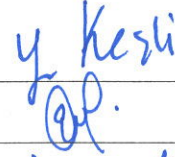
Supervisor

**Examining Committee Members**

Assist. Prof. Yeşim Keşli DOLLAR Bahçeşehir University

Assist. Prof. Enisa MEDE Bahçeşehir University

Assist. Prof. Aynur KESEN Istanbul Commerce University



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Name, Last Name: Melih KAZIMLAR

Signature:

## **ABSTRACT**

### **BURNOUT LEVELS OF EFL INSTRUCTORS IN RELATION TO ORGANIZATIONAL CONTEXT**

Kazımlar, Melih

Master's Thesis, Master's Program in English Language Education

Supervisor: Assist. Prof. Yeşim KEŞLİ DOLLAR

June 2015, 99 pages

The purpose of this study is to investigate the burnout levels of EFL instructors at foundation universities in Istanbul, and also, explore whether there are any differences between low and high burnout EFL instructors in terms of their organizational context. A sample of eighty-one EFL instructors participated in this study. The quantitative data were obtained through MBI-ES and AWS questionnaires while the qualitative data were collected from semi-structured interviews administered to eighteen volunteer instructors. The findings of the study showed that most of the instructors had moderate and high levels of emotional exhaustion, depersonalization, and only a quarter of participants had higher sense of personal accomplishment. On the other hand, EFL instructors who reported high levels of burnout had a significantly more negative perception of the organizational environment they worked in. Different dimensions of burnout affected different domains of work environment.

Keywords: Burnout, Teacher Burnout, English as a Foreign Language (EFL), EFL Instructors, MBI-ES, AWS

## ÖZ

### ÖRGÜTSEL BAĞLAMDA İNGİLİZCE OKUTMANLARININ TÜKENMİŞLİK SEVİYELERİ

Kazımlar, Melih

Yüksek Lisans, İngiliz Dili Eğitimi Yüksek Lisans Programı

Tez Yöneticisi: Yrd. Doç. Dr. Yeşim KEŞLİ DOLLAR

Haziran 2015, 99 sayfa

Bu çalışmanın amacı, İstanbul'daki vakıf üniversitelerinde çalışan İngilizce okutmanlarının tükenmişlik düzeylerini incelemek ve aynı zamanda, düşük ve yüksek tükenmişlik gösteren İngilizce okutmanları arasında örgütsel bağlamda herhangi bir fark olup olmadığını araştırmaktır. Seksen bir İngilizce okutmanı bu çalışmaya katılmıştır. Nitel veriler on sekiz gönüllü okutmana uygulanan yarı yapılandırılmış görüşmeler ile toplanmış, nicel veriler ise MBI-ES ve AWS anketleriyle elde edilmiştir. Çalışmanın bulguları öğretmenlerin çoğunun orta ve yüksek düzeyde duygusal tükenme, duyarsızlaşmadan etkilendiğini ve katılımcıların sadece dörtte birinin kişisel başarı hislerinin yüksek olduğunu göstermiştir. Öte yandan, tükenmişlik düzeyi yüksek olan İngilizce okutmanlarının örgütsel ortamlarına karşı daha negatif bir tutum sergiledikleri saptanmıştır. Tükenmişliğin farklı boyutları çalışma ortamının farklı alanlarını etkilemiştir.

Anahtar kelimeler: Tükenmişlik, Öğretmen Tükenmişliği, Yabancı Dil olarak İngilizce (EFL), İngilizce Okutmanları, MBI-ES, AWS

## **ACKNOWLEDGEMENTS**

I would like to express my sincere gratitude to those who have helped me, in some way or another, in completing this thesis.

I would like to thank my supervisor, Assist. Prof. YeşimKeşli Dollar, for her positive attitude, encouragement, constant support and immediate feedback along the process of writing this thesis. Her contributions made it possible for me to complete this thesis.

My special thanks go to EFL instructors who participated in this study. I would like to thank to them for their time for the data collection process.

My sincere thanks go to my dear friends who have encouraged and helped me with their positive comments and never-ending support.

Last but not least, I would like to thank my family who have always been there for me and love me unconditionally.

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## **Chapter 1: Introduction**

This chapter, first, gives an overview of this study stating that burnout might be common among EFL instructors and it has negative effects on teachers' wellbeing. Teachers' wellbeing in turn can also affect how effectively teachers carry out their daily tasks including the actual teaching they do in their classrooms. The chapter also points out that teachersexperience burnout in different ways. Later,the chapter gives the theoretical framework where dimensions of burnout discussed. Following that, purpose of the study, research questions and significance of the study are mentioned. Finally, some key terms that are used in this study are explained in this chapter.

### **1.1 Overview**

With the rise in the number of new state and foundation universities and departments where the medium of education is English, more English instructors are being hired and teach at these universities' preparatory schools in Turkey. Given the role of English as an international language and its necessity for students to survive in their departments, it is crucial for these universities to provide good opportunities for thestudents to learn the language.

Every academic year, a lot of vacant positions for English instructors at universities' preparatory departments are announced through Council of Higher Education website and some universities announce that they need even up to 20 English instructors at a time. Hundreds of English instructors are hired every year. This shows how important it is for these universities to find qualified instructors for their preparatory departments. Moreover, some universities announce new vacant positions twice or three times in an academic year. One reason leading to this is that as more students are registered to universities, more instructors are needed to meet the need for increasing number of new classes. Another reason is that there is a high turnover rate in preparatory schools, especially at foundation universities. Newly hired and relatively less experienced teachers tend to leave or changetheir jobs for some reasons such as academic career and going

abroad for educational purposes. This continuous change in teaching personnel poses some problems for preparatory schools at foundation universities. First of all, it is problematic to recruit new instructors, especially in the middle of an academic year, through the permission of Council of Higher Education because it is a long procedure that takes two or three months and there isn't enough time to do this when there are extra classes and insufficient number of instructors. As a solution to this problem, part-time instructors are hired. Secondly, it takes some time for these new teachers to get used to the system. As they are recruited late, they don't generally have a proper orientation program which results in inefficient use of sources. Therefore, it is essential for universities to keep their teachers *happy* so that they continue to work at the same institution.

In my small talks with preparatory schools instructors from different universities, I have realized that although many of instructors have been teaching three or four years at preparatory schools, they suffer from kind of *unhappiness and tiredness* in their work environments for various reasons. Because of these feelings, some seemed not to enjoy what they are doing at work and some even decided to leave their current jobs even if they haven't found a new one yet. Moreover, these instructors reacted the same problems in different ways. For instance, while some instructors were really disappointed by a decision made by a coordinator, others didn't feel that much exhaustion by the same decision. In fact, all these instructors reacted to the same thing very differently.

On the other hand, some of the instructors from other universities seemed quite happy and pleased with their work environment. I also realized that the universities these instructors work at has a stable and more experienced academic staff compared to other universities where the instructors feel *unhappy and tired*.

Experiencing these similar feelings by myself, I felt the urge to explore the underlying problems causing teachers to feel unhappy and tired. In fact, these *unhappy and tired* instructors were suffering from burnout. It wasn't difficult to understand that they go about their daily tasks with little enthusiasm, they dread going to work and some of them even believed what they do was of little use to the

students. Everyone had similar feelings to some degree. Some were just seemed more desperate.

It was also amazing to see how different the comments of teachers working at different universities were. Some of them were quite happy, some of them were not. Moreover, their reasons for happiness and unhappiness were diverse.

Some reasons told by these teachers were student profile, stressful work environment, financial opportunities, basic needs such as free lunch and off-times during the week, unequal distribution of workload, absence of substitute teachers, and not having a say in new policies of administration when decisions are made about instructors.

All these instructors had different opinions on how they actually burned out. However, the reasons for the burnout experienced by instructors showed some differences in themselves and other universities. On one hand, every instructor was different and their reaction was different. On the other hand, each university had its own policy, thus its advantages and disadvantages for teachers.

The reasons mentioned above led me to carry out this research. Finding out the burnout levels of instructors, and the relationship between burnout levels and work related areas are the aims of this research. All in all, teachers' wellbeing and institutional policies at a university can play an important role in the quality of education provided to the students. Improving teachers' work conditions can contribute student learning, as well.

## **1.2 Theoretical Framework**

Accomplishing what is expected to do in a job is a necessity for every employee and doing this in an efficient way is the preferable path. One needs to be eager to work, have the energy, and a fresh mind to do what needs to be done. Like any other job, this is true for teachers, too. However, this is not always the case. In point of fact, teaching is a stressful profession (Borg & Riding, 1991; Travers & Cooper, 1996). High levels of exhaustion and cynicism exist in teachers when compared to other professions (Maslach, Jackson, & Leiter, 1996; Schaufeli & Enzmann, 1998).

When teachers are exposed to stressful conditions for a long period of time, this chronic stress results in burnout. Teachers who suffer from burnout may have difficulty in managing their tasks time to time. The term “burnout” in social sciences was first coined by Freudenberger. Referring to dictionary definition, he described burnout as “to fail, wear out, or become exhausted by making excessive demands on energy, strength, or resources” (Freudenberger, 1974, p. 159). Cherniss (1980) defined burnout as a response to chronic difficulty in dealing with stress. As a catchy metaphor for the draining of energy, burnout refers to the smothering of a fire or the extinguishing of a candle. It implies that once fire was burning but the fire cannot continue burning brightly unless there are sufficient resources that keep being replenished (Schaufeli, Leiter, & Maslach, 2009). Teaching is a socially demanding job where teachers deal with people (e.g., students, colleagues, management, and parents) on a daily basis and interact with these people face-to-face so teachers are also vulnerable to burnout. Burnout is a work-related syndrome, and stems from an individual’s perception of a significant discrepancy between effort (input) and reward (output), and this perception is being influenced by individual, organizational, and social factors. It occurs most often in those who work face to face with troubled and needy clients (Farber, 1991). Therefore, teachers also need to be cared for so that they keep shining and lighting up their students’ minds throughout their teaching careers.

Being a multidimensional phenomenon, burnout is a syndrome consisting of emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Jackson, 1981; Maslach et. al., 1996). People who suffer from *emotional exhaustion* feel overwhelmed and they are emotionally drained. *Depersonalization* is characterized as withdrawing from others and becoming negative. Feeling a lack of accomplishment and that one’s work is not successfully achieved is defined as *reduced personal accomplishment* (Maslach & Jackson, 1981).

Since teaching profession is excessively demanding, requires effective communication, and leads one to suffer from emotional burnout, it is acknowledged as one of the professions with a great likelihood of burnout (Seferoğlu, Yıldız, & Yücel, 2014). Therefore, the three aspects of burnout is closely related to a teacher’s psychological and physical well-being, perceptions of their job, and how they deal with it.

It is necessary to maintain teacher's well-being so that they can provide students a good learning environment. Consequently, teacher burnout in relation to work areas is an important matter that needs to be taken into account.

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

As teaching is stressful in its nature and it is a profession where teachers need to deal with several other people (e.g., students, parents, administration) on a daily basis, teacher burnout is quite likely. Organizational context (e.g., decisions made by administration, relationship between colleagues) also affects the way how teachers perceive their work. Unfair decisions made by administration, for example, may be a cause for burnout. Therefore, it is crucial that teacher burnout is explored in a contextual perspective, where not only the burnout levels of teachers should be investigated but also the work related reasons and their perceptions by teachers need to be explored for a better understanding of EFL teachers' working conditions.

### **1.4 Purpose of the Study**

The main aims of this study are to find out level of job burnout perceived by EFL instructors working at preparatory schools and its relation to organizational context according to a job-person match/mismatch model. Therefore, the study aims at exploring the difference between EFL instructors with low and high burnout in terms of work related areas. In short, the purpose of this study is twofold:

1. explore the burnout levels of EFL instructors working at foundation universities
2. explore if there is a significant difference between EFL instructors experiencing high burnout and EFL instructors experiencing low burnout in terms of each three dimension of burnout and the six areas of worklife. In addition, the study also aims to explore the reasons behind this difference.

### **1.5 Research Questions**

In the light of above discussion, this study aims to find the answers for these research questions:

1. To what extend is the level of job burnout perceived by EFL instructors?



2. Is there a significant difference between EFL instructors experiencing high and EFL instructors experiencing low burnout in terms of (each three dimensions of) burnout and (the six areas of) worklife? If so, what might be the reasons behind this difference?

## **1.6 Significance of the Study**

Teachers constitute the core component in an educational system. They are the ones who are affected by governmental policy changes, school administration decisions, and other work related issues. All these changes affect how teachers perceive their work environment and their role in the educational system. Therefore, their psychological and physical well-being are of great importance. All in all, they are the ones “in” the classroom and do the “actual” teaching. They act as a facilitator, they are the provider of information, and they are the role model. Even these a few roles of the teachers mentioned here signify their crucial effects on student learning.

Like any other human beings, teachers also feel down (e.g., feel stressful) and come to the point of giving up (e.g., quitting the job because feeling burned out) time to time. In fact, their well-being is tied to different factors. Therefore, this study will contribute the literature by investigating the burnout experienced by teachers along with its causes. Both individual and organizational factors mediate stress and burnout. However, according to Bryne (1991), though individual factors may vary and change from person to person, organizational factors contribute to teacher stress at all levels of the education system. Pines (1993) also argued that individuals who expect to derive a sense of significance from work are more susceptible to burnout and people who don't have such expectations would experience job stress instead of burnout. Consequently, organizational factors causing burnout has been studied. However, Leiter and Maslach (1999) stated the need for another model for organizational research as follows:

There is no generally accepted model of the workplace to complement the three factor model of the burnout experience. The absence of a generally accepted organizational model inhibits theory development. It results in a research agenda that is repetitive [...] A strong widely applicable model of burnout's organizational context is necessary to guide a coherent and effective research agenda. (p.473)

Based on this, they offered job-person mismatch model. Leiter and Maslach (1999) argued that in terms of job-person mismatch model, a chronic imbalance between job characteristics (e.g., demands) and employee characteristics (e.g., needs) results in burnout (Maslach & Leiter, 1997). When expectations of a person and the actual work environment (reality) differ, a gap is formed between the employee and the work itself. Hence, new theoretical framework for burnout research entails integration of both individual and situational factors for the understanding of burnout (Maslach, Schaufeli, & Leiter, 2001). As burnout doesn't emerge from a single reason, a structured approach to organizational predictors of job burnout will be utilized in this research. Leiter and Maslach (2004) identified six domains of worklife, namely, workload, control, reward, community, fairness, and values. If an employee has a perceived mismatch on one or more areas of worklife, it means that s/he is likely to suffer from burnout as a result of these mismatches. Given that, this study will contribute the organizational research on burnout literature by making use of this recent view of contextual examination of burnout and the six domains of worklife.

Apart from exploring burnout levels and causes of EFL instructors, it is also crucial to prevent related problems of burnout in the first place. Maslach and Goldberg (1998) explained that unpleasant and dysfunctional conditions that originate from burnout is what both individuals and organizations would like to change (as cited in Maslach & Leiter, 2008, p.498) Therefore, this study also suggests some prevention ideas in line with the findings of the study.

### **1.7 Operational Definitions of Key Terms**

**EFL:** Abbreviation for English as a Foreign Language.

**EFL Instructors:** In the scope of this study, "EFL instructors" refers to English teachers who work at preparatory schools of foundation universities. The word "teachers" was also used to refer to EFL instructors in results and discussion chapters.

**Work Environment:** In the results section, work environment only refers to physical conditions of instructors' workplace (e.g., offices) and the location of their school.

**Professional Development:** Professional development refers to activities that contribute to teachers' learning of their profession and are provided by their institutions through teacher development units.

## Chapter 2: Literature Overview

### 2.1 Overview

In this chapter the following will be presented to provide the theoretical framework regarding this study: The burnout phenomenon and its dimensions, engagement as an anti-thesis of burnout, teacher burnout and related personal and work areas affecting teacher burnout. Later, burnout studies in general and teacher burnout studies in Turkey will be reviewed.

### 2.2 Burnout

Rapidly changing and more demanding work environment accompanied by the technological changes lead to more job stress. When it is an unresolved and consistent situation and there is a mismatch between the job and the individual, the probable result is burnout. Burnout is both related to physical and mental health. In point of fact, it is linked with major adverse health effects for people who suffer from it (Cordes & Dougherty, 1993). People who suffer from burnout develops negative job attitudes, poor professional self-concept, and low emphatic concern for clients (Maslach & Pines, 1984). Therefore, it affects job performance and results in less effective practice of work. As a consequence, burnout deteriorates the relationship with other people at work. Therefore, it is crucial that this syndrome to be investigated so that it is understood clearly, and necessary actions are taken against this syndrome. A better understanding of burnout syndrome would help institutions and it could also suggest prevention ideas to solve the related problems before they happen.

**2.2.1 Definition.** Many definitions of burnout have been made since its first use in social sciences by the researcher Freudenberger in 1970s. Freudenberger(1974, 1975) argued that as a result of long-term stress in life and work, people (especially, human services personnel) suffer from physical, emotional, and mental exhaustion, which in turn results in burnout. Other researchers who worked on burnout also proposed different models for the phenomenon. For instance,

Cherniss (1980, 1995) defined burnout as a transactional process in three stages originating from stress: First, the person experiences an imbalance between the demands and his available resources; second this imbalance causes him to react emotionally (e.g., feelings of anxiety, tension, fatigue and mental exhaustion); and as a result, the individual shows changes in his attitude and behavior to work (e.g., disengagement from the job and becoming cynical). Some researchers like Pearlman and Hartman, on the other hand, took personal and organizational factors into consideration when examining burnout. According to Pearlman and Hartman (1982), personal or organizational factors may result in burnout when there are differences between perceived demands and the perceived resources between these two factors.

Another aspect of burnout that needs to be taken into account is its social nature where people have to communicate with others to carry out their work related duties. Accordingly, with respect to the idea that burnout occurs in jobs which consist of human interactions, burnout was defined as “the result of repeated emotional pressure associated with an intense involvement with people over long periods of time” (Pines, Aranson, & Kafry, 1981, p.15).

Apart from different types of models on burnout mentioned above, multidimensional theory of burnout by Maslach and Jackson (1981) is the most common theoretical framework of burnout research. Although there are some opposing ideas against it, Maslach Burnout Inventory (MBI) (Maslach & Jackson, 1981) dominated the field and it was used in 93 percent of the journal articles and dissertations by the end of 1990s (Schaufeli & Enzmann, 1998). Researchers who criticized this three dimensional model of burnout argue that constructs like MBI, which emerged from inductively from factor analysis, are inferior to constructs that are derived from theoretical framework (Schaufeli et al., 2009). However, Schaufeli et al. (2009) asserts that:

This criticism ignores the iterative process through which Maslach and her colleagues developed the MBI through extensive, in depth interviews (Maslach & Schaufeli, 1993). This conceptual work produced items reflecting a three-dimensional construct that was confirmed statistically. (p. 211)

Another reason why multidimensional framework of burnout has been used in the literature is that this framework provides a context-related conceptualization of

burnout. Schaufeli et al. (2009) argue that a generic, context-free definition of burnout (e.g., at work or outside work) restricts its scope and levels it down to exhaustion component. They provide the example of a retired person: This person can also have feelings of exhaustion but it is impossible to identify the reason why this retired person should feel cynical or inefficacious (the other two dimensions of burnout). What makes a person experience burnout is three dimensions of burnout resulting from the work context.

In accordance with the ideas on the multidimensional nature of burnout mentioned above, burnout was defined as “a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with people in some capacity” (Maslach et. al., 1996, p. 4). Therefore, three dimensions of burnout was presented in multidimensional model: Emotional exhaustion, depersonalization and personal accomplishment.

**2.2.2 Dimensions of burnout.** Job burnout is “a psychological syndrome in response to chronic interpersonal stressors on the job”(Maslach, Schaufeli, & Leiter, 2001, p.399)and three key dimensions of this response are “an overwhelming exhaustion, feelings of cynicism and detachment from the job, and a sense of ineffectiveness and lack of accomplishment” (Maslach et. al., 2001, p. 399).

First dimension of burnout is exhaustion. It embodies “the basic individual stress dimension of burnout” (Maslach et. al., 2001, p. 399). It represents feelings of being emotionally overextended and exhausted by one's contact with other people and depleted of one's emotional and physical resources(Maslach & Jackson, 1981). Thus, demands by other people are also related to emotional exhaustion.

Second dimension of burnout is depersonalization (cynicism). Depersonalization is a form of defensive behavior and it occurs when people want to escape from an unwanted demand or a perceived threat (Ashforth & Lee, 1990). It represents “the interpersonal context dimension of burnout” (Maslach et. al., 2001, p. 399). It is the perception of the others by the individual (Maslach, 1993). The individual treats others as objects and shows detached attitudes towards them (instead of seeing them as real people) so that he can compensate the lack of emotional energy(Maslach, 1982).

Reduced personal accomplishment is the dimension which is related to the “individual’s self-evaluation” (Maslach et. al., 2001, p. 399). When the individual isn’t satisfied with his competence and achievement in the job and perceives what he does is insufficient or ineffective, he starts to feel low personal accomplishment (Byrne, 1991; Maslach & Jackson, 1981).

## **2.3 Engagement**

Engagement was proposed as an antithesis of burnout (Maslach & Leiter, 1997). Thus, the multidimensional model of burnout now also includes the other end of the continuum: Engagement (Leiter & Maslach, 1998).

**2.3.1 Definition.** A number of researchers defined engagement in different ways. Schaufeli (2013) stated “everyday connotations of engagement refer to involvement, commitment, passion, enthusiasm, absorption, focused effort, zeal, dedication, and energy” (p. 1). Leiter and Maslach (1998) defined engagement as “an energetic state of involvement with personally fulfilling activities that enhance one’s sense of professional efficacy” (p.498).

On the other hand, engagement was also defined as “a positive, fulfilling, work-related state of mind, characterized by vigor, dedication, and absorption” (Schaufeli, Salanova, Gonzalez–Romá, & Bakker, 2002, p. 74).

Schaufeli, Bakker, and Salanova (2006) identified vigor, dedication and absorption as follows:

Vigor is characterized by high levels of energy and mental resilience while working, the willingness to invest effort in one’s work, and persistence even in the face of difficulties. Dedication refers to being strongly involved in one’s work and experiencing a sense of significance, enthusiasm, inspiration, pride, and challenge. Finally, absorption is characterized by being fully concentrated and happily engrossed in one’s work, whereby time passes quickly and one has difficulties with detaching oneself from work. (p. 702)

**2.3.2 Dimensions of engagement.** Leiter and Maslach (1998) argued that engagement represents employees’ energy, vigor and resilience towards their work, so the construct can be used as a desired goal in burnout interventions. All in all, employees’ involvement in their work, and feelings of efficacy and success while doing their jobs are favorable for a better work environment. Therefore, Leiter and Maslach (2005) suggested that psychological relationships to work can be seen as a

continuum between burnout and engagement, burnout representing the negative endpoint and engagement representing the positive endpoint in terms of people's experience with their jobs. These interrelated dimensions in this continuum are exhaustion – *energy*, cynicism – *involvement*, and inefficacy – *efficacy / effectiveness*.

## **2.4 Distinguishing Features of Burnout from Other Psychological Constructs**

Pragmatic needs led to the emergence of burnout phenomenon, so the related research literature has developed various theoretical perspectives, which raised questions on burnout whether it is a distinct concept (Maslach, 1999). Thus, burnout needs to be distinguished from other psychological constructs such as stress, fatigue, depression, and job satisfaction.

Burnout can be distinguished from stress (with respect to time), and from depression and satisfaction (with respect to domain). Burnout is a long term process and exposure to prolonged chronic job stressors resulting in emotional exhaustion, depersonalization and reduced personal accomplishment, on the contrary, stress is an adaptation process that is temporary (Schaufeli & Maslach, 1993). Successful completion of adaptation process refers to stress and a breakdown in this process results in burnout (Maslach, 1999).

Fatigue is also a distinctive construct from burnout. Pines (1993) asserts that physical fatigue is usually connected to feelings of accomplishment and success, after the feeling of fatigue vanishes, one gets better. However, a person suffering from burnout has a deep sense of failure.

As for depression, it has been argued that “a real depression is characterized by a generalization of the person's symptoms across all situations”(Schaufeli & Maslach, 1993, p. 10) and it may originate from any domain of life but burnout is more specific to job related situations (Schaufeli & Maslach, 1993). Job satisfaction, on the other hand, has been found to be weakly correlated with personal accomplishment, which makes it distinctive from burnout because burnout is a multi-dimensional model (Schaufeli & Maslach, 1993).



## 2.5 Teacher Burnout

Maslach and Leiter (1999) argue that like other human service professions, teaching also shares a close relationship with recipients (e.g., students) but teaching differs in terms of its relationship with recipients: While other professions have a more individual focus, teaching constitutes a relationship between a classroom where teachers need to deal with different students at the same time. Moreover, school realities are also related to teacher burnout. For instance, Lavian (2012) found that teachers started their jobs with idealistic beliefs, a faith in their own abilities, and a willingness to work hard, but later they became disappointed when they faced school realities. Therefore, stressful nature of teaching leads the way to burnout considering the environment where teachers have to deal with many different stressors at work (e.g., difficult classes, unsupportive administrative decisions, and parents).

Like other professions, teachers also experience dimensions of burnout. With respect to empirical evidence in teaching domain, Byrne (1999) stated that emotional exhaustion occurs first and it causes depersonalization, on the other hand, reduced personal accomplishment develops separately. Maslach and Leiter (1999) argue that this parallel development in dimensions may be the result of different factors in work environment (e.g., work overload, personal conflict, and social support). Teachers feel emotionally exhausted when their energy is drained and they think they cannot give or be useful for their students anymore (Byrne, 1994). A teacher, for example, may display emotional exhaustion when s/he is overwhelmed by excessive workload above her/his capacity. Accordingly, teachers can feel disconnected when they have a busy schedule and don't have time to discuss stressful events with colleagues or administration (Bennet & LeCompte, 1990, as cited in McCarthy, Kissen, Yadley, Wood, & Lambert, 1999) and they can be indifferent or negative towards their students or colleagues and suffer from depersonalization as a protective mechanism to remain in the field with a diminished capacity (Farber, 1998, as cited in McCarthy et al., 1999). These burned-out teachers perceive themselves less effective in their work and experience reduced personal accomplishment feeling that they are inadequate (Maslach & Jackson, 1986).

There are several causes of teacher burnout. Burke, Greenglass and Schwarzer (1996) found that multiple and contradictory roles, maintaining classroom

decorum, attending to students social and emotional well-being, meeting the conflicting expectations of parents, students, administrators, and community, disruptive students, lack of supervisor support, lack of social integration, job related self doubt, and red tape are some causes of teacher burnout. They also found that red tape and disruptive students were the strongest predictors of teacher burnout.

Teacher burnout reflects itself in different ways. Rudow (1999) mentions sickness, absence, early retirement, reduced teacher's performance, changing moods and social behavior as consequences of teacher burnout. Fatigue, sleeping disorders, depression and abuse of alcohol or drugs are some symptoms of burnout and sickness. Sickness rate, in turn, results in absence of teachers. He also points out that burnout may affect teachers' performance in a negative way (e.g., yelling at students in conflict situations, overlooking mistakes when correcting written tests). Teachers also show negative feelings such as depressive moods, dullness, or lack of drive. In a social aspect, depersonalization in teacher shows itself in teachers' relationship with others. They lack involvement, charisma, and warm emotions when dealing with students, which affects learning behaviors, motivation and student discipline. Finally, burned-out teachers tend to have an early retirement. Weisberg and Sagie (1999) also found that both physical and mental exhaustion were found positively and significantly to influence intention to leave.

**2.5.1 Factors related with teacher burnout.** Factors related with teacher burnout can be categorized as personal factors and factors related with work areas.

**2.5.1.1 Personal factors.** Personal factors involve both demographic and personality characteristics of teachers. Demographic factors are age, gender, marital status, education and teaching experience. On the other hand, locus of control, self-efficacy and self-esteem are the personality characteristics of teachers.

#### Age

The effect of age on burnout is also investigated in the literature and it was found that age correlated with dimensions of burnout. Younger teachers were found to be more emotionally exhausted compared to older teachers (Anderson and Iwanicki, 1984; Maslach et al., 1996). In terms of depersonalization and reduced personal accomplishment, Anderson and Iwanicki (1984) reported no difference in

age. However, Maslach et al. (1996) found that human service professionals experienced lower levels of personal accomplishment than their older colleagues. In contrast to this, younger school counselors and psychologists reported higher levels of burnout (Huberty & Huebner, 1988; Maslach & Jackson, 1981; Maracco et al., 1984, as cited in Wilkerson & Bellini, 2006) On the other hand, Seferoğlu et al. (2014) found that teachers between the ages 26 to 35 scored highest level of burnout.

### Gender

Byrne (1999) reports that research on gender differences produce inconsistent results except for depersonalization dimension of burnout. For instance, research among elementary and high school teachers showed that males suffer from depersonalization more than females (Anderson & Iwanicki, 1984; Burke & Greenglass, 1989; Greenglass & Burke, 1990; Cordes & Dougherty, 1993; Maslach, 1993; Maslach, et. al., 1996). As for Turkey, Seferoğlu, et al. (2014) found that male teachers received higher scores on all three dimensions of burnout. This result is similar to other studies carried out in Turkey with teachers, administrators and Turkish EFL instructors (Başol & Altay, 2009; Otacıoğlu, 2008; Öztürk, 2013).

### Teaching Experience

Impact of teaching experience has also yielded different findings in the teacher burnout literature. For example, Friedman and Lotan (1985, cited in Friedman 1991) found that burnout rose with years of experience and reached its peak between 20-24 years of experience. Anderson and Iwanicki (1984) found that teachers who are in their 13-24 years showed significantly lower levels of personal accomplishment compared to other experience groups. However, there was no significant finding for emotional exhaustion and depersonalization. On the other hand, Öztürk (2013) found no effect of teaching years on EFL instructors' burnout levels.

### Marital status

Results of burnout research on marital status are inconsistent. Maslach et al. (2001) stated that singles suffer from burnout more than married people. Russel, Altmaier, and Velzen (1987) found that married elementary male teachers reported

significantly higher scores in personal accomplishment. In regard to exhaustion and depersonalization, married teachers were less exhausted and had lower levels of depersonalization than single ones (De Heus & Diekstra, 1999). On the other hand, Maslach and Jackson (1986) and Schwab and Iwanicki (1982a) didn't find a significant effect of marital status on burnout among elementary and high school teachers.

### Locus of control

According to Rotter's (1966) social learning theory (as cited in Cadavid & Lunenburg, 1991) locus of control is a continuum ranging from internal at one extreme to external at the other and it is "the degree to which an individual perceives events to be dependent on his own behavior or as a result of luck, chance, fate or powers external to one's own conceptual realm compose the internal - external construct" (p.4). Thus, if a person considers the result of an event is because of his own actions, he is said to have an internal locus of control, on the other hand, if a person believes that the result of an event is because of chance, fate or luck, he is said to have external locus of control. Research shows that people with external locus of control tend to experience higher levels of burnout (Farber, 1991; Byrne, 1999).

### Self-efficacy

Perceived self-efficacy refers to "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). Perceived self-efficacy relates to academic performance and self-regulated learning in an educational perspective (Zimmerman, 1995). Accordingly, teacher efficacy is defined as a teacher's "judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (Armor et al., 1976; Bandura, 1977, as cited in Tschannen-Moran & Woolfolk-Hoy, 2001, p.783). Tschannen-Moran & Woolfolk-Hoy (2001) summarize the effects of teachers' sense of efficacy in different perspectives: Teachers' sense of efficacy is related to students achievement, motivation and their own self-efficacy. Teachers' self efficacy beliefs also mediate their behaviors in the classroom. Teachers who have a strong sense of self-efficacy display better planning and organization, are less critical to their students when they

make errors, and show more resilience when faced some drawbacks. They also show more enthusiams for their work and work longer with students who are struggling. It can be concluded that teachers who have higher self-efficacy is more motivated to help their students and improve themselves.

According to Cherniss (1993)teacher efficacy consists of three domains: task (the level of the teacher's skill in teaching, disciplining and motivating students), interpersonal (the teacher's ability to work harmoniously with others, particularly service recipients, colleagues and direct supervisors) and organization (the teacher's ability to influence the social and political powers of the organization).These different domains of efficacy involves stressors for teachers and these stressors may result in burnout. For instance, Chwalisz, Altmaier and Russell (1992)found that teachers perceived occupational inefficacy and job stressors affected their style of coping and this resulted in burnout. When teachers had to deal with some academic stressors (task domain), teachers with high perceived efficacy tried to solve the related problems. However, teachers with low efficacy tried to avoid problems. This kind of an withdrawal increased the effect of emotional exhaustion and depersonalization.

### Self esteem

The effect of professional self-esteem or self-concept on teacher burnout has also been investigated in the literature. Teachers' professional self-concept includes “a series of beliefs, attitudes and assumptions about aspects such as self-accomplishment in teaching, relationships with students and with other teachers, and the reinforcing value of the teaching profession” (Villa & Calvate, 2001, p.240). Teachers opinion of themselves on how well they perform their tasks is within the scope of self-esteem and burnout research.

In their study, Villa and Calvate (2001) found positive correlations between teacher self-concept subscales and psychological symptoms. For instance, the dimensions “relations with pupils”, “interpersonal perceptions”, and “satisfaction” were strongly associated with burnout components. In a transactional perspective (Lazarus, 1966, 1993, 1995, as cited in Villa & Cavalte, 2001), which puts forward

that stress takes place as a result of interaction between both person and environment, they concluded that:

Teachers with negative self-concept will perceive and assess events and circumstances affecting them in such a way that they will feel awful and even threatened by the prospect of having to go to work. On the other hand, teachers enjoying a more positive self-concept will assess events in a more favorable way and will feel better prepared to cope in adverse circumstances. (p. 250)

In another study, Friedman and Farber (1992) investigated the effect of individual (teachers' view of themselves) and social (how they think others view them) self-concepts of teachers on burnout. They found that when teachers were satisfied by their work, they felt less burnout and teachers with low self-concept (e.g., feeling less professionally competent and less satisfied with their work) were burned-out. Moreover, they stated a reciprocal process where burnout leads the way to lower self-esteem and lower self-esteem (feelings of doubt in teachers' competence) resulted in more burnout. As for social self-concept, teachers who were less likely to feel burned-out were the ones that were well regarded by people around them (e.g., students, principals, students' parents) in terms of their professional competence and satisfaction.

**2.5.1.2 Workareas related to teacher burnout.** Angerer (2003) stated that “in the past, individual and situational factors regarding burnout were considered separately” (p. 102). However, recognition of the individual's interaction with his environment is crucial for a better understanding of burnout phenomenon. Leiter and Maslach (2004) argued that to be able to understand the burnout phenomenon in a better way a job-person fit model is an appropriate framework. However, Leiter and Maslach (2004) also asserted that previous conceptualizations of job-person fit are limited when the concept is applied to burnout phenomenon. The underlying reason for this is related with the definitions of constructs and their scope in job-person fit model. First, “person” is defined in terms of “personality or accurate understanding of the job rather than in terms of emotions or motivations or stress responses”, second, “job” is defined in terms of “specific tasks, and not the larger situation and organizational context”, and finally “fit” is often presumed to “predict such outcomes as choice of job/occupation or of organization (entry issues), or adjustment to the job (newcomer issues)” (Leiter & Maslach, 2004, p. 101). Because of these limited

characterizations of job-person fit model, it was necessary to develop a new point of view in job-person fit model and the way burnout phenomenon was investigated. Additionally, as burnout is the result of chronic imbalance between job and employee characteristics (Maslach & Leiter, 1997), numerous causes of burnout exist.

In the light of above discussion, six areas of worklife has been suggested as organizational antecedents of work engagement and burnout. These organizational risk factors have been identified in research across many occupations (Maslach & Leiter, 2005; Maslach et. al., 2001; Schaufeli & Enzmann, 1998). These six areas include workload, control, reward, community, fairness and values (Leiter & Maslach, 1999; Maslach & Leiter, 1997).

Leiter and Maslach (1999) clarified this crucial relationship between the individual and these six areas of worklife as follows:

Burnout arises from chronic mismatches between people and their work setting in terms of some or all of these six areas. This is a comprehensive model that encompasses the organizational factors research has shown to be related to burnout. Although each area has implications for the other areas, each brings a distinct perspective on the interactions of people with their work settings. (p.473)

This view has two new aspects. First, it focuses on “the enduring working relationship that people have with their job”, which is “similar to the notion of psychological contract (Rousseau, 1995)” (Leiter & Maslach, 2004, p. 101). Rousseau (1995) defined psychological contract as “individual beliefs, shaped by the organization, regarding terms of an exchange agreement between individuals and their organization” (p. 9). Psychological contract is violated when a problem cannot be solved by the organization and there is a disagreement between individuals and the organization. Accordingly, “mismatches arise when the process of establishing a psychological contract leaves critical issues unresolved or when the working relationship changes to something that staff members find unacceptable” (Leiter & Maslach, 1999, p. 473).

The other new aspect of this model is that it doesn't only give one aspect that might cause a mismatch but it gives six areas of worklife that might cause mismatches in a work setting. Thus, when incongruities exist between six areas of

worklife and individuals, burnout is expected to exist, whereas congruities between these aspects and individuals are predictive of engagement (Leiter & Maslach, 2004).

Six areas of worklife and their relationship with work engagement/burnout is explained below.

### Workload

Cambridge Dictionaries Online (2015) defines work overload as “the situation in which someone has too much work to do”. With regards to burnout literature, overload is defined as the situation where job demands exceeds human limits (Schaufeli & Enzmann, 1998). Work overload can be quantitative (e.g., total number of students, class size, or teaching hours) or qualitative (e.g., demands on neglected academic skills, requirements for conflict management, or challenges in motivating students) (Maslach & Leiter, 1999). Work overload accompanied with time pressure is strongly related to exhaustion dimension of burnout (Cordes & Dougherty, 1993; Schaufeli & Enzmann, 1998) and a consistent relationship is also found in teacher burnout research (Byrne, 1999; Mazur & Lynch, 1989; Kokkinos, 2007; Skaalvik & Skaalvik, 2008). Furthermore, when teachers are faced with demands (e.g., administrative tasks) beyond their abilities, they perceive these negatively and this may have negative physical and work-related effects (Vladut & Kállay, 2011). Timms, Graham and Cottrell argued that work overload leads to a restriction of creativity in classroom, an obstacle for teachers to enhance their relationships with colleagues and it may result in the degradation of some professional abilities due to their lessened importance and application in time (as cited in Vladut & Kállay, 2011).

In contrast to these, Landsbergis found that a sustainable workload helps to refine existing skills and even enables the way to effective work in new areas of activity (as cited in Maslach & Leiter, 2008).

### Control

A second type of mismatch involves control. The demand-control job stress theory, which has identified the importance of personal control in the workplace, asserts that work overload and lack of autonomy are predictive of strain (Karasek &



Theorell, 1990). Consequently, control area includes “employees’ perceived capacity to influence decisions that affect their work, to exercise professional autonomy, and to gain access to the resources necessary to do an effective job” (Leiter & Maslach, 2004, p. 96). Two related stressors in control area are role conflict and role ambiguity. Role conflict takes place when the individual is faced with conflicting demands from different authorities or incongruent values (Leiter & Maslach, 2004). In teaching profession, for instance, a teacher might not believe in the necessity of teaching a course subject in a certain way (e.g., making use of L2 all the time in class to teach English) but s/he might be forced to do so. Role conflict has been found to be strongly associated with exhaustion dimension of burnout (Cordes & Dougherty, 1993; Maslach et. al., 1996).

Role ambiguity, on the other hand, is defined as “the lack of clarity of role expectations and the degree of uncertainty regarding the outcomes of one's role performance” (Harigopal, 1995, p. 84). Maslach and Leiter (1999) has mentioned the term “endemic uncertainty” in teacher burnout for role ambiguity. This is when teachers receive mixed messages from different sources and they can't cope with all these requests. For instance, an English teacher may feel an absence of direction in work when faced with different demands by a level coordinator and a testing office member, former demanding that a communicative approach in classes to teach English, latter putting the importance on grammar accuracy in exams. Therefore, teacher has to face a dilemma: Teaching for communicative purposes ignoring some grammar mistakes or applying controlled grammar exercises for accuracy. Role ambiguity is also linked to burnout, however, the relationship is not as consistent as role conflict (Cordes & Dougherty, 1993; Maslach et. al., 1996).

Teacher autonomy (control at the classroom level) and teacher influence (control at the school level) are also related to this area. These two are apparent when teachers have a say in decision making processes regarding their classrooms or school policies (Maslach & Leiter, 1999). Accordingly, Friedman (1991) found that in high burnout schools, teachers’ opinions weren't taken into account and teachers didn't have much control in the decisions made about school policies, contrary to this, teachers in low burnout schools contributed more to the decisions made.

### Reward

Another factor in this job-person fit model is reward. This area of work involves the extent to which rewards are consistent with the individual's expectations, and these rewards can be monetary, social or intrinsic (Leiter & Maslach, 2004). Accordingly, lack of recognition from important people in work environment devalues work and results in inefficacy (Cordes & Dougherty, 1993; Maslach et. al., 1996). The research has shown that insufficient reward leads to vulnerability in burnout (Leiter & Maslach, 2004). For instance, lack of intrinsic rewards (e.g., pride in doing something in importance and doing it well) can show a mismatch between the profession and the individual (Maslach et al., 2001). Student achievement, for instance, can be considered as intrinsic reward (Zahorik, 1987). So, if a teacher takes a pride in his students' achievement and feels a sense pleasure, it can be maintained that his intrinsic reward is satisfied in terms of student achievement. As for monetary reward, in a study with 600 American teachers, Currall et al. found that teachers' financial satisfaction is positively associated with better performance of students (as cited in Vladut & Kállay, 2011).

### Community

Community refers to "the overall quality of social interaction at work, including issues of conflict, mutual support, closeness, and the capacity to work as a team" (Maslach & Leiter, 2008, p. 500). When people have a shared sense of values (e.g., sharing praise, comfort, happiness, humor, respecting each other), they feel that they belong to a group and this helps to create social support among these people. Conversely, when a chronic and unresolved conflict exist in the community, social support lessens and this kind of conflict results in frustration and hostility (Leiter & Maslach, 2004). For instance, Hepburn and Brown (2001) argued that many school supervisory structures lack opportunities for communication and interchange and adequate support for teachers.

Supervisor, colleague, and family member social support has been the focus in burnout research (Cordes & Dougherty, 1993). When teachers lack social support in their work environment, they are vulnerable to mental health problems and low well-being (Skaalvik & Skaalvik, 2009) and to burnout (Byrne, 1999). In their study with a sample of 833 teachers at all levels within a Canadian school board, Greenglass, Burke and Konarski (1997) found that social support, mainly from

colleagues predicted decreased depersonalization and increased feelings of accomplishment. Teachers who reported high social support from their co-workers were more likely to positively assess their personal accomplishments. Schaufeli and Bakker also (2004) found that social support from colleagues is also negatively correlated to both exhaustion and depersonalization dimensions of burnout. Administrative support, on the other hand, includes teachers' perceptions of administration about discipline issues that are handled to the teachers' liking, understanding the instructional programs teachers offer, providing time and resources that teachers need, involving teachers in decision making processes, supporting teachers in parental issues, and listening to teachers' problems and suggestions (Haberman, 2005). This kind of support was found to be negatively correlated with exhaustion and depersonalization (Hakanen, Bakker, & Schaufeli, 2006).

### Fairness

Maslach and Leiter (2008) defined fairness as "the extent to which decisions at work are perceived as being fair and equitable" (p. 500). Fairness is based on the relevant research on procedural justice, equity theory and the effort-reward imbalance model (Leiter & Maslach, 2004).

According to procedural justice, individuals define fairness not only in terms of the outcomes received but also in terms of the procedures used to determine one's outcomes (Karuz & Fry, 1980, as cited in Skarlicki & Folger, 1997). Consequently, during the decision making process, people want to have an opportunity to contribute with their ideas in a respectful and polite environment where everybody's arguments are taken into consideration.

Equity theory postulates that "perceptions of equity or inequity are based on people's determination of the balance between their inputs (i.e. time, effort, and expertise) and outputs (i.e. rewards and recognition)" (Waslter et. al., 1973, as cited in Leiter & Maslach, 2004, p. 99). In line with equity theory, effort-reward imbalance model claims that "a lack of reciprocity between cost and gains, i.e., high cost – low gain condition, defines a state of emotional distress with special propensity to autonomic arousal associated strain reactions" (Bakker, Killmer,

Siegrist, & Schaufeli, 2000, p. 885). For instance, a part-time teacher working at a university preparatory school without any promotion prospects (e.g., becoming a full time teacher at the same institution) with less salary than full time teachers may experience fairness issues.

Another related area to fairness is administrative leadership. Leiter and Harvie (1997, 1998) found that when employees perceive their supervisors to be fair and supportive, they are less prone to burnout and more accepting to organizational change (cited in Leiter & Maslach, 2004).

In terms of teacher burnout and fairness, Taris, Van Horn, Schaufeli and Schreurs(2004) found that teachers' perception of unfairness regarding three types of relationship (with students, colleagues, school management) is related to emotional exhaustion.

### Values

The values area includes the “ideals and motivations that originally attracted workers to the job. It is the motivating connection between the worker and the workplace that goes beyond the utilitarian exchange of time for money or advancement” (Leiter & Maslach, 2004, p. 99). Kelchtermans & Strittmatter (1999) argued negotiation of core values and goals contribute to teachers' integration of own professional commitments to the school, so values and goals of the school should be clear to and accepted by the teachers. When the individual finds content of the job against his ethical judgement, he might feel constrained. In fact, Easthope and Easthope (2000) found that when teachers have conflicting values with regard to school, they reconsider their positions at school, which lessens their commitment and engagement (as cited in Vladut & Kállay, 2011). Accordingly, conflict in values has been found to be related to all dimensions of burnout (Leiter & Harvie, 1997).

## **2.6 Burnout Research in Turkey**

Research studies on burnout in Turkey began to appear in 1990s, mainly focusing on public sector and human services. First studies on burnout aimed to translate and test the validity and reliability of the Turkish version of Maslach Burnout Inventory (Çam, 1991, 1992, 1996b; Ergin, 1992). Ergin (1992) tested the

validity and reliability of Turkish Maslach Burnout Inventory with 297 doctors and 255 nurses, and later Çam (1992) did the same with 276 nurses. Both found that the scale was valid and reliable. Ergin also reported that women suffered more in terms of emotional exhaustion and reduced personal accomplishment. Single doctors, compared to married ones, were also reported to experience more emotional exhaustion and depersonalization.

Another recent study tested the validity and reliability of the Turkish version of Burnout Measure. In order to realize the Turkish adaptation of the Burnout Measure (BM) (Pines & Aronson, 1988) which was developed to measure the burnout levels of employees from all occupations, Çapri (2006) did a study with 876 employees from Mersin. He found the scale valid and reliable. Still, he also explained that societal and cultural structure in Turkey has been changing because of technological reasons and people have been facing different challenges and problems in their lives, for these reasons, he suggested that validation and reliability tests should be carried out every time when the measure is used in other studies.

On the other hand, Tümkaya, Çam and Çavuşoğlu (2009) investigated reliability and validity of the Turkish adaptation of the Burnout Syndrome Inventory short version (Pines, 2005) on students in non-thesis master's program and people from different professions. 233 senior student teachers from Çukurova University, The Faculty of Education (137 females and 98 males) participated in the study. The reliability and validity results were in line with the results based on the original version of the inventory.

Apart from studies mainly focusing on validity and reliability tests, research studies on managerial professional staff, psychiatrists and psychologists, and other health care service providers were also carried out in Turkey. Below, there is a selection of related research studies:

Güngör (1997) explored the effects of job stressors among managerial professional staff in a local and a multinational firm and found that gender, marital status and having a university degree didn't have an effect on burnout. However, role conflict, role ambiguity and role overload were positively related to burnout. Social support and peer support was negatively related to burnout.

Effects of demographic variables on burnout were also investigated in Turkey. Çam and Baysal (1997), for instance, studied the relationship between demographic variables and burnout among psychiatrists and psychologists. They found that women felt less depersonalized compared to men. They also found that satisfaction with work environment and job satisfaction had an effect on reducing feelings of emotional exhaustion and increasing the sense of personal accomplishment.

In contrast to Baysal's study (1997) mentioned above, researchers in another study didn't find that some demographic factors are related to burnout. In their study, Baykan, Çetinkaya, Naçar, Kaya and Işıldak (2014) examined burnout and its associated factors among 143 family physicians working in the city center of Kayseri. They did not find any relationship between the burnout scores according to gender, marital status and the presence of a diagnosed health problem, total professional years. The physicians who stated their workload and work stress increased and who were not satisfied with their working place had higher scores of emotional exhaustion, depersonalization, and total exhaustion. Fulfillment of expectations and workload was found as the two most important factors affecting motivational and total burnout scores.

In accordance with the studies by Baysal (1997) and Baykan et al. (2014), in burnout research, one of the main questions is whether individual or job related factors cause people to burnout. With regard to this question, Üst (2012) examined the level of burnout among the employees serving in accommodation business. She found that employees have been undergoing a low burnout in terms of the emotional exhaustion, depersonalization, and personal accomplishment. Moreover, rather than individual factors, job-related factors were found to be affecting the burnout level of the paradigm. Consequently, she suggested focusing on organizational measures for further research.

There are also some studies where some demographic factors were also found to be related to burnout. For example, Bostancı (2014) examined the relationship between demographic and professional factors and burnout level of dietitians working in public hospitals and found meaningful relationships between burnout age, marital status, education, having children, love of profession, working year,

appreciation by the administration and respect from other employees. However, gender and income did not have significant effect on burnout.

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

Pioneering studies on teacher burnout in Turkey began in mid-90s. These studies included elementary school teachers, high school teachers and later special education teachers. In the past decade, research has also been carried out on academic personnel, physical education teachers and instructors at universities. A selection of these studies are mentioned below:

Girgin (1995) examined teacher burnout among elementary school teachers by making use of MBI-Educators Survey and a questionnaire on personal and work-related information. According to her study, emotional and reduced personal accomplishment levels of men and women didn't differ. However, women showed lower levels of depersonalization. She also found that as teachers got older, they felt lower levels of emotional exhaustion and depersonalization but higher accomplishment in their jobs. Positive attitudes to the job, satisfaction with the work environment, support from colleagues and administrations contributed to lower levels of burnout.

Other than elementary school teachers, Baysal (1995) explored factors related to burnout among high school teachers. MBI-Educators Survey and a questionnaire on demographic and work related information were used. The findings showed that women were suffering emotional exhaustion and younger teachers experienced more emotional exhaustion and depersonalization. Teachers who chose the teaching profession because they loved it showed lower levels of burnout than those teachers who had different reasons. Besides, teachers who thought they had support from administrators and colleagues experienced low levels of burnout.

The effects of some organizational factors are examined in another research study, and this study indicates that organizational factors in schools should also be studied in relation to burnout. Accordingly, Demir (1997) explored the job stress of teachers and principals in secondary education schools. The findings showed that inadequate salaries is the most stressful factor related to job structure for both teachers and principals. Working hours and heavy workload were the second and the

third most stressful factors. In terms of structure in authority, having unfair personal evaluations, having insufficient power, inexplicit legislations, overwhelming responsibilities, lack of clarification in job description, and lack of support from administration were found as stress factors.

Number of students in a class can also be related to burnout. Akcemete, Kaner and Sucuoğlu (2001) explored the burnout levels of general education teachers and special education teachers. They found general education teachers suffered more in terms of emotional exhaustion and depersonalization. Researchers showed the overcrowded classrooms as a reason for this difference. Moreover, the research showed no effect of age and gender on teacher burnout. In another research, class size and working conditions were also studied together: Cihan (2011) investigated job burnout levels of physical education teachers working at different cities. He also compared working conditions of these teachers. He found that women felt more emotional exhaustion and less depersonalization than men. Moreover, the level of burnout of teachers who had crowded classes was higher than the ones who had less crowded classes. The social and economic situation of the city in which teachers worked also highly influenced burnout level.

Although demographic variables give some contradictory results in the burnout literature, personality characteristics have yielded more consistent results. For instance, Sünbül (2003) did a study on high school teachers by examining the relationship between burnout, locus of control, and job satisfaction. Internal Locus of Control Scale, MBI-Educators Survey and Job Satisfaction Survey were used in this study. He found that internal locus of control was positively related with low burnout and high job satisfaction. Moreover, women experienced lower depersonalization than men, and younger teachers had higher burnout.

Some recent studies also include English teachers at university level and academic personnel. With regard to this, Polatlı (2007) investigated the burnout levels of academic personnel in Gaziosmanpaşa University, to evaluate the relationship between some variables and academic personnel's burnout level. She found academic personnel reported moderate levels of emotional exhaustion and depersonalization, but high level of reduced personal accomplishment. On the other hand, Kulavuz (2006) investigated the relationship between burnout and professional



learning activities among Turkish EFL Instructors working at preparatory programs in Istanbul. She collected data through a questionnaire asking for demographic information and work environment, Turkish version of MBI-Educators Survey and the adapted version of Kwakman's inventory for participation in professional learning activities. She found that state university English prep program instructors had significantly lower sense of personal accomplishment and lower levels of participation in professional learning activities compared to private university English preparatory program instructors. Moreover, a positive correlation between personal accomplishment and participation in professional learning activities was found.

Finally, a very recent and comprehensive research in terms of its participants who were all English teachers teaching at different levels, made by Atila (2014). She examined the relationships between burnout and job satisfaction levels among English teachers working at primary, secondary and high schools affiliated to Ministry of National Education and English instructors working at state universities. She examined burnout and job satisfaction levels in terms of gender, weekly course load, experience, graduated department, average number of students per class, educational status and the length of the period in the current institution. She also examined whether the findings in these teachers differed. MBI and Minnesota Job Satisfaction and a demographical information questionnaire were used as the data collection method. She found negative correlation between burnout and job satisfaction. Teachers who had less experience, did not have a postgraduate degree, have graduated from English language teaching departments, worked in the same institution less than five years, had heavier workload and were female were likely to experience burnout more. She found no significant impact of gender, graduated department, professional experience, educational status, weekly course load and experience in the current institution on individuals' intrinsic and extrinsic job satisfaction.

These examples of teacher burnout research studies in Turkey show that university level studies compared to other levels of education are relatively few and further research can contribute to understanding of burnout among instructors and academicians. Research studies that consider job-person match to suggest prevention ideas can benefit teacher burnout research in Turkey, and to the researcher's

knowledge,there is no study in Turkey that investigated organizational factors causing teacher burnout in the view of this job-person match.

## **Chapter 3: Methodology**

### **3.1 Overview**

Starting with philosophical paradigm of the study and research design, this chapter provides information on the setting and participants. Later, it states the data collection and data analysis procedures.

### **3.2 Philosophical Paradigm**

A research design which best fits the aims of this study was a combination of both quantitative and qualitative research methods, namely a mixed methods research design. Therefore, it is necessary to mention why both types of research methods are necessary for this study and each research method needs to be explained. Creswell's (2003) explanation of qualitative and quantitative research methods is as follows and it provides a good summary how these approaches develop knowledge:

A quantitative approach is one in which the investigator primarily uses post positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data. (p.18)

As this study explored burnout levels of EFL instructors and their degree of match to their jobs, it was necessary to have statistical data to comment on whether these teachers were burned out or not and whether their views on work environment matched the actual work environment. Therefore, this study made use of predetermined measurements which yielded statistical data for the researcher to study.

On the other hand, the researcher also made use of a qualitative approach in this study. Creswell (2013) differentiates the nature of qualitative approach in terms of two different worldviews: Constructivist worldview which involves an ethnographic design and observation of behavior, and transformative worldview which involves narrative the researcher" (O'Dwyer & Bernauer, 2013, p. 153).

design and open-ended interviewing. In constructivist worldview of qualitative approach the researcher observes participants' behaviors during their engagement in activities so that he can investigate views of participants and establish the meaning of a phenomenon. This study, in contrast, made use of a transformative worldview. According to Creswell (2013), in this type of qualitative approach:

The inquirer seeks to examine an issue related to oppression of individuals. To study this, stories are collected of individual oppression using a narrative approach. Individuals are interviewed at some length to determine how they have personally experienced oppression. (p.19)

Apart from exploring the levels of burnout and mismatches between the job and teachers, this type of qualitative approach led the researcher investigate the views of instructorson mismatches in a deeper sense.

This is the point where a mixed methods approach is found to be necessary by the researcher. The aim was to provide a better understanding with the integration of qualitative and quantitative research. Creswell (2013) points out the necessity of this as follows:

The researcher bases the inquiry on the assumption that collecting diverse types of data best provides a more complete understanding of a research problem than either a qualitative and quantitative data alone. The study begins with a broad survey in order to generalize results to a population and then, in a second phase, focuses on qualitative, open-ended interviews to collect detailed views from the participants to help explain the initial quantitative survey. (p. 19)

### **3.3 Research Design**

In quantitative research there are two main research approaches: Experimental research and non-experimental research. An experimental research approach is used when the goal of the research is to examine the effect of an intervention or treatment (O'Dwyer & Bernauer, 2013). In experimental research, researcher tries to find if a specific treatment has an effect on outcome. Basically, researcher applies one treatment to a group and withholds the treatment from another group. Then, researcher looks at the results from these groups and determines how the groups scored on an outcome (Creswell, 2013). Non-experimental designs, on the other hand, are "appropriate when the goal is to examine naturally occurring attributes, behaviors, or phenomena that cannot be experimentally manipulated by

Different types of non-experimental research include descriptive research, correlational research, ex post facto research, evaluation research and survey research (Cottrell & McKenzie, 2010). In scope of this study, a non-experimental quantitative research design, namely, survey research was used. Fowler (2008) defines survey research design as follows (cited in Creswell, 2013):

Survey research provides a quantitative or numeric description of trends, attitudes or opinions of a population by studying a sample of that population. It includes cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection – with the intent of generalizing from a sample to a population. (p. 13)

This study is also cross-sectional because the data was gathered at one point in time to explore burnout levels of EFL instructors.

Aims of this study also fit for a qualitative research design. Some qualitative research involves case studies, phenomenological studies, ethnographic studies, and grounded theory studies. In this study, participants views on burnout and organizational factors leading to burnout were investigated. Therefore, it is a phenomenological study that “tries to understand a small, selected group of people’s perceptions, understandings, and beliefs concerning a particular situation or event” (Cottrell & McKenzie, 2010, p. 10).

### **3.4 Setting**

The study was carried out with EFL instructors employed at English preparatory programs at five foundation universities in Istanbul, in 2014-2015 academic year. University English preparatory programs offer one year intensive English teaching program. Students are placed according to their levels in these programs after taking a placement test in the beginning of each academic year. It is aimed that after completing these programs, students will be able to follow their courses at their departments, as classes at their respective departments are held in English.

The medium of teaching at these five universities is English. English proficiency examinations and other achievement tests (e.g., grammar quizzes, vocabulary quizzes, and writing quizzes) during the academic year determine

whether students can pass preparatory schools and start studying in their departments.

These five foundation universities have a modular system which generally lasts seven weeks where students try to pass each level and finally take an achievement test or a final exam in their last level. Teachers at these universities generally work 20 hours a week.

### **3.5 Participants**

The sample in this study consisted of 81 EFL instructors working at English preparatory programs at five different foundation universities in Istanbul in 2014-2015 academic year. These instructors taught English to students at preparatory schools.

Table 3.1 shows the distribution of 81 respondents: 22 were male (27.2%), 59 (72.8 %) were female. Age of participants ranged from 24 to 51. The participants whose age ranged from 24-30 constituted the largest group (64.2 %), on the other hand, the ones over forty constituted the smallest group (8.6 %). 41 of the instructors who participated in the study had up to 5 years of total teaching experience, whereas, 25 of them had 6 to 10 years, 8 of them had 11 to 15 years, 4 of them 16 to 20 years and 3 were involved in teaching over 20 years. As for the number of teaching years at current university, 88.9 % of instructors constituted the largest group with 1 to 5 years, whereas, 1.2 % of them who had 16 to 20 years teaching experience at current university constituted the smallest group. 7.4 % of the sample worked between 6 and 10 years, 2.5 % of the sample worked between 11 and 15 years.

18 instructors also volunteered to take part in semi-structured interviews. Of the 18 instructors, 4 were male and 14 were female. The ages of the interviewees ranged from 27 to 41 with an average of 30.7 and the range of their total teaching experience was 2 to 17 with an average of 4.6 years of experience. On average, they have been teaching at their current schools for 2.7 years.

Table 3.1

*Overview of the Participants*

Categories		F	%
Age	24-30	52	64.2
	31-35	13	16
	36-40	9	11.1
	Over 40	7	8.6
Gender	Female	22	27.2
	Male	59	72.8
Work Status	Full-time	73	90.1
	Part-time	8	9.9
Number of Years Worked in Total	1-5	41	50.6
	6-10	25	30.9
	11-15	8	9.9
	16-20	4	4.9
	Over 20	3	3.7
Number of Years Worked in Current University	1-5	72	88.9
	6-10	6	7.4
	11-15	2	2.5
	16-20	1	1.2
	Over 20	0	0
Educational Background	B.A	17	21
	M.A in progress	34	42
	M.A	23	28.4
	Ph.D. in progress	6	7.4
	Ph.D.	1	1.2
Extra Job Responsibilities	Yes	12	14.8
	No	69	85.2
Total		81	100

**3.6 Procedure**

Related procedures of the study are explained in this section.

**3.6.1 Sampling.** Weathington, Cunningham, and Pittenger (2010) defines a sampling population as consisting of “an accessible group of people who share the same characteristics as the target population” (p. 199). Sampling is categorized as probability (use of different forms of random selection from the population) and nonprobability sampling (choosing participants at researcher’s convenience). This study made use of a type of nonprobability sampling, namely convenience sampling.

Convenience sampling means that “the researcher uses members of the population who are easy to find” (p. 205). Therefore, the researcher selected five different foundation universities in Istanbul and contacted these universities which were likely to cooperate because of the researcher’s professional connections. This led the researcher to easily collect the data and carry out the semi-structured interviews.

### **3.6.2 Sources of data**

A three-part questionnaire and a semi-structured interview were used as the sources of data in this study.

#### ***3.6.2.1 Questions about demographic information of participants (part 1).***

Part 1 of the questionnaire (See in Appendix A) classified the EFL instructors into various demographic categories. Participants’ demographic information data was collected through seven-item information form. These items included participants’ age, gender, work status, teaching experience (total number of years – life time), teaching experience at current university, educational background and extra job responsibilities.

***3.6.2.2 Maslach Burnout Inventory – Educators Survey (part 2).*** The Maslach Burnout Inventory (MBI) developed by Maslach and Jackson (1981) is widely used in burnout research. It was originally designed for human service employees. Another version, The Maslach Burnout Inventory – General Survey (MBI-GS), was developed for employees in different occupations. The Maslach Burnout Inventory – Educators Survey (MBI-ES) (Maslach, Jackson, & Leiter, 1996), on the other hand, was designed for use by educational occupations.

In this research, MBI-ES (Maslach, Jackson, & Leiter, 1996) was used to measure teachers’ burnout levels. In this version of MBI the words “recipients / patients” in MBI and MBI-GS, was changed to “students”. MBI-ES (See in Appendix A) is a 22 item measure and it includes statements of job related feelings such as “I feel burned out from my work,” and “I deal very effectively with the problems of my students” and rated on a 6-point frequency scale (ranging from never to daily). MBI-ES measures burnout via three distinctive subscales for the dimensions of burnout, namely emotional exhaustion (9 items), depersonalization (5 items) and personal accomplishment (8 items). Burnout for these three dimensions



are scored separately, which means that there is not a combined score for burnout. High scores on emotional exhaustion and depersonalization and low scores on personal accomplishment reflect a high degree of burnout. MBI-ES Scoring Key (See in Appendix B) in the Maslach Burnout Inventory Manual (Maslach, Jackson, & Leiter, 1996), gives the instructions on how to calculate summative scores for each dimension. Table 3.2 illustrates the scores that would place a respondent in high, moderate and low burnout in three mentioned dimensions.

Table 3.2

*Summative Scores for Burnout Dimensions from MBI-ES Scoring Key*

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

**3.6.2.3 Areas of Worklife Survey (part 3).** The possible mismatches between a person and his or her job are assessed by The Areas of Worklife Survey (AWS) (Leiter & Maslach, 2011). AWS comprises 28 items that produce distinct scores for each of the six areas of worklife: Workload (5), Control (4), Reward (4), Community (5), Fairness (6), and Values (4). Items on AWS are worded as statements of perceived congruence or incongruence, for example, “I am a member of supportive work group” (community) and “My efforts usually go unnoticed” (reward). With a 5-point Likert-type scale ranging from 1 (Strongly Disagree), through 3 (Hard to Decide), to 5 (Strongly Agree), respondents indicate their degree of agreement with the statements in AWS. The Scoring Key for AWS (See Appendix B) gives the instructions on how to calculate the scores for each work area. The scoring for negatively worded items is reversed. Average of each subscale gives the score for a person’s perceived congruence or incongruence. A score greater than 3.00 and above indicates a higher degree of congruence between the workplace and the respondent’s preferences; and a score less than 3.00 defines a mismatch indicating more incongruence between the worker and the workplace. As the meanings and relationships of the six areas of worklife differ, it is not possible to combine the six subscale scores into one, overall score.

**3.6.2.4 Pilot study.** The interview questions (See in Appendix C) were constructed in accordance with each subscale of AWS. However, the researcher

conducted 3 interviews for the pilot study and some of the instructors also commented on their work environment. Therefore, questions on work environment were also added to the interview.

**3.6.2.5 Semi-structured interviews.** Semi-structured interviews were carried out to get more detailed information on participants' perceptions of their worklife. Interview questions were constructed in accordance with each subscale of AWS. Therefore, interview questions were about participants' perceptions on workload, control over work, reward processes, relationships of work community, fairness of decisions made, and values. In addition to these, an open ended question was also asked to give freedom so that participants can also comment on other things that they would like to share about their work environment. When necessary, researcher also asked additional questions about participants' comments.

**3.6.3 Data collection procedures.** 5 foundation universities in Istanbul were included in this study. The researcher contacted the heads of the English Preparatory Schools of these universities and got their permission to send an online form for instructors to do the surveys. All the data were collected anonymously through Google Forms. After finishing the online surveys, participants were also asked if they would like to participate in the interviews. For this, participants filled in their personal contact information via another online Google Form sheet and submitted it for contact purposes by the researcher. The whole quantitative data was collected in February and March, 2015.

A total of 84 questionnaires were submitted online and 3 of these questionnaires had some missing information and excluded from the data. 81 of the questionnaires were valid and the data analysis was carried out using SPSS statistical program.

Semi-structured interviews were also carried out in March and April, 2015. 18 instructors volunteered to participate in the interviews. 10 of these instructors took part in e-mail interviews and 8 of them were interviewed at a time and location of their choice (See Appendix B for the consent form). Interviews were recorded and the researcher also took small notes to identify different work areas that respondents mentioned. Interviews took 20-25 minutes.

**3.6.4 Data analysis procedures.** The quantitative data analysis was done through SPSS 20.0. MBI-ES items for each subscale were transformed to low, moderate or high burnout categories through Microsoft Office Excel 2013 in line with the scoring keys of the questionnaire.

To test the reliability of the questionnaires, Cronbach's alpha is also utilized. Cronbach's alpha for the entire MBI scale is 0.74 and Cronbach's alpha for the entire AWS scale is 0.84.

Interviews provided the qualitative data for the study. In the process of open coding, the qualitative data were read again and again and some generalizations were made. Data from these interviews were analyzed through pattern coding and interpreted accordingly to "identify an emergent theme, configuration and explanation" (Miles & Huberman, as cited in Saldana, 2009, p. 152). On the other hand, participants' identities were kept confidential and a number was given to each one.

Research Question 1:

*What is the level of job burnout perceived by EFL instructors?*

The results of MBI-ES provided the data for the first research question. This research question investigated the burnout levels of EFL instructors in terms of emotional exhaustion, depersonalization and personal accomplishment.

Research Question 2:

*Is there a significant difference between EFL instructors experiencing high and EFL instructors experiencing low burnout in terms of each three dimension of burnout and the six areas of worklife? If so, what might be the reasons behind this difference?*

Data for the first part of the question were gathered through questionnaires. The aim was to investigate if there was a significant difference between low and high burnout teachers on three dimensions of burnout. Consequently, the sample was divided into two groups, based on their scores of MBI. Teachers who had low burnout scores on three dimensions of burnout constituted low burnout group

(representing engagement with their work) and teachers who had moderate and high scores constituted high burnout group (representing burnout). Two group means were compared to determine whether they were significantly different from each other. Consequently, an independent samples t-test was run to examine whether there was a significant difference between each area of worklife and low and high burnout teachers.

One assumption of an independent samples t-test is the normality requirement so it was checked via Shapiro-Wilk test. This assumption poses that if two populations are approximately normally distributed, normality requirement is met (Vaughan, 2001). However, as this research study had only sample data, the sample data needed to be checked whether the data were normally distributed or deviated from normality. So when the assumption was met, it meant that participants filled the questionnaire seriously and gave consistent answers. However, when the requirements of the t-test were not met, the data was converted into ordinal form and the Mann-Whitney *U* test was conducted as a nonparametric counterpart of the independent samples t-test (Vaughan, 2001).

Another assumption of an independent samples t-test is that “the standard deviations of the two samples must be fairly similar” (Vaughan, 2001, p.122). This is homogeneity of variance. When homogeneity of variance requirement is met, the variances (variability) in two groups are equal. This assumption was examined by the Levene’s test. When the Levene’s test was not significant ( $p > .05$ ), equal variances were assumed and when the Levene’s test was significant ( $p < .05$ ), equal variances weren’t assumed (the assumption was violated).

As for the second part of the research question, formal semi-structured interviews were also conducted to explore the possible reasons for the difference. The questions in the interview were predetermined so they comprised six areas of worklife and general work environment. 18 instructors volunteered to take part in the interviews from 4 different universities. 8 face-to-face and 10 e-mail interviews were carried out. Participants were asked to answer the questions as detailed as possible for the e-mail interviews. For the qualitative data analysis, audio-recorded face-to-face interviews were partially transcribed and e-mails were analyzed to group the

ideas under the same categories through content analysis. All the interviews were conducted in English.

**3.6.5 Trustworthiness.** To establish a trustworthy qualitative study, Guba proposes four criteria that should be taken into consideration: Credibility (in preference to internal validity), transferability (in preference to external validity/generalizability), dependability (in preference to reliability), and confirmability (in preference to objectivity) (as cited in Shenton, 2004). In order to establish trustworthiness in this study, some provisions were made by the researcher for each criterion.

In terms of credibility, member checks strategies were met. Member checking strategy is carried out to see if “the informants consider that their words match what they actually intended” (Guba & Lincoln as cited in Shenton, 2004, p. 68). Informants were asked to read the transcripts of dialogues in which they have participated to check the conclusions by the researcher.

As for transferability, thick description was sustained through detailed background of the institutions and comprehensive background information about the participants.

In order to establish dependability, the process within the study was reported in detail: The research design and its implementation and the data gathering processes were described. Furthermore, an external evaluator also took part in the study to check the accuracy of the findings, interpretations and conclusions.

To establish confirmability, triangulation method was applied in this study. Both quantitative (e.g., independent samples t-test) and qualitative research methods (e.g., semi-structured interviews) were conducted.

**3.6.6 Limitations.** It must be underlined that there are some limitations in this study: First, the sample of the study constituted only volunteer teachers who were 81 in total (4 forms submitted online had some missing information so they were excluded). These 81 instructors provided the quantitative data. 18 teachers out of 81 instructors also volunteered to take part in semi-structured interviews and these teachers provided the qualitative data. These teachers worked at 5 different

foundation universities in Istanbul. Therefore, the sample data is only generalizable to this population. Further research may involve a larger group of participants and more number of universities.

Second, teachers volunteered for the interviews by submitting a separate online form (other than the online MBI and AWS questionnaires). This was done to establish confidentiality. Therefore, these volunteer teachers' burnout scores in three dimensions were unknown to the researcher. When interpreting the qualitative data, it should be noted that answers of the interviewees do not indicate whether they are in high or low burnout groups. It only shows the matches and mismatches of their perceptions and work environments.

Third, participants' workplaces were not mentioned in this study for ethical reasons. The aim of the study was to discover some organizational factors that cause mismatches and the sources of these mismatches were varied among these universities.

## Chapter 4: Results

### 4.1 Overview

This chapter presents the results of quantitative and qualitative analyses that have been carried out to answer the research questions mentioned in the previous chapter. The first research question aimed to explore the burnout levels of EFL instructors at foundation universities in terms of three dimensions of burnout. The second research question, on the other hand, aimed to find out if there was a significant difference between EFL instructors experiencing high and low burnout, and the areas of work life.

### 4.2 Results

**4.2.1 Burnout levels of EFL instructors working at foundation universities.** The first research question explored the burnout levels of EFL instructors in terms of the three dimensions of burnout, namely emotional exhaustion, depersonalization and reduced personal accomplishment. To find out this, MBI-ES (Maslach, Jackson, & Leiter, 1996) was implemented and each subscale was scored separately according to MBI-ES scoring key and EFL instructors were grouped under these subscales. Tables 4.1, 4.2, and 4.3 present EFL instructors' levels of burnout for each subscale.

Table 4.1

*Frequencies and Percentages of the Emotional Exhaustion Subscale*

Level	<i>f</i>	%
Low	26	32.1
Moderate	26	32.1
High	29	35.8

Table 3 shows the distribution of participants suffering from emotional exhaustion. It can be seen that the number of those not suffering from burnout was 26, constituting only 32.1% of the sampling group. 26 of the participants (32.1%), on the other hand, showed moderate level of burnout meaning that they have a tendency to suffer from burnout. The remaining 29 participants (35.8%) displayed high degree of burnout in emotional exhaustion subscale. As it can be seen from the table, EFL instructors who had feelings of high emotional exhaustion were a bit

more than the other two groups.

Table 4.2

*Frequencies and Percentages of the Depersonalization Subscale*

Level	<i>f</i>	%
Low	34	42.0
Moderate	31	38.3
High	16	18.8

Table 4 displays the distributions of EFL instructors on depersonalization subscale of burnout. The largest number (34) of participants experienced low level of depersonalization with 42%. 38.3% of the participants had moderate level of burnout in depersonalization. Only 16 people (18.8%) had high level of depersonalization, which was the smallest group.

Table 4.3

*Frequencies and Percentages of the Personal Accomplishment Subscale*

Level	<i>f</i>	%
Low	43	53.1
Moderate	17	21.0
High	21	25.9

Scoring for the personal accomplishment subscale was calculated in the opposite direction because a low level in personal accomplishment subscale is associated with feelings of more burnout. As seen from Table 5, more than half of the participants (53.1%) suffered from burnout in personal accomplishment subscale. 17 of participants (21%) had moderate level of burnout. Only 21 participants (25.9%) had higher sense of personal accomplishment in this study.

**4.2.2 Burnout levels in three dimensions and six areas of worklife.** The second research question aimed to explore if there is a significant difference between EFL instructors experiencing high burnout and EFL instructors experiencing low burnout in terms of each three dimension (emotional exhaustion (EE), depersonalization (DP), and reduced personal accomplishment (RPA)) and the six areas of worklife (workload, control, reward, community, fairness, and values).

Table 4.4 displays the means and standard deviations of EFL instructors with high and low EE and six areas of worklife.



Table 4.4

*Means and Standard Deviations of EFL Instructors with High (N=55) and Low (N=26) EE on Workload, Control, Reward, Community, Fairness, and Values*

	Groups							
	EFL instructors with low EE				EFL instructors with high EE			
	M	SD	Min.	Max	M	SD	Min	Max
Workload	3.5077	.64058	2.4	4.6	3.1527	.71177	1.2	4.8
Control	3.8462	.68948	1.75	5	3.0545	.88282	1.25	5
Reward	3.8365	.73465	2.25	4.75	3.0182	.87116	1	4.5
Community	3.9615	.45614	3.2	5	3.7273	.58292	2	4.6
Fairness	3.8654	.63599	2.16	5	3.1939	.69519	1.5	4.66
Values	3.8942	.79112	2	4.75	3.0955	.81435	1.5	4.75

As the Table 4.4 shows, EFL instructors with high EE scored less in all areas of worklife meaning that they were less congruent with each area of worklife compared to EFL instructors with low EE.

An independent samples t-test was conducted to determine if these differences between two groups were statistically significant or not. But first, as requirements for using an independent samples t-test, the normality requirement and homogeneity of variance requirement were checked.

The normality assumption was checked via Shapiro-Wilk test. The test revealed that scores obtained from workload, reward and fairness were normally distributed ( $p > 0.05$ ). However, scores obtained from control, community and values were not normally distributed ( $p < 0.05$ ). Therefore, for the workload, reward and fairness variables, independent samples t-test was conducted. However, as the requirements of the t-test were not met (normality was not assumed), the nonparametric counterpart of the t-test, Mann-Whitney  $U$  test was conducted for control, community and values variables.

Table 4.5 shows the results of the independent samples t-test for workload, reward and fairness.

Table 4.5

*T-test Results for the Difference between EFL Instructors with High (N=55) and EFL Instructors with Low (N=26) EE in terms of Workload, Reward, and Fairness*

		Independent Samples Test				
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Workload	Equal variances assumed	.196	.659	2.161	79	.034
	Equal variances not assumed			2.245	54.157	.029
Reward	Equal variances assumed	.628	.431	4.141	79	.000
	Equal variances not assumed			4.402	57.517	.000
Fairness	Equal variances assumed	.533	.468	4.167	79	.000
	Equal variances not assumed			4.303	53.339	.000

As mentioned before in methodology section, equality of the variances was also checked via Levene's test. When Levene's test was not significant ( $p > .05$ ), equal variances were assumed and when the Levene's test was significant ( $p < .05$ ), equal variances weren't assumed (the assumption was violated). Levene's test for equality of variance indicates that two groups for workload ( $F = .196$ ,  $p > .05$ ), reward ( $F = .628$ ,  $p > .05$ ), and fairness ( $F = .533$ ,  $p > .05$ ) are homogenous.

The test value revealed that those EFL instructors who reported higher levels of EE ( $M = 3.1527$ ,  $SD = .71177$ ) relate significantly weaker match between their expectations and work conditions on workload than those who reported lower levels of EE ( $M = 3.5077$ ,  $SD = .64058$ ),  $t(79) = 2.161$ ,  $p = .034$ ,  $d = -0.52$ . As for reward, the test value revealed that those EFL instructors who reported higher levels of EE ( $M = 3.0182$ ,  $SD = .87116$ ) relate significantly weaker match between their expectations and work conditions on reward than those who reported lower levels of EE ( $M = 3.8365$ ,  $SD = .73465$ ),  $t(79) = 4.167$ ,  $p = .000$ ,  $d = -1.01$ . In terms of fairness, the test value revealed that those EFL instructors who reported higher levels of EE ( $M = 3.1939$ ,  $SD = .69519$ ) relate significantly weaker match between their

expectations and work conditions on reward than those who reported lower levels of EE, as well ( $M=3.8654$ ,  $SD=.63599$ ),  $t(79) = 4.141$ ,  $p = .000$ ,  $d = -1.00$ .

As mentioned before, Mann-Whitney  $U$  test was conducted for control, community and values variables. The test results revealed that EFL instructors with high ( $Mdn=3.2$ ) and low ( $Mdn=3.6$ ) EE significantly differed in terms of control ( $U=330.500$ ,  $z=-3.918$ ,  $p=.000$ ). In terms of values, high ( $Mdn=3.5$ ) and low ( $Mdn=4$ ) groups showed a significant difference, as well ( $U=362.000$ ,  $z=-3.595$ ,  $p=.000$ ). However, there was no significant difference between EFL instructors with high ( $Mdn=3.8$ ) and low ( $Mdn=4$ ) EE in terms of community ( $U=557.000$ ,  $z=-1.631$ ,  $p=.103$ ).

Before reporting the results for DP and RPA scales, it should be noted that all six work areas were tested via Shapiro-Wilk test and control, community and values variables were again found not to be normally distributed in terms of DP and RPA subscales. Therefore, independent sample t-test for workload, reward and fairness variables and Mann-Whitney  $U$  test for control, community and values variables was conducted. Furthermore, Levene's test for all the independent sample t-tests was conducted. Below, the results of the findings are stated.

Table 4.6 displays the means and standard deviations of EFL instructors with high and low DP and six areas of worklife.

Table 4.6

*Means and Standard Deviations of EFL Instructors with High (N=47) and Low (N=34) DP on Workload, Control, Reward, Community, Fairness, and Values*

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	Groups							
	EFL instructors with low DP				EFL instructors with high DP			
	M	SD	Min	Max	M	SD	Min	Max
Workload	3.2294	.69828	2	4.4	3.2936	.71730	1.2	4.8
Control	3.8235	.65577	1.75	5	2.9362	.87611	1.25	5
Reward	3.7941	.67271	2.25	4.75	2.9096	.88377	1	4.75
Community	3.8882	.46760	3	5	3.7404	.60565	2	4.8
Fairness	3.7500	.67076	2.5	5	3.1631	.69980	1.5	4.33
Values	3.7647	.73066	2	5	3.0532	.87374	1.5	4.75

Table 4.7 shows the results of the independent samples t-test for workload, reward and fairness.

Table 4.7

*T-test Results for the Difference between EFL Instructors with High (N=47) and EFL Instructors with Low (N=34) DP in terms of Workload, Reward, and Fairness*

		Independent Samples Test				
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Workload	Equal variances assumed	.055	.815	-.402	79	.689
	Equal variances not assumed			-.404	72.362	.688
Reward	Equal variances assumed	1.991	.162	4.896	79	.000
	Equal variances not assumed			5.113	78.764	.000
Fairness	Equal variances assumed	.205	.652	3.790	79	.000
	Equal variances not assumed			3.816	72.972	.000

Levene's test for equality of variance indicates that two groups for workload ( $F = .055$ ,  $p > .05$ ), reward ( $F = 1.991$ ,  $p > .05$ ), and fairness ( $F = .205$ ,  $p > .05$ ) are homogenous.

The test value revealed that there was no significant difference between those EFL instructors who reported higher levels of DP ( $M = 3.2936$ ,  $SD = .71730$ ) and those who reported lower levels of DP ( $M = 3.2294$ ,  $SD = .69828$ ) on their perception of match between their expectations and work conditions on workload,  $t(79) = -.402$ ,  $p = .689$ ,  $d = 0.09$ . However, as for reward, the test value revealed that those EFL instructors who reported higher levels of DP ( $M = 2.9096$ ,  $SD = .88377$ ) relate significantly weaker match between their expectations and work conditions on

reward than those who reported lower levels of DP ( $M=3.7941$ ,  $SD=.67271$ ),  $t(79) = 4.896$ ,  $p = .000$ ,  $d = -1.12$ . In terms of fairness, the test value revealed that those EFL instructors who reported higher levels of DP ( $M=3.1631$ ,  $SD=.69980$ ) relate significantly weaker match between their expectations and work conditions on reward than those who reported lower levels of DP, as well ( $M=3.7500$ ,  $SD=.67076$ ),  $t(79) = 3.790$ ,  $p = .000$ ,  $d = -0.85$ .

Mann-Whitney  $U$  test results for control, community and values variables are as follows: EFL instructors with high ( $Mdn=3$ ) and low ( $Mdn=3.5$ ) DP significantly differed in terms of control ( $U=345.500$ ,  $z=-4.372$ ,  $p=.000$ ). In terms of values, high ( $Mdn=3.25$ ) and low ( $Mdn=3.75$ ) groups showed a significant difference, as well ( $U=447.500$ ,  $z= -3.387$ ,  $p=.000$ ). However, there was no significant difference between EFL instructors with high ( $Mdn=4$ ) and low ( $Mdn=4$ ) DP in terms of community ( $U=721.000$ ,  $z=-762$ ,  $p=.446$ ).

Finally, results for the RPA subscale are presented in Tables 4.8 and 4.9.

Table 4.8 displays the means and standard deviations of EFL instructors with high and low RPA and six areas of worklife.

Table 4.8

*Means and Standard Deviations of EFL Instructors with High (N=60) and Low (N=21) RPA on Workload, Control, Reward, Community, Fairness, and Values*

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Groups
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	EFL instructors with low RPA				EFL instructors with high RPA			
	M	SD	Min.	Max	M	SD	Min	Max
Workload	3.4286	.68201	2.4	4.6	3.2100	.71062	1.2	4.8
Control	3.9881	.61480	3.25	5	3.0708	.86736	1.25	4.5
Reward	3.9762	.70225	2.5	4.75	3.0375	.85100	1	4.5
Community	4.0762	.42179	3.2	5	3.7067	.56505	2	4.6
Fairness	3.7460	.63600	2.5	5	3.2917	.74638	1.5	4.66
Values	3.8214	.69437	2.25	5	3.1875	.89090	1.5	5

Table 4.9 shows the results of the independent samples t-test for Workload, Reward and Fairness.

Table 4.9

*T-test Results for the Difference between EFL Instructors with High (N=60) and EFL Instructors with Low (N=21) RPA in terms of Workload, Reward, and Fairness*

		Independent Samples Test				
		Levene's Test for Equality of Variances		t-test for Equality of Means		
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>df</i>	<i>Sig. (2-tailed)</i>
Workload	Equal variances assumed	.120	.730	1.225	79	.224
	Equal variances not assumed			1.250	36.310	.219
Reward	Equal variances assumed	.659	.420	4.538	79	.000
	Equal variances not assumed			4.978	42.075	.000
Fairness	Equal variances assumed	.516	.475	2.489	79	.015
	Equal variances not assumed			2.689	40.721	.010

Levene's test for equality of variance indicates that two groups for workload ( $F = .120$ ,  $p > .05$ ), reward ( $F = .659$ ,  $p > .05$ ), and fairness ( $F = .516$ ,  $p > .05$ ) are homogenous.

The test value revealed that there was no significant difference between those EFL instructors who reported higher levels of RPA ( $M = 3.2100$ ,  $SD = .71062$ ) and those who reported lower levels of RPA ( $M = 3.4286$ ,  $SD = .68201$ ) on their perception of match between their expectations and work conditions on workload,  $t(79) = 1,225$

$p = .224$  ,  $d = -0.31$ . However, as for reward, the test value revealed that those EFL instructors who reported higher levels of RPA ( $M=3.0375$ ,  $SD=.85100$ ) relate significantly weaker match between their expectations and work conditions on reward than those who reported lower levels of RPA ( $M=3.9762$ ,  $SD=.70225$ ),  $t(79) = 4.538$ ,  $p = .000$  ,  $d = -1.20$ . In terms of fairness, the test value revealed that those EFL instructors who reported higher levels of RPA ( $M=3.7500$ ,  $SD=.74638$ ) relate significantly weaker match between their expectations and work conditions on reward than those who reported lower levels of RPA, as well ( $M=3.7460$ ,  $SD=.63600$ ),  $t(79) = 2.489$ ,  $p = .015$  ,  $d = 0.00$ .

Mann-Whitney  $U$  test results for control, community and values variables are as follows: EFL instructors with high ( $Mdn=3.375$ ) and low ( $Mdn=3.25$ ) RPA significantly differed in terms of control ( $U=285.000$ ,  $z=-3.745$ ,  $p=.000$ ). In terms of values, high ( $Mdn=3.5$ ) and low ( $Mdn=4$ ) groups showed a significant difference, as well ( $U=361.000$ ,  $z=-2.919$ ,  $p=.004$ ). Moreover, EFL instructors with high ( $Mdn=3.8$ ) and low ( $Mdn=4$ ) RPA significantly differed in terms of community ( $U=420.000$ ,  $z=-2.309$ ,  $p=.021$ ).

To summarize the results of the independent samples t-tests and the Mann-Whitney  $U$  tests, results for each subscale of burnout and work related areas are given below:

#### Emotional Exhaustion:

Higher levels of emotional exhaustion induced a significantly lower match between teacher expectations and work conditions on all dimensions *except for community*.

#### Depersonalization:

The teachers who report higher levels of depersonalization relate weaker match between their expectations and work conditions on *reward, fairness, control, values*. Workload and community variables were not found to be significantly related.

#### Reduced Personal Accomplishment:

Instructors who report lower levels of personal accomplishment relate weaker match between their expectations and work conditions on all dimensions *except for workload*.

**4.2.2.1 Interview results.** To explore the possible reasons for these findings, formal semi-structured interviews were also conducted with 18 volunteer EFL instructors (See methodology section for detailed information). The interview questions were about six areas of worklife and work environment of the instructors. Qualitative data were grouped under six areas of worklife: Workload, control, reward, community, fairness and values.

In terms of workload, quantitative data of the research study revealed that only higher levels of EE induced a significantly lower match between teacher expectations and workload. Qualitative data from the interviews explored the possible reasons of mismatches between teachers' expectations and real workload. When asked about their workload, many of the interviewees find the workload manageable:

*Workload is OK. I just teach in the morning and I am not asked to prepare written lesson plans, materials or contribute to testing procedure, so I have sufficient time to check my students' portfolios, exams, prepare my lessons, and read some articles for my M.A. (Instructor 2, personal communication, March 6, 2015)*

*I think it is not that difficult to manage the time and work. Everybody knows his or her responsibilities. There are 2 hours of afternoon break every day and that time is enough for us to manage the time to do the extra work such as marking papers / tests, preparing lessons. (Instructor 11, personal communication, March 10, 2015)*

Two instructors actually stated that it is not the quantity of workload but the quality and meaningfulness of work that matters for them:

*Compared to other jobs, teaching is totally a different occupation which requires more attention and peace of mind. Actually, I do not care about the quantity of the workload; what I care most is the quality of the works we are going to carry out. In a way I manage to overcome my workload, but sometimes when I see it is like flogging a dead horse, I get disappointed and that becomes the real workload for me. (Instructor 4, e-mail interview, March 8, 2015).*

*As long as students are involved and do what they are supposed to do (studying and having fun while learning), exhaustion doesn't really bother me. However, every little assessment tasks that are sometimes there for the*



*sake of doing makes me feel it doesn't really worth it. (Instructor 17, personal communication, April 7, 2015).*

Still, there were also other instructors who were affected by their workload negatively. First, substitute classes and extra duties such as invigilation were a big problem for some of the instructors. These instructors weren't worried about the work to be done but they were against the idea that they had to do someone else's work:

*A couple of things make me feel stressed at work; for example non-stop covers. There is no substitute teacher at university, thus when somebody doesn't show up due to health problems or other issues, we have to cover his or her class. The person who will cover that class is determined by the secretaries who rarely follow a regular list. I feel annoyed in this situation. (Instructor 5, e-mail interview, March 20, 2015).*

*My workload is easy to manage, but sometimes you can feel overloaded with last minute cover lessons. (Instructor 6, e-mail interview, March 15, 2013)*

*I don't think we're overworked in general so it's not so difficult to manage. Of course, we have extra stuff to do such as invigilating in a class with a native teacher during the exams. I think it's a waste of time for us and it shows the administration isn't effective enough about the distribution of our work or duties. So, I can say that I have so much workload related to extra staff, not about pacing or preparation for the lessons. (Instructor 14, e-mail interview, March 9, 2015)*

Second, time spent at school was also a factor of a mismatch. Many instructors agreed that they didn't need to spend time at school more than necessary:

*20 hours of teaching in a week is a lot. Plus, you have to be at work from 8am to 5pm. combining those two is too much. No sense to be at work when you have no class. (Instructor 3, e-mail interview, March 7, 2015)*

*We're supposed to be at school even when we don't have lessons, we can spend that time more effectively. The administration rarely interfere in what we're doing during the day, anyways. (Instructor 14, e-mail interview, March 9, 2015)*

*We have a half day on Friday. Maybe, it would be better to not have the three hours of teaching that we have in the morning, eliminate it, distribute the three hours to other days, and have Friday free, which students would like and teachers would like. (Instructor 15, personal communication, April 7, 2015)*

*If I had the chance, I would change the working hours. I mean teachers should have the freedom to go home when they finish what they are supposed to do at work. (Instructor 1, personal communication, March 6, 2015)*

Instructors also reflected on their workload about grading (especially during intense exam periods). Although many felt exhausted by the exam periods, they knew that this was only for some temporary time.

*I feel exhausted especially during exam periods, double-checking is tiring. (Instructor10, personal communication, March 12, 2015)*

*Exam times, marking and grade submission times... It's hectic and sensitive and it's important not to make any mistakes so it becomes stressful. We also proctor all day sometimes and mark all day. Those are long and tiring days but these don't happen frequently. (Instructor 8, personal communication, March 9, 2015)*

*If it's an exam period, if there is a lot of assessment going on, it can be very stressful and extremely busy. It can be a very pressurized environment. [...] We do have to read and grade papers of a different class, not our own class, but we exchange papers, and sometimes there are disagreements about the marking of the other person. (Instructor15, personal communication, April 7, 2015)*

Another factor that affected teachers' workload was feedback sessions or tutorial hours. These two were also related to students' level:

*Process writing in upper levels is exhausting me because students have to use academic skills such as paraphrasing, summarizing, giving citation from academic articles. Achieving these skills is really difficult for some students. I have to explain these skills in detail so I have to spend a lot of time editing these. I have to both give oral and written feedback. It takes a lot of time. (Instructor 12, e-mail interview, April 7, 2015).*

*I don't actually feel exhausted at/after work, but there are some days when I teach 5 hours a day along with tutorials, and that makes me a bit more tired than the other days. (Instructor 11, personal communication, March 10, 2015).*

*When there are a lot of things to do but time is limited I feel stressed. Giving one to one feedback makes me feel exhausted at work. (Instructor16, personal communication, April 1, 2015).*

The student profile and level, and its effect on instructors were also obvious from the other comments that they made. Unmotivated, low level students as well as very high level students were some exhaustion factors for the instructors:

*It depends a lot on the levels. If you have an elementary class who are not motivated who are not very proficient, who are not very interested, it's going to be more work. If you have an IELTS class it's also going to be more tiring. (Instructor 15, personal communication, April 7, 2015)*

*Surely motivating students (is exhausting). Preparing materials and finding supposedly fun activities make me feel good about my job. Nevertheless, the students' low willingness is a factor affecting exhaustion level. Let's put it this way: Intrinsic motivation is lacking and it's difficult to do at times. (Instructor17, personal communication, April 7, 2015)*

*Some repeat students are really difficult to handle, they don't care about courses and they misbehave. It is very likely to find yourself fighting with a student about mobile phones or being so chatty. All these things make me feel frustrated. (Instructor5, e-mail interview, March 20, 2015)*

Some of the instructors also stated that pacing issues also made them feel exhausted. One example of this is as follows:

*Students have to catch up with a new subject every day, there should be some sort of academic slowness to stop and reflect on whatever we are doing in order to absorb and appropriate standard procedures. Otherwise, it feels like a race against time. (Instructor9, e-mail interview, March 31, 2015)*

In schools where the instructors were observed, the elements of lesson planning and pre and post observation processes were also some stress factors:

*Being observed by the administrators, or receiving feedback from the teacher development units with the fear of receiving negative feedback or comments makes me stressful. (Instructor11, personal communication, March 10, 2015)*

*Lesson planning for observations takes a lot of my time and sometimes things don't go well, I mean, as you planned it, you know. The whole process makes me feel really tired. Feedback sessions, too. (Instructor12, e-mail interview, April 7, 2015)*

Many instructors thought of administration tasks at preparatory schools a source of stress and exhaustion. Some examples include:

*Planning and to get the photocopies to do basic administration tasks and the need to follow the pattern and the sequence of the module (are sources of work exhaustion). We have to do everything on time and everything has to be exact. (Instructor15, personal communication, April 7, 2015)*

*Sometimes, we have little time to do the student related tasks like entering grades and comments. When you have a lot of students it can be really tiring. (Instructor13, e-mail interview, April 1, 2015)*

Finally, some instructors who had extra job responsibilities, for example the ones who worked at testing office, stated that they sometimes don't have enough time to carry out their duties:

*We have a busy schedule. We have to prepare 6 quizzes and a final exam which includes a reading, listening and use of English exam in 7 weeks. Besides, we teach 8 hours a week. Especially through the end of the module, things get more and more hectic. In such days I feel exhausted by the end of the day. Sometimes, I also have to work at home. (Instructor7, e-mail interview, March 16, 2015)*

*My main duty is to prepare exams for the prep school and sometimes I work at home too. But this happens only when there is something extra that I have to do or when something goes wrong. [...] The repetitiveness makes me feel exhausted. Doing the same things again and again is very monotonous. (Instructor1, personal communication, March 6, 2015)*

Second area of worklife was control. Quantitative data results indicated that the match between work conditions and personal expectancies in terms of control was better in those teachers who reported lower levels of burnout in all dimensions. Interviews with teachers also indicated that some teachers were quite satisfied about their control on the job and some were not.

Some positive comments made by instructors were about their autonomy in their decisions, the help that they can get from the coordinators and democratic nature of making decisions:

*I can generally make my own decisions in my current work. But here, the system is multifaceted which offers you the autonomy but at the same time, you need to be compatible with the other teachers. (Instructor13, e-mail interview, April 1, 2015)*

*We have a very professional environment in all senses. We talk about problems in our weekly meetings and everybody contributes. Decisions are made as a team here. (Instructor 8, personal communication, March 9, 2015)*

*When I face a problem, whether it be teaching-wise or student-wise, I can talk to my level coordinator and she tries to be of help. (Instructor11, personal communication, March 10, 2015)*

On the other hand, most of the instructors stated that they cannot be a part of decision making processes in many areas. Some general comments were as follows:

*Our work environment is not so positive and fulfilling; not providing us with the opportunity to discuss our exact opinions and almost everything we try to do seems useless at the end. (Instructor4, e-mail interview, March 8, 2015)*

*Most of the time, I solve problems on my own and I decide on the way I teach and communicate with my students. But, other than that, everything is predetermined and someone makes a decision on behalf of everybody, so we don't have a say. (Instructor2, personal communication, March 6, 2015)*

Most of the teachers agreed that they had the freedom in the classroom. They were free to choose how they carry out their lessons. However, when it comes to pacing, they stated that their opinions weren't taken into account by the administration:

*Collaborative is the last word I would use for decision making processes. The pacing is there, it determines every content and we struggle through it regardless of the fact that it might not meet the needs of the students. (Instructor 9, e-mail interview, March 31, 2015)*

*Regarding my lesson plan I feel independent, but I have to follow the curriculum agreed upon already though I disagree about many issues about it. Unexpected things such as the last minute changes in the syllabus or pacing, and belated news affecting my program create problems for me. Whenever I face such unorganized and unplanned matters, I feel angry at first and then I have no other choice but to ignore them. (Instructor4, e-mail interview, March 8, 2015)*

*There are organizational decisions that I can't play with. We need to teach some vocabulary, for example, and the words are always decided beforehand. However, no one says anything related to in-class arrangements. (Instructor17, personal communication, April 7, 2015)*

One instructor also mentioned that they could not decide on the materials that they would like to make use of. He also pointed out that they are not informed well about decisions regarding these materials:

*We know what we are expected to do at work. Everything is very clear precise and organized. But, everything is decided by the administration and we follow what they ask us to do. They are talking about changing some of the text books. We know they are planning to change the curriculum, change the content but we don't know what they are talking about. So, could be more information. (Instructor15, personal communication, April 7, 2015)*

*We don't have enough possibility to use our own materials or we are forced, for example, to use a writing book prepared by the school. None of the teachers, I think, like this book. When we could make our own material, it makes our job easy. (Instructor15, personal communication, April 7, 2015)*

A comment about teacher autonomy was also made by the same instructor. He pointed out that having strict criteria is not always useful for the teachers:

*The other thing is the standardization. There is too much standardization. Everything is standardized. Sometimes teachers should have a bit of flexibility. Sometimes we are a bit fed up with following the strict criteria. (Instructor15, personal communication, April 7, 2015)*

Lastly, teachers were also worried about conflicting comments by people who held administrative positions in their institution:

*There is a pacing to be followed. I understand that. But there is a test at the end of each module. Test is set to evaluate students' grammar knowledge. That makes me stick to the grammar most of the times in my classes. (Instructor3, e-mail interview, March 7, 2015)*

*While grading some exam papers, different coordinators here sometimes tell us different things. Some of my colleagues penalize some mistakes in the papers and others don't. I don't feel at ease in such situations. (Instructor18, e-mail interview, March 12, 2015)*

Third worklife area was reward. Quantitative data results indicated that the match between work conditions and personal expectancies in terms of reward was worse in those teachers who reported higher levels of burnout in all dimensions. Qualitative results also indicated that teachers were quite unhappy about the worth of their efforts. For some teachers, it was a mix of feelings in both ways:

*I sometimes feel that I need more appreciation. We receive it at the end of the year during appraisal meetings, not much during the year. (Instructor16, personal communication, April 1, 2015)*

*My colleagues seem to realize my efforts and they appreciate. However, very few of them can be discouraging by pointing out that there is no need to do fancy stuff that they claim I'm doing. (Instructor17, personal communication, April 7, 2015)*

For some instructors, on the other hand, rewarding didn't even exist. These comments were mainly about policies of administration:

*Teaching during summer makes me feel absolutely exhausted. Considering the physical conditions and psychological aspects, there must be an award for it, yet what I get in the end is getting thinner and thinner, having more headaches and hating teaching. (Instructor2, personal communication, March 6, 2015)*

*Personally, I am doing my best to be a part of the institution and developing my skills and knowledge to keep up with the new approaches and methods in ELT. However, I have never received appreciation for what I do on behalf of teaching. We often receive warnings for trivial matters and hardly ever receive appreciation from the administration. (Instructor5, e-mail interview, March 20, 2015)*

In terms of community, when the quantitative data is examined, it can be seen that except for RPA dimension of burnout, teachers with high and low burnout didn't

significantly differ. The interviews supported this finding, as well. Many of the instructors expressed positive attitudes about their community, which meant a match between expectations and reality:

*Generally speaking, most people are collaborative both personally and professionally. We have a balanced relationship with administration. Everyone knows what it is expected from them and tries to respond accordingly. We have a relatively relaxed atmosphere at work. We have a very friendly environment among my colleagues and we sometimes meet up outside university, too. (Instructor1, personal communication, March 6, 2015)*

*My personal attitude here is positive and sharing, my professional one is collaborative as a teacher among the instructors here. (Instructor13, e-mail interview, April 1, 2015)*

*Fortunately, the personal and professional relationship among instructors is positive and collaborative. I have also some colleagues that I really trust and get on well and spend time out of the school, too. So, I think me and my colleagues here are good team players. (Instructor14, e-mail interview, March 9, 2015)*

The preparatory schools in universities generally have a large staff. And this was also the case for the participants in this study. Therefore, when asked about their relationships with colleagues many stated that they are a very large group and they are closer to a few people. Still, they didn't have serious problems with others:

*Last year there were fewer of us and we were closer. This year there are about 60 instructors. I am still good with the older ones. However, I don't have a close relationship with newer ones. (Instructor7, e-mail interview, March 16, 2015)*

*We do not arrange social activities a lot as a whole group but in small groups, yes we do. (Instructor12, e-mail interview, April 7, 2015)*

*There is a very large staff here, almost 80 people working... We don't in fact know each other. There are two campuses, some people are here some people are there. I don't know about big disagreements, I don't think this is a problem. (Instructor15, personal communication, April 7, 2015)*

Many instructors also stated that they asked for their colleagues' opinions when they needed professional help:

*As we have so many problems about students and the curriculum, we often talk since we need new ideas and solutions for our teaching problems. (Instructor 14, e-mail interview, March 9, 2015)*

*Yes. Anytime. Nearly everyone has the same kind of problems and sees no problem to share it. (Instructor 10, personal communication, March 12, 2015)*

As for the relationship between administration and instructors, many instructors stated different concerns about professional development, and feedback about their teaching. In fact, these comments could explain why there was a significant difference between teachers who had low personal accomplishment scores as opposed to teachers with high scores:

*You can ask for help from other instructors or administrators but there is no administrative feedback about your teaching. Nothing to improve your skills. The process does not encourage you to show extra efforts. So, you do not feel useful at all.* (Instructor 10, personal communication, March 12, 2015)

*I have already asked people from the administration to come and observe my classes. The response was always positive but nothing happened really.* (Instructor 9, e-mail interview, March 31, 2015)

*In general, we have a positive personal relationship with one of the vice principals at our school. In terms of professional relationship, I don't think they really care about us or provide us with numerous opportunities for professional development.* (Instructor 14, e-mail interview, March 9, 2015)

As for fairness, quantitative data results indicated that the match between work conditions and personal expectancies was better in those teachers who reported lower levels of burnout in all dimensions. Qualitative data revealed that fairness issues among instructors generally originated from distribution of workload. Instructors found it unfair to do duties that they thought they were not responsible for. These were extra invigilation duties, marking of quizzes and teaching different levels:

*We are asked to help native speakers invigilate the classes during the exams, but we're alone while invigilating. Similarly, we're asked to check quizzes, all exams and portfolios, but they don't mark quizzes.* (Instructor2, personal communication, March 6, 2015)

*Invigilation duties. Both morning and afternoon shifts for a day is too much. 5 hours of standing and invigilating in a day is not fair.* (Instructor3, e-mail interview, March 7, 2015)

*It is not fair to teach 24 students in different levels as you not only follow weekly pacing for each level but also prepare extra materials for reading-writing courses, on the other hand, some other teachers are teaching only one level with 10-12 students.* (Instructor5, e-mail interview, March 20, 2015)

Some of the instructors, on the other hand, felt undervalued because of their institution's policies on transport and meal for the instructors. One example is stated below:



*We have the right to get on university shuttles only if there are empty seats left and we need to pay for lunch while it's free for administrative staff. I feel like it's high time to change the institution.* (Instructor2, personal communication, March 6, 2015)

Finally, one instructor also stated that career opportunities should be announced to all instructors:

*I do not think career opportunities are made fairly because we are not informed about a vacant position.* (Instructor16, personal communication, April 1, 2015)

When the quantitative data is examined, teachers with high and low burnout in all dimensions significantly differ in terms of values variable. High burnout teachers related significantly weaker match between their expectations and work conditions on values. Teachers' comments explicitly indicated that professional development played an important role in teachers' perceptions in relation to their workplace. Some of the teachers were quite happy about the opportunities in their institutions:

*They support me with my personal and academic endeavors. If you want to improve your teaching, they are always open to listen to you. Administration tries to help the teachers in a number of ways. Your work is also much appreciated.* (Instructor8, personal communication, March 9, 2015)

*My workplace highly appreciates professional development and life-long learning just as I do. We have a teacher development unit where you can go and ask for an opinion about a problem you have. They not only try to help with your teaching but also you can talk to them about things that make you stressful at work.* (Instructor11, personal communication, March 10, 2015)

*I see no difference between my institutions' values and my values. I have always wanted to develop my skills as a teacher and my work provides quite a lot in-service trainings.* (Instructor13, e-mail interview, April 1, 2015)

However, some of the instructors' expectations and their actual work environment didn't match in terms of teacher development. Institution's ignorance of effective teaching techniques was also another factor:

*I don't think so. There is no importance given to teacher training. There are many conferences going on but we attend none. That's a pity.* (Instructor3, e-mail interview, March 7, 2015)

*I work at a private university which has far more commercial purposes than educational purposes. As a result, the main focus may not be on how qualified*

*you are for the related position, how you teach or what techniques you apply for effective teaching. The main purpose is how many students pass or fail. (Instructor5, e-mail interview, March 20, 2015)*

In relation to the previous comment by a teacher, other teachers also stated that commercialization of their institution led to ignorance of better teaching standards:

*Foundation universities care about having as many students as possible without caring much about the quality of education and I think this is the source of the inconsistency. (Instructor1, personal communication, March 6, 2015)*

*The value of the institution and education in general is articulated through economic terms and concepts now. Inconsistency is not about single institutions but it is about the commercialization of the education which leads to character corrosion and academic corruption as money becomes the ultimate goal. All private universities should be abolished and education should be free for all to ensure any sort of consistency. (Instructor9, e-mail interview, March 31, 2015)*

*School focuses on having more students only. They do not care about teaching English better. So it creates a contradiction between the requirements of teachers such as slower pacing, more authority for the teachers, alternative evaluation techniques and requirement of administration. (Instructor10, personal communication, March 12, 2015)*

As stated before, some questions about work environment were also asked to the participants after the pilot study, because most of the instructors mentioned that they had problems about their offices and location of the universities:

*My open office makes me feel stressed every day! It takes away my privacy. It's crowded, sometimes too noisy and it can be really distracting. Also, there's no sunlight because it doesn't have any windows, which means I can't get fresh air in the office. As a result, I feel nervous and it gives me headache during the day. Second, when there's no internet connection or when there are some technological problems with the printers and the photocopiers, I feel stressed because these kinds of problems take extra time. Lastly, we share classes with native teachers and there is a weekly pacing we should follow every week. (Instructor14, e-mail interview, March 9)*

*I would like to have my own cozy room with one or two more colleagues. (Instructor5, e-mail interview, March 20, 2015)*

*I wish I could change the number of students in the classrooms, location of the university. We should also move to a bigger building. (Instructor 10, personal communication, March 12, 2015)*

Finally, when findings of the interviews are examined, it can be concluded that teachers who showed mismatches on all different areas of worklife and the reasons mentioned above could be the result for the statistical differences between high and low burnout teachers.

Moreover, qualitative data yielded two interesting results: First, fairness and workload are seemed to be related for these instructors. EFL instructors generally didn't mind having much work to do but they were against the idea of doing someone else's work. Second, they were quite happy with the community they were in but they had some problems with administration. Still, they mostly commented on positively about the personal relationships with their colleagues and administration. Statistical data were also in line with this finding.

## **Chapter 5: Discussion and Conclusion**

### **5.1 Overview**

The purpose of this study was to explore the burnout levels of EFL instructors working at English preparatory schools of foundation universities in Istanbul. The study also investigated the relationship between high and low burnout teachers and six areas of worklife. Finally, the researcher suggested some ideas to prevent burnout originating from job-person mismatches in this section.

Both qualitative and quantitative data were gathered and analyzed for the purposes of this study. 81 online submitted questionnaires and 18 semi-structured interviews constituted the quantitative and qualitative data for the present study.

In this chapter, first, the results of the research will be discussed in relation to each research question. Second, theoretical and pedagogical implications will be discussed. Some ideas to prevent burnout originating from job-person mismatches will be mentioned. Finally, recommendations for future research will be provided.

### **5.2 Discussion of Findings for Research Questions**

First research question explored EFL instructors' level of burnout in three dimensions. Findings revealed that only 32.1% of the instructors had low levels of emotional exhaustion. Nearly 70% of the instructors had moderate and high levels of emotional exhaustion. As emotional exhaustion is closely related to individual stress factors (Maslach et. al.,2001), it may be inferred that most of the instructors working at these five foundation universities felt high levels of stress because of their jobs. On the other hand, nearly 60% of the instructors had moderate or high levels of depersonalization. This is in accordance with Byrne's (1999) findings in which he concluded that emotional exhaustion occurs first and it causes depersonalization. Therefore, EFL instructors in this sample probably had undergone a similar process. As for personal accomplishment dimension, nearly three quarters of the instructors had low or moderate sense of personal accomplishment. Only a quarter

of participants had higher sense of personal accomplishment. This finding indicates that most of the EFL instructors at these universities weren't satisfied with their achievements in the job and perceived what they did as ineffective.

Second research question explored if there is a significant difference between EFL instructors experiencing high and EFL instructors experiencing low burnout in terms of each three dimension of burnout and the six areas of worklife. It also explored the possible reasons of job-person mismatches through qualitative data. In general, EFL instructors who reported high levels of burnout had a significantly more negative perception of the organizational environment they worked in. Different dimensions of burnout affected different domains of work environment.

In order to have a more organized flow of thoughts, discussions for each worklife area are stated separately below. Still, some other work areas are also discussed in relation to others. Moreover, some prevention ideas were suggested for each work area. Maslach et al. (2001) suggested that both managerial interventions in areas of worklife and educational interventions for individuals (e.g., change in individual skills and attitudes) are necessary in dealing with burnout in the workplace. These ideas are also exemplified below.

Quantitative data of the research study revealed that only higher levels of emotional exhaustion induced a significantly lower match between teacher expectations and workload. When qualitative data are taken into consideration, it can be seen that instructors find the workload acceptable. However, quality and meaningfulness of the workload were important for them. They didn't want to carry out duties that made no sense. Irrelevant assessment tasks and activities that didn't foster student learning were examples of these. This aspect of workload can also relate to area of reward, where lack of intrinsic rewards cause mismatches. Maslach et al (2001) suggested that teachers can be taught how to cope with overload and how to relax but it is more effective "if people value the work and they feel they are doing something important, or if they feel well-rewarded for their efforts" (p.419). Therefore, institutions may consult teachers about effectiveness and meaningfulness of the activities and tasks carried out in the classroom. When teachers don't find those useful, they can change them, adapt others or suggest new ones. This way, they

will be able to have the chance to reflect on what they do and have more pleasure in the process.

Some extra duties also affected the way instructors perceived their work environment. Teachers complained about last minute cover lessons and extra invigilation duties. These were probably some factors of emotional exhaustion. Fairness issues also relate to these examples because many teachers found it unfair to do someone else's job, which seems to have resulted in mismatches. Prevention suggestions for this will be reported in fairness section.

Grading during intense exam periods, feedback sessions and tutorial hours were also some factors for exhaustion. As human interaction is one of the main causes of burnout, it can be seen that these times mentioned above are when teachers have to deal with their colleagues (to decide on a grade) and students (to give one to one feedback) intensely. Therefore, it is no wonder that they had feelings of exhaustion. Loaded daily pacing and administration tasks were also some factors of work overload. Furthermore, unmotivated student profile also affected instructors in a negative way. To deal with administrative tasks, institutions may try to find some other ways to remove the burden from teachers. For instance, a unit responsible for copying of materials or an efficient online system where the attendance and grade entry made easy could help these teachers. Professional development units may help teachers by suggesting ideas to motivate their students. Pacing issues will be referred under control section.

In some preparatory schools where observations were carried out by administration, teachers also felt under stress and exhausted. They mentioned that preparation process for the observations took a long time. This finding is in accordance with Cordes & Dougherty's (1993) findings which stated that work overload accompanied with time pressure is strongly related to exhaustion dimension of burnout. Therefore, constructive comments by the development units and administration can be of help to these teachers. Teachers should also have the opportunity to develop their skills with the help of teacher trainers in their school before administrative observations take place. Feelings of readiness can reduce these teachers' stress and exhaustion.

Having an office duty also had an effect on exhaustion. EFL instructors who had testing office duties were both stressed and exhausted by the work they had to do. They mentioned that they sometimes didn't have enough time to finish the tasks they were supposed to do. Moreover, they had 8 hours of extra teaching. Lessening the workload by removing extra teaching hours and providing more staff to these departments can reduce the exhaustion level of these instructors.

In terms of control, there was a significant difference between low and high burnout teachers on all dimensions of burnout. Interviews also shed some light on the quantitative data. Some teachers were quite satisfied with their control over work and some weren't.

Being not part of the decision making processes that directly affected teachers' lesson planning was the core reason of mismatch. Although teachers had freedom in their actual teaching in class, most of the instructors couldn't take part in planning of pacing, materials chosen by the institution, and strict standardization criteria posed on them. It was clear that these issues directly affected instructors' in-class performance. A book that they didn't find useful, naturally didn't meet the needs of the learners and heavy pacing didn't help their students learn. Not having enough autonomy, on the other hand, made them more exhausted. Finally, conflicting comments on grading and pacing created an ambiguous environment.

Pacing problems can be solved by having weekly level meetings where teachers talk about their student profile and the pace of their classes. So, the whole unit can decide what topics to cover weekly and omit some activities if necessary from the curriculum for that week. Teachers can also talk about the activities that really worked in their classes and share these with colleagues. This way teachers will have a say in curriculum development and the curriculum will be designed in consideration with these feedbacks from teachers for upcoming years. Teachers can also reflect on the materials used at their school and give feedback to coordinators about their effectiveness and appropriateness for their student profile. Finally, having standards emerges to be a factor in terms of testing but too much of it seemed to create stress on instructors. Therefore, effective standardization meetings are necessary to overcome ambiguities.

EFL instructors' perceptions of reward generally focused on the feedback from administration. Even the ones who were happy with it, stated that it only happened once a year in appraisal meetings. For others, it didn't even exist. It can be inferred that EFL instructors needed appreciation both from their colleagues and administration. Achievement of the students is also a factor of intrinsic reward because teachers also reflected that what they did sometimes didn't mean anything for their students. To prevent problems in reward, it is clear that teachers' good work should be recognized. As administration may have difficulty in keeping track of this because of the large number of teachers, development units can handle this and they can also provide feedback for their teachers.

Except for reduced personal accomplishment dimension, high and low burnout teachers didn't differ statistically in terms of community. This was also observed in interviews. Instructors shared their personal and professional ideas among themselves, though in small groups. Mismatches occurred when teachers wanted professional development and feedback on their teachings and this might be the reason why there was a significant difference between teachers with high and low burnout in terms of reduced personal accomplishment. They didn't feel that what they did got it worth. Therefore, this is also closely related to rewarding of teachers. As a result, providing English teachers with professional developmental programs can help them find self-efficacy in their teaching.

Mismatches in fairness generally emerged from unequal distribution of workload among instructors. Extra invigilation duties, marking of extra quizzes, last-minute substitutions, and teaching different levels in the same module were the main reasons for fairness issues. Some instructors also demanded free transport and free meal, which were their basic needs. Therefore, it is crucial to distribute the work equally to ensure fairness especially on marking and invigilation duties. Substitute teachers can also be useful to prevent last minute stress on teachers because when these last-minute substitutions occur all the time, feelings of burnout starts to emerge. Teachers should also be provided with free transport, especially in a city like Istanbul where public transport also is a source of great stress. Institutions can also provide meal tickets for teachers or they can make arrangements with catering services for free meal.



Mismatches in values occurred in these three areas: Providing better teaching standards to students, professional development opportunities, and commercialization of the universities. In fact, these three areas are closely related to one another. Commercialization of the universities ignores better standards of teaching and focuses on making more money with more students, which leads to ignorance of professional development units at institutions. It is not in scope of this study to discuss commercialization issues and its effects on students and teachers, but whether a foundation or a state university, institutions should prioritize on the needs of students and teachers to provide better standards of teaching. After all, aim of these institutions, in the first place, is to educate people and do it with high standards.

### **5.3 Theoretical and Pedagogical Implications**

The results of this study provided insights into burnout levels, work conditions and needs of EFL instructors working at foundation universities in Istanbul. Therefore, the study revealed similar findings with the studies conducted in the literature. First, development of emotional exhaustion and its effect on depersonalization was observed in participants of this study. This finding was in line with Byrne (1999). Feelings of reduced personal accomplishment were affected by lack of administrative feedback on instructors' teaching and professional development units, which is also in line with Maslach and Leiter's (1999) arguments stating that different factors in work environment can be the reason why reduced personal accomplishment develops separately.

Findings reported in this study provides some pedagogical implications for both teachers and administrative staff. Awareness of burnout phenomenon can help teachers develop some individual coping strategies and deal with job burnout. Administration, on the other hand, may promote team work and close professional connections among teachers. Administrative staff should also provide cooperative decision making processes such as weekly meetings and periodical online feedbacks on different units at school. Moreover, personal development units and help of professional teacher trainers may be of great help for teachers. When teachers lack sense of social support, they may consult these teacher trainers.

## **5.4 Conclusion**

Regarding to burnout levels of instructors, the findings of the study revealed that nearly 70% of the instructors had moderate and high levels of emotional exhaustion. On the other hand, nearly 60% of the instructors had moderate or high levels of depersonalization. Finally, only a quarter of participants had higher sense of personal accomplishment. Therefore, most of the instructors were suffering from moderate or high levels of burnout.

When high and low burnout groups were compared in terms of six areas of worklife, the findings revealed that higher levels of emotional exhaustion led to a significantly lower match between teacher expectations and work conditions on all dimensions except for community. Teachers who had higher levels of depersonalization related weaker match between their expectations and work conditions on reward, fairness, control, and values. Workload and community variables were not significantly related in terms of depersonalization. Instructors who had lower levels of personal accomplishment related weaker match between their expectations and work conditions on all dimensions except for workload.

Interviews also revealed that workload and fairness issues were closely related to each other. In general, instructors didn't find distribution of workload fair. Mismatches emerging from community were mainly about weak relationships with administration and lack of feedback from them. Lack of professional learning opportunities also resulted in mismatches in values.

## **5.5 Recommendations for Future Research**

This study has several recommendations for further research. First, the present study constituted only 81 volunteer instructors for quantitative data and 18 volunteer instructors for qualitative data. Thus, having a larger sample from more than five universities in Istanbul could give more representative results for characteristics of burnout and areas of worklife.

Second, the researcher didn't know whether the interviewees were high or low burnout teachers in three dimensions of burnout. Further research may consider

grouping the interviewees according to their burnout scores and compare comments of these teachers and statistical data.

Finally, some demographic factors (e.g., gender, marital status, and years of experience) can also be investigated in relation to six work areas and high and low burnout teachers.

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**APPENDIX A**  
**THE QUESTIONNAIRE**

**Dear Colleague,**

This questionnaire is designed to collect data for my MA thesis at the Department of English Language Teaching at Bahçeşehir University. The purpose of this research is to explore the burnout levels of EFL instructors, find out their views on their jobs and discover the organizational factors that cause instructors to burnout at Foundation Universities' English Preparatory Schools in Istanbul.

This questionnaire has three parts. First part asks for personal and work information. Second part consists of 22 questions of job-related feelings. Third part consists of 28 questions on job-person fit. The questionnaire takes 10-15 minutes to answer. All the information you provide is collected anonymously.

When you complete this online survey, you will see a page asking if you would like to volunteer in the interviews that will be conducted by the researcher. It is voluntary to take part in this interview. When you click on this form, it will redirect you to another page asking for your contact information so that the researcher can contact you.

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

MELİH KAZIMLAR  
BAHÇEŞEHİR UNIVERSITY, MA STUDENT

**PART 1:**

**Please complete all the information.**

**1. Age:**

.....

**2. Gender:**

.....

**3. Work status:**

Full-time

Part-time

**4. Teaching experience – total number of years (Life time):**

.....

**5. Teaching experience – number of years at current university:**

.....

**6. Educational background:**

B.A.

M.A. in progress

M.A

Ph.D. in progress

Ph.D.

**7. Extra job responsibilities (e.g., department head, coordinator):**

.....



## PART 2: MBI-ES

Please indicate **how often you feel** the way the following items suggested, by putting the most suitable number on the spaces provided next to each item.

0 Never	1 A few times a year or less	2 Monthly or less	3 A few times a month
4 Every week	5 A few times a week	6 Every day	

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

**PART 3: AWS (SAMPLE PAGE)**

Please use the following rating scale to indicate the extent to which you agree with the following statements. Please mark on the answer sheet the number corresponding to your answer.

1	2	3	4	5	
Strongly Disagree	Disagree	Hard to Decide	Agree	Strongly Agree	
<b>Workload</b>					
	Strongly Disagree	Disagree	Hard to Decide	Agree	Strongly Agree
1. I do not have time to do the work that must be done.	1	2	3	4	5
2. I work intensely for prolonged periods of time.	1	2	3	4	5
3. I have so much work to do on the job that it takes me away from my personal interests.	1	2	3	4	5
4. I have enough time to do what's important in my job.	1	2	3	4	5
5. I leave my work behind when I go home at the end of the workday.	1	2	3	4	5
<b>Control</b>					
6. I have control over how I do my work.	1	2	3	4	5
7. I can influence management to obtain the equipment and space I need for my work.	1	2	3	4	5
8. I have professional autonomy / independence in my work.	1	2	3	4	5
9. I have influence in the decisions affecting my work.	1	2	3	4	5
<b>Reward</b>					
10. I receive recognition from others for my work.	1	2	3	4	5
11. My work is appreciated.	1	2	3	4	5
12. My efforts usually go unnoticed.	1	2	3	4	5
13. I do not get recognized for all the things I contribute.	1	2	3	4	5

## APPENDIX B

### CONSENT FORM

#### CONSENT FORM – INTERVIEW WITH AUDIORECORDING

#### Consent to Participate in Research

***Title of Study: Burnout Levels of EFL Instructors in Relation to Organizational Context***

#### **Introduction and Purpose**

My name is Melih Kazımlar. I am a graduate student at Bahçeşehir University in the Department of English Language Teaching. I would like to invite you to take part in my research study, which concerns work conditions and burnout levels of EFL instructors working at foundation universities in Istanbul.

#### **Procedures**

If you agree to participate in my research, I will conduct an interview with you at a time and location of your choice. The interview will involve questions about your work conditions. It should last about 20 minutes. With your permission, I will record and take notes during the interview. The recording is to accurately record the information you provide, and will be used for transcription purposes only. If you choose not to be recorded, I will take notes instead. If you agree to being recorded but feel uncomfortable at any time during the interview, I can turn off the recorder at your request. Or if you don't wish to continue, you can stop the interview at any time.

#### **Confidentiality**

Your study data will be handled as confidentially as possible. If results of this study are published or presented, individual names and other personally identifiable information will not be used.

#### **Rights**

***Participation in research is completely voluntary.*** You are free to decline to take part in the project. You can decline to answer any questions and are free to stop taking part in the project at any time.

#### **Questions**

If you have any questions about this research, please feel free to contact me. I can be reached at [kazimlar@gmail.com].

#### CONSENT

You will be given a copy of this consent form to keep for your own records.  
If you wish to participate in this study, please sign and date below.

\_\_\_\_\_  
Participant's Name (*please print*)

\_\_\_\_\_  
Participant's E-mail Address

\_\_\_\_\_  
Participant's Signature

\_\_\_\_\_  
Date

## INTERVIEW QUESTIONS

### Part A: Work Environment

1. How would you describe your work environment (e.g., relaxed or stressful)?
2. What things make you feel stressed at work? Can you describe these? How do you feel in such situations?
3. What things make you feel exhausted at work? Can you describe these? How do you feel in such situations?
4. What would you change in your work environment if you had the chance?

### Part B: Workload

1. How many hours a week do you work at school (total amount of time you have to spend at school)?
2. How many hours a week do you teach at school?
3. What do you think of your workload? Is it easy or difficult to manage? Can you describe it?
4. Do you have the sufficient time to meet the demands of your work?
5. Does the workload make you feel exhausted? If so, how?

### Part C: Control

1. Do you know what you are expected to do at work (e.g., responsibilities)?
2. Do you feel that you have enough autonomy in making decisions with regard to your work?
3. Can you make your own decisions in teaching?
4. How do you make your decisions and solve problems? How would you describe decision making processes in relation to administration? Is it in a collaborative manner?

### Part D: Reward

1. How do you feel about your contributions in your work? Do you receive appreciation from others (e.g., administration)?
2. Do you think your efforts in your work get its worth?

### **Part E: Community**

1. How would you describe the *personal* (e.g., positive, negative) and *professional* (e.g., competitive, collaborative) relationship among instructors at your school?
2. How would you describe the relationship between instructors and administration at your school?
3. Do you have a chance to talk about teaching problems with your colleagues?
4. Do you feel you can ask for help or feedback from other instructors or administrators?
5. How can you describe the social environment in your university (e.g., social activities)?

### **Part F: Fairness**

1. Do you think resources are distributed fairly at work (e.g., materials, stationary equipment)?
2. Do you think decisions on policies (e.g., pacing, career opportunities) are made fairly?
3. Do you feel valued and respected as an instructor in this community?

### **Part G: Values**

1. Do you feel that your goals (e.g., for your students, your career) are consistent with the university's goals?
2. Can you describe whether your values and institution's values are consistent? Is there anything that affects your daily work because of the differences in values?

### **Part H: Other**

1. Would you like to mention any other things that we haven't discussed about your work conditions?

## APPENDIX C

### MBI Scoring Key

#### MBI–Human Services/Educators Scoring Key

##### Personal Accomplishment (PA) Subscale

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

How Often 0–6
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

##### Form Ed Cut-off Points

Categorization (Form Ed): Emotional Exhaustion	
	<i>Frequency</i>
High	27 or over
Moderate	17–26
Low	0–16

Categorization (Form Ed): Depersonalization	
	<i>Frequency</i>
High	14 or over
Moderate	9–13
Low	0–8

Categorization (Form Ed): Personal Accomplishment*	
	<i>Frequency</i>
High*	0–30
Moderate	31–36
Low	37 or over

\*Interpreted in opposite direction from EE and DP.

Categorization: Personal Accomplishment*	
	<i>Frequency</i>
High	0–31
Moderate	32–38
Low	39 or over

\*Interpreted in opposite direction from EE and DP.

#### MBI–Human Services/Educators Scoring Key

##### Emotional Exhaustion (EE) Subscale

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

How Often 0–6
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

Categorization: Emotional Exhaustion	
	<i>Frequency</i>
High	27 or over
Moderate	17–26
Low	0–16

##### Depersonalization (DP) Subscale

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

How Often 0–6
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____

Categorization: Depersonalization	
	<i>Frequency</i>
High	13 or over
Moderate	7–12
Low	0–6

## APPENDIX D

### Areas of Worklife Survey Scoring Key

#### Scoring the Areas of Worklife Survey

The Areas of Worklife Survey is scored by calculating six scores; one for each subscale. Since the meanings and relationships these six areas of worklife differ, it is not possible to combine the six subscale scores into one, overall score. Each item has a range of 4; between 1 and 5. 1 represents a strong mismatch between the person and their work environment, and 5 represents a strong match between the person and their work environment. Some item scores must be reversed before they are included in the subscale score. Reverse scoring is indicated by the character "R" after the item number. Please use the score key in Table 2 to calculate the scores for each of the six areas of worklife. The numbers refer to the order of the items in the AWS survey.

**Table 2. Scoring Key for 28-item AWS**

<b>Workload</b>	Average of 1R, 2R, 3R, 4, 5
<b>Control</b>	Average of 6, 7, 8, 9
<b>Reward</b>	Average of 10, 11, 12R, 13R
<b>Community</b>	Average of 14, 15, 16, 17, 18R
<b>Fairness</b>	Average of 19, 20, 21, 22, 23R, 24R
<b>Values</b>	Average of 25, 26, 27, 28

**R = Reverse scoring:** (5 = 1) (4 = 2) (3 = 3) (2 = 4) (1 = 5)

#### Scoring Example

Here is how to score the workload scale for a participant who has given the following raw scores. The adjusted score column shows the conversion with the reverse scoring. The Workload Average is the mean of the adjusted scores.

<b>Item</b>	<b>Raw Score</b>	<b>Adjusted Score</b>
Workload 1	2 [R]	4
Workload 2	1 [R]	5
Workload 3	3 [R]	3
Workload 4	4	4
Workload 5	5	5
Workload 6	4	4
Workload Average:		4.17

## CV

### PERSONAL INFORMATION

Name: MelihKazımlar  
Born: December 29, 1986  
Bornova (Izmir), Turkey

### EDUCATIONAL BACKGROUND

2013 – 2015 Bahcesehir University, Istanbul, Turkey  
M.A. in English, English Language Teaching  
2007 – 2011 Bogazici University, Istanbul, Turkey  
B.A. in English: Foreign Language Education  
2009 – 2010 / 1 Chemnitz University of Technology Chemnitz, Germany  
Erasmus Program: British English and American Literature  
2001 – 2005 Izmir Anatolian Teacher Training High School, Izmir, Turkey

### TEACHING EXPERIENCE

2014 – Bilgi University, School of Foreign Languages Istanbul, Turkey  
**EFL Instructor**  
2012 – 2014 Beykent University, School of Foreign Languages Istanbul, Turkey  
**EFL Instructor**  
2011 – 2012 HasanKalyoncu University, School of Foreign Languages Gaziantep,  
Turkey  
**EFL Instructor**



## TURKISH SUMMARY

### **Çalışmanın Amacı**

Öğretim doğası gereği stresli bir iştir ve öğretmenlerin günlük bazda birkaç kişi (örneğin, öğrenciler, veliler, yönetim) ile başa çıkması gereken bir meslek olduğu için, öğretmenler için tükenmişlik oldukça muhtemeldir.

Örgütsel bağlam (örneğin, yönetim, iş arkadaşları arasındaki ilişki ile alınan kararlar) da öğretmenlerin işlerini nasıl algıladıklarını etkiler. İdare tarafından yapılan haksız kararlar, örneğin, tükenmişlik için bir neden olabilir. Bu nedenle, öğretmenlerde tükenmişlik öğretmenlerin sadece tükenmişlik düzeylerinin araştırılmasını değil aynı zamanda bunun işle ilgili nedenlerine ve öğretmenler tarafından kendi algılanmalarına da bakılması gerekir. İngilizce okutmanlarının çalışma koşullarının daha iyi anlaşılması için örgütsel bir perspektif içinde tükenmişlik araştırılmalıdır.

Bu çalışmanın temel amacı hazırlık okullarında çalışan İngilizce okutmanlarının iş-kişi uyum modeline göre örgütsel bağlamda tükenmişlik ilişkisi düzeyini araştırmaktır. Aynı zamanda, çalışma alanları ile düşük ve yüksek tükenmişlik gösteren İngilizce okutmanlarının arasındaki farkı keşfetmektir. Kısacası, bu çalışmanın iki amacı vardır:

1- Vakıf üniversitelerinde çalışan İngilizce okutmanlarının düzeylerini araştırmak

2- Yüksek tükenmişlik ve düşük tükenmişlik tecrübe eden İngilizce okutmanlarını tükenmişliğin her üç boyut açısı ve altı çalışma alanı ile karşılaştırıp aralarında anlamlı bir fark olup olmadığını bulmaktır. Buna ek olarak, çalışma aynı zamanda bu farkın nedenlerini ortaya koymayı amaçlamaktadır.

### **Çalışmanın Önemi**

Öğretmenler bir eğitim sistemi içinde temel bileşenini oluşturmaktadır. Onlar hükümet politikası değişiklikleri, okul yönetimi kararları ve diğer çalışmalar ile ilgili konularda etkilenen kişilerdir. Bütün bu değişiklikler öğretmenlerin çalışma ortamı ve eğitim sisteminde rollerini nasıl algıladıklarını etkilemektedir. Bu nedenle, onların

fiziksel ve psikolojik sađlıkları büyük önem taşımaktadır. Sonuçta, sınıfta içindeki onlardır ve öğretimionlar yapar. Onların memnuiyeti öğrenci başarısını da yakından etkileyebilir.

Her insan gibi, öğretmenler de kötü hissedebilirler ve zaman zaman iş bırakma noktasına gelebilirler. Aslında, öğretmen refahı farklı faktörlere bağlıdır. Dolayısıyla, bu çalışma, nedenleri ile birlikte öğretmenler tarafından yaşanan tükenmişliği inceleyerek literatüre katkı sağlayacaktır.

Hem bireysel hem de örgütsel faktörler stres ve tükenmişliğe yol açar. Ancak, Bryne (1991), bireysel faktörlerin kişiden kişiye değişebileceğini ama örgütsel faktörlerin eğitim sisteminin tüm düzeylerinde öğretmenlerin stresine yol açacağını söyler. Tükenmişlik bu araştırmada örgütsel faktörler açısından ele alınmıştır. Leiter ve (1999) Maslach da örgütsel araştırma için bir model ihtiyacı olduğunu söyler:Tükenmişliğin üç faktörlü modelini tamamlamak için örgütsel anlamda hiçbir genel kabul görmüş bir model yoktur. Genel kabul görmüş organizasyon modeli olmaması teori gelişimini engeller. Bu tekrarlayan bir araştırma gündemi ile sonuçlanır. Tükenmişlik araştırması için örgütsel bağlamda güçlü yaygın uygulanan tutarlı bir model ve etkili bir araştırma yolu gereklidir.

Buna dayanarak, iş ve kişi uyum modeli sunulmuştur. Bu model, bir kişinin ve gerçek çalışma ortamı (gerçeklik) ile beklentilerindefarklılık olduğunda, çalışan ve işin kendisi arasında bir uyumsuzluğun meydana geldiğini belirtir. Bu çalışma tükenmişliğe bu açıdan bakarak katkıda bulunmuştur.

### **Tükenmişlik ve Öğretmen Tükenmişliği**

Çok boyutlu bir fenomen olan tükenmişlik, duygusal tükenme, duyarsızlaşma ve düşük kişisel başarıdan oluşan bir sendromdur (Maslach & Jackson, 1981). Duygusal tükenmeden mustarip insanlar bunalmış hissederler. Duyarsızlaşma diğer insanlardan uzaklaşma ve negatif tutumlar göstermek şeklinde karakterize edilir. Başarı eksikliği, kişinin işindeki başarısında onu tatmin etmeyen hislere sahip olması olarak yorumlanabilir.

Öğretmenlik mesleği kişinin üzerine aşırı talep yüklediğinden, tükenmişliğe sebep olan büyük mesleklerden biri olarak kabul edilir, çünkü aynı zamanda

öğretmenlik etkili iletişim gerektirir ve bu da gerçekleşmediğinde duygusal tükenmişliğin yolunu açabilir (Seferoğlu, Yıldız, & Yücel, 2014). Bu nedenle, tükenmişliğin üç yönü bir öğretmenin psikolojik ve fiziksel esenliği, iş algıları ve bunlarla nasıl başa çıktığı ile yakından ilgilidir.

Öğrencilere iyi bir öğrenme ortamı sağlamak için öğretmenlerin refahını korumak gereklidir. Sonuç olarak, öğretmenlerin çalışma koşulları ve bunun tükenmişlik ile ilişkisi dikkate alınması gereken önemli bir konudur.

Öğretmen tükenmişliği ile ilgili faktörler kişisel faktörler ve çalışma alanları ile ilgili faktörler olarak kategorize edilebilir. Kişisel faktörler öğretmenlerin demografik ve kişilik özelliklerini içerir. Demografik faktörler yaş, cinsiyet, medeni durum, eğitim ve öğretim deneyimidir. Öte yandan, kontrol, öz yeterlilik ve benlik saygısı öğretmenlerin kişilik özellikleri ilgili faktörlerdir. Çalışma alanları ise iş yükü, kontrol, ödül, topluluk, adalet ve değerleri içerir (Leiter & Maslach, 1999; Maslach & Leiter, 1997). İş yükü, tükenmişlik literatüründe aşırı iş taleplerinin insan sınırlarını aşması durumu olarak tanımlanmaktadır. İş yükü nicel (toplam öğrenci sayısı, sınıf büyüklüğü, ya da ders saati) veya nitel olabilir (akademik becerilerin ihmali, çatışma yönetimi eksiklikleri veya öğrenci motive zorlukları). Kontrol alanında ilgili stresörler rol çatışması ve rol belirsizliğidir. Farklı otoriteler, uyumsuz değerler veya çelişen talepler ile birey karşı karşıya olduğunda rol çatışması gerçekleşir (Leiter & Maslach, 2004). Rol belirsizliği, diğer taraftan, "rol beklentilerinde açıklık olmaması ve kişinin rolünün performans sonuçları ile ilgili belirsizlik derecesi" olarak tanımlanır (Harigopal, 1995). Öğretmen özerkliği (sınıf düzeyinde kontrol) ve öğretmen etkisi (okul düzeyinde kontrol) de bu alanla ilgilidir. Öğretmenlerin sınıflarında veya okul politikalarına ilişkin karar alma süreçlerinde söz sahibi olduğu durumlar bu durumla ilgilidir (Maslach & Leiter, 1999). Ödül, kişinin uyum modelinde bir diğer faktördür. Ödülleri bireyin beklentileri ile tutarlı olduğu ölçüde iş ile birey uyum sağlayabilir ve bu ödüller parasal, sosyal ya da içsel olabilir (Leiter & Maslach, 2004). Topluluk çatışma konularında karşılıklı destek, yakınlık ve bir ekip olarak çalışmaya kapasitesi de dahil olmak üzere, iş yerinde sosyal etkileşim, genel kalite anlamına gelir (Maslach & Leiter, 2008). Maslach ve Leiter (2008) adaletli yerinde verilen kararların hangi ölçüde eşit ve adaletli şekilde

çalışanlar tarafından algılandığını belirtmek için kullanır. Değerler alanı ise başlangıçta işe işçileri çeken idealleri ve motivasyonları içerir.

### **Metodoloji**

Bu çalışmada hem nitel hem nicel veri araştırması kullanılmıştır. Bu çalışma kapsamında, bir deneysel olmayan nicel araştırma tasarımı, yani anket araştırması kullanılmıştır. Çalışma 2014-2015 öğretim yılında, İstanbul'da beş vakıf üniversitesinin İngilizce hazırlık programlarında istihdam edilen 81 İngilizce okutmanı ile yürütülmüştür. 18 eğitmen de yarı-yapılandırılmış görüşmelere katılmak için gönüllü olmuştur. Veriler, Maslach Tükenmişlik Ölçeği (MTÖ), Çalışma Alanları Anketi (CAA) ve katılımcılar hakkında bilgi toplayan demografik bir anketten elde edilmiştir. Nicel veriler için yarı yapılandırılmış görüşmeler kullanılmıştır. Nicel veriler online Google Forms aracılığıyla, nitel veriler ise yüz yüze ya da e-mail ile toplanmıştır. İlk araştırma sorusunun verilerini MBI-ES sonuçları sağlamıştır. İkinci araştırmanın veri analizinde ise, numune MTÖ puanlarına göre, iki yüksek ve düşük tükenmişlik gösteren iki gruba ayrıldı. İki grup ortalamaları birbirlerinden önemli ölçüde farklı olup olmadığını belirlemek için karşılaştırıldı. Sonuç olarak, iki grup arasında anlamlı bir fark olup olmadığını incelemek için t-test uygulandı. Gereken durumlarda Mann Whitney U test ve Levene's test de uygulandı.

Araştırmanın güvenilirliğini sağlamak için üye kontrolleri stratejileri, katılımcılar ile ilgili detaylı açıklama, detaylı veri analiz açıklamaları ve triangülasyondan faydalanıldı.

### **Sonuçlar**

Çalışmanın bulguları öğretmenlerin çoğunun orta ve yüksek düzeyde duygusal tükenme, duyarsızlaşmadan etkilendiğini ve katılımcıların sadece dörtte birinin kişisel başarı hislerinin yüksek olduğunu göstermiştir. Öte yandan, tükenmişlik düzeyi yüksek olan İngilizce okutmanlarının örgütsel ortamlarına karşı daha negatif bir tutum sergiledikleri saptanmıştır.

Nicel veriler her bir tükenmişlik boyutuyla ve çalışma alanlarıyla incelenmiştir. Duygusal tükenmede topluluk hariç çalışma alanlarının tümünde düşük

ve yüksek tükenmişlik gösteren öğretmenlerde beklentileri ve çalışma koşullarında anlamlı bir fark saptanmıştır.

Yüksek seviyelerde duyarsızlaşma rapor öğretmenlerde çalışma alanlarının ödül, adalet, kontrol ve değerler kategorilerinde kendi beklentileri ve çalışma koşulları arasında zayıf eşleşme bulunmuştur. İş yükü ve toplum değişkenleri için düşük ve yüksek tükenmişlik gösteren öğretmenlerde bir fark anlamlı bir fark bulunmamıştır. Kişisel başarı düzeyini düşük rapor eden ve etmeyen öğretmenlerde iş yükü hariç çalışma alanının tüm boyutlarında kendi beklentileri ve çalışma koşulları arasında anlamlı bir zayıf eşleşme saptanmıştır.

Nitel veriler de önemli bulgulara işaret etmiştir. İlk olarak, adalet ve iş yükü bu öğretmenler için ilgili çalışma alanları olarak bulunmuştur. Ayrıca, nitel veriler iki ilginç sonuçlar vermiştir. İngilizce okutmanları genellikle yapmak zorunda oldukları işten dolayı değil de başkasının işini yapma fikrine karşı oldukları gözlenmiştir. İkincisi, okutmanlar içlerinde buldukları topluluk ile oldukça mutlu olduklarını söylemişler ancak onlar yönetim ile bazı sorunlar da yaşadıklarını belirtmişlerdir. İstatistiksel veriler bu bulgular ile benzer doğrultuda sonuç vermiştir.

### **Tartışma ve Sonuç**

Her çalışma alanıyla ilgili tartışmalar özetle şu şekildedir:

#### **İş yükü**

Ekstra iş yükü öğretmenlerin iş algısında uyumsuzluğa yol açmıştır. Öğretmenler kendi işleri anlamlı ve yararlı olduğu sürece iş yüklerinden şikayet etmemişlerdir. Başkasının yerine derse girme ekstra işlere örnek olarak gösterilebilir.

#### **Kontrol**

Karar alma sürecinde fikri sorulmayan öğretmenlerin bu alanla ilgili kaygıları saptanmıştır. Genelde öğretmenler müfredatın belirlenmesinde söz sahibi olmak istemişlerdir. Haftalık seviye toplantıları bunun çözülmesinde için düşünülebilir.

#### **Ödül**

Okutmanlar genel olarak ödülü yönetimden gelen geribildirim olarak algılamışlardır. Bu yüzden öğretmenlere düzenli şekilde geribildirim yapılması uygun olabilir. Aynı zamanda, öğrenci başarısı da öğretmenlerin yapmaya çalıştıklarının bir sonucu olarak görmesi açısından önemlidir.

#### Adalet

Eşit olmayan görev dağılımı bu alanda etkili olmuştur. Öğretmenler başkalarının işini özellikle de son anlarda çıkan önceden planlanmış işleri yapmanın onları en çok yoran şeylerden biri olduğunu belirtmişlerdir.

#### Değerler

Bu alan genellikle üniversitenin öğrencilere sunduğu imkanlar üzerine yoğunlaşmıştır. Çoğu öğretmen üniversitelerin ticarileşmesinden yakınmıştır. Daha az miktarda öğrenci alımının yapılmasını ve öğretim kalitesinin artırılmasını önermişlerdir.

Sonuç olarak, tükenmişliğin farklı boyutları farklı alanlarda etkili olmuş ve birbirine bağlı bu alanların bağımsız değil bir bütün olarak düşünülerek yorumlanması gerektiği de saptanmıştır.