STUDENT BURNOUT IN AN ENGLISH PREPARATORY PROGRAM AT A TURKISH UNIVERSITY: A CASE STUDY

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STUDENT BURNOUT IN AN ENGLISH PREPARATORY PROGRAM AT A TURKISH UNIVERSITY: A CASE STUDY

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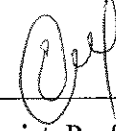
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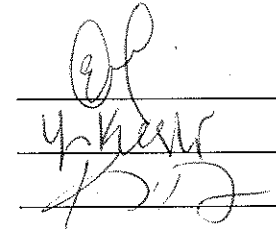
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ABSTRACT

STUDENT BURNOUT IN AN ENGLISH PREPARATORY PROGRAM AT A
TURKISH UNIVERSITY: A CASE STUDY

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The purpose of this study is to investigate to what extent the repeat Turkish EFL students experience burnout considering the three dimensions: exhaustion, cynicism and professional efficacy, explore whether there is any relationship between these subcategories, and also find out the common metaphors that the Turkish EFL students use to define burnout during their language learning process in a preparatory program at a foundation (non-profit, private) university in Istanbul, Turkey. A sample of fifty-four B1 (intermediate) level Turkish EFL students repeating the same preparatory program for two years and five Turkish EFL instructors offering intensive courses in this particular program participated in the study. The quantitative data was obtained through the Maslach Burnout Inventory-Student Survey while the qualitative data was collected from semi-structured interviews and metaphor. The findings of the study revealed that the B1 (intermediate) Turkish EFL students experience high level of exhaustion and cynicism whereas they face low level of professional efficacy indicating their burnout level in the preparatory program.

Keywords: Burnout, Dimensions of Burnout, Maslach Burnout Inventory – Student Survey, English as a Foreign Language (EFL), Preparatory Program.

ÖZ

TÜRKİYE'DEKİ BİR ÜNİVERSİTENİN HAZIRLIK PROGRAMINDA OKUYAN ÖĞRENCİLERDE GÖRÜLEN TÜKENMİŞLİK SENDROMU: OLAY İNCELEMESİ

Erakman, Nurgül

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Bu çalışmanın amacı, İstanbul'da bir özel üniversitenin hazırlık programını tekrar etmekte olan İngilizce öğrenimi gören öğrencilerin duygusal tükenme, duyarsızlaşma ve mesleki yeterlilik olarak adlandırılan üç alt boyuta göre ne ölçüde tükenmişlik yaşadıklarını, bu üç boyutlardaki tükenmişlik seviyeleri arasında bir ilişki olup olmadığını ve bu öğrencilerin dil öğrenme süreçleri boyunca yaşadıkları tükenmişliği tanımlamak için kullandıkları yaygın metaforları incelemektir. Bu çalışmada İngilizce öğrenimini aynı hazırlık programında iki yıldır orta seviyeyi tekrar etmekte olan elli dört öğrenci ve bu düzeyde İngilizce öğreten beş Türk okutman yer almıştır. Nicel veriler Maslach Tükenmişlik Envanteri'nin Öğrenci Anketi aracılığıyla elde edilmiştir, nitel veriler ise hem öğrencilere hem de okutmanlara uygulanan yarı yapılandırılmış görüşme ve öğrencilere sorulmuş metafor sorularıyla toplanmıştır. Çalışmanın bulguları, İngilizce öğrenimi gören orta seviye (B1) öğrencilerin düşük seviyede mesleki yeterlilik yaşıyorken yüksek seviyede duygusal tükenme ve duyarsızlaşma yaşadıkları doğrultusunda önemli çıkarımlar ortaya koymaktadır.

Anahtar Kelimeler: Tükenmişlik, Tükenmişlik Alt Boyutları, Maslach Tükenmişlik Envanteri - Öğrenci Anketi, Yabancı Dil Olarak İngilizce, Hazırlık Programı.

To My Family

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1.1 Overview

For most students newly embarking on an education program - regardless of which discipline - the fresh burst of energy and motivation they feel in the beginning drives them to study harder than ever in order to succeed. However, over time, they start to slow down, feeling unmotivated, as well as mentally, physically and emotionally exhausted which in turn, leads to incomplete assignments, a marked lack of attention and increased truancy. This overwhelming sense of "burnout" – which many studies have found equally symptomatic amongst educators, too – can be attributed to the overwhelming amount of pressure facing students. Thanks to the recent light shone on *student burnout* as a phenomenon, the concept is gradually gaining traction in pedagogical studies.

The relationship that people experience with their work, and the difficulties that can arise when that relationship goes awry, have been recognized as a significant phenomenon of the modern age in general. However, although burnout has generally been treated as a work-related disorder (Maslach, Schaufeli & Leiter, 2001), it may be extended to the context of classroom education as well. After all, students work; they attend classes, complete assignments, take exams and acquire a degree. Hence, they are highly susceptible to burnout.

The most widely cited definition of burnout was introduced by Maslach and Jackson (1981) as a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment. According to Shaufeli and Enzmann (1998) "burnout is a persistent, negative, work-related state of mind in 'normal individuals' that is primarily characterized by exhaustion; a sense of reduced effectiveness, decreased motivation, and the development of dysfunctional attitudes and behaviors at work" (p.36).

Freudenberg (1974) states that people are more at risk of burnout especially when they idealize their work. Pines (1993) expands on this by explaining that burnout is the result of a process with an initial state of high motivation and involvement   and   is   typically   found   among   highly   motivated

individuals. Thus, people who experience burnout tend to lose their idealism and enthusiasm for their work (Dworkin, Saha, & Hill, 2003).

Subsumed under these common definitions, burnout is identified as a sign of emotional exhaustion, depersonalization and lower professional efficiency in the work setting (Maslach et al., 2001). Jacobs and Dodd (2003) define emotional exhaustion as "the feeling of being overwhelmed due to high demands and stressors" (p.299). Cynicism or depersonalization refers to the evolution of negative and cynical behavior forming indifferent view of others. Finally, reduced professional development is related to decreased feelings of competence, success and achievement in one's work.

1.2 Theoretical Framework

Burnout is a concept which has been encountered in many professions in recent years. In early studies it was related particularly to professions requiring high human contact; however, today it is investigated in all professions. Being a student is not officially considered a profession, but after all the responsibilities and tasks required of students are taken into account, it can be extrapolated that their unique experience of burnout is an obvious area in need of further research. Schaufeli & Taris (2005) and Hu & Schaufeli (2009) remark that when it is seen under a psychological perspective, since students take part in an organizational structure filled with compulsory activities, the activities they are dealing with can be considered as work. Students experience burnout as they feel exhausted due to study requirements, approaching cynically toward one's studies and feeling inadequate in their field (Schaufeli, Martinez, Pinto, Salanova, & Bakker, 2002).

Several studies carried out on school personnel revealed that school alone can be a driver generating stress for students. Problems at school may affect students and therefore induce burnout (Chang, Rand, & Strunk, 2000; Grayson & Alvarez, 2008; Howe, Matheson, & Hamilton, 1994; Tatar & Horenczyk, 2003; Woodrum, 2005). Specifically, the concept of burnout among undergraduate students has been investigated in recent studies using international samples. As undergraduate students have many responsibilities alongside their studies, it is likely for them to develop symptoms of burnout (Li, Song, & Guo, 2009; Schaufeli, Martinez, Pinto, Salanova, & Bakker, 2002).

Similarly to other countries, in Turkey, undergraduate education requires and rests alongside many duties and responsibilities on the part of the student. One of the most important prerequisites that most Turkish universities demand is proficiency in English. Students are required to take a proficiency exam before they start their education program at university. The ones who pass the exam directly start with the undergraduate program. However, the ones who fail the exam have to study at the Language Preparatory School at least for one academic semester. If the students cannot finish the preparatory program within two years, they are dismissed from the program, and cannot study in a department which offers education in English. It means that they cannot continue their graduate education. This causes a lot of stress, and a loss of energy and motivation, which consequently leads to student burnout.

1.3 Statement of the Problem

English has become one of the prerequisites to get a qualified education, find a good job and build a career in a specific field. English also serves as a medium of education as it is the lingua franca spoken in almost every country around the world. Hence, in most of the universities in Turkey, English is the medium of instruction. To support the students' competencies in English, most universities have an English Preparatory Program which consists of intensive language courses preparing students for their prospective departments.

Students enrolling in the preparatory program are required to pass the proficiency exam (with an average of 60), the TOEFL exam (with an average of 74), IELTS (with an average of 6) or YDS (with an average of 60) in order to continue their education in their chosen discipline. Nevertheless, when the students cannot pass the proficiency exam, they need to take the placement exam that detects their level of English proficiency to be studied in the preparatory school.

The academic year in this program is comprised of a total of 5 eight-week modules and 5 levels: A1 (Elementary), A2 (Pre-Intermediate), B1 (Intermediate), B2 (Upper Intermediate), C1 (Advanced). Students are required to successfully complete each module with an overall grade of at least 65% before they can advance to the next one. They receive 24 hours of English instruction per week in each level. All the skills (reading, writing, listening, and grammar) are integrated in these courses to meet the students' needs and prepare them for the proficiency exam.

In addition, the students studying at all levels in the English Preparatory Program have to meet the attendance requirements of each module in order to qualify for the End of the Module Exam given at the end of that module. They can miss up to 20 class hours during each module, or 40 class hours during a combined module. The ones who exceed this absenteeism limit are considered to have failed that module. Briefly, the students are expected to follow the rules of the institution, and throughout their studies in the preparatory program, they are required to carry out lots of responsibilities, such as regular attendance, assignments, presentations and exams, which might build stress as a consequence of the pressure put upon them.

In the light of the above discussion, burnout might become a really prevalent syndrome in students studying at English Preparatory Program. Thus, the study of burnout in students is of paramount importance. To fulfill this gap, the present study aims to investigate the burnout syndrome among the Turkish EFL students of the B1 intermediate level class who have been studying in the English Preparatory Program for two years.

1.4 Purpose of the Study

The purpose of this study is to examine to what extent the B1 intermediate level Turkish EFL students, who have been repeating the preparatory program for two years, experience burnout in terms of the three dimensions of exhaustion, cynicism and professional efficacy, and explore whether there is any relationship between these dimensions. The study also seeks to find the common metaphors the students use to define the concept of burnout during their English learning process in the preparatory program.

1.5 Research Questions

The study aims to find the answers of the following research questions:
1. To what extent do the Turkish EFL students experience burnout considering the three dimensions: exhaustion, cynicism and professional efficacy in the preparatory program?
2. Is there any relationship between these three predefined dimensions?
3. What are the common metaphors that the Turkish EFL students use to define burnout during their language learning process in the preparatory program?

1.6 Significance of the Study

Burnout is a concept which has been studied since the 1970s in many fields and professions. It has principally been regarded as a work-related disorder and researchers have been especially avid in their investigations of its symptoms and causes among those who work in a close and constant proximity to people such as nurses, psychologists and social service workers. However, research has only recently been applied to teachers and students.

Being a student is generally not considered an occupation (Schaufeli & Taris, 2005), despite compulsory activities, such as attending classes and performing assignments, clearly sharing common ground with many professions. Since their compulsory activities can thus be considered work, so it stands that students may also experience burnout. Exhaustion as a result of study demand, having a cynical attitude towards one's study and feeling incapable as a student are the main symptoms of burnout syndrome in students (Meier & Schmeck, 1985; Schaufeli et al., 2002b).

Although there is some research available on student burnout, generally studies on those attending English preparatory programs in Turkey are not adequate. It is believed that this study will contribute to student burnout literature by providing a good sample. Both the results of the quantitative and the qualitative data obtained in this study will give insight about student burnout in relation to exhaustion, cynicism and professional efficacy in preparatory schools and their visual conceptions of this syndrome during their language learning process.

1.7 Overview of Methodology

1.7.1 Research design. A mixed-method research design was adopted for the purposes of this study. This design is a methodology for conducting research which involves collecting, analyzing and integrating quantitative and qualitative data in a single study or a longitudinal program of inquiry. The benefit of this form of research is that it provides a better understanding of a research problem by collecting both quantitative and qualitative data.

1.7.2 Participants. The sample employed in this research consisted of 5 Turkish EFL instructors and 54 Turkish EFL students studying at the English Preparatory Program of a Private University in Istanbul during the fall term of the

2014-2015 academic year. They were repeat students at B1 (intermediate) proficiency level who had been studying in the prospective program for two years. There were two repeat levels that were in their second year. Those were B1 (intermediate) and B2 (upper-intermediate) levels. Specifically, the repeat group of students studying at B1 (intermediate) level was chosen for this study because it was thought that they would contribute more valid data since their success rate was lower compared to the B2 (upper-intermediate) students. Based on these facts, this batch of students had the highest potential to experience burnout in the preparatory program.

1.7.3 Setting. The study was conducted in the English Preparatory Department of one of the private universities in Istanbul during the fall semester of the 2014-2015 academic year.

1.7.4 Data collection instruments. In this study, the main data collection instrument, which was designed to collect quantitative data, was the Maslach Burnout Inventory – Student Survey (Schaufeli, Martinez, Pinto, Salanova, & Bakker, 2002).

In addition, the qualitative research was collected to complement the results obtained through quantitative data. Specifically, the participating students were engaged in semi-structured interviews to gather insight information about their level of burnout. In the mean time, the same interviews were carried out with the instructors teaching those students as well to find out how they perceive their students' burnout. Finally, as for another qualitative aspect of this study, the students were asked to provide metaphors about their English language learning process in the program.

1.7.5 Data analysis. In attempt to answer the first research question, the data obtained through Maslach Burnout Inventory – Student Survey and semi-structured interviews carried out with students and instructors was analyzed quantitatively and qualitatively to investigate the extent of burnout the B1 (intermediate) Turkish EFL students experienced in relation with the three dimensions namely exhaustion, cynicism and professional efficacy in the preparatory program. As for the second research question aiming to find out if there was any relationship between the B1 (intermediate) Turkish EFL students' burnout levels on these three dimensions, the data collected from Maslach Burnout Inventory – Student Survey was analyzed

quantitatively. As for the third research question, the data obtained through metaphors was analyzed through frequency count to investigate the common metaphors that the Turkish EFL students use to define burnout during syndrome during their language learning process in the preparatory program.

1.8 Operational Definitions of Terms

Burnout: Burnout is a syndrome that consists of emotional exhaustion, depersonalization and reduced personal accomplishment (Maslach & Jackson, 1981).

Student Burnout: A syndrome that may exists in students and shows up through exhaustion by reason of study demands, maintaining a cynical attitude to one's study, and feeling inadequate as a student (Meier & Schmeck, 1985; Schaufeli et al., 2002b).

English as a Foreign Language (EFL): Lightbown and Spada (2006) define "English as a Foreign Language" as the learning of a language, mostly in a classroom setting, where the target language is one not generally used outside the classroom.

English Preparatory Program: English Preparatory Program is a department which provides its students with English grammar and language-learning skills, the graduation from which allows them to continue their education in their chosen university department.

Chapter 2: Literature Review

2.1 Introduction

In this chapter, the literature review of this study is divided into sections. First, the notion of burnout is discussed with a detailed explanation. Next, the historical background of burnout is explained, and this is followed by the description of dimensions of burnout, distinguishing features of burnout from other psychological constructs and the development of the concept over time. Then, the information about the theories and models of burnout is provided and this is followed by research on burnout in Turkey. Also, The Maslach Burnout Inventories are explained in this section. Finally, burnout in students, burnout in university students and burnout in prep students at universities are explained in detail.

2.2 Burnout

Burnout is a syndrome which has recently come into stage in many fields as a subject of great significance, and quite a substantial number of studies on it have been carried out around the world. There are indeed many reasons for people to experience burnout in their lives such as job stress and work overload. Improvements in technology and changes in the working conditions have also triggered this syndrome. It is inevitable that burnout has a negative effect on people's day-to-day functionality. Thus, researchers have started to investigate this issue to ascertain more information about it and find possible solutions to help people and organizations.

2.2.1 Definition. Burnout is defined by Maslach & Jackson (1981), the two pioneers in burnout research, as "a syndrome of emotional exhaustion and cynicism which people mostly dealing with human relations experience" (p.99). This indicates that burnout is more endemic to those who work in the jobs needing human affairs. Maslach & Schaufeli (1993) support this idea by suggesting the opinion that the fields of education, social services and medicine are at risk of burnout since they are people-oriented professions. It has been much remarked upon that people feel more motivated and devote time and effort to their work when they start their jobs (Maslach & Leiter, 1997). However, when they feel burned out, they tend to lose

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their idealism and enthusiasm for their work and become notably more disinterested (Dworkin, Saha, & Hill, 2003). These are the principle factors that impact people's behavior while experiencing burnout.

Maslach & Jackson (1981) describe burnout as a multidimensional model that consists of three interrelated dimensions; namely exhaustion (the state of having emotionally overextended and exhausted feelings), cynicism (the state of having negative and cynical attitudes towards one's profession) and reduced professional efficacy (a lower sense of personal accomplishment – a tendency to perceive oneself negatively).

2.2.2 The historical background of burnout. Burnout appeared as a very important concept in the 1970s, but was initially considered rather more a social phenomenon than a subject for academia (Maslach & Schaufeli, 1993; Maslach et al., 2001). Upon entering the realm of pseudoscience and popular psychology, it was instantly identified as a disorder exclusive to the professional occupations (Maslach & Schaufeli, 1993; Maslach et al., 2001). Although the notion of itself is a modern conceptualization, it is by no means a purely modern phenomenon, and much literature that predates the 1970s has validated it as a universal and timeless aspect of the human condition (Maslach et al., 2001; Schaufeli & Enzmann, 1998). To illustrate, the following couplet from William Shakespeare's "The Passionate Pilgrim" allude very clearly to the idea. /"She burnt with love, as straw with fire flameth/ She burnt out love, as soon as straw out burneth" (Enzmann & Kleiber, 1989, as cited in Schaufeli & Enzmann, 1998).

In a much-cited case-study, a psychiatric nurse who was experiencing disappointment, depression, exhaustion, and suffered a negative attitude towards others by insulting her clients in a study conducted in 1953 (Schwartz & Will, 1953, as cited in Schaufeli & Enzmann, 1998) bears all the hallmarks of burnout. In this case study, Miss Jones was a nurse on a chronic ward in a psychiatric hospital in which the working atmosphere was, by all standards satisfactory, and in which she was surrounded by colleagues who were highly motivated and notably more compassionate to their patients. However, Miss Jones left the ward for a period and when she returned, found it to be in a tragic condition. There were a couple of changes on the ward. The matron of the ward had been replaced and other nurses

were missing, leading the patients to get anxious, and the staff to loss their motivation. Miss Jones tried to make suggestions to improve the conditions but to no avail. Her colleagues were indifferent and even hostile to her suggestions. Since Miss Jones felt rejected and nervous, she diverted her attention to her patients more than ever. However, the patients were more difficult to handle because the other nurses were discomforted and annoyed. She was expecting some gratitude because she really wanted to help them. After a while, she realized that she had failed and she was in a depressed mood. Schwartz and Will (1953) analyzed the situation and claimed that Miss Jones was in a kind of vicious circle: she felt depressed and disappointed in the first place, but upon trying to ameliorate the situation and failing, she duly fell into a rut of further disappointment. She lost her motivation and she entered a state of depression, becoming careless towards her patients. She started to see only the negative sides of her job and quit the social contact with her colleagues and patients. More pertinently, she began to find her job meaningless and did not go to work regularly. The authors of the study thus offered a number of counseling sessions to Miss Jones in which she could share her feelings and later, learn to analyze and understand the underlying reasons for her situation and thus how to reduce her high anticipations from her job and the people around her. The counseling sessions were a success, and Miss Jones began to approach her work with a more realistic attitude. Her relations with her colleagues and patients got better and she was performing well in her job a few months later.

Moreover, the novel "A Burn-Out Case", written by Graham Greene in 1961, describes a story of a disappointed and pained architect quitting his job in order to explore the African jungle (Maslach et al., 2001). According to Greene (1961) and Schaufeli, and Enzmann (1998), the protagonist in this novel is represented as surly, cynical and disappointed, and wants to seclude himself in the distant tropics as a refuge to escape his disillusion. Thus, it can be assumed, that long before its analysis under the lens of academia, burnout was a valid human trait experienced in many fields.

The concept of burnout developed in two stages called the *pioneering phase* and *empirical phase* (Maslach et al., 2001). The *pioneering phase* is associated with the appearance of scholarly articles by Feudenberger (1974) and Maslach (1976 as cited in Maslach et al., 2001), in which the notion of burnout was delineated, and

demonstrated to be a common response to the working environment. In Freudenberger and Richelson's study (1980), Freudenberger, who is a psychiatrist, explained his own sense of exhaustion and burnout as being due to long working hours. The following is a part of his notes:

> During the Christmas holiday my wife insisted that we take a vacation with the children, and much as I hated to be away from the clinic, I felt I should go to make up for all the time I had spent away from home. My wife made the hotel and plane reservations. All I had to do the night before we left was packing my own clothes, but when I dragged myself through the door at 2 a.m., I was too exhausted to do anything except fall into bed. I told my wife that I would pack in the morning, but in the morning I couldn't get up. We never got to the airport. I slept for two solid days and ruined the family vacation (p.18).

After this experience, Freudenberger noticed that he was exposed to diverse emotions such as exhaustion, rage, guiltiness and depression (Freudenberger & Richelson, 1980). Freudenberger portrayed this experience as burnout with the effect of this incident and found that it corresponded with his observations of volunteers at his clinic (Freudenberger & Richelson, 1980; Maslach & Schaufeli, 1993).

During this period, another researcher, Maslach (1993), who was a social psychology researcher, was examining the means by which individuals cope with the emotional arousal they experience at work. The findings of his study revealed that this arousal and strategies that are used to deal with these emotions affected the individual's identity and attitude. After he described these findings to an attorney, poverty lawyers officially defined the phenomenon as burnout (Maslach & Schafeli, 1993). Thus, he is known as the pioneer of the social-psychological conceptualization of burnout. This concept focuses on the "interpersonal, social and organizational factors" that cause burnout (Schaufeli, 2003). On the contrary, the idea of burnout was conceptualized by Freudenberger as a mental disorder, which presents characteristics like dysfunctional personality traits (Freudenberger & Richelson, 1980; Schaufeli, 2003).

After the first articles about burnout were published, much literature on the subject emerged, and found that it was especially prevalent amongst practitioners

working in people oriented industries. However, three valid critiques about these initial works soon appeared. The first of these was that academics used various definitions of burnout. The second was that due to the effect of every personal problem that was related to burnout, the notion was broadened beyond its original form. The third concern about these initial writings was that only few of them were empirical, and that most were characterized by qualitative research methods, such as interviews, in order to comprehend the concept (Maslach & Schaufeli, 1993; Maslach & Jackson, 1984, as cited in Schaufeli, 2003).

Since the pragmatic and constructive studies about the concept of burnout started, the empirical phase improved in 1980's. In this phase, several instruments were formed to measure burnout. The Maslach Burnout Inventory (MBI), which was developed by Maslach and Jacksonin 1981, was the most notable of these instruments (Maslach et al., 2001; Maslach & Jackson, 1981). Within this phase, researchers who limited their studies to the human service occupations started to investigate burnout in various professional and nonprofessional fields. In a similar fashion, correlational and self-report studies were provided since the availability of diverse statistical techniques and methodology increased. Besides these improvements, the relationship between burnout and people's thoughts underwent examination (Maslach et al., 2001; Maslach & Schaufeli, 1993). The core dimensions in the concept of burnout were discovered within the pioneering and empirical phases (Maslach et al., 2001; Maslach & Jackson, 1981).

2.2.3 Dimensions of burnout. Maslach and Leiter (1997) state that people get to work with energy, involvement and efficacy and they are motivated to work. Nevertheless, when they experience burnout, they lose their enthusiasm and engagement and all these positive feelings transform to negative feelings. They claim that energy turns into exhaustion, involvement into cynicism and efficacy into inefficacy.

2.2.3.1 Exhaustion (emotional exhaustion). Exhaustion is defined as the emotionally overextended and exhausted feelings (Maslach & Jackson, 1981). They state that people use up their resources and they lose their ability to devote themselves to their work or customers like their previous performance. According to Maslach et al. (2001), exhaustion is the most indicative dimension of burnout. They

claim that exhaustion represents the basic individual stress component of burnout, referring to feelings of being overextended and emotionally and physically used up. People distance themselves emotionally and cognitively from work because of exhaustion to deal with work overload. Besides, according to Shirom (1989), exhaustion is noted to be the central nature of burnout and the most explicit indicator of burnout. It does not mean that the other two dimensions are incidental or unnecessary.

2.2.3.2 Cynicism (depersonalization). According to Maslach and Jackson (1981), cynicism (depersonalization) occurs when the negative attitudes develop. These attitudes may create a senseless view of others and even consider them bothersome. Cynicism can result in viewing the others as objects (Maslach, Jackson & Leiter, 1996). Cordes and Dougherty (1993) see cynicism or depersonalization as the interpersonal context of burnout, which refers to feelings of negative, senseless or distant reactions to work. It is considered an attempt to handle exhaustion via keeping one's distance from service recipients. To give an example, in professions requiring human services, the emotional demands of the job can be emotionally exhausting, and consequently workers cannot remain sensitive to the needs of their service recipients. In other words, workers can cope with the emotional demand on them only by depersonalizing the service recipients as impersonal objects in their profession.

2.2.3.3 Professional efficacy (reduced personal accomplishment). Reduced personal accomplishment is defined as the inclination to perceive oneself negatively and be discontent with one's successes (Maslach & Jackson, 1981). This dissatisfaction may also cause a decline in one's feelings of competence. Moreover, as a consequence of decreased feelings of personal accomplishment, people do not experience satisfaction with their progress in the job. Thus, self-evaluation is a very relevant concept (Byrne, 1991; Maslach, 1993; Maslach & Jackson, 1981).

2.2.4 The development of the burnout dimensions over time and relationships between them. There are a few models which have been suggested to clarify the development of the burnout dimensions (Leiter, 1993; Shirom, 1989). The three main arguments will be introduced in this study.

According to Leiter and Maslach (1988), the first response to emotional stress in the work place is exhaustion (emotional exhaustion). Since people try to deal with these feelings – which are emotionally holding them off from service recipients – depersonalization (cynicism) comes immediately after emotional exhaustion. People may appraise themselves more negatively, and begin to perceive decreased success at work because of depersonalization (cynicism), and this causes a marked decrease in professional efficacy. Thus, it is claimed that emotional exhaustion can conduce to reduced professional efficacy only if depersonalization also exists. As a result, it was concluded that high levels of emotional exhaustion cause high levels of depersonalization (cynicism), and this leads to low levels of personal accomplishment (professional efficacy) (Leiter & Maslach, 1998).

On the other hand, Golembiewski and Munzenrider (1988) offer another pattern called the "phase model" regarding the various dimensions of burnout. According to this model, depersonalization (cynicism) is discussed to cause reduced professional efficacy and, ultimately, emotional exhaustion. In other words, they state that firstly depersonalization leading to restricted ability to finish work goals occurs, followed by a decrease in professional efficacy at work. As a result of this process, a sense of limited success occurs, and results in emotional exhaustion. This remark is criticized by Leiter (1989), however, who claims that there is restricted tentative proof available to promote the phase model, and burnout is reduced to a one-dimensional model of exhaustion.

Moreover, a developmental model to demonstrate the relationship between the three dimensions of MBI is proposed by Leiter (1993). In this model, emotional exhaustion is intensified by the effects of the hard subjects of the environment like workload. Then it causes increase in depersonalization (cynicism). However, resources like social support produce professional efficacy. So, in this model it is assumed that since both emotional exhaustion and professional efficacy is a factor of separate dimensions of the work environment, they grow up collaterally.

2.2.5 Studies on the relations between the dimensions of burnout. In studying burnout, knowing the relations between the dimensions and the correct development model is really important. First of all, knowing the relation between the dimensions enables early recognition of burnout and this is very significant to

prevent and treat the syndrome at an early stage. Also, it allows an understanding of antecedents and consequences of burnout (Van Dierendonck et al, 1997).

As mentioned above, there are some development models to identify the relations between the dimensions of burnout. The best known of these models is the Leiter and Maslach (1988) model suggesting that workers who are exposed to high levels of emotional exhaustion withdraw themselves psychologically from the people they work together or service recipients to be able to cope with this exhaustion, so they feel depersonalized (cynicism) in that phase, and as the workers experience cynicism towards their jobs or clients, their feelings of self efficacy decreases.

The findings of the research study conducted by Taris, Le Blanch, Schaufeli, and Schreurs (2005) also supported the Leiter and Maslach's (1988) model. The findings revealed that higher levels of exhaustion lead to higher levels of depersonalization (cynicism) and consequently higher levels of cynicism result in lower levels of personal accomplishment. According to Te Brake, Smiths, Wicherts, Gorter, and Hoogstraten (2008), emotional exhaustion should not be discarded as an early sign of burnout. They examined the chronological sequence of these three dimensions of burnout by using a two-wave longitudinal design and this model showed that precede the depersonalization (cynicism) and personal accomplishment (professional efficacy) independently.

In addition, several major models were compared and contrasted by Parker and Salmela-Aro (2011) to be able to find which model best reflected the development of school burnout in a study carried out with high school students. It was seen that the Leiter and Maslach's (1988) model provided a better fit to the data than other tested models. This could mean that similar development processes underlie both scholastic, as well as occupational burnout.

Brouwers and Tomic (2014) examined the direction and time-frame of the relationships between the three burnout dimensions among secondary school teachers. The results were in accordance with the sequence of burnout dimensions proposed by Leiter and Maslach (1988) and Taris et al.'s (2005) study. In their study, it was concluded that school principals and psychologists who want to prevent and treat teacher burnout at an early stage, before it becomes chronic, should be very sensitive to the warning signs of emotional exhaustion.

Based on these overviews, it can be said that burnout is a widespread syndrome that is seen in many different fields and its dimensions are correlated with each other. The importance of the relationship between these dimensions is emphasized by many studies mentioned above since this relationship may enable the respondents to take necessary precautions for the treatment of burnout syndrome at early stages.

2.2.6 Distinguishing features of burnout from other psychological constructs. Some researchers put burnout in the same equation as other psychological constructs, such as stress, depression, fatigue and job dissatisfaction. Nevertheless, they are different concepts and can be distinguished from one another in certain aspects. According to Maslach and Schaufeli (1993), it is possible to distinguish burnout from stress, since burnout is the consequence of experiencing job stress for a long time and also occurs over a longer period compared with stress. Burnout can be regarded as the final step in an unsuccessful process where people try to overcome negative stress conditions (Farber, 1984). Therefore, it is the result not only of stress but also the lack of a support system in which to deal with this stress (Kılavuz, 2006).

Besides, when burnout is compared with job satisfaction, it can be said that they are related concepts but not the same. According to Maslach and Schaufeli (1993), job satisfaction is associated with the third dimension (reduced personal accomplishment) of burnout, and since burnout is a multidimensional concept, it is different from job stress. Additionally, they believe that burnout causes job dissatisfaction in the workplace.

When it comes to depression, it is approved as a different concept from burnout (Maslach & Schaufeli, 1993; Pines, 1993). It is stated that the first dimension of burnout namely exhaustion is linked with depression, but there is not a strong relation with the other two dimensions.

Lastly, when the difference between fatigue and burnout is analyzed, the distinction is obvious. According to Pines (1993), people can recover quickly when they experience physical fatigue, and he also states that people generally feel fatigue positively since they achieve something good. However, it is not the same for burnout because people experience burnout due to the lack of sense of achievement.

2.3 Theories and Models of Burnout

There are plenty of theories which have been approved as the descriptions of burnout, but there is not a single global theory of burnout. On the contrary, it has been assumed that burnout is resulted from four different levels. Besides, every level includes several theoretical approaches (Shaufeli, 2003).

A concern with the development of the models however is that "initially, most theorizing (about burnout) was rather speculative and eclectic, borrowing concepts from various psychological theories" (Schaufeli & Enzmann, 1998, p. 101). Modern investigators are trying to comprehend the concept of burnout in spite of this concern, but still there is not an extensive theoretical framework for the concept of burnout (Schaufeli & Enzmann, 1998).

For the concept of burnout, there are four approaches called the individual approach, interpersonal approach, organizational approach and societal approach (Schaufeli, 2003; Schaufeli & Enzmann, 1998).

According to the *individual approach,* factors and processes within the person are focused, and a variety of psychological theories like the psychodynamic theory and the learning theory were exploited, but the empirical supports are usually not supplied with these approaches (Schaufeli & Enzmann, 1998). According to Schaufeli and Enzmann (1998), models that are postulated under this approach include burnout as a failure to retain one's idealized self image (Freudenberger & Richelson, 1980), burnout as progressive disillusionment (Edelwich & Broadsky, 1980), burnout as a pattern of false expectations (Meier, 1983), burnout as a disturbed action pattern (Burisch, 1993; 1989), burnout as a loss of resources (Hobfall & Freedy, 1993; Hobfall & Shirom, 1993), burnout as a narcissistic disorder (Fischer, 1983), burnout as an imbalance between conscious and unconscious functions (Garden, 1991, as cited in Schaufeli & Enzmann, 1998) and burnout as an existential quest (Pines, 1993).

According to the *interpersonal approach*, examining the interactions in the workplace is really important to investigate their connection with burnout. Nevertheless, these models are not completely supported by empirical evidence like in the individual approach (Schaufeli & Enzmann, 1998). Burnout as a lack of social competence (Harrison, 1983), burnout as emotional overload (Maslach, 1993),

burnout as a lack of reciprocity (Buunk & Schaufeli, 1993), burnout as an emotional contagion (Rountree, 1984) and burnout as an emotional labour (Hochschild, 1983) are the forms of burnout of the models approved under the *interpersonal approach* (Schaufeli & Enzmann, 1998). In this particular approach, burnout is defined as an outcome of inadequate social competence or as an effect of emotional overload. On the other hand, there are other approaches that focus on the underlying psychological processes that result in burnout. These underlying processes include social exchange, emotional contagion or emotional labor. Although most individual approaches are not supported by empirical evidence, there is some empirical evidence that supports, at least partly, interpersonal approaches.

According to Schaufeli and Enzmann (1998), the *organizational approach* comprised of three models namely burnout as a reality shock (Cherniss, 1980a/ 1980b), burnout as a virulent process (Golembiewski & Munzenrider, 1998) and burnout as a mismatch between person and job (Maslach & Leiter, 1997). Although there are some differences between the three approaches, they agree with the idea that similar organizational factors, such as lack of autonomy or control and lack of rewards are important relations of burnout. Besides, the three approaches indicate that organizations are also affected by burnout in the sense of lowered productivity and poor quality of service.

According to the *societal approach*, burnout is conceptualized as an extensive societal apprehension reaching beyond the individual and organizational factors, so it is considered as related to the societal and cultural fields (Schaufeli & Enzmann, 1998). This approach has three models which see burnout as alienation (Karger, 1981), as a discrepancy between surface and latent functions of organization (Handy, 1988), and as a cultural product (Mayerson, 1994). The role of objective structural and cultural determinants, which consists regardless of the individuals' subjective interpretation of reality, is emphasized by societal approaches to burnout. According to these approaches, employees who are exposed to burnout have an active role in shaping their working and living conditions in order to stave off burnout (Schaufeli & Enzmann, 1998).

2.4 The Maslach Burnout Inventories

Although there are other ways in which to measure burnout, such as the Burnout Measure (Pines & Aronson, 1998) and the Oldenburg Burnout Inventory (Demerouti & Bakker, in press), the Maslach Burnout Inventory (Maslach et al. 1996a) is the most frequently used and well-known measure. This section provides an exploration of the various MBI inventories to raise the readers' perception of the MBI inventories.

There are four versions of the Maslach Burnout Inventory namely, the Maslach Burnout Inventory – Human Service Survey (MBI-HSS) developed by Maslach and Jackson (1996), the Maslach Burnout Inventory – Educators Survey (MBI-ES) by Maslach, Jackson and Schwab (1996), the Maslach Burnout Inventory – General Survey (MBI-GS) by Schaufeli et al. (1996), and the Maslach Burnout Inventory – Student Survey (MBI-SS) by Schaufeli et al (2002).

To begin with, the MBI- Human Service Survey was created to measure burnout in the human service fields and health care settings (Maslach et al., 2001; Maslach & Jackson, 1981). It is claimed that professions that require human service are usually customer-oriented which means that they spend plenty of time for the client contact that is generally centered upon clients' problems. There are not always solutions for these problems, or they may not be clear. This situation creates disillusion, and this atmosphere, which has consequent stressors, causes burnout. Emotional exhaustion (the state of having emotionally overextended and exhausted feelings), depersonalization (the state of having negative and cynical attitudes towards one's profession) and reduced personal accomplishment (the tendency to perceive oneself negatively) are the subscale dimensions of the MBI - Human Service Survey.

Furthermore, since the educators have recently started to have changing roles in their profession, the educational field is also full of advanced levels of client contact (Maslach et al., 2001; Maslach et al., 1996b; Schaufeli, 2003). Apart from teaching, educators are required to solve social problems and forward their students' ethical and moral development. All these factors have caused an increase in work pressure, and as a result of this, lots of educators have quit their jobs or experienced burnout (Maslach et al., 1996b). The MBI – Educators Survey was created to measure the level of burnout educators experience and has the same three

dimensions; emotional exhaustion (the state of having emotionally overextended and exhausted feelings), depersonalization (the state of having negative and cynical attitudes towards one's profession) and reduced personal accomplishment (the tendency to perceive oneself negatively) (Maslach et al., 2001; Maslach et al., 1996b; Maslach & Jackson, 1996).

Due to the several concerns about the present MBI tools, the MBI – General Survey was developed. The first concern is that it has been proved that burnout reaches beyond the human service fields (Demerouti et al., 2001; Maslach et al., 2001) whereas the second concern is related to MBI - Human Service Survey and MBI - Educators Survey. In other words, these surveys could only serve for human service workers and educators (Evans & Fischer, 1993; Schaufeli, 2003). The main division between the MBI – General Survey and the two others mentioned above is that the MBI – General Survey centers upon performance in the work, not on the service relationship (Schaufeli, 2003; Schaufeli et al., 1996). As the other MBI surveys, the MBI – General Survey has three subscales namely exhaustion (the state of having emotionally overextended and exhausted feelings), cynicism (the state of having negative and cynical attitudes towards one's profession) and professional efficacy (the tendency to perceive oneself negatively).

Additionally, in an attempt to measure the burnout which students uniquely experience, the Maslach Burnout Inventory – Student Survey was developed by Schaufeli et al. (2002). The MBI – Student Survey is an altered version of the MBI – General Survey, and the items, which are related to the work context, have been adapted to the academic context. To give an example, the term *study* was used for the term *work* in the MBI – Student Survey. It has three subscales namely emotional exhaustion (the state of having emotionally overextended and exhausted feelings), cynicism (the state of having negative and cynical attitudes towards one's profession) and professional efficacy (the tendency to perceive oneself negatively).

2.5 Theoretical Background on Burnout

The notion of burnout has been studied as a research subject since 1970s, and it has started to be investigated mostly among the professions which face-to-face communication is needed (Maslach & Leiter, 1997). Apart from the occupations which require human relations, the notion of burnout has enlarged and studies have

proved that it can be experienced in educational context as well (Mostert et al., 2007; Neumann et al., 1990; Schaufeli et al., 2002; Weckwerth & Flynn, 2006).

According to Maslach (1999), teachers as the providers of the service at school are under the risk of burnout. Smylie (1999) states that being a teacher is quite stressful in nature and teachers should always improve themselves with new skills and knowledge to fulfill the changing requests of the students and the anticipations of the institutions they work for. For this reason, the responsibility they feel towards the students, their parents and the school are the main reason of stress in teaching.

Teachers are generally exposed to burnout in three stages. Firstly, when the teachers realize that their expectations are not met, they start to lose their enthusiasm. Next, they feel frustrated as their motivation and morale decrease. Then, this decrease results in detachment, withdrawal and isolation at work, and this stage is called as "alienation" stage (Clouse & Whitaker, 1981, as cited in Kudva, 1999).

Furthermore, Farber and Miller (1981) argue that teachers tend to show less sympathy and tolerance to students when they are exposed to burnout. Also, they feel emotionally and physically exhausted more often than other teachers who are not exposed to burnout. Furthermore, Rudow (1999) states that teachers' performance at school decreases since the quality of their job is influenced negatively by the stress and burnout which they feel.

Aside from various viewpoints on teacher burnout, this particular concept has been described as an abrasion of academic occupation in students as well since they are exposed to burnout due to study demands, cynicism and detachment from their studies, and feel worthless or inadequate in their academic fields (Schaufeli et al., 2002).

There have been plenty of research on school personnel who claim that school itself can be an element in producing stress (Chang, Rand & Strunk, 2002; Chambel & Curral, 2005; Fimian Fastenau, 1989; Grayson & Alvarez, 2008; Tatar & Horenczyk, 2003; Woodrum, 2005). In these studies, it is clearly stated that the problems in school could directly affect students and they may experience burnout as a consequence. Since the students have to carry out many duties and responsibilities, schools may be considered as a work place for students.

In addition, students are generally under pressure to attain high levels of achievement and satisfactory grades at every level of their education by constantly studying and passing yet more tests in order to be successful at school. They feel that their teachers and parents anticipate high success from them since they are reminded to study more all the time (Yıldırım & Ergene, 2003). When there are extreme demands on students, they can easily experience burnout. Students feel stressed due to their heavy coursework, as well as other psychological pressures in their learning process, and this stress may cause emotional exhaustion, depersonalization tendency and feeling of low achievement. Thus, students experiencing burnout may tend to be absent from school, have low motivation to courses and, in many cases, drop out of school entirely (McCarthy et al., 1990; Yang & Farn, 2005).

Considering higher education, many students may regard the university years as a period of stress (Pines et al., 1981). Diverse factors are related to the concept of burnout in university students have been explored by the studies performed on students' experiences of stress and burnout. In other words, according to many different researchers (Cushman & West, 2006; Dyrbye et al., 2005; Moffat et al., 2004; Pines et al., 1981; Weckwerth & Flynn, 2006), these factors leading to burnout in students consist of the formation of new friendships, loss of present friendships, an increase in academic workload, academic pressures, adaptation to a different study environment, financial concerns, rivalry with peers, love affairs, managerial issues and troubles with time management.

In addition, based on the large amount of research carried out on stress amongst university students, it has been confirmed that academic pressure and concerns are considerable causes of stress in students (Moffat et al., 2004; Monk & Mahmood, 1999). Likewise, it has been gleaned that drawbacks in course content, restricted study time and other responsibilities in degrading the level studies were a big problem for students (Monk & Mahmood, 1997). Abouserie (1994) supported this idea with a study referring that increased workload, high study demands and pressure to succeed lead to stress for students. Cushman and West (2006) emphasized the effect of the academic demands with some phrases of their participants; "I had so many assignments, projects and presentations all due at once" and furthermore "It was the overwhelming deadlines and number of important immediate decisions to be made" (p. 25).

On the other hand, according to Jacob and Dodd (2003), objective workload and the time a student spend to work are not connected to burnout all the time. In a study carried out with undergraduate student in Australia, Lingard et al. (2007) did not find any relationship between workload and burnout. Furthermore, it can be discussed that subjective experiences of workload also cause burnout regardless of workload objectively. It was explored that subjective experiences of workload are connected to emotional exhaustion and depersonalization (Jacobs & Dodd, 2003). They claim that subjective experiences of workload cause burnout more than actual workload. However, escalated dose of objective workload may require spending too much time for studying. According to Lingard et al. (2007), people spending major hours for studying have more potential for emotional exhaustion and personal accomplishment. This statement was supported by Jacobs and Dodd (2003), who claim that there is some evidence to state that emotional exhaustion is linked to increased working hours.

Moreover, Morgan (2008) states that students experience extreme workload, time pressures, role conflict, role ambiguity and long hours of work during examination periods at university, and all these factors lead to student burnout. It is also claimed that students are affected by social stressors such as financial problems or decreased time for social contact and experience burnout (Abouseri, 1994). In addition to this, it was also found that social support makes a big difference to students' experience of stress. To exemplify, it has been proven that social support from family and friends decreased burnout amongst students in Hong Kong (Lingard et al., 2007).

On the contrary, decreased level of social support from family and friends results in an increase of depersonalization and a decrease of personal accomplishment (Jacobs, & Dodd, 2003). According to Willcock et al. (2004), alongside social support romantic relationships are related to burnout in a way. In their study, it was proved that emotional exhaustion was more likely in medical students who did not have a romantic relationship. Morgan (2008) emphasized that social support has an important role in experiencing burnout. Similar to job related burnout, university students who are under lots of pressure of work and time and experiencing limited social support or social contact are likely to have the risk of burnout.

In addition to the factors mentioned above, academic staff may also cause burnout in university students. When academic staff, namely lecturers, behaves inhuman, expectant and egoistical, students may experience augmented amount of stress (Cushman & West, 2006). This particular study states that sometimes college students feel overwhelmed and experience burnout because of instructors who are vague, sardonic or unavailable when needed. They may build a negative attitude toward the academic setting due to the encroaching sense of burnout that they feel.

2.6 Research on Burnout in Turkey

Parallel to the studies summarized above, student burnout has gained attention in Turkey as well. In the first studies carried out in Turkey, researchers concentrated on translating and testing the validity and reliability of the Turkish version of Maslach Burnout Inventory (MBI), and they studied burnout largely on different groups of participants (Alparslan & Doğaner, 2009; Baş & Yıldırım, 2012; Çam, 1996; Çam & Baysal, 1997; Ergin, 1992; Güngör, 1997; Kılavuz, 2006; Örmen, 1993; Mede, 2009).

To begin with, Ergin (1992) used the Turkish version of MBI for the first time in her burnout study, using 235 participants in 6 different professions. The findings of the study revealed that women experienced more emotional exhaustion and reduced personal accomplishment than men, and emotional exhaustion and depersonalization were more among single doctors than among the married ones. Also, she reported the same results among nurses only in terms of depersonalization. Moreover, in her study, it was remarked that number of years at work was negatively connected to burnout.

Çam (1996) carried out another study with nursing educators, and she found out the connection between burnout and some related variables. This study did not present any relationship with regards to whether they are married or not, number of child in the family, and backing from co-workers, but she explored that emotional exhaustion was directly related to the degree of satisfaction with the work environment while depersonalization and personal accomplishment were mostly related to job pressure and job satisfaction.

Furthermore, the burnout which psychiatrists and psychologists specifically experience has been the subject of studies by Çam and Baysal (1997). As a result of

this study, it was reported that the feeling of depersonalization was higher among men than women, and individuals who were satisfied with the work environment and their work in general, felt less emotional exhaustion and more personal accomplishment than others. Also, individuals who thought their working life has positive effects on their family life supported these findings.

Additionally, Örmen (1993) investigated the extent of burnout among bank managers. He found out that the level of emotional exhaustion was higher than the level of depersonalization and reduced personal accomplishment for bank managers. The study also elicited that there is a positive correlation between age, emotional exhaustion and personal accomplishment, in which the risk of burnout becomes greater with age.

In a similar fashion, Güngör (1997) attempted to find out the impacts of job stressors and social support on burnout among managerial and professional staff in a local and a multinational firm. The findings showed that individuals who had managerial positions experienced higher levels of burnout regardless of gender, marital status and levels of education. The study also revealed that role conflict, role ambiguity and role overload had a negative effect on individuals and they increased the level of burnout. On the other hand, social support and peer support had a negative correlation with burnout.

Kılavuz (2006) explored burnout and participation among Sate and Private University English Preparatory Program Instructors. Based on her findings, the State University English Prep Program Instructors experienced a significantly lower sense of personal accomplishment and lower levels of participation in professional learning activities compared to Private University English Prep Program Instructors, and there was a positive correlation between their personal accomplishment and participation in professional learning activities. The findings also showed that emotional exhaustion and depersonalization (cynicism) were higher among the instructors working at a state university than those working at a private university, and state university instructors felt less personal accomplishment (professional efficacy).

Alparslan and Doğaner (2009) conducted a study for the purpose of investigating the relationship between some burnout related socio-demographic and professional variables and level of burnout of midwives working as health care

workers. The findings showed that midwives experienced moderate level of burnout and some socio-demographic and professional variables were not found to have an effect on their burnout while some of them had. However, midwives working in their profession only for economic reasons and being not pleased had higher mean scores for levels of emotional exhaustion and depersonalization (cynicism) and a lower mean score for personal accomplishment (professional efficacy).

In another study, Mede (2009) investigated the possible effects of personal variables and perceived self-efficacy in eliciting social support on the three successive burnout dimensions namely emotional exhaustion, depersonalization and reduced personal accomplishment in Turkish EFL teachers. The findings showed that there was a significant correlation among burnout, personal variables and perceived self-efficacy beliefs in eliciting social support both from their bosses and fellow staff.

Finally, Baş and Yıldırım (2012) investigated burnout levels of elementary school principles and they collected the data by using Maslach Burnout Inventory. According to the results obtained in the study, the elementary school principals have "low" level of emotional exhaustion and "moderate" level of reduced personal accomplishment and depersonalization.

As it is seen in the discussions above, although burnout has been as investigated in Turkey as in the other countries, studies of student burnout in particular are lacking and demand more attention, as the phenomenon has become a common problem experienced by students who are exposed to too much stress, pressure and workload. To fill in this gap, this study aims to investigate the extent of burnout the Turkish EFL students experience in the English Preparatory Program based on the three dimensions namely exhaustion, cynicism and professional efficacy, to find out whether there is any relationship between these three dimensions and finally, explore the common metaphors that the Turkish EFL students use to define burnout during English learning process in the preparatory program.

2.7 Chapter Summary

The literature review in this chapter has analyzed the concept of burnout in general and in students. Burnout has been the subject of research since the 1970s, and the most common conceptualization of it consists of three-dimension structure. These dimensions are called emotional exhaustion, cynicism (depersonalization) and

professional efficacy (reduced personal accomplishment). The notion of burnout overlaps somewhat with other psychological constructs, but has features which distinguish it from others. Over time, the concept of burnout has developed with lots of research carried out around the world, and different theories and models of burnout have emerged. Also, there is some research on burnout in Turkey since it is a common issue for individuals all around the world. The Maslach Burnout Inventory (Maslach et al., 1997) is the most frequently used and well-known measure of burnout. There are four versions of the Maslach Burnout Inventory; the Maslach Burnout Inventory – Human Service Survey (MBI-HSS) developed by Maslach and Jackson (1996), the Maslach Burnout Inventory – Educators Survey (MBI-ES) by Maslach, Jackson and Schwab (1996), the Maslach Burnout Inventory – General Survey (MBI-GS) by Schaufeli et al. (1996), and the Maslach Burnout Inventory – Student Survey (MBI-SS) by Schaufeli et al, (2002).

In the world of work, burnout has harmful consequences for both individuals and institutions. The concept has started to be investigated among university students as well. Moreover, prep students at universities experience burnout due to several reasons.

Chapter 3: Methodology

3.1 Overview

This chapter describes the methodology of the study. The remainder of the chapter will focus on the research questions, the research design, setting and selection of the participants, data collection instruments, procedures and data analysis.

Specifically, the following research questions have been addressed in this study:

1. To what extent do the Turkish EFL students experience burnout considering the three dimensions: exhaustion, cynicism and professional efficacy in the preparatory program?
2. Is there any relationship between these three dimensions?
3. What are the common metaphors that the Turkish EFL students use to define burnout during their language learning process in the preparatory program?

3.2 Philosophical Paradigm

One of the most widely used definitions of paradigm has been introduced by Guba and Lincoln (1994) as "the basic belief system or a world view that guides the investigation" (p.105). There are two common research paradigms namely, quantitative and qualitative research. To begin with, Creswell (1994) states that a quantitative research, which is an investigation into a social or human problem, aims to find out whether the predictive generalizations of the theory hold true by means of testing a theory comprised of variables, measure with numbers, and analyzed with statistical procedures. According to Dyer (1995) and Goodwin (2008) quantitative research is related to the digital presentation of data, so it is regarded as an empirical means of scientific research.

On the other hand, qualitative research, which is comprised of words and conducted in a natural setting, reports detailed views of informants (Creswell, 1994). In qualitative research, interviews, case-study reports and observational studies are

some of the methods that have been used for data collection, and the qualitative paradigm works with themes that develop out of data and data collection with these methods. The results from a sample group are generalized to represent the population as a whole (Dyer, 1995; Heppner et al., 1999).

In this study, a mixed method approach (Cresswell, 2012) was used to understand the research problem. In mixed method research design, both qualitative and quantitative research are presented, so both numeric information (e.g., on instruments) and text information (e.g., on interviews) are involved in the data collection process.

3.3 Research Design

A mixed method research design uses both quantitative and qualitative research techniques, method, concepts and language mixed or combined into a single study (Johnson and Onwuegbuzie, 2004).

Creswell (2003) states that mixed method research probably originated in 1959, when Campbell and Fiske made use of multiple methods to investigate psychological traits. These two researchers inspired others to use the mixed method research to collect more valid data in their studies. Other studies motivated to use the mixed method research design and observations and interviews (qualitative data) were combined with traditional surveys (quantitative data) (Sieber, 1973).

This design is beneficial in terms of getting the best of both quantitative and qualitative approaches. To give an example, the findings of a study can be both generalized to a population and developed a detailed view of the meaning of a phenomenon or concept for individuals by using a mixed method design. For this purpose, the researcher may investigate generally to find out what variables to study and then study those variables with a large sample of individuals. Alternatively, firstly a large number of individuals may be examined and then a few of them can be observed specifically to get their specific thoughts on the topic. It is thus truly advantageous to collect both closed-ended quantitative data and open-ended qualitative data in order to find out a research problem well.

In addition, the main benefit of using quantitative and qualitative approaches in combination is to get a better understanding of research problems than either approach alone (Creswell & Clark, 2007). There are four types of strategy – namely

convergent design, explanatory design, exploratory design and embedded design in mixed research method (Creswell & Clark, 2011; Teddlie & Tashakkori, 2009).

3.3.1 The convergent design. In this design the researcher collects quantitative and qualitative data at the same time to get an exact perception of the research problem. The quantitative and qualitative data is analyzed separately by giving equal priority and then mixed during the overall interpretation. For instance, a convergent design might be used to gain an exact perception of high school students' attitudes towards tobacco use. High school students are surveyed about their attitudes and focus group interviews on the topic with the students are carried out over one semester. The survey data is analyzed quantitatively and the focus group interview data is analyzed qualitatively and then the results are combined to examine the research problem.

3.3.2 The explanatory design. In this design the researcher collects the quantitative and qualitative data sequentially. Quantitative data is collected and analyzed first and then qualitative data is collected and analyzed as a follow-up to the quantitative results. The qualitative phase of the study is prepared with the results of the first, quantitative phase and the qualitative results help to interpret the initial quantitative results. For instance, to determine significant predictors of adolescent tobacco use the quantitative data is collected and analyzed. After the researcher finds a surprising relation between participation in extracurricular activities and tobacco use, adolescents who are actively involved in extracurricular activities are interviewed to understand the unexpected result.

3.3.3 The exploratory design. It also uses sequential timing but in contrast to the explanatory design, it begins with the qualitative data. After getting the qualitative data, quantitative data is gathered to test or generalize the initial findings. For example, qualitative stories about adolescents' attempts to quit smoking are collected and analyzed to learn the conditions, contexts and strategies of adolescent quit attempts and then the researcher evaluates the results and develops a quantitative instrument to analyze the variables.

3.3.4 The embedded design. In this design, both quantitative and qualitative data is collected and analyzed within a traditional quantitative or qualitative design. For instance, in order to help adolescents develop strategies for resisting pressure to

smoke the researcher may develop a peer intervention. The researcher conducts a few focus groups and learns how some adolescents resist when they feel the pressure to smoke and then a relevant intervention is developed by using these results and the researcher tests it with a quantitative experimental design involving students from different schools.

For the purpose of this study, an explanatory design was applied. In the first phase, the quantitative data was collected through Maslach Burnout Inventory-Student Survey, and then the qualitative data was obtained through a questionnaire, metaphoric questions and semi-structured interviews. The two data sets were analyzed sequentially by giving equal priority to each.

3.4 Setting

The study was conducted at the English Preparatory Program offered at one of the foundation (non-profit, private) universities in Istanbul, Turkey. In this program, students are required to pass the proficiency exam (with an average of 60), the TOEFL exam (with an average of 74), IELTS (with an average of 6) or YDS (with an average of 60) in order to continue their education in chosen disciplines at different departments. However, when the students cannot pass the proficiency exam, they are required to take the placement exam that detects their level of English proficiency to be studied in the preparatory school.

The academic year in this program is comprised of a total of 5 eight-week modules and 5 levels: A1 (Elementary), A2 (Pre-Intermediate), B1 (Intermediate), B2 (Upper- Intermediate), C1 (Advanced). According to the results of a test conducted at the beginning of the year, students are placed according to their levels and are then required to successfully complete each subsequent module with an overall grade of at least 65% before advancing to the next. They receive 24 hours of English instruction per week in each level. The program comprises two basic courses, main course (14 hours) and academic skills (10 hours). In the main course, instructors focus on grammar, vocabulary, reading and listening, whereas in academic skills course, they mainly focus on writing and speaking skills. Moreover, all language-learning skill sets (reading, writing, listening, and grammar) are integrated in these courses to meet the students' needs and prepare them for the proficiency exam, the passing of which is a prerequisite to enter their chosen departments.

3.5 Participants

For the purposes of this study, data was gathered from 54 Turkish EFL students and 5 Turkish EFL instructors enrolled in the English Preparatory Program during the fall term of the 2014-2015 academic year. The participants were 28 female and 26 male students with an age range of 18-22. They were all B1 (intermediate) proficiency level repeat students who had been studying in the preparatory program for two years. The reason behind choosing this particular group of students was due to the fact that they were the group who spent the longest time in the program and thus had the highest potential to experience burnout. As for the participating instructors, they were all females with an age range of 28-50 and at least six years of English teaching experience. Finally, they were all teaching B1 (intermediate) classes in the program.

3.6 Procedure

This part presents types of sampling, data collection instruments, data analysis procedures, trustworthiness and limitations of the study in detail.

3.6.1 Types of sampling. Sampling is a research technique widely used in the social sciences as a way to gather information about a population without having to measure the entire population. It is the process of selecting units (e.g., people, organizations) from a population of interest so that by studying the sample we may fairly generalize our results back to the population from which they were chosen. There are two different types of sampling: probability and non-probability sampling (Doherty, 1994).

3.6.1.1 Probability sampling. There is random selection in this sampling. Each individual in the population of interest has an equal likelihood of selection. Types of probability sampling are simple random sampling, systematic sampling, stratified sampling, stage sampling and cluster sampling.

3.6.1.2 Non-probability sampling. In non-probability sampling the probability of any particular element of the population being chosen is unknown. In this sampling, the individuals in the population of interest are not given equal chances of being selected. Types of non-probability sampling include convenience sampling, sequential sampling, quota sampling, and purposive (judgmental) sampling and snowball sampling.

In this study, purposive sampling was used since a particular group of students (B1, intermediate) and instructors teaching this particular group of students were chosen to investigate the concept of burnout they experience in the preparatory program.

3.6.2 Data collection instruments. In this study, data was collected through three different instruments namely, Maslach Burnout Inventory–Student Survey which formed the quantitative aspect of the study, and semi-structured interviews and metaphors to add a qualitative and in-depth insight into the study.

3.6.2.1 Maslach Burnout Inventory–Student Survey. In order to measure student burnout, the Maslach Burnout Inventory (MBI) – Student Survey adopted from Schaufeli et al., 2002) was administered to the participating students. The survey was translated into Turkish so that students felt more comfortable while answering the questions.

The MBI – Student Survey (MBI-SS) (Schaufeli et al., 2002) is an adapted version of the MBI – General Survey (MBI-GS) which was originally developed for the general assessment of burnout (Maslach & Jackson, 1981). Specifically, the items in the MBI-SS are adapted from the MBI-GS for use in the student population. For instance, the item "I feel emotionally drained from my *work*" was replaced with "I feel emotionally drained from my *studies*" (Schaufeli et al., 2002, p.467).

For the purposes of this study, the MBI-SS comprised two parts. The first part aimed to gather demographic information about the participating students in relation to their age, gender, the high school they graduated from, their proficiency level and the year of study at the preparatory program. As for the second part of the survey, this attempted to evaluate three aspects of burnout syndrome: exhaustion, cynicism and professional efficacy. It comprises of 15 items in total: 5 for exhaustion, 4 for cynicism and 6 for professional efficacy. The items in the survey are scored on a 7-point frequency scale (ranging from *never* to *everyday*). High scores on emotional exhaustion and cynicism and low scores on professional efficacy reflect a high degree of burnout.

3.6.2.2 Semi-structured interviews. Another primary source of data for this study was interviews given to the students and instructors after the implementation of MBI-SS. Patton (2002) defines interviews as "open-ended questions and probes yield

in-depth responses about people's experiences, perceptions, opinions, feelings, and knowledge (p.4)."

Existing literature identifies four different interview types. These are structured, semi-structured, informal and retrospective (Ary, Jacobs, & Razavieh, 1996, p. 456). In both structured and semi-structured interviews, questions are designed to get specific answers on the part of answerers. However, while the researcher designs the whole agenda in advance without any modifications in a structured interview, in a semi-structured interview the agenda is prepared before, but the researcher can modify according to the responses given. As for informal interviews, the purpose is to elicit what individuals think and how the views of one individual compare with those of another. Specific types of questions are not included in informal interviews. Lastly, in retrospective interviews, the researcher asks the respondent try to recall and then reconstruct from memory something that happened in the past.

For the purposes of this study, a semi-structured interview was chosen and administered to the same group of students after the implementation of the MBI-Student Survey. The questions were prepared parallel to the items in the MBI-SS to gather insight information about students' level of burnout. Likewise, interviews with similar wording were also carried out with the instructors teaching this group of students regarding their own perceptions on students' burnout.

3.6.2.3 Metaphors. Leary (1994) defines metaphor as "giving to one thing a name or description that belongs by convention to something else, on the grounds of some similarity between the two" (p.4). The core of metaphor is "understanding or experiencing one kind of thing in terms of another that is already known and understood very well" (Lakoff & Johnson, 1980, p.5). According to Leary (1994) metaphors represent beliefs, attitudes or feelings towards a topic or case. Therefore, metaphors have been a research tool used especially in social and behavioral sciences since they reflect individuals' thinking and reasoning. Schmitt (2005) states that complex meaningful structures can be unveiled by using the metaphor analysis as a qualitative research method. For this reason, in this study, metaphors were chosen as a data collection instrument since it enables the participants to express their own in-depth feelings, ideas and beliefs about their learning process freely. More specifically, the students were asked to come up with metaphors about how they

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associate their English learning process with a season, fruit, sports and meal. They were requested to write a single metaphor under each category through which they could convey their personal perception of being in the English Preparatory Program. Besides, they were asked to express their rationale for why they chose those particular metaphors or images and elaborate them in detail. These metaphors were adapted from Can and Dağlıoğlu's (2012) study which aimed to investigate how the intermediate level EFL students visualize their former and current course book in the English Preparatory Program. The following table summarizes the research questions and corresponding procedures addressed in this study:

Table 1

Overview of Research Questions and Corresponding Procedures

Research question	Data collection instrument(s)	Data analysis
1. To what extent do the Turkish EFL students experience burnout considering the three dimensions: exhaustion, cynicism and professional efficacy?	• The Maslach Burnout Inventory – Student Survey • Semi-structured Interviews carried out with students and instructors	• Descriptive Statistics • Content Analysis
2. Is there any relationship between these burnout dimensions?	• The Maslach Burnout Inventory – Student Survey	• Spearman's rank correlation coefficient
3. What are the common metaphors that the Turkish EFL students use to define burnout during their language learning process in the preparatory program?	• Metaphors	• Frequency Count • Content Analysis

3.6.3 Data analysis procedures. The data gathered for this study was analyzed both quantitatively and qualitatively. Firstly, for the initial research question, the data was obtained by the Maslach Burnout Inventory-Student Survey and analyzed through SPSS statistical analysis program to find out to what extent the students enrolled in the B1 (intermediate) class at the preparatory program experienced burnout based on the three dimensions namely, exhaustion, cynicism and professional efficacy. Specifically, descriptive statistics (means and standard deviations) were reported for the level of the student burnout on each subcategory separately. In addition, the quantitative data was supported by qualitative analysis of the semi-structured interviews were done through content analysis. The process began with the open coding of the data followed by inducing categories from these codes for each set of data relating to a specific question. The categories and themes were subject to the checking of inter-raters. To identify the degree of inter-rater reliability, two experts in the field of English Language Teaching (ELT) identified themes from the codes. It emerged that the raters achieved close agreement on the general themes apart from the different verbalizations of similar concepts.

Furthermore, for the second research question, Spearman's Rank Correlation Coefficient was used to reveal whether there is any relationship between the three dimensions of student burnout. Spearman rank correlation coefficient is a non-parametric test that is used to measure the degree of association between two variables when the normality assumption is not met. The Spearman rank correlation coefficient test does not make any assumptions about the distribution of the data and is the appropriate correlation analysis when the variables are measured on a scale that is at least ordinal.

For the purposes of the present study, the normality assumption was checked using the Shapiro-Wilk test and the scores obtained from the three dimensions (exhaustion, cynicism, professional efficacy) were not normally distributed ($p<.05$). This means that the data deviated from normality. Therefore, the Spearman rate correlation coefficient was used in this study.

After discussed data preparation, in order to see the scales' properties for the present study, a reliability analysis has been applied. The scale found to be highly reliable (Cronbach's alpha =.806, N=54).

Finally, for the third and the last research question of this study, the data obtained from the metaphors was first analyzed by frequency count to come up with the number of times each metaphor related to the four predefined themes occurred, and then the explanations and elaborations behind those metaphors went through content analysis. The data was then coded manually due to the manageable number of participants involved in the study. The researcher identified the metaphor used by each participant and grouped them according to the four categories that emerged from the data. This process was carried out with the help of a colleague who was blind to the aim of the study to ensure the reliability of the process.

3.6.4 Trustworthiness. According to Guba and Lincoln (1994) the trustworthiness of a study is crucial to evaluating its worth. They propose four criteria that should be considered by researchers in analyzing the credibility of the study:

- Credibility (internal validity): ensuring that the study measures or tests what is actually needed.
- Transferability (external validity): the extent to which the findings of one study can be applied to other situations.
- Dependability: showing that the same findings are consistent and could be repeated if the work were repeated in the same context with the same methods and participants.
- Confirmability: the extent to which the results of a research are formed by the subjects not the researcher's prejudices, motivation or interest (Guba & Lincoln, 1994).

Since the researcher works in the institution in which the study has been conducted, she has spent sufficient time in the field to establish credibility. The research process has been observed and tested closely. As for transferability, an extensive description of the participants and the institution has been supplied to aid further research. In addition, to establish dependability, an external evaluator took part during the observation process. As for confirmability, the data collection instruments were diverse and they were both quantitative and qualitative.

3.6.5 Limitations. Although the present study contains some interesting and important findings, these should be taken as suggestive rather than definitive due to a number of limitations particularly related to the participants and the timing of the study.

To begin with, the participants were repeat students who had been studying in the preparatory department for two years due to having failed the first time around. They were especially chosen from this group as they were seen as the group with the highest potential to experience burnout. Conducting the study with this specific repeat group revealed useful results, but to observe a regular group may be efficient to generalize the results gained in up-coming studies.

Another limitation was about timing of the study. The data was collected during the first semester of the academic year. The participants were already stressed about repeating the same program at the beginning of the year, thus, conducting the study in the second semester may reveal different results.

Despite these limitations, this study is significant for the field of student burnout since it provides a foundation for further research to build upon.

Chapter 4: Results

4.1 Overview

This chapter includes the results of the study related to burnout that the B1 (intermediate) Turkish EFL students experience in the preparatory program. The following part presents the findings related to each question emphasized in the study.

4.2 The Findings of Research Question 1

In an attempt to find out to what extent the B1 (intermediate) students experienced burnout, data was gathered from the Maslach Burnout Inventory–Student Survey and semi-structured interviews carried out with both students and instructors from the English Preparatory Program.

4.2.1 Maslach Burnout Inventory–Student Survey. As stated in previous sections in this study, the quantitative data was gathered through the Maslach Burnout Inventory – Student Survey. For the analysis of the data for the first research question, the normative response categories and their corresponding values for exhaustion, cynicism and professional efficacy on the MBI-SS were analyzed based on the table below taken from Bosley's (2004) study on levels of burnout and job satisfaction in large-scale agribusiness.

Table 2

Maslach Burnout Inventory Normative Score Categorization

Response Category	Exhaustion	Cynicism	Professional Efficacy
High	≥ 3.2	≥ 2.2	≥ 5.0
Moderate	2.01-3.19	1.01-2.19	4.01-4.99
Low	≤ 2.0	≤ 1.0	≤ 4.0

Specifically, descriptive statistics were reported to show to what extent the participating students experienced burnout in relation to the three dimensions namely, exhaustion, cynicism and professional efficacy in the preparatory program.

In Table 3, the average of mean scores for each dimension and the categorization were stated separately.

Table 3

Descriptive Statistics for the Students' Burnout Level

	Mean	Std. Deviation	Burnout Category
Emotional Exhaustion	4.83	0.825	High
Cynicism	3.87	1.532	High
Professional Efficacy	1.76	1.088	Low

According to the results shown in the table above, the mean exhaustion score for respondents was high (4.83), which indicated that the students experienced exhaustion a few times a week. As for Cynicism, the mean score was high (3.87), which showed that the students experienced cynicism every week. Lastly, the mean professional efficacy score was low (1.76), which indicated that professional efficacy was experienced by students monthly. In sum, the B1 students had "high" level of exhaustion, "high" level of cynicism and "low" level of professional efficacy.

Furthermore, to complement these quantitative findings gathered by questionnaire, semi-structured interviews were carried out with 25 students and 5 Turkish EFL instructors enrolled in the B1 program to provide qualitative evidence. The following section discusses the findings related to the three burnout dimensions in detail.

4.2.2 Exhaustion. As for the exhaustion stage of burnout, component the students were asked how they feel before, during and after attending the preparatory program. The same questions were asked to the instructors as well to find out their perceptions towards students' feelings. Both groups of participants stated that the students were sleepy, pessimistic, bad, stressed, depressed, bored, and demotivated before and during the courses, and they felt tired and exhausted after the program. These findings were found to demonstrate a positive correlation with the level of exhaustion regarding student burnout. In relation to these questions, instructors and the students made the following comments:

Before courses:

'I feel so sleepy before I start the courses, especially in the morning. I am usually very pessimistic and I feel really bad when I think that I have to attend the preparatory program'. (Student 2, personal communication, December 10, 2014)

'Most of the students are sleepy, depressed and sad before we begin the courses. It is so clear that they do not want to be here'. (Instructor 1, personal communication, December 10, 2014)

During courses:

'I think most of them feel bored and demotivated during the courses. As they continuously encounter failure, they have already lost their faith in success'. (Instructor 4, personal communication, December 10, 2014)

'During the courses, I feel bored and demotivated. I usually feel sleepy. As I already have bad grades, I do not want to take part'. (Student 7, personal communication, December 10, 2014)

After courses:

'After they finish the prep program, my students feel exhausted and they say they are going to sleep right away'. (Instructor 1, personal communication, December 10, 2014)

'After the courses, I feel so tired that I want to go home and sleep right away'. (Student 12, personal communication, December 10, 2014)

Furthermore, when the students were asked how they feel when they think about attending the program, both groups gave similar answers. Specifically, most of the students were demotivated, stressed, under pressure, and they also worried about not being able to pass the proficiency exam at the end of the year which again showed their high level of exhaustion, as illustrated in the excerpts below:

'I feel really demotivated and stressed when I think about the courses in the prep program. It also makes me feel under pressure since I have to pass the proficiency exam at the end of the year. However, I am not motivated enough to study'. (Student 20, personal communication, December 10, 2014)

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'I think they are too demotivated to participate in class activities and are worried that they won't be able to pass the module and proficiency exam'. (Instructor 3, personal communication, December 10, 2014)

4.2.3 Cynicism. As for the identification of the cynicism level of burnout, the students' ideas about continuing their education in the undergraduate program at their own disciplines, it can be said that most of them expressed more positive feelings, stating that it will be more useful for their career than the preparatory program. To put it simply, they referred to the undergraduate program more positively while their negative feelings for being in the preparatory program remained which showed the high level of cynicism. The following two examples are closely related to this specific level of student burnout:

'I feel enthusiastic and ready to enter my department because I've got really bored with being in the prep school. I have been studying here for two years and it really annoys me and my family'. (Student 9, personal communication, December 10, 2014)

'Many of them are interested in studying at their prospective departments after the prep program, as they believe that then they will begin accomplishing their future goals. They believe that prep school is harder and more stressful'. (Instructor 5, personal communication, December 10, 2014)

To find out the real potential of these students in following their studies at university after they finish the preparatory program, the students and the instructors gave varying accounts. Essentially, the students' answers were consistent and supported the quantitative data for cynicism level since it was lower than exhaustion level. However, the instructors' answers varied. While some believed that the students had the potential, others did not. One possible explanation for this finding may be the fact that each class has a different dynamic, or students sometimes perform differently in each lesson or with different instructors. The following comments are taken from both the students and instructors:

'I think I am losing time in the prep program. Instead of struggling here, I could be in my own department improving myself for my future career'. (Student 17, personal communication, December 10, 2014)

'Since I really want to study in my department and learn new things about it, I believe that I have the potential to do well at university studies'. (Student 24, personal communication, December 10, 2014)

I do not think that repeat students have enough potential to follow their studies at the departmental level because they do not possess critical thinking skills or regular studying habits. They will also be unable to make use of the academic resources available, as most of these will be in English. (Instructor 2, personal communication, December 17, 2014)

I think they have the potential, but they need to be pushed or guided well. They take their departmental lessons and lecturers more seriously than the lessons and instructors at prep school. I believe that most of them can accomplish many things. (Instructor 4, personal communication, December 17, 2014)

4.2.4 Professional efficacy. When it comes to the last subcategory of burnout, professional efficacy, the students experienced low level as indicated from the comments of students and instructors.

First of all, when the two groups of participants were asked about the importance of studying at a university, they implied low level of awareness as shown in the following comments:

'I think it is not that important when you have money because if you are an enterprising person, you can earn money and have a good life'. (Student 8, personal communication, December 10, 2014)

These students don't understand what it means to study at university. Neither do they realize the fact that studying at university requires ambition and hard work. As they are studying at a private university, they think it should be an easy and comfortable process for them. (Instructor 3, personal communication, December 17, 2014)

Moreover, when they were asked if they could solve the problems they encountered in the lesson on their own, most of the answers obtained from the students and the instructors expressed negative feelings. A possible explanation behind this finding might be the students' lack of critical thinking and their need for

guidance in problem solving in general. The following comments support this finding:

> *'Most probably they will not be able to solve their problems on their own, as they do not possess problem solving and critical thinking skills'.* (Instructor 3, personal communication, December 17, 2014)

> *'I just want to cry when I encounter a problem in the lessons in the prep program because I'm just fed up. I feel really stressed and nervous since I cannot solve anything on my own'.* (Student 24, personal communication, December 10, 2014)

In addition, the obtained data from the interviews showed that the students did not try to make an effective contribution to the preparatory classes they attended, and also possessed mostly negative feelings due to lack of attention. The following excerpts from the students and the instructors clarify this point:

> *'I do not think that they can make an effective contribution as they don't pay attention to the lessons properly. Their behavior is mostly disruptive and their attention can be distracted very easily'.* (Instructor 2, personal communication, December 17, 2014)

> *'I do not think that I make an effective contribution to the lessons because I am fed up with being in this program. It is my second year here and I do not want to attend the classes anymore'.* (Student 10, personal communication, December 10, 2014)

Besides, for the last question of the interview related to the students' feelings when they achieve their goals, the data obtained showed positive feelings (e.g. self-confidence, motivation and happiness) and attitudes as shown in the following comments:

> *'They feel more self-confident and motivated when they achieve their goals. They need this feeling as they have always experienced failure'.* (Instructor 1, personal communication, December 17, 2014)

> *'When I achieve my goals in the prep program I feel so happy, and that increases my motivation to study. However, if I do not succeed, I lose my motivation and desire'.* (Student 5, personal communication, December 10, 2014)

4.3 The Findings of Research Question 2

For the second research question in this study aimed to find out whether there was any relationship between the three burnout dimensions (exhaustion, cynicism and professional efficacy), data was gathered from Maslach Burnout Inventory – Student Survey administered to the B1 (intermediate) Turkish EFL students in the English Preparatory Program. The following table shows the correlation between the three dimensions.

Table 4

Spearman Rank Correlation Coefficient Levels of Significance

		Correlations		
Spearman's rho		Exhaustion	Cynicism	Efficacy
Exhaustion	Correlation Coefficient	1.000	.635**	.233
	Sig. (2-tailed)	.	.000	.090
	N	54	54	54
Cynicism	Correlation Coefficient	.635**	1.000	.255
	Sig. (2-tailed)	.000	.	.062
	N	54	54	54
Professional	Correlation Coefficient	.233	.255	1.000
Efficacy	Sig. (2-tailed)	.090	.062	.
	N	54	54	54

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

Examining the results between variables, there was a positive and medium level relationship between exhaustion and cynicism (r=.635; p<.01). Accordingly, an increase in exhaustion led to a medium level increase in cynicism for student burnout. As for the further analysis, there was not a significant relationship between exhaustion and professional efficacy (r =.233; p<.01). Similarly, there was not a significant relationship between professional efficacy and cynicism (r =.255; p<.01).

4.4 The Findings of Research Question 3

In an attempt to find out the common metaphors the students use to define their burnout during the language learning process in the B1 class of the preparatory program, data was gathered from four themes predefined by the researcher.

As stated in the previous sections of this study, students were asked to come up with four themes about how they associate their English learning process namely with a season, fruit, sports and meal with a detailed explanation giving the rationale of why they chose these metaphors for each category given.

The results of the metaphorical analysis revealed that for each category the 25 metaphors given by the students could be grouped and analyzed under headings in order of the most common to least common. It must be emphasized that the explanations of some metaphors overlap in heading, so the dominant heading was chosen in the coding process. The following section describes the findings under each metaphor in detail.

4.4.1 Burnout as fruit: Within the fruit category, the most common metaphor was a "pomegranate" representing a total of eight. Regarding this metaphor, one of the students commented, *'I associate my language learning process with a pomegranate because it is a laboring food to eat. It is delicious but I get tired whenever I try to eat it'*. (Student 5, personal communication, December 24, 2014) Another student stated that *'Language learning is like eating a pomegranate since they are both complicated and hard. When you finish eating it, you get tired and your hands get dirty. It is the same for English. You get tired while you are learning'*. (Student 12, personal communication, December 24, 2014)

The second most common metaphor as fruit was "watermelon" with five metaphors in total. To exemplify, a student said, *'Language learning is like a watermelon because a watermelon is usually very big and heavy to carry. Also, it has a lot of seeds inside which makes it harder to eat'*. (Student 7, personal communication, December 24, 2014)

Another one expressed his thoughts as follows, *'It looks like a watermelon because a language is huge. There are a lot of things to learn and you encounter too much trouble like the seeds in a watermelon'*. (Student 14, personal communication, December 24, 2014)

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Furthermore, the following common metaphors were "avocado" and "quince" with three metaphors each. The following excerpts are examples considering these two metaphors: *'It can be an avocado because supposedly it is a very beneficial fruit but it is hard to find and tastes disgusting'*, (Student 6, personal communication, December 24, 2014) *'It is definitely a quince because I hate quinces. They are too hard to chew and swallow. English is really hard as well'*. (Student 22, personal communication, December 24, 2014)

Apart from these common metaphors, other seven students gave differing metaphors related to fruit for their perceptions of language learning process. Those metaphors included grapefruit, lemon, orange, sour cherry, pineapple and kiwi. Their explanations were quite similar to each other since most of them stated that they did not like the fruit in the metaphor or that it was hard to consume.

In brief, when all the metaphors mentioned above are analyzed, it is seen that students have negative perceptions about their language learning process, such as being tiring and painful, which might lead to a conclusion that they experience burnout in the preparatory program.

4.4.2 Burnout as sports: As for the sports metaphor, **"s**wimming" was the most common metaphor with nine metaphors in the sports category. When they were asked about which sport they associate their language learning process with, a student made the following comment:

> *It is swimming because with each stroke, you go further. However, you get tired after a while, but in the end you feel relieved. It is the same for language learning. You learn something every day, but you get tired after a while. Equally, I hope to feel relieved when it is over.* (Student 3, personal communication, December 24, 2014)

"Football" was the second most common metaphor identified by seven participants. To illustrate, one student stated, '*I associate it with football because it is a long game with ninety minutes and this duration is very tiring for footballers as they are running continuously to score a goal'*. (Student 17, personal communication, December 24, 2014)

Similarly, another student commented, *'I think it is football because it is an important sport all around the world. English is also very important everywhere. However, it is just as hard as explaining offside to a woman'*. (Student 9, personal communication, December 24, 2014)

Moreover, the following metaphors were "kick boxing" and "karate" with two metaphors each. For example, one student explained why he chose "karate" with these words: *'Language learning is like doing karate because there is the sense of getting repeatedly battered in both. In karate, this is a physical beating, but in learning it is mental'*. (Student 23, personal communication, December 24, 2014) Another one commented, *'It is like kick boxing since you are kicked all the time while you are learning a language'*. (Student 19, personal communication, December 24, 2014)

In addition, the rest of the participants wrote basketball, pilates, body-building, chess and ice-skating as metaphors with quite similar explanations such as being difficult or boring which supported their burnout during the process of language learning.

4.4.3 Burnout as season: As for the season metaphor, in order of most to least common, "winter" lead the way with fourteen metaphors, "autumn" with eight metaphors, and "summer" was the choice of three students. To begin with, a participating student perceived his language learning process as the winter season made the following comment:

> *The language learning process at prep school is like winter because I cannot bear cold, rain and snow. The conditions are really hard for people in winter. We can say the same things for English. It is too difficult to learn.* (Student 11, personal communication, December 24, 2014)

Another one stated, *'I think it is winter since it is boring and unpleasant. Also, it makes people sick as it is too cold'*. (Student 2, personal communication, December 24, 2014) As for "autumn" a student explained his rationale with these words: *'It is autumn because it gives us the signals of hard winter conditions. Most of us are sad in autumn since it is school time'*. (Student 4, personal communication, December 24, 2014) Another student made the following comments:

'*I think the language learning process is like autumn or winter because in autumn trees dry and leaves fall down. It shows the signals of the winter. The weather is usually gloomy and people are depressed. In my opinion, learning English has the same effects on people*'. (Student 15, personal communication, December 24, 2014)

In addition, two students said "summer" and one of them commented, *'It is summer because I hate summer as it is too hot and sultry'*. (Student 16, personal communication, December 24, 2014)

To conclude, as shown in those metaphors, the students related their language learning process with explanations including negative feelings towards the season they chose as a metaphor. Specifically, they used mostly negative adjectives such as boring, difficult and depressing and this proves how much they experience burnout during their learning process in the preparatory program.

4.4.4 Burnout as meal: Within the meal category, the most common metaphor was "okra" with six metaphors. One student stated, *'I associate language learning process with okra because it is a meal I can never eat. Its taste is weird and I want to throw up whenever I try to eat'*. (Student 4, personal communication, December 24, 2014) "Zucchini" was the next most common one with five metaphors. One student commented, '*I think it is zucchini because it is tasteless and it palls'*. (Student 14, personal communication, December 24, 2014) (In Turkish there is an idiom "kabak tadi vermek" that means pall.) Some students used this idiom to express their negative feelings towards language learning. "Broccoli" and "spinach" were the following two metaphors with two metaphors each. One student wrote broccoli because he did not like its taste. Besides, another one explained why he chose spinach with these words: *'I hate spinach even though everybody says it is beneficial. It is the same with English for me. I hate it, but everybody says I have to learn it because it is very helpful in finding a good job'*. (Student 21, personal communication, December 24, 2014)

The rest eight participants wrote varied metaphors for this category such as leek, cauliflower and spaghetti with similar explanations mostly explaining their perceptions frequently with negative adjectives (e.g. tasteless and weird) about the

language learning process in the preparatory program which again showed their burnout level.

Based on these overviews, it can be indicated that the metaphors or images used by the students in four predefined categories (fruit, sports, season and meal) were explained mostly by using symbolism the vast majority of which demonstrated negative feelings towards their studies. Specifically, they used mostly negative adjectives such as boring, difficult and depressing to talk about their experience of burnout during the learning process in the preparatory program.

Chapter 5: Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The purpose of this study was to investigate to what extent the B1 (intermediate) Turkish EFL students experience burnout in relation with the three dimensions namely exhaustion, cynicism and professional efficacy in the preparatory program by exploring whether there is any relationship between their burnout levels in relation to these predefined dimensions, and to find out the common metaphors that the Turkish EFL students use to define burnout during their language learning process in the preparatory program. In this study, data was collected both quantitatively and qualitatively. For the data analysis procedure, a mixed methods research design was adopted. The following sections discuss the findings of each research question in detail.

5.1.1 Discussion of findings of RQ 1: To what extent do the Turkish EFL students experience burnout considering the three dimensions: exhaustion, cynicism and professional efficacy in the preparatory program? The first research question attempted to investigate to what extent the Turkish EFL students of a B1 level class experience burnout in relation with the three predefined dimensions in the preparatory program. To begin with, the quantitative data collected from Maslach Burnout Inventory-Student Survey revealed that students experienced burnout a few times a month (medium level) when the total average score gained from the survey was examined. As for the dimensions of burnout, it can be stated that the participating students experienced exhaustion a few times a week whereas they experienced cynicism every week. Finally, professional efficacy was experienced by students monthly.

Furthermore, the qualitative data obtained from semi-structured interviews carried out both with the students and instructors enrolled in the English Preparatory Program also supported the result that students experienced burnout in the English Preparatory Department, and when it was analyzed under dimensions, their level of exhaustion is higher than cynicism and professional efficacy. Therefore, it could be said that the results were consistent with each other and generally overlapped.

First of all, these findings echo the viewpoint of Maslach et al. (2001), suggesting that although burnout has generally been studied as a work-related disorder, it may be experienced in the school context since students have an amount of work comparable to a full time job, including attending classes, completing assignment and taking exams. These study requirements and responsibilities may cause burnout as in our study.

In addition, the findings of the current study are also in harmony with Alparslan and Doğaner's (2009) study on "the relation of burnout level of health care workers with socio-demographic and professional variables". In their study, the findings showed that midwives working in their profession purely for economic reasons and who were not pleased, scored "high" in terms of levels of emotional exhaustion and depersonalization (cynicism) and showed a lower sense of personal accomplishment (professional efficacy). On the other hand, the findings of this study are not in accordance with Baş and Yıldırım's (2012) study on "burnout levels of elementary school principles" showing the result that the elementary school principals have "low" level of emotional exhaustion and "moderate" level of reduced personal accomplishment and depersonalization.

In brief, since high scores on emotional exhaustion and cynicism and low scores on professional efficacy reflect a high degree of burnout (Schaufeli et al., 2002), it can be concluded that the participating students experience burnout in the preparatory department.

5.1.2 Discussion of findings of RQ 2: Is there any relationship between these dimensions? The second question of this study aimed to find out whether there is any relationship between the three burnout dimensions. The data collected from Maslach Burnout Inventory-Student Survey was administered to the Turkish EFL students enrolled in the B1 level classes of the preparatory program.

To begin with, the quantitative analysis of MBI-SS showed a positive and medium level relation between exhaustion and cynicism. On the other hand, there was no significant relationship between exhaustion and professional efficacy, or between professional efficacy and cynicism.

Based on these analyses, it could be said that they were partially in harmony with Leiter and Maslach's (1988) model of burnout dimensions. In their study,

higher levels of exhaustion led to higher levels of cynicism, and consequently, higher levels of cynicism resulted in lower levels of professional efficacy. The results of the current study revealed a positive medium level relation between exhaustion and cynicism which means that exhaustion might trigger cynicism. Apart from these findings, the findings also showed that even though the average score gained by professional efficacy was low, there was no significant relation between cynicism and professional efficacy in this study, which again showed the level of burnout experienced by students.

Similarly, the findings of Brouwers and Tomic (2014) concluded that the warning signs of emotional exhaustion should not be ignored in order to prevent and treat burnout at an early stage. In application of this theory into the findings of the present study, "high" level of exhaustion could be considered as warning signs of "high" level of burnout which the B1 (intermediate) level EFL students might experience in the preparatory program. The findings of this study revealed that the level of burnout was medium; however, they experienced a high level of exhaustion, which triggered high level of cynicism which leads to low level of professional efficacy. Regarding those findings, it could be said that students suffered the potential of having high levels of burnout in the preparatory department.

5.1.3 Discussion of findings of RQ 3: What are the common metaphors that the Turkish EFL students use to define burnout during their language learning process in the preparatory program? The third research question of this study tried to identify the common metaphors the participating students used to define their burnout.

To begin with, when all the metaphors used by the students were analyzed, it was concluded that the students had approached quite negatively towards their language learning process, which was in harmony with Maslach and Leiter's (1997) argument stating that people get to work with energy, involvement and efficacy and they are motivated to work; however, when they experience burnout, they lose their sense of enthusiasm and engagement and the initially positive feelings begin to sour.

Specifically, students were asked to state a name of a fruit that they associated with their language learning process. The metaphors and explanations they gave showed overwhelmingly negative perceptions about the language learning

process they had been subjected to describing it as tiring and painful. In a similar fashion, as for the other three metaphors – sports, season and meal categories – the students' expressions were quite similar since they used mostly negative adjectives, such as difficult, boring, depressing and tasteless, to give the rationale of why they chose those metaphors for each category.

As a conclusion, the findings of this research question showed that metaphors can be used as a strong tool in revealing and explaining burnout images of students relating to the concepts present in the study. From this perspective, it is clear that metaphors offer some evidence about the potential level of student burnout and can serve as data collection instruments for various research topics in the field.

5.2 Theoretical Implications

The present study contains both descriptive and practical implications for identifying burnout level in B1 level preparatory classes. The results provided an insight into what extent the Turkish EFL students experience burnout in relation to the three dimensions of exhaustion, cynicism and professional efficacy, and furthermore, helped to shed light on the question of whether there is any relationship between these dimensions. The results also delineated the common metaphors identified by the participating students indicating traces about their burnout level during the language learning process in the preparatory program.

According to the findings gathered through the analysis of the Maslach Burnout Inventory-Student Survey and semi-structured interviews carried out both with the students and instructors of the B1 level class, this particular group can be seen as having the potential to experience burnout in the preparatory program. Additionally, the data obtained through analysis of metaphors supported that the burnout syndrome caused them have a negative attitude towards their learning process which should be taken into consideration to deal with burnout.

Moreover, based on the findings gathered through analysis of the Maslach Burnout Inventory-Student Survey and semi-structured interviews, it has been seen that exhaustion dimension was the highest subcategory of burnout that the B1 level students experienced. Since this is the ultimate warning sign of impending high level of burnout (Brouwers, & Tomic, 2014), administrators and the instructors should take note and discuss the necessary precautions that need to be taken in order to prevent the condition from developing while in its early stages. More specifically,

considering the potential negative effects of burnout on students, preparatory programs could supply more psychological guidance to help their students handle problems during the language learning process.

5.3 Recommendations for Further Research

Evidently, this study has several recommendations to be taken into consideration for further research. First of all, it is likely that burnout level and relationship between the dimensions of it are believed to vary across contexts. Therefore, it is recommended to replicate the present study with more participants in different levels and preparatory programs to compare the differences across different EFL settings.

Additionally, students' burnout levels, the relationship between the dimensions of burnout and students' perceptions of burnout during the language learning process were identified. However, their demographic information was not taken into consideration in the analysis process. Therefore, one worthwhile recommendation for the study being replicated would be the factoring in of demographic variables such as gender, age and proficiency level.

Furthermore, different data collection instruments and data analysis procedures could be used with the same group of participants to fully investigate the effectiveness of this particular research design.

5.4 Conclusions

The results of this study indicate that the Turkish EFL students enrolled in the B1 classes of the English Preparatory Program experienced burnout showing high levels of exhaustion and cynicism and low level of professional efficacy. Moreover, a medium level positive relationship between exhaustion and cynicism was indentified while, conversely, there was not a significant relationship between cynicism and professional efficacy or exhaustion and professional efficacy. Additionally, the data collected from the metaphors supported the student burnout experienced in the program.

To conclude, with the obtained findings, this study furthers awareness in the field of student burnout, an at-present under-explored topic of research. In addition, the hope is that the research may enrich current views on the topic in various educational contexts.

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APPENDICES

A. Student Burnout Scale

Dear student,

I am pursuing my Master's degree in English Language Teaching Program at Graduate School of Educational Sciences, at a private university in Turkey. The aim of my thesis is to evaluate student burnout in English preparatory department at universities in Turkey. This questionnaire has been prepared to serve as a data collection instrument for my study and your ideas are of utmost importance.

The questionnaire consists of two main parts. The first part aims to get some personal data, while the other part attempts to identify your feelings, attitudes and perceptions towards program, education and your outcomes in the preparatory program.

Frank and sincere answers that you are going to give will affect the results of the study positively. The information will be coded, remain confidential and used for research purposes only. I appreciate your cooperation and hope you will seriously consider taking part in this study. I will be happy to answer any questions. You can reach me via email address written below.

Thank you for your kind cooperation.

Nurgül Erakman

Bahçeşehir University

nurgulerakman@gmail.com

Section 1. Demographic Information

Please tick the appropriate choice that applies to you.

1. Gender: ( ) Male ( ) Female

2. Age: _____

3. Name of the High School: _____

4. Proficiency Level: _____

5. Year of Study at the Preparatory Program: _____

Section 2. Student Burnout

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
3=A few times a month	4=Every week	5=A few times a week
6=Every day		

1. …………I feel emotionally drained by my studies.

2. …………I feel used up at the end of a day at university.

3. ………… I feel tired when I get up in the morning and I have to face another day at the university.

4. …………Studying or attending a class is really a strain for me.

5. ………… I feel burned out from my studies.

6. ………… I have become less interested in my studies since my enrollment at the

   university.

7. ………… I have become less enthusiastic about my studies.

8. ………… I have become more cynical about the potential usefulness of my studies.

9. ………… I doubt the significance of my studies.

10. ………… I can effectively solve the problems that arise in my studies.

11. ………… I believe that I make an effective contribution to the classes that I attend.

12. ………… In my opinion, I am a good student.

13. ………… I feel stimulated when I achieve my study goals.

14. ………… I have learned many interesting things during the course of my studies.

15. ………… During class I feel confident that I am effective in getting things done.

B. Semi-structured Interview – With Instructors

1. How old are you? How long have you been teaching English? How long have you been teaching at this university?
2. How many hours a week do you teach? How many hours a week do you work totally in your school? Do you have to work in your school other than teaching? If yes, how many hours do you work other than teaching and what do you do at these times?
3. What do you think your students feel about attending the prep program?
4. How do you think your students feel in the morning before they start the first course at the prep program?
5. How do you think your students feel in the afternoon or in the evening after they finish the prep program?
6. How do you think your students feel during the courses at the prep program?
7. Do you think your students are interested in studying at their department after the prep program? Why? Why not?
8. Do you think your students are enthusiastic about following their studies at university after they finish the prep program? Why? Why not?
9. Do you think your students have the potential to follow their studies at university after they finish the prep program? Why? Why not?
10. Do you think your students are aware of the significance of studying at university? Why? Why not?
11. When your students encounter a problem about the lesson, can they solve them on their own? Why? Why not?
12. Do you think your students make an effective contribution to the prep classes they attend? If no, what are the reasons?
13. How would you describe your students' behavior during the lessons?
14. How do you think your students feel when they achieve their goal in the prep program?
15. What do you think your students learned from the prep program?

C. Semi-structured Interview – With Students

1. How do you feel during the courses at the prep program?
2. How do you feel when you think about your courses in the preparatory program?
3. How do you feel in the morning before you start the first course at the prep program?
4. How do you feel in the afternoon or in the evening after you finish the prep program??
5. Do you feel ready to study at your department after the prep program? Why? Why not?
6. Are you enthusiastic about following your studies at university after you finish the prep program? Why? Why not?
7. Do you think you have the potential to follow your studies at university after you finish the prep program? Why? Why not?
8. Do you think that studying at university is important? Why? Why not?
9. When you encounter a problem about the lessons in the prep program, can you solve it on your own?
10. Do you think you make an effective contribution to the prep classes you attend? If no, what are the reasons?
11. Do you think that you are a good student during the lessons?
12. How do you feel when you achieve your goal in the prep program?
13. What have you learned from the prep program?

D. Metaphors

Dear student,

I am pursuing my Master's degree in English Language Teaching Program at Graduate School of Educational Sciences, at a private university in Turkey. The aim of my thesis is to evaluate student burnout in English preparatory department at universities in Turkey. This questionnaire has been prepared to serve as a data collection instrument for my study and your ideas are of utmost importance.

Frank and sincere answers that you are going to give will affect the results of the study positively. The information will be coded, remain confidential and used for research purposes only. I appreciate your cooperation and hope you will seriously consider taking part in this study. I will be happy to answer any questions. You can reach me via email address written below.

Thank you for your kind cooperation.

Nurgül Erakman

Bahçeşehir University

nurgulerakman@gmail.com

1. What fruit would you associate with learning English? Why? Explain briefly.
2. What sports would you associate with learning English? Why? Explain briefly.
3. Which season would you associate with learning English? Why? Explain briefly.
4. What meal would you associate with learning English? Why? Explain briefly.

E. Curriculum Vitae

PERSONAL INFORMATION

Surname, Name: Erakman, Nurgül

Nationality: Turkish (TC)

Date and Place of Birth: 10 July 1984, Karabük

Marital Status: Single

Email: nurgulerakman@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
BS	Marmara University	2007
High School	Sinop Anatolian High School	2002

WORK EXPERIENCE

Year	Place	Enrollment
2012 - …	Bahçeşehir University	English Language Instructor
2009 – 2012	Doğuş University	English Language Instructor
2008 – 2009	American Cultural Association Language Schools	English Teacher

2007 – 2008	T.C. Prime Ministry State	Comenius Assistant
	Planning Organization	
	Presidency of European	
	Union Education and	
	Youth Projects Centre	
	(Lisbon, Portugal)	

FOREIGN LANGUAGES

Advanced English

HOBBIES

- Computer-Related Skills: MS Office Tools, Internet & Microsoft Operating Systems
- Social Skills: Entensive communicative, organizational and interpersonal skills
- Interests: Discovering other cultures and their music as well as learning their languages, making research and reading in the fields of my interests, listening to music, playing volleyball, swimming and travelling.

REFERENCES

- Elif Çepni (Vice rector at Bahçeşehir University)
  E-mail: elif.cepni@bahcesehir.edu.tr
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  E-mail: mehmet.atasagun@prep.bahcesehir.edu.tr
- Gülistan Akmugan (Administrative Coordinator at Bahçeşehir University)
  E-mail: gulistan.akmugan@prep.bahcesehir.edu.tr

ÖZET

TÜRKİYE'DEKİ BİR ÜNİVERSİTENİN HAZIRLIK PROGRAMINDA OKUYAN ÖĞRENCİLERDE GÖRÜLEN TÜKENMİŞLİK SENDROMU: OLAY İNCELEMESİ

1. Giriş

Çoğu meslekte olduğu gibi, öğrenciler de eğitim hayatlarının başında, okudukları okul veya bölüm fark etmezsizin çalışmaya ve başarmaya güdümlü, motive bir şekilde okula gelirler. Fakat bir süre sonra sorumlu oldukları ödevler, projeler ve katılmak zorunda oldukları derslerle birlikte, zaman zaman dış faktörlerin de etkisiyle bu motivasyonlarını ve enerjilerini kaybederler. Okula ve derslerine karşı olumsuz duygular geliştirmeye başlayan öğrenciler devamsızlık yapmaya, ödevlerini ve sorumluluklarını ihmal etmeye başlarlar. Bu durum onların tükenmişlik sendromu yaşadığının büyük bir belirtisidir.

Yakın bir zamana kadar, tükenmişlik sendromu sadece işten kaynaklanan bir rahatsızlık olarak görülürken, son yıllarda eğitimle birlikte adı geçen bir kavram olmaya başlamıştır. Öğrencilerin derslere katılımı, ödevleri, sunumları, projeleri ve okulla alakalı sorumlulukları iş olarak sayıldığından, tükenmişlik sendromu artık eğitim hayatı içinde de sıkça rastlanan bir olgudur. Tükenmişlik sendromu yaşayan öğrencilerin ders çalışma gereksinimlerinden dolayı yorgun düştükleri için derslerine karşı duyarsızlaştıkları ve alanlarında başarısız hissettikleri görülür.

Tükenmişliğin en yaygın tanımı Maslach ve Jackson (1981) tarafından duygusal tükenme, duyarsızlaşma ve mesleki yetersizlik sendromu olarak yapılmıştır. Ayrıca, bunlar tükenmişliğin üç alt boyutu olarak bilinir. Duygusal tükenme boyutunda, enerji eksikliği ve kendini duygusal yönden yıpranmış hissetme gibi belirtiler vardır. Duyarsızlaşma boyutunda birey, hizmet sunduğu ya da muhatap olduğu kişilere karşı duygusuz ve kayıtsız bir tutum içine girerken, mesleki

yetersizlik boyutunda kendini olumsuz değerlendirme ve yetersiz hissetme eğilimindedir. Freudenberg (1974) tükenmişliği, başarısız olma, yıpranma, aşırı yüklenme sonucu güç ve enerji kaybı veya karşılanamayan istekler sonucu bireyin iç kaynaklarında tükenme durumu olarak tanımlamaktadır ve insanların özellikle işlerini idealize ettiklerinde, tükenmişlik yaşama risklerinin daha da arttığını söylemiştir. Pines (1993), tükenmişlik sendromunun genellikle motivasyonu yüksek insanların arasında görüldüğünü ve işlerinin ilk aşamasında gösterdikleri yüksek motivasyon ve katılımın bir sonucu olarak ortaya çıktığını söyleyerek Freudenberg'i (1974) desteklemiştir.

Diğer ülkelerde olduğu gibi, Türkiye'de de üniversite eğitimi öğrenciler için birçok sorumluluk ve görevi beraberinde getirir. Türk üniversitelerinin çoğunda eğitim dili İngilizce olduğu için eğitimin önkoşullarından biri de İngilizce yeterliliktir. Öğrenciler üniversitedeki bölümlerine başlamadan önce İngilizce yeterlilik sınavını geçmek mecburiyetindedirler. İngilizce yeterlilik sınavını geçemeyen öğrenciler seviye belirleme sınavında aldıkları sonuçlara göre uygun seviyelere yerleştirilerek İngilizce hazırlık okulunda en az bir akademik dönem dil eğitimi alırlar. Hazırlık eğitimini iki yıl içerisinde tamamlayamayan yani İngilizce yeterlilik sınavını geçemeyen öğrenciler, eğitim dili İngilizce olan bölümlerine devam edememektedirler. Bu durum öğrenciler için çok fazla stres, enerji ve motivasyon kaybına yol açtığından tükenmişlik sendromuna sebep olur.

Türkiye'de birçok meslek dalında tükenmişlik sendromu üzerine pek çok araştırma yapılmıştır. Fakat öğrencilerde tükenmişlik sendromu üzerine yapılan çalışmaların sayıca az olması alanda bir eksiklik oluşturmaktadır. Bu nedenle, bu araştırma, alandaki eksikliği doldurmak için hazırlık programlarında İngilizce öğrenimi gören öğrencilerin duygusal tükenme, duyarsızlaşma ve mesleki yeterlilik olarak adlandırılan üç alt boyuta göre ne ölçüde tükenmişlik yaşadıklarını, bu üç boyutlardaki tükenmişlik seviyeleri arasında bir ilişki olup olmadığını ve bu öğrencilerin dil öğrenme süreçleri boyunca yaşadıkları tükenmişliği tanımlamak için kullandıkları yaygın metaforları incelemektir.

2. Alan Yazın Tarama

Tükenmişlik sendromu 1970li yıllardan bu yana dünya çapında, birçok alanda araştırılan bir kavram olmuştur. Diğer ülkelerdeki araştırmalara paralel olarak, tükenmişlik sendromu Türkiye'de de dikkat çeken bir konu olmuş ve farklı alanlarda araştırmalar yapılmıştır (Alparslan & Doğaner, 2009; Baş & Yıldırım, 2012; Çam, 1996; Çam & Baysal, 1997; Ergin, 1992; Güngör, 1997; Kılavuz, 2006; Örmen, 1993; Mede, 2009).

Öncelikle, Ergin (1992), 6 farklı meslek dalındaki 235 katılımcı ile yaptığı tükenmişlik araştırmasında, Maslach Tükenmişlik Envanteri'nin Türkçe adaptasyonunu ilk olarak kullanmıştır. Çalışmanın bulguları, kadınların erkeklere göre daha fazla duygusal tükenmeyle beraber daha az kişisel başarı hissi yaşadıklarını ve duygusal tükenme ve duyarsızlaşmanın evli doktorlara kıyasla bekâr doktorlar arasında daha fazla görüldüğünü ortaya çıkarmıştır. Ayrıca, meslekte geçirilen yıl sayısının, tükenmişlikle negatif bir bağlantıda olduğu ortaya çıkmıştır.

Çam (1996), eğitimci hemşirelerle tükenmişlik sendromu üzerine yaptığı bir araştırmada, tükenmişlikle bazı alakalı değişkenler arasındaki bağlantıyı ortaya çıkarmıştır. Bu çalışma, tükenmişliğin, duyarsızlaşma ve kişisel başarı hissi alt boyutları daha çok iş yükü ve memnuniyetiyle alakalıyken, duygusal tükenme alt boyutu ile çalışma ortamındaki memnuniyet derecesinin doğrudan ilişkili olduğunu göstermiştir.

Bununla birlikte, psikiyatrist ve psikologların yaşadığı tükenmişlik sendromu Çam ve Baysal (1997) tarafından araştırılmıştır. Çalışmanın bulguları, duyarsızlaşma hissinin kadınlara kıyasla erkeklerde daha yüksek olduğunu ve çalışma ortamında ve genel olarak işte memnun olan bireylerin daha az duygusal tükenme ve daha fazla kişisel başarı (mesleki yeterlilik) hissi yaşadıklarını ortaya çıkarmıştır.

Örmen (1993), banka müdürlerinin yaşadığı tükenmişlik sendromunu araştırmış ve çalışmasında, duygusal tükenme seviyesinin duyarsızlaşma ve kişisel başarı hissi seviyesinden daha fazla olduğunu ortaya çıkarmıştır. Çalışma, ayrıca yaş, duygusal tükenme ve kişisel başarı hissi (mesleki yeterlilik) arasında pozitif bir korelasyon olduğunu, yani tükenmişliğin yaşla birlikte arttığını göstermiştir.

Güngör (1997), yerel ve çok uluslu bir firmadaki yöneticiler ve çalışanlardaki tükenmişlik sendromunda, iş stresi ve sosyal desteğin etkilerini araştırmıştır. Çalışmanın bulguları, yönetici mevki sahibi bireylerin, cinsiyet, medeni durum ve eğitim seviyesine bakılmaksızın daha yüksek seviyede tükenmişlik yaşadıklarını ortaya koymuştur.

Kılavuz (2006), Devlet ve Özel Üniversite İngilizce Hazırlık programlarında çalışmakta olan Türk İngilizce okutmanları arasında tükenmişlik ve mesleki öğrenim etkinliklerine katılımı araştırmıştır. Çalışmanın sonucunda, Devlet Üniversitesi İngilizce Hazırlık programında çalışan okutmanların, özel üniversitedekilere kıyasla daha az kişisel başarı hissi yaşadıkları ve mesleki öğrenim etkinliklerine daha az katılım gösterdikleri ortaya çıkmıştır. Bununla birlikte, kişisel başarı (mesleki yeterlilik) hisleriyle, mesleki öğrenim etkinliklerine katılımları arasında pozitif bir korelasyon vardır. Çalışma ayrıca, duygusal tükenme ve duyarsızlaşma hissi devlet üniversitesinde çalışan okutmanlarda, özel üniversitedekilere kıyasla daha fazladır.

Alparslan ve Doğaner (2009), çalışmalarında, bazı sosyo-demografik ve mesleki değişkenler ile sağlık çalışanı olan ebelerin tükenmişlik dereceleri arasındaki ilişkiyi araştırmışlardır. Bulgular, ebelerin orta düzeyde tükenmişlik yaşadıklarını ve bazı sosyo-demografik ve mesleki değişkenlerin, tükenmişlik üzerine bir etkileri varken bazılarının olmadığını ortaya çıkarmıştır. Bununla birlikte, sadece ekonomik sebeplerden ötürü çalışıp, memnun olmayan ebelerin daha yüksek seviyede duygusal tükenme ve duyarsızlaşma yaşıyorken, daha düşük seviyede kişisel başarı hissi (mesleki yeterlilik) yaşadıkları ortaya çıkmıştır.

Diğer bir çalışmada, Mede (2009), sosyal destek almada kişisel değişkenler ve algılanan özyeterliliğin duygusal tükenme, duyarsızlaşma ve düşük kişisel başarı hissi (mesleki yeterlilik) olarak bilinen tükenmişlik üç alt boyutu üzerindeki olası etkilerini yabancı dil olarak İngilizce öğreten Türk öğretmenler arasında araştırmıştır. Çalışmanın bulguları, hem patronlar hem de çalışma arkadaşlarından sosyal destek alırken tükenmişlik, kişisel değişkenler ve algılanan öz yeterlilik inancı arasında önemli bir korelasyon olduğunu göstermiştir.

Son olarak, Baş ve Yıldırım (2012), ilköğretim okulu müdürlerinin tükenmişlik düzeylerini araştırmış ve Maslach Tükenmişlik Envanteri'ni kullanarak veri toplamışlardır. Sonuçlara göre, ilköğretim okulu müdürleri düşük seviyede

duygusal tükenme, orta seviyede duyarsızlaşma ve kişisel başarı hissi (mesleki yeterlilik) yaşamaktadırlar.

Yukarıda bahsi geçen çalışmalardan da anlaşılacağı üzere, tükenmişlik, diğer ülkelerde araştırıldığı gibi Türkiye'de de son yıllarda araştırılan bir konu olmuştur. Fakat öğrencilerde tükenmişlik üzerine yapılan araştırmalar eksik olup daha fazla ilgi gerektirmektedir. Tükenmişlik, son yıllarda diğer meslek dallarında olduğu gibi, çok fazla stres, baskı ve iş yüküne maruz kalan öğrenciler arasında da sıkça rastlanan bir olgudur ve daha fazla alaka gerektirmektedir. Bu çalışma, bu eksikliği gidermek amacıyla, yabancı dil olarak İngilizce öğrenen öğrencilerin yaşadığı tükenmişliği araştırmayı amaçlamaktadır.

3. Yöntem

Bu çalışmada, hem nicel hem nitel verinin toplandığı karma araştırma yöntemi kullanılmaktadır.

Tez araştırma soruları;

1. Yabancı dil olarak İngilizce öğrenen Türk öğrenciler, duygusal tükenme, duyarsızlaşma ve mesleki yeterlilik olarak adlandırılan üç alt boyuta göre ne ölçüde tükenmişlik yaşamaktadırlar?
2. Bu alt boyutlardaki tükenmişlik seviyeleri arasında bir ilişki var mıdır?
3. Bu öğrencilerin dil öğrenme süreçleri boyunca yaşadıkları tükenmişliği tanımlamak için kullandıkları en yaygın metaforlar nelerdir?

3.1 Evren, Örneklem ve Çalışma Grubu

Bu çalışmada, yabancı dil olarak İngilizce öğrenen 54 orta seviye (B1) Türk öğrenci ve bu seviyede ders veren 5 Türk İngilizce okutmanı yer almıştır. Öğrencilerin hazırlık okulundaki ikinci yıllarıdır. Bu araştırma, İstanbul'da bulunan bir vakıf üniversitesinin İngilizce hazırlık okulunda yapılmaktadır.

3.2 Verilerin Toplanması

Araştırmanın ilk sorusu için hem nicel hem de nitel veri toplama araçları kullanılmıştır. Nicel veriler için, 7 ölçekli Likert skalası olan (6 – her gün, 0 – hiçbir zaman) ve 15 maddeden oluşan Maslach Tükenmişlik Envanteri – Öğrenci Anketi yabancı dil olarak İngilizce öğrenen 54 Türk hazırlık öğrencisine uygulanmıştır.

Anket sonuçları öğrencilerin algılarını ölçmek amacıyla, SPSS'e girilmiş ve her bir madde için ortalama ve standart sapma alınmıştır.

Nicel verilerin güvenilirliğini garantilemek için, anketteki sorularla bağlantılı sorulardan oluşan, yarı yapılandırılmış bir görüşme hazırlanmış ve 25 öğrenciyle birebir görüşmeler yapılmıştır. Aynı sorular, öğretmenlerin öğrencilerin algılarıyla ilgili görüşlerini almak için adapte edilip, bu öğrencilere ders veren 5 Türk İngilizce okutmanıyla birebir görüşmeler yapılmıştır. Nitel veriler, içerik analizi yöntemiyle incelenmiştir.

Tükenmişliğin alt boyut seviyeleri arasında bir ilişki olup olmadığını bulmayı hedefleyen, araştırmanın ikinci sorusu için, anket yoluyla elde edilen veriler için Spearman Korelasyon analizi kullanılmış ve bu alt boyutlar arasında bir ilişki olup olmadığı incelenmiştir.

Öğrencilerin dil öğrenme süreçleri boyunca yaşadıkları tükenmişliği tanımlamak için kullandıkları en yaygın metaforları bulmayı hedefleyen üçüncü soru için, öğrencilere sorulmak üzere metafor soruları hazırlanmıştır. Bu sorularda, öğrencilerin İngilizce öğrenimini benzettikleri meyve, spor, mevsim ve yemekler sorulmuş, bu metaforları neden seçtiklerini kısaca açıklamaları istenmiştir. Araştırmanın bu bölümünde, 25 öğrenciyle çalışılmıştır. Sonuçlar sık kullanılan kelimelerin incelenmesi yoluyla analiz edilmiştir.

3.3 Sınırlama ve Sınırlandırmalar

İlk olarak, bu araştırmadaki katılımcılar, hazırlık programında başarısız oldukları için ikinci yıllarında olup kur tekrarı yapan Türk öğrenciler ve bu seviyedeki öğrencilere ders veren Türk okutmanlardan oluşmaktadır. Özellikle bu katılımcılarla çalışılmasının sebebi, hazırlık okulundaki ikinci yılları olduğundan ve seviyeleri düşük olduğundan tükenmişlik sendromu yaşamaya en yatkın grup olmalarıdır. Araştırmayı bu grupla yürütmek oldukça yararlı sonuçlar getirmiştir fakat gelecek araştırmalarda normal bir grupla çalışmak, sonuçların genellenmesi açısından etkili olabilecektir.

Ayrıca, bu çalışmadaki veri akademik yılın ilk döneminde toplanmıştır. İkinci dönemde toplanacak verinin daha farklı sonuçlar ortaya çıkarabileceği düşünülmektedir.

4. Bulgular

Araştırmanın ilk sorusu için hem nicel hem de nitel veri toplama yöntemleri kullanılmıştır. Öğrenciler tarafından cevaplanan anketin analizi, öğrencilerin yüksek seviyede duygusal tükenme ve duyarsızlaşma yaşarken, düşük seviyede mesleki yeterlilik yaşadıkları sonucunu ortaya çıkarmıştır.

Ayrıca, nicel veriyi desteklemek, ayrıntı ve anlam kazandırmak amacıyla, 25 orta seviyede öğrenci ve bu seviyede ders veren 5 okutmanla yapılan yarı yapılandırılmış görüşmelerle nitel veri de toplanmıştır. Bu yarı yapılandırılmış görüşmeler de öğrencilerin yüksek seviyede duygusal tükenme ve duyarsızlaşma yaşarken, düşük seviyede mesleki yeterlilik yaşadıkları sonucunu ortaya çıkarmıştır.

- **Duygusal Tükenme**

Tükenmişliğin, duygusal tükenme alt boyutunu ölçmek için, öğrencilere derslerden önce, dersler boyunca ve sonrasında nasıl hissettiği sorulmuştur. Aynı sorular, okutmanların, öğrencilerinin düşüncelerine yönelik algılarını öğrenmek için adapte edilmiş ve okutmanlara da sorulmuştur. Her iki gruptan da öğrencilerin dersten önce ve ders esnasında uykulu, stresli, sıkılmış, depresif ve karamsar, ders sonrasında da yorgun ve bitkin oldukları sonucu çıkmıştır.

Bununla birlikte, öğrencilere hazırlık programı hakkında neler düşündüğü sorulduğunda, öğrencilerin çoğunluğunun demotive, stresli ve baskı altında hissettikleri ve hazırlık programını geçememek gibi bir kaygıları olduğu ortaya çıkmıştır. Bu bulgular, öğrencilerin yüksek seviyede duygusal tükenme yaşadığını göstermektedir.

- **Duyarsızlaşma**

Tükenmişliğin bu alt boyutu için, öğrencilerin fakültedeki programları için düşünceleri ve hisleri sorulduğunda, çoğunun fakültedeki dersler için tutumunun, hazırlık programına olan tutumlarına göre daha pozitif olduğu görülmüştür. Okutmanların cevapları da, öğrencilerin verdiği yanıtlarla doğru orantılıdır.

Ayrıca, öğrencilerin, üniversitedeki derslerini takip etme potansiyeline ilişkin sorulan soru için, öğrencilerin ve okutmanların yanıtları değişiklik göstermektedir. Öğrencilerin cevapları genellikle fakültedeki dersleri takip edebilme potansiyelini taşıdıklarına yönelikken, bazı okutmanlar bunun tam aksine yorumlarda

bulunmuştur. Öğrenciler tarafından yapılan açıklamaların çoğu, başarısızlıklarının hazırlık programıyla alakalı olduğuna yöneliktir. Öğrencilerin daha fazla hazırlık okulunda vakit kaybetmek istemediklerini ve bir an önce bölümlerine geçmek istediklerini vurgulayan yorumları, öğrencilerin hazırlık programında yüksek seviyede duyarsızlaşma yaşadıklarını gösterir.

- **Mesleki Yeterlilik**

Tükenmişliğin bu alt boyutunu ölçmek için, öğrencilerin üniversite okumanın önemine yönelik farkındalıkları sorulmuştur. Verilen cevaplar, öğrencilerin farkındalıklarının oldukça düşük olduğunu göstermektedir.

Derslerinde karşılaştıkları bir problemi kendi başlarına çözüp çözemeyeceklerine yönelik soru için verilen cevaplar çoğunlukla negatif düşünceler içermektedir. Okutmanların yorumları da bu düşünceleri destekler niteliktedir.

Ayrıca, öğrencilere hazırlık programına etkin katılım sağladıklarını düşünüp düşünmedikleri sorulduğunda, cevaplar diğerlerine benzer şekilde negatif yorumlar içermektedir.

Kısacası, yarı yapılandırılmış görüşme sonuçları da anket sonuçlarını destekler nitelikte öğrencilerin düşük seviyede mesleki yeterlilik yaşadıklarını göstermiştir.

Tükenmişlik alt boyutları seviyeleri arasında bir ilişki olup olmadığını bulmayı amaçlayan, araştırmanın ikinci sorusuna ait bulgular, anket sonuçları ile elde edilmiştir. SPSS kullanılarak yapılan analizin sonuçları, duygusal tükenme ve duyarsızlaşma alt boyutları arasında olumlu pozitif bir ilişki olduğunu gösterirken, ne duyarsızlaşma ve mesleki yeterlilik arasında, ne de duygusal tükenme ve mesleki yeterlilik arasında önemli bir ilişki görülmemiştir.

Araştırmanın son sorusuna cevap bulmak amacıyla, 25 öğrenciye, dil öğrenme süreçleri boyunca yaşadıkları tükenmişliği tanımlamaları için metafor soruları sorulmuştur. Öğrencilerin, dil öğrenme süreçlerini, bir meyveye, spora, mevsime ve yemeğe benzetmeleri ve neden bu benzetmeleri yaptıklarını kısaca açıklamaları istenmiştir.

Meyve kategorisinde, sekiz öğrenciyle, en fazla görülen metafor "nar" olup, yapılan açıklamalar, narın yemesi zahmetli bir meyve olarak görüldüğünü ortaya

çıkarır. Öğrenciler, dil öğrenme sürecini de nar yemek gibi yorucu bulduklarını ifade etmişlerdir. İkinci en yaygın metafor, beş öğrenciyle "karpuz" olup, öğrenciler karpuzun taşıması ve yemesi zor bir meyve olduğunu ifade etmişlerdir. Diğer metaforlar, avakado, ayva, greyfurt, limon, portakal, vişne, ananas ve kividir. Bu metaforlar için yapılan açıklamalar da, dil öğrenimine yönelik olumsuz ifadeler içermektedir.

Spor kategorisinde, dokuz öğrenciyle, en fazla görülen metafor "yüzme"dir. Bir öğrencinin açıklaması şu şekildedir: '*Bence yüzme, çünkü her kulaçta biraz daha ilerliyorsun. Fakat bir müddet sonra yoruluyorsun ve bittiğinde rahatlamış hissediyorsun. Dil öğrenimi için de aynı şey geçerli. Her gün bir şey öğreniyorsun ama yoruluyorsun. Ben de bittiğinde rahatlamayı umut ediyorum*'. (Öğrenci 3, kişisel iletişim, Aralık 24, 2014) İkinci en yaygın metafor, yedi öğrenciyle, "futbol"dur. Diğer metaforlar ise, kickbox, karate, basketbol, pilates, vücut geliştirme, satranç ve buz patenidir. Öğrencilerin neden bu metaforları seçtiğiyle ilgili yaptığı açıklamalar, çoğunlukla olumsuz bir dildedir. Dil öğreniminin zorluğundan ve sıkıcılığından bahsederek bu bahsi geçen sporlara benzetmişlerdir.

Mevsim kategorisinde, on dört öğrenciyle, en fazla görülen metafor "kış"tır. İkinci en yaygın metafor ise, sekiz öğrenciyle, "sonbahar"dır. Sadece üç öğrenci "yaz" demiş, hiçbir öğrenci "ilkbahar"ı yazmamıştır. Diğer kategorilerde olduğu gibi, mevsim metaforları için de yapılan açıklamalar, olumsuz duygular içermektedir. Sıkıcı, zor ve depresif gibi olumsuz sıfatları kullanarak neden bu metaforları seçtiklerini açıklamışlardır.

Son olarak, yemek kategorisinde, sekiz öğrenciyle, en çok görülen metafor "bamya"dır. İkinci en yaygın metafor, beş öğrenciyle, "kabak"tır. Bazı öğrenciler "kabak tadı vermek" tabirini kullanarak neden kabağı seçtiklerini anlatmışlardır. Brokoli, ıspanak, pırasa, karnabahar ve spagetti, olumsuz açıklamalarla söylenen diğer metaforlardır.

Tüm bu metaforlara ve yapılan açıklamalara bakılarak, öğrencilerin, dil öğrenme süreçlerine yönelik olumsuz bir tutumda oldukları ve tükenmişlik yaşadıkları söylenebilir.

5. Tartışma ve Sonuçlar

Elde edilen bulgulara göre, öğrenciler yüksek seviyede duygusal tükenme ve duyarsızlaşma yaşarken, düşük seviyede mesleki yeterlilik yaşamaktadırlar. Yarı yapılandırılmış görüşmelerin sonuçları, anket sonuçlarını destekler niteliğinde olup, öğrencilerin olumsuz duygularını ortaya çıkarmıştır. Öğrenciler, orta seviyede tükenmişlik yaşamaktedır ve duygusal tükenme alt boyutu, öğrencilerin en yüksek seviyede yaşadıkları tükenmişlik alt boyutudur. Bu durum, öğrencilerin yüksek seviyede tükenmişlik yaşama potansiyelini vurgulamaktadır.

Çalışmanın bulguları, tükenmişliğin, diğer meslek dallarında olduğu gibi öğrenciler için de olası bir sendrom olduğunu ortaya çıkarmıştır. Derslere katılım, ödevler, sınavlar ve sunumlar, öğrenciler için iş olarak sayıldığından, bu sorumluluklar, öğrencilerin tükenmişlik yaşamalarına sebep olabilmektedir. Bu durum, Maslach vd. (2001). Tarafından öne sürülmüş teoriyle paralellik göstermektedir.

Bunun yanı sıra, duygusal tükenme ve duyarsızlaşma alt boyutları arasında olumlu bir ilişki görülürken, ne duygusal tükenme ve mesleki yeterlilik, ne de duyarsızlaşma ve mesleki yeterlilik arasında önemli bir ilişki görülmemiştir. Bu bulgular, yüksek seviyede duygusal tükenmenin, yüksek seviyede duyarsızlaşma ve dolayısıyla düşük seviyede mesleki yeterlilik hissine sebep olduğunu savunan Leiter ve Maslach'ın (1998) tükenmişlik alt boyutları modeliyle uyum içindedir.

Tükenmişliği erken seviyede önlemek ve tedavi etmek amacıyla, duygusal tükenme alt boyutununun uyarı sinyali olarak görülmesi, Brouwers ve Tomic (2014) tarafından yürütülen bir çalışmada savunulmuştur. Bu teori dikkate alınarak, bu çalışmanın sonuçlarıyla ortaya çıkan, yüksek seviyedeki duygusal tükenme, öğrencilerin yaşayabileceği yüksek seviyedeki olası tükenmişlik için bir uyarı niteliği taşımaktadır.

Ayrıca, öğrenciler tarafından, meyve, spor, mevsim ve yemek olmak üzere dört kategoride, dil öğrenme süreçlerini tasfir etmek için yazılan metaforlar ve neden bu metaforların seçildiğine dair yapılan açıklamalardan da, öğrencilerin Hazırlık Programı'nda tükenmişlik yaşadığı ortaya çıkmıştır.

6. Gelecek Araştırmalar için Öneriler

Çalışmanın bulguları, İngilizce hazırlık okulunda yabancı dil olarak İngilizce öğrenen Türk öğrencilerin tükenmişlik yaşadığını göstermiş olup, öğrencilerin tükenmişlik sendromu yaşamaya yatkın olduklarına yönelik önemli bulgular ortaya koymaktadır. Bunun yanı sıra, gelecekte benzer araştırmalar yapılması durumunda aşağıdaki noktalar göz önünde bulundurulabilir.

İlk olarak, tükenmişlik seviyesi ve tükenmişlik alt boyutları arasındaki ilişki, öğrencilerin okuduğu seviye ve bulundukları ortama göre değişiklik göstereceğinden, çalışmanın daha fazla katılımcı ile farklı seviyelerde ve farklı hazırlık okullarında yapılması tavsiye edilmektedir.

Buna ek olarak, öğrencilerin tükenmişlik seviyeleri, tükenmişlik alt boyutları arasındaki ilişki ve öğrencilerin dil öğrenme süreçleri boyuncaki tükenmişlik algıları tespit edilmiştir. Fakat öğrencilerin demografik bilgileri araştırmaya katılmamıştır. Bu nedenle, cinsiyet ve yaş gibi demografik değişkenlerin de araştırmaya katıldığı çalışmalar tavsiye edilmektedir.

Son olarak, aynı araştırma, aynı grup katılımcılarla, farklı veri toplama araçları ve veri analiz yöntemleri kullanılarak tekrarlanabilir.