



Looking into burnout levels among English language instructors

Eda Ercan Demirel ^{a *}, Paşa Tevfik Cephe ^b

^a*Necmettin Erbakan University, School of Foreign Languages, Konya 42080, Turkey*

^b*Gazi University, Gazi Faculty of Education, Ankara 06500, Turkey*

APA Citation:

Ercan Demirel, E. & Cephe, P. T. (2014). Looking into burnout levels among English language instructors. *Journal of Language and Linguistic Studies*, 11(1), 1-14.

Abstract

This study aims to investigate the burnout levels of English language instructors who are currently teaching at School of Foreign Languages, namely Konya Necmettin Erbakan University, Selçuk University and Gazi University, to look for the factors leading to burnout and to see if there is a relationship between their burnout levels and teaching experience. The study has a mixed method design. Maslach Burnout Inventory Educators Survey (MBI/Maslach & Jackson, 1981/Maslach, Jackson & Leiter, 1996) was administered to 70 English language instructors and semi-structured interviews were conducted with 30 of them. The results showed that burnout existed among instructors at varying levels. Although not supported by ANOVA results, there is an inclination of higher burnout levels at younger ages and in less experienced groups. As a result of the analysis of the qualitative data, gathered with semi-structured interviews, it was found that academic factors such as hours of teaching, proficiency levels of students, and the offices the instructors are working at such as testing, materials and teacher development are important in the emergence of burnout among instructors.

© 2015 JLLS and the Authors - Published by JLLS.

Keywords: Burnout; English language instructors

1. Introduction

Burnout is the feeling of being tired of work in its simplest form. It can also be dubbed as long-term exhaustion and loss of both energy and motivation to work. Rudow (1999) defines burnout as “a phenomenon that takes years or even decades to evolve. It is often a lingering process unnoticed or underestimated by the teacher. Burnout is thus in large part a function of years of employment” (p. 54). Although the term ‘burnout’ has been under scrutiny for over a period of 50 years, the term was only introduced to the world of social sciences in 1974. It was coined by Freudenberger (1974), “who used it to describe the phenomenon of physical and emotional exhaustion with associated negative attitudes arising from intense interactions when working with people (as cited in Chan, 2007, p.34)”.

Burnout consists of three stages and Payne (2001) explains them as in the following: “*Emotional exhaustion* comprises burnout in the first stage, followed by *depersonalisation* which is used as a coping strategy, and finally feelings of *reduced personal accomplishment* are experienced (as cited in

* Corresponding. Tel.: +90-332-323-82-20, ext. 5771
E-mail address: eeercan84@hotmail.com

Engelbrecht, Berg & Bester, 2009, p.4). Emotional exhaustion is explained by Maslach (1999), who coined the term ‘burnout’ as “the feelings of being emotionally overextended and depleted of one’s emotional resources” (p.215). As a result of the depletion of emotional resources and the feeling of being emotionally inadequate, “people feel they are no longer able to give of themselves at a psychological level and emotionally unable to cope (Maslach & Jackson, 1981, p.99)”. The individual begins to have negative and undesired attitudes towards the people he works with, which is defined as “depersonalisation”. In the last stage of burnout, with reduced personal accomplishment, people feel dissatisfied with themselves and the work they do. They begin to have a negative perception of their performance.

“Emotional exhaustion can be considered the core symptom of burnout (Shirom, 1989 as cited in Greenglass, Burke & Konarski, 1998, p.1088). Starting with emotional exhaustion, depersonalisation and finally reduced personal accomplishment; the case ends in deadlock. As the final step of burnout, comes *quitting the job*. When not being able to cope with the consequences of burnout, the “victim” comes to the end of the road. The only solution *quitting* and *letting the burnout win* seems as a life-saver. To conclude, burnout may lead to many consequences including symptoms such as stress, physical and psychological illnesses, depression, fatigue, absence, low performance, lack of involvement and excitement for work, none of which can be underestimated.

From the very beginning, the real concern – apart from having a general look at “burnout”- has been “burnout in teacher education”. Although burnout has gained meaning in many different fields, being the real concern of our study, teacher burnout is going to be handled thoroughly from now on. As a result, the term “burnout” is going to be used in the sense of “teacher burnout” as of this moment.

Teacher burnout might be one of the most important type of burnout since “the teaching profession is among the most stressful of all occupations because of the daily unrelenting pressures and fragmented demands from a number of sources- students, parents, and administrators as well as from the teachers themselves” (Blasé, 1991; Blasé and Kirby, 1999 as cited in Kottler, Zehm and Kottler, 2005, p.116). Burnout arises when there is a mismatch between all these demands and what is available in terms of academic, personal, and administrative factors.

Factors causing burnout can be categorised in many different ways such as: the teachers’ personality characteristics and the conditions of the workplace (Gold, 1988 as cited by Kottler et al., 2005, p.116); internal and external factors; micro (academic & administrative) and macro (governmental & personal) factors (Cephe, 2010, p.229-30); the societal influences and teachers’ workplaces (Kelchtermans and Strittmatter, 1999); difficult/ disruptive students (Kottler et al., 2005); classroom discipline, influence of interpersonal interaction (Watts and Robertson, 2011); working conditions; work overload, lack of autonomy, emotional demands, low social support, role ambiguity (Chan 2009, Schaufeli and Enzmann 1998, Lee and Ashforth, 1996, as cited in Hoigaard, Giske and Sundsli, 2011).

Those who suffer from the factors causing burnout and who are late for noticing the signs face burnout sooner or later; which is why the consequences matter a lot. “Teacher burnout could be a problem with potentially serious consequences for the teaching careers of the teachers concerned as well as for the learning outcomes of their students” (Chan, 2007, p.35). As a result, teacher burnout should be seen as a threat concerning both sides of the teaching and learning process. Teachers should be really safe from burnout for the sake of effective teaching since “as a profession realised in front of people, the consequences of burnout may be frustrating for both teachers and learners in the teaching and learning process (Cephe, 2010, p.25)”.

1.1. Literature review

There are many studies on burnout according to various variables such as age, gender, marital status, self-efficacy, and locus of control. Findings tend to differ according to the stages of burnout. For instance, most studies show that younger teachers are more affected by burnout when compared to older ones (Byrne, 1991; Lackritz, 2004; Anderson and Iwanicki, 1984; Maslach and Jackson, 1981; Ghorpade, Lackritz and Singh, 2007) while some research show no meaningful difference in terms of emotional exhaustion and depersonalisation (Dericioğulları, Konak, Arslan and Öztürk; 2007). As for gender, it was found out that females have higher scores on emotional exhaustion and depersonalisation compared to males, whereas males had higher scores on personal accomplishment (Dericioğulları et al., 2007). However, in another study by Maslach and Jackson (1981) females scored higher only on emotional exhaustion. Chan's (2007) study revealed higher levels of depersonalisation with male teachers. There are also some studies showing females suffer more from burnout (Byrne, 1991) or just the other way around (Anderson and Iwanicki, 1984). When it comes to marital status, on the whole some studies show no significant relationship between marital status and burnout (Byrne, 1991, 1999; Maslach & Jackson, 1986), whereas others such as Maslach and Jackson (1981) show that marital status is significantly related to emotional exhaustion, and single teachers score higher in emotional exhaustion in contrast to married ones, who score higher in personal accomplishment (Dericioğulları et al., 2007).

Motallebzadeh, Ashraf and Yazdi (2014) focused on a possible relationship between EFL teachers' burnout and self-efficacy in their study, which showed a reverse relationship between these two concepts. Another study by Khani and Mirzaee (2015) implied the direct or indirect role of self-efficacy on reducing teacher burnout. The results also highlighted the possible direct and indirect role of self-efficacy in reducing teacher burnout.

Burnout is not a notion limited to a typical type of teacher, rather each teacher is at risk as Hamann, Daugherty & Sherbon (1988), Hamilton (2005) and Jamal (1999) point out: "It is commonly believed that the stressors leading teachers to burnout are seen only among primary and secondary teachers, which is indeed not the actual case. Even the university professors are reported to suffer from burnout." In this sense, this study aims to shed light on burnout among the instructors at schools of foreign languages by referring to their burnout levels, the possible relationship between those levels and instructors' teaching experience as well as the factors that result in burnout. Hence, the study can yield results that will function as a step toward understanding burnout in the EFL context, specifically at the university level.

1.2. Research questions

It is the aim of the study to investigate the burnout levels of English language instructors, to look for the factors leading to their burnout, and to see if there is a relationship between their burnout levels and teaching experience. In line with these goals, the study seeks answers to the following questions:

1. What are the burnout levels of in-service EFL instructors?
2. Is there a relationship between in-service EFL instructors' burnout levels and their teaching experience?
3. What are the factors leading instructors to feel burnout in the EFL context?

2. Method

The research design of the study is a mixed one, which integrates both qualitative and quantitative research methods. “According to Sandelowski (2003), there are two main and somewhat conflicting purposes for combining methods: (a) to achieve a fuller understanding of a target phenomenon and (b) to verify one set of findings against the other” (as cited in Dörnyei, 2007, p.164). In other words, the study tries to have a better and detailed understanding of the topic through qualitative research, and to verify the findings through quantitative research. In the quantitative section of the study, it is intended to find out whether English instructors suffer from burnout and which level they are at if they do. In the qualitative section, the goal is to identify the reasons underlying these instructors’ feelings of burnout.

2.1. Sample / Participants

2.1.1. Quantitative Part of the Study

The quantitative part of the research was conducted with instructors at Selcuk University School of Foreign Languages, Konya NEU School of Foreign Language, and Gazi University School of Foreign Languages on voluntary basis. The numbers of the instructors were 46, 14, and 10 respectively.

Table 1. Participants for the Quantitative Part of the Study

		N	%
Gender	Female	54	77
	Male	16	23
Age	20-25	4	6
	26-30	21	30
	31-35	26	37
	36-40	7	10
	41-45	3	4
	46+	9	13
Experience	1-5	18	26
	6-10	16	23
	11-15	22	31
	16-20	2	3
	20+	12	17

The demographic information of the participants is also provided above. 70 participants in total are categorised according to their gender, age, and experience.

2.1.2. Qualitative Part of the Study

Based on the findings of the quantitative data, the qualitative part of the study was conducted with 25 instructors out of 70 instructors in total. The participants were randomly selected from the burnout-level groups.

2.2. Instrument(s)

2.2.1. Quantitative part of the study

The Turkish version of the Maslach Burnout Inventory- Educators Survey was used to determine the burnout levels of the participants. The scale consists of two parts, first of which seeks answers to participants' gender, marital status, department, age, degree, and teaching experience. The second part is the Maslach Burnout Inventory. Maslach Burnout Inventory (MBI) (Maslach & Jackson, 1981) was originally developed for general use and then adapted for different purposes. The scale consists of 22 items, having subscales for 3 dimensions: emotional exhaustion, depersonalisation, and personal accomplishment. High scores on emotional exhaustion and depersonalisation and low scores on personal accomplishment are signs of burnout. The scoring is as follows:

Emotional exhaustion: Items 1,2,3,6,8,13,14,16,20

(Scores: 27 or over High/ 17-26 Moderate/ 0-16 Low)

Depersonalization: Items 5,10,11,15,22

(Scores: 13 or over High/ 7-12 Moderate/ 0-6 High)

Personal accomplishment: 4,7,9,12,17,18,19,21

(Scores: 0-31 High/ 32-38 Moderate/ 39 or over Low)

MBI has been translated into Turkish and used as a data collection instrument in the field of medicine before (Çam,1992; Ergin,1992). It was found reliable and valid. Ergin (1992) found reliability coefficients as .83 for Emotional Exhaustion (EE), .65 for Depersonalisation (DP), and .72 for Personal Accomplishment (PA). Çam (1992) found no significant difference between the English and Turkish versions. In an educational context, the adapted forms were also found reliable and valid with .74 for EE, .75 for DP, and .77 for PA (Baysal, 1995) and .87 for EE, .63 for DP, .74 for PA (Girgin, 1995).

2.2.2. Qualitative part of the study

After the analysis of the quantitative data, a semi-structured interview form was developed under the supervision of language experts in order to reach the underlying reasons beyond the scores. First of all, the form was piloted in advance with 5 colleagues. Then, with the help of the experts, some questions were deleted, modified, and reordered. Eventually, the final version of the semi-structured interview was formed and it consisted of 3 parts: *Demography and Context, Information about Teaching, and Personal View.*

2.3. Data collection procedures

As the first step of the data collection procedure, the Maslach Burnout Inventory- Educators Survey was administered to randomly selected 70 English language instructors in total with the aim of looking into burnout levels. According to the burnout levels the quantitative data revealed, 31 were found to be suffering from burnout at Low Level, 24 at Moderate Level, and 15 at High Level. 30 participants out of 70 were selected which was planned as 10 for each burnout level and 25 of them voluntarily agreed to take part in the qualitative data collection. 25 instructors of different burnout levels, namely 9 for low and moderate levels for each, and 7 for high- participated in the semi-structured interviews. The data collection process includes data of burnout levels, and also through the qualitative data, the reasons underlying the case.

2.4. Data analysis

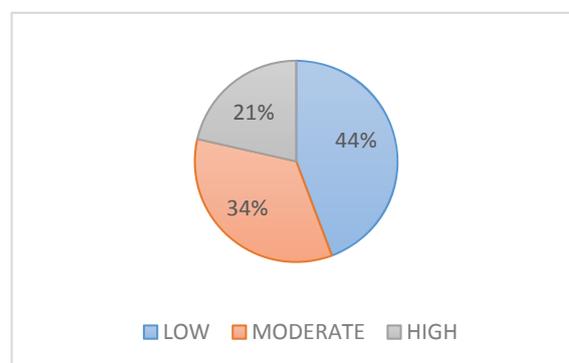
First of all, manual data input was done through Excel followed by SPSS data analysis. Afterwards, the mean scores, standard deviation scores, and standard error scores were calculated, followed by a comparative data analysis through t-test and ANOVA. The variables of *gender/ marital status/ background/ age/ degree/ experience* were analysed in terms of *emotional exhaustion/ depersonalisation/ personal accomplishment* through t-test in order to compare the differences between the groups, and ANOVA for the differences among the groups. Based on the *iterative* nature of the qualitative research (Dörnyei, 2007), it is usual to move back and forth between data collection, data analysis, and data interpretation depending on the emergent results. Within the data analysis of the qualitative part of the study, first of all, the data was transformed into textual forms. The transcriptions and the semi-structured interview forms were studied many times to analyse and group them under the same content for the content analysis.

3. Results

The participants were found to be in three categories of burnout: low (31), moderate (24), and high (15). The results of the quantitative phase of the study were interpreted with the above information in mind.

Research Question 1: What are the burnout levels of in-service EFL instructors?

Figure 1. Burnout levels of EFL instructors



Out of 70 participants in total, according to the scores, 31 of the participants belong to the burnout level of LOW, 24 to the MODERATE, and 15 of them to the HIGH. In other words, 44% of the instructors suffer from burnout at low, 34% at moderate level, and 21% at high level. In answer to the first research question, it is possible to say that the previous data can be used. It was concluded that there were participants of all burnout levels. Out of 70 participants; 31 were at Low level, 24 at Moderate, and 15 at High Level of burnout. Therefore, the proportion of the participants at Low level was the biggest, followed by Moderate and High levels.

Research Question 2: Is there a relationship between in-service EFL instructors' burnout levels and their teaching experience?

Table 2. Burnout levels and teaching experience of participants (based on Quantitative Phase)

	Teaching experience	LOW	MODERATE	HIGH	TOTAL	%
EXPERIENCE	1_5	7	4	7	18	26
	6_10	9	6	1	16	23
	11_15	8	9	5	22	31
	16_20	1	1	0	2	3
	20+	6	4	2	12	17

As for the second research question, which focuses on whether there is a relationship between EFL instructors' burnout levels and teaching experience, it can be seen that the distribution of participants at 1-5 years of experience was found to be 18 (nLow:7/nMod:4/nHigh:7); and 10 + years of experienced participants as 36 (nLow:15/nMod:14/nHigh:7). Thus, the numbers of 1-5 years experienced participants are equally distributed to Low and High levels; whereas the ones of 10+ experience are mostly and intensively piled up at low and moderate.

Table 3. Anova Findings- Experience variable

		F	Sig.
Emotional Exhaustion	Between Groups	2.087	0.93
	Within Groups		
	Total		
Depersonalisation	Between Groups	.656	.625
	Within Groups		
	Total		
Personal Accomplishment	Between Groups	1.015	.406
	Within Groups		
	Total		

When the mean scores and ANOVA results above regarding all dimensions, i.e. *Emotional Exhaustion*, *Depersonalisation*, and *Personal accomplishment* are taken into consideration, it can be inferred that there was no significant difference between the groups of experience of the participants, showing a relationship between burnout levels and teaching experience in a certain manner. However, it is still possible to see the total number of the participants was intensively and equally located at low and high levels of burnout. Also, the ones with high level of burnout made up nearly half of the group, seeming in favour of higher levels of burnout. What is more, participants with 10+ years of experience mostly tend to go for low and moderate levels of burnout. It can also be concluded that moderate level of burnout is mostly dependent on participants with 11-15 years of experience. All data can be interpreted as higher levels of burnout being inversely related with 10+ years of experience. To have a better and deeper understanding of the phenomenon, the data was also analysed level by level with teaching experience as the other variable. The analysis of the mean scores and the ANOVA results in Table 3 showed that there was no significant difference between them; still other findings seeming in favour of 10+ years of experience should be kept in mind to analyse the data thoroughly, excessively, and properly.

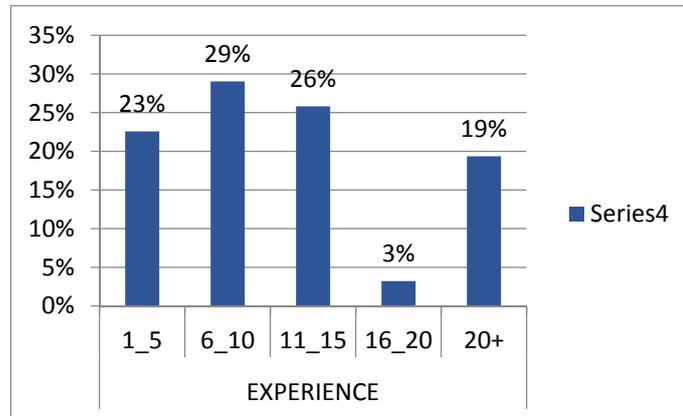
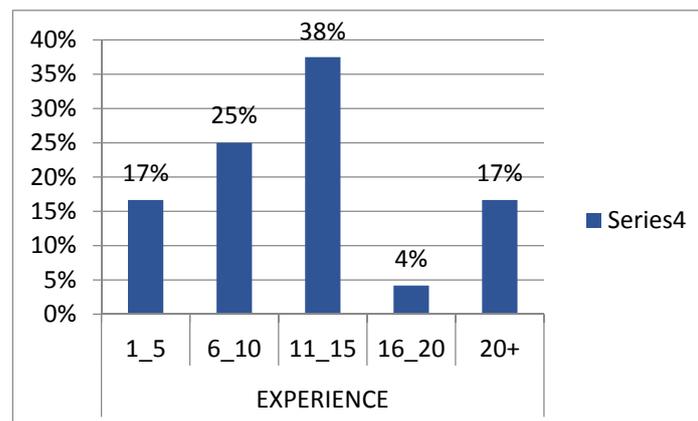
Figure 2. Low level of burnout experience variable

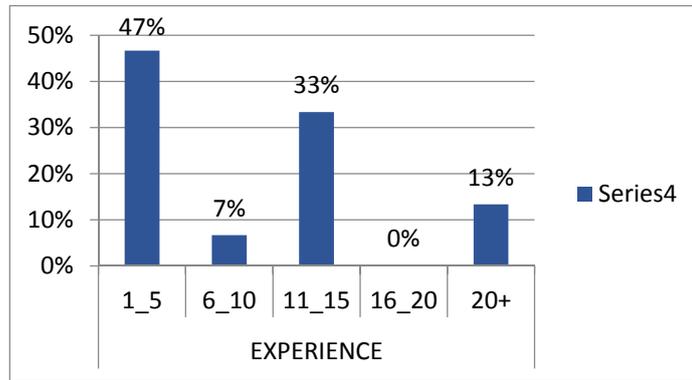
Figure 2 provides data of findings according to low level of burnout. The statistics show that 23% of the participants with low level of burnout had experience between 1-5 years, 29% had experience of 6-10 years, 26% were in the experience group of 11-15, 3% had experience between 16-20 years, and finally 19% were experienced with 20 years and more. It can be said that the participants of 6 to 10 years of experience surplus the percentage of the others and dominate the group of Low Level of Burnout.

According to Figure 3, which shows data of the moderate level of burnout, experience group of 11-15 years exceeds the others with 38%. The others are 1-5 years with 17%, 16-20 with 4% and 20+ with 17%. The participants of 11 to 15 years of experience surplus the percentage of the others and dominate the group of Moderate Level of Burnout.

Figure 3. Moderate level of burnout experience variable

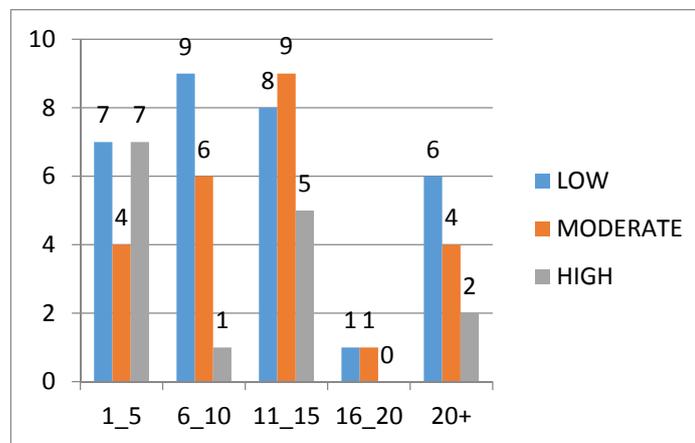
For the findings of high level of burnout, Figure 4 indicates that of all 15 participants, 7 were at 1-5 year of experience. It is also almost half of the 1-5 year of experience (n=18).

Figure 4. High level of burnout experience variable



Of all 15 participants with a high level of burnout, 7 were at the experience group of 1-5 with the highest proportion of 47%. The ones experienced with years between 6-10 is made up of only one instructor, which is only 7% of all; and 5 participants between 11-15 years is 33% of all. There were no participants from experience group of 16-20. The rest-13%- is made up of 2 instructors with an experience of 20+. That’s why it can be easily said that the experience group of 1-5 years dominates the high-level-of-burnout instructors according to experience.

Figure 5. Experience variable



The distribution of the participants in terms of their experience is as follows: There were 18 with the experience of 1-5 years; 16 with the experience of 6-10 years; 22 with the experience of 11-15 years; 2 with the experience of 16-20 years; and 12 with the experience of more than 20 years. The participants with the experience of 6-10 years and 20+ have their highest proportions at Low level of burnout; and the ones with 11-15 years of experience at Moderate level of burnout. 1-5 years of experienced participants have equal dominance at Low and High levels of burnout.

Research Question 3: What are the factors leading instructors to burnout in EFL context?

Through the detailed study and analysis of the semi-structured interview data findings, it was found that academic factors dominate other challenges. As for academic factors, there stands a relationship between the higher levels of burnout, longer hours of teaching, and lower academic levels of the

students. Higher levels of burnout are also negatively related to the offices the instructors are working at.

In terms of administrative factors; there found to be a relationship between lower levels of burnout and institutional support, academic support of the colleagues, ideal working conditions. Within personal factors, there stands a relation between lower levels of burnout and elements such as professional development activities, self-esteem of successful teachers, self-improvement, and the need to teach other levels. For instance, some participants emphasized the possibly positive effects of teaching a different level or age group as in the following:

“I would like to teach intermediate and higher students as I think I will be much more satisfied as a teacher.” (F.B.)

“...because I find advanced level more satisfactory. (P.S.)

“Especially Ph.D. level. It forces someone to improve himself.” (S.Ö.)

Lower levels of burnout are also negatively related to the thought of changing profession. For governmental factors, there was found an overall consensus and relationship between higher levels of burnout and ideas on lower incomes. No relationship was found in terms of burnout and teacher’s role, students’ role, working conditions. Longer hours of teaching, lower levels of students, offices at school, lower income, academic factors, lack of professional development activities, lack of school and academic support among colleagues, lack of self-efficacy and self-confidence, need for ideal conditions were found to be effective factors causing burnout among in-service teachers. Above all, academic factors were found to be the most striking.

4. Discussion

The first research question of the study aimed at reaching the frequencies and percentages of the instructors experiencing burnout. The results showed that instructors had burnout at different levels, i.e. low, moderate and high level.

The second research question asked: *Is there a relationship between in-service EFL instructors’ burnout levels and their teaching experience?* For this question, the study indicated that there is a relationship between the burnout levels of the EFL instructors and their year of experiences. At Low level of burnout, participants with 6-10 years of experience surplus the others. It is the case for the 11-15 years of experience for Moderate level of burnout, and 1-5 years of experience for High level of burnout. It can be said that levels of burnout are divided into experience groups. The fact that High level of burnout is much more occupied by the participants of experience group 1-5 years (almost half of the burnout level group n=7 out of 15 total) may give insights towards the relationship between experience and burnout. Still there found to be no direct finding pointing to a relationship among experience groups according to ANOVA results. However, out of 18 participants at 1-5 experience group the distribution was 7 Low, 4 Moderate, and 7 High. As for the experience group of 6-10, it can be said that the majority of the low level of burnout is occupied by them and also it is supported by the results that most of this age group is at low level of burnout in total- 9 Low, 6 Moderate, and 1 High. It can be explained with young age. Although the fact that 11-15 years of experience has dominance at moderate levels of burnout might lead to a possible idea of a relationship between experience and burnout, there is no ANOVA finding that can settle it for sure. Conversely, 20+ experience group has the majority at low levels of burnout.

The third research question tried to find out the factors leading the instructors to burnout in EFL context. The results revealed that the burnout levels of the participants were affected by various factors,

such as governmental, administrative, academic and personal factors. Even though all factors had impact on the burnout levels of the participants, academic factors were the most influential ones. The factors related to their profession, such as working environment, teaching hour, students, classroom climate affected them mostly, and it is quite understandable as their profession forms big proportion of their lives.

5. Conclusions

Through the burnout scale, MBI, it was concluded that there were participants at all burnout levels-Low at most, followed by Moderate and High levels of burnout. This could also be interpreted as the existence of burnout among instructors. There also found to be an inclination of higher burnout levels at younger age groups (especially 31-35&26-30) and less experienced groups (1-5 years). Novice teachers may be the most vulnerable ones to burnout as they are at the very beginning of their careers, most of the time feeling “alone” without any support, which is in line with what Hoigarrd, Giske and Sundsli (2011) suggest: “Studies indicate that the period when teachers are newly qualified is a peak time for leaving the profession” (p. 1). Because of the fact that there was no relationship between experience in teaching and higher levels of burnout statistically, some other factors such as academic ones were found to be striking as a result of the analysis of the qualitative data.

Taking the findings of the study into consideration, the tendency towards burnout at 1-5 years of experience, brings forward the need of an in-service training, especially at the very beginning stages. The findings were also supported by that of the semi-structured interview. There found to be a direct relationship between lower levels of burnout and more professional development activities such as conferences, seminars, courses, trainings and so on.

In the light of the findings and interpretations of the study, an important pedagogical implication emerges: In-service training can help cure burnout among instructors at university levels. In-service training may provide the instructors with self-efficacy beliefs, positive self-esteem, and professional development, which are important factors in academic life. This may be possible through making in-service training programmes widespread. The concept of in-service training or teacher development activities are somewhat blurry and optional in Turkey’s context. Thus, the lines in in-service teacher training should be made clear and instructors should be encouraged to take their part in it to avoid from burnout during the rest of their academic lives.

References

- Anderson, M. B. & Iwanicki, E. F. (1984). Teacher motivation and its relationship to teacher burnout. *Educational Administration Quarterly*, Vol. 20, (pp. 94-132)
- Baysal, A. (1995). Lise ve dengi okul öğretmenlerinde meslekten tükenmişliğe etki eden faktörler [Factors affecting teachers’ professional burnout among high school teachers]. *Unpublished PhD Dissertation, Dokuz Eylül University, İzmir.*
- Byrne, B. M. (1991). Burnout: Investigating the impact of background variables for the elementary, intermediate, secondary, and university educators. *Teaching and Teacher education Vol.7 Issue 2, pp.197-209*
- Bryne, B. (1999). The nomological network of teacher burnout: a literature review and empirically validated model. In R. Vandenberghe and A.M. Huberman (Eds.), *Understanding*

- and preventing teacher burnout: A sourcebook of international research and practice* (pp.15-37). Cambridge, UK: Cambridge University Press.
- Cephe, P.T. (2010). A study of the factors leading English teachers to burnout. *Hacettepe University Journal of Education*, 38, 25-34.
- Chan, D. W. (2007). Burnout, self-efficacy, and successful intelligence among Chinese prospective and in-service school teachers in Hong-Kong. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 27(1) 33-49.
- Çam, O. (1992). Tükenmişlik envanterinin geçerlilik ve güvenilirliğinin araştırılması: Serbest Bildiri Raporu [Investigating the reliability and validity of MBI: A report]. *VII. Ulusal Psikoloji Kongresi*: Ankara.
- Dericioğulları, A., Konak, Ş., Arslan, E., Öztürk, B. (2007). Öğretim elemanlarının tükenmişlik düzeyleri: Mehmet Akif Ersoy Üniversitesi örneği. *Fırat Sağlık Hizmetleri Dergisi* Cilt: 2 Sayı:5.
- Dörnyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford University Press.
- Engelbrecht M., Berg H., & Bester, C. (2009). Burnout and compassion fatigue: the case of professional nurses in primary health care facilities in the free state province, South Africa In R. Schwartzoffer (Ed.), *Psychology of Burnout: Predictors and Coping Mechanisms* (pp.1-37). New York: Nova Science Publishers.
- Ergin, C. (1992) Doktor Ve Hemşirelerde Tükenmişlik Ve Maslach Tükenmişlik Envanterinin Uyarlanması. *7. Psikoloji Kongre Kitabı*. Ankara: Psikologlar Derneği Yayınları.
- Ghorpade, J., Lackritz, J, Singh,G. 2007. Burnout and personality: evidence from academia. *Journal of career assessment* Vol. 15 (pp. 240-256).
- Girgin, G. (1995). İlkokul öğretmenlerinde meslekten tükenmişliğin gelişimini etkileyen değişkenlerin analizi ve bir model önerisi: İzmir ili kırsal ve kentsel yöre karşılaştırması) [The analysis of the variables affecting teachers' professional burnout among primary school teachers and a proposal for a model: Comparing the countryside and the city center in İzmir]. *Unpublished PhD. Dissertation, Dokuz Eylül University, İzmir*.
- Greenglass, E., Burke, R. & Konarski, R. (1998). Components of burnout, resources, and gender-related differences. *Journal of Applied Science Psychology*, 28, 12, pp. 1088-1106.
- Hooigard, R. & Giske, R. & Sundsli, K. (2011). Newly qualified teachers' work engagement and teacher efficacy influences on job satisfaction, burnout, and the intention to quit. *European Journal of Teacher Education* First article 1-11 DOI:10.1080/02619768.2011.633993
- Kelchtermans, G. & Strittmatter, A. (1999). Beyond Individual Burnout: A perspective for improved schools. Guidelines for the prevention of burnout. In R. Vandenberghe & M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice* (pp. 304-314). Cambridge, UK: Cambridge University Press.

- Khani, R. & Mirzaee, A. (2015). How do self-efficacy, contextual variables and stressors affect teacher burnout in an EFL context? *Educational Psychology*, 35(1), 93-109.
- Kottler, J. A., Zehm, S. J., Kottler, E. (2005). *On being a teacher- the human dimension*. Thousand Oaks, CA: Corwin Press.
- Lackritz, J.R. (2004). Exploring burnout among university faculty: incidence, performance, and demographic issues. *Teaching and Teacher Education*, 20(7), 713-729.
- Maslach, C., Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Occupational Behaviour*, 2(2), 99-113.
- Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). *Maslach burnout inventory manual* (3rd ed.). Palo Alto, CA: Consulting Psychologists Press.
- Maslach, C. (1999). Progress in understanding teacher burnout. In R. Vandenberghe and A.M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice* (pp.211-222). Cambridge, UK: Cambridge University Press.
- Motallebzadeh, K., Ashraf, H. & Yazdi, M.T. (2014). The role of teachers' self-efficacy as a predictor of Iranian EFL teachers' burnout. *Journal of Language Teaching and Research*, 5(5), 1198-1204.
- Rudow, B. (1999). Stress and burnout in the teaching profession: European studies, issues, and research perspectives. In R. Vandenberghe & M. Huberman (Eds.), *Understanding and preventing teacher burnout: A sourcebook of international research and practice* (pp. 38-58). Cambridge, UK: Cambridge University Press.
- Watts, J. & Robertson, N. (2011). Burnout in university teaching staff: a systematic literature review. *Educational Research*, 53(1), 33-50.

İngilizce okutmanlarında tükenmişlik

Öz

Bu araştırma, Konya Necmettin Erbakan Üniversitesi, Selçuk Üniversitesi ve Gazi Üniversitesi'nde çalışmakta olan İngilizce okutmanlarının tükenmişlik düzeylerini araştırmayı, tükenmişliğe yol açan faktörleri bulmayı ve tükenmişlik ile öğretmenlik tecrübesi arasında bir ilişki olup olmadığını ortaya çıkarmayı amaçlamaktadır. Çalışma karma yöntemli araştırma deseniyle yürütülmüştür. 70 İngilizce okutmanına Maslach Tükenmişlik Ölçeği (Maslach Burnout Inventory Educators Survey- MBI/Maslach & Jackson, 1981/Maslach, Jackson & Leiter, 1996) uygulanmış; bu katılımcıların 25'iyle de yarı yapılandırılmış görüşme yapılmıştır. Sonuçlar okutmanlar arasında tükenmişliğin çeşitli seviyelerde görülüğünü göstermiştir. ANOVA sonuçlarıyla desteklenmese de, daha küçük yaşlarda ve daha az tecrübeli gruplarda daha yüksek tükenmişlik düzeylerine olan bir eğilim söz konusu olmaktadır. Yarı yapılandırılmış görüşmelerle toplanan nicel verinin analizi sonucunda, öğretim saatleri, öğrencilerin İngilizce seviyesi ve okutmanların çalıştığı ölçme, materyal ve mesleki gelişim ofisleri gibi birimlerin okutmanlar arasında tükenmişliğin ortaya çıkmasında önemli rol oynadığı belirlenmiştir.

Anahtar sözcükler: Tükenmişlik; İngilizce okutmanları

AUTHOR BIODATA

Eda Ercan Demirel graduated from Selçuk University ELT Department in 2006. She had her MA degree at the same university in 2009, and a Ph. D. degree at Gazi University ELT department in 2014. She is an instructor at NEU School of Foreign Languages. Her special interests are teacher burnout, EFL methodology, foreign language teacher education, and teacher development.

Paşa Tevfik Cephe is an associate professor of English Language Teaching at Gazi University, Gazi Faculty of Education in Ankara, Turkey, where he teaches special teaching methods, curriculum development and syllabus design, and research methodology courses. Dr. Cephe has published many articles and book chapters on several issues in ELT, besides carrying out projects affiliated with the Ministry of Education.