

EXAMINING THE BURNOUT LEVELS OF EFL LECTURERS AT THE SCHOOL OF FOREIGN LANGUAGES OF A STATE UNIVERSITY IN TURKEY - MANISA CASE

Ali CEYLAN

Celal Bayar University, Manisa, Izmir

aliceylan83@mynet.com

Assist. Prof. Dr. Behbood MOHAMMADZADEH

Cyprus International University, Faculty of Education

behbudm@ciu.edu.tr

ABSTRACT

In this study burnout levels of the lecturers working for School of Foreign Languages at Celal Bayar University were determined and examined according to gender, marital status, total teaching experience, working duration in the institution, contract type, course load per week and monthly income variables. Randomly selected 37 lecturers working for School of Foreign Languages at Celal Bayar University participated in the study. In order to determine personal features of the participants, personal information questionnaire which consists of 7 questions was used and Maslach Burnout Inventory which consists of 22 questions was used in order to determine burnout levels of the lecturers. Quantitative data obtained by inventory were analyzed by using SPSS software pack. In order to find out whether there is significant differentiation or not, t test was used for dual groups and variance analysis were used for multiple groups. Significance level was accepted as 0,005. As a result significant relationship was found between burnout and independent variables gender, marital status, contract type, total teaching experience in the institution, weekly course load and it was found that there was not any significant relationship between burnout and independent variables total teaching experience and monthly income.

Keywords: Burnout Levels of Lecturers, English Language Teachers, Celal Bayar University.

Introduction

Burnout has been increasingly become an important problem of many people who work in different job areas since it appeared first in 1970s. Since working environment is the main place where they spend much of their lives, they hope to be happy, peaceful and confident in there. However, it is not easy to achieve these goals for some reasons and many more people are experiencing burnout nowadays because of these reasons. So, studies on burnout have been held by organizations in order to determine burnout syndrome and take precautions to prevent burnout syndrome.

Burnout was first investigated and defined by Freudenberger (1974) as involving feelings of failure and exhaustion resulting from excessive demands on a person's energy with insufficient reward for the effort. Maslach (1976) defined burnout as psychological distancing from work and Byrne (1999) defined it as "a response to the chronic emotional strain of dealing extensively with others in need".

Block (1978) and Freudenberger (1983) identified many of the symptoms associated with burnout, which can be categorized into three groups: physical (e.g., exhaustion, lingering cold, frequent headaches, gastrointestinal disturbances, weight loss, sleeplessness and shortness of breath), psychological (e.g., changeable mood, irritability, depression, loss of caring for people, cynical attitude, increased frustration, feelings of helplessness, greater professional risk-taking (i.e., smoking, escapist drinking, drug use), and behavioral (e.g., deterioration in work performance and absenteeism).

Maslach and Leiter (1997) stated that workers in people oriented jobs such as human services, healthcare and education, which involve face-to-face interaction are likely to be under the risk of burnout. Friedman and Farber (1992) claimed that teachers are those who are the most affected group from burnout. Kurtoğlu (2011) claimed that increased student misconduct, student apathy, overcrowded classrooms, inadequate salaries, demanding or unsupportive parents, budgetary constraints, expanding administrative loads, lack of infrastructural support, and an increasingly negative public opinion have contributed to an embattled and embittered teacher force throughout the world. These reasons have negative effects on teachers such as anxiety, stress. According to Silah (2001), as a result teachers can behave anxious, angry, unadapted, aggressive and low performance and job burnout can be observed.

And Çokluk (2003) listed variables that affect these results as age, education, gender, experience, working hours, administrators, job satisfaction. As it was stated by Rosales (2011) vast number of English Language Teachers seems, by all accounts, to be experiencing burnout which is generally accepted to be a by-result of working excessively hard and seriously. Like never before, educators are currently feeling the consequences of "instructor burnout," a condition that causes instructors to feel rationally, physically, and sincerely depleted from working in upsetting circumstances. Therefore, EFL teachers working at Foreign Languages Schools at universities can suffer from burnout.

REVIEW OF LITERATURE

Burnout which is generally thought as physically and emotionally exhaustion of a person has been defined by various scholars, psychologists or people studied the subject. Yong and Yu (2007) cited that Freudenberger (1974) was the first to term the phrase "burnout" when looking at people in public service jobs who were mentally and physically exhausted due to long hours, heavy workloads, and extreme intensity at work. And also it was defined by Freudenberger (1974) as involving feelings of failure and exhaustion resulting from excessive demands on a person's energy with insufficient reward for the effort. In addition, Freudenberger (1980) defined burnout as "someone in the state of fatigue or frustration brought about by devotion to a cause, way of life, or relationship that failed to produce the expected reward". Maslach (1976) defined burnout as psychological distancing from work. Byrne (1999) defined it as "a response to the chronic emotional strain of dealing extensively with others in need". Burnout was defined by Edelwich and Brodsky (1980) as a progressive loss of idealism, energy, purpose and concern as a result of work. Maslach & Jackson (1981) defined burnout as "a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do "people work" of some kind"

Pines & Aronson (1988) made a definition of burnout as "a state of physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding". According to Capel (1991) burnout is a negative reaction to long-term stress. Burnout was described by Cherniss (1980) as a "process in which a previously committed professional disengages from his or her work in response to stress and strain experienced in the job". Beckstead (2002), Shamian et al. (2001) and Wheeler and Riding (1994) had described burnout in a similar way as "burnout is a type of prolonged response to chronic job related stressors, and therefore, it has a special significance in health care where staff experience both psychological-emotional and physical stress". Moreover, Schaufeli and Bakker (2004) defined burnout as a metaphor that is used in order to describe psychological tiredness. According to Maslach (1976) and Maslach and Goldberg (1998) burnout is a syndrome of emotional exhaustion, depersonalization and diminished personal accomplishment that has been recognized as an occupational hazard for various people-oriented professions, such as social services, health care or education. As it can be understood from the definitions, there are various definitions of burnout since it was first defined. Parallel to this Maslach, Schaufeli & Leiter (2001) emphasized that burnout is a very slippery concept – there can be no standard definition of it.

Freudenberger basically focused on the symptoms experienced by the individuals suffering from burnout. Individual who suffers from burnout gets angry easily, experiences sudden anger, feels hindered. Next steps include lack of self-confidence, paranoia and impatience towards changes (Perlman and Hartman, 1982). Seğmenli (2001) stated that Freudenberger determined certain physical symptom such as a feeling of fatigue and prostration, suffering from headaches, gastrointestinal complications and difficulty in breathing. According to Maslach burnout is a three dimensional syndrome (Çam, 1991). These dimensions are emotional exhaustion, depersonalization, and personal accomplishment. Although they are separated, they are related to each other (Budak and Sürgevil 2005). This is the first dimension of the Maslach Burnout Model. This dimension is the common aspect of burnout that means depletion of emotional resources and energy discharge (Maslach et al., 2001). Maslach, et al. (2008) described it as "feelings of being emotionally overextended and exhausted by other's work". According to Dollard et al. (2003) stated that emotional exhaustion may

occur due to occupational stressors such as work overload and role conflict. Moreover, emotionally exhausted individuals are psychologically run down, they spend less time with individuals, and have sleep disorders (Maslach & Jackson, 1981).

There are a lot of studies carried out around the world and in Turkey on instructor burnout. These are some of researches which have been held around the world:

The first study is Guven (2010) which was conducted in Turkey to investigate the level of burnout among Turkish EFL teachers. 64 participants who teach at three different foundation universities in Istanbul called Kadir Has University, Istanbul Kültür University and Istanbul Fatih University were participated. Maslach Burnout Inventory was used. Based on findings, there were no meaningful differences amongst variable of gender, age, marital status, and department of graduation and burnout.

In the study of Özdemir (2007), 523 primary teachers from Turkey were at the centre and examined the scope of classroom management efficacy, marital status, gender, and experience in the profession to forecast burnout. The data analyzed through multiple regression show that the four variables which are classroom management efficacy, marital status, teaching experience, and gender significantly affect each of the three burnout dimensions which are exhaustion, depersonalization, and feelings of inefficacy.

In one of the most recent studies, conducted by Atila (2014) with total 135 attendants (40 of them were English teacher working at primary, secondary, and high schools, 45 of them were the instructors from Gazi University and 45 were from Ankara University), she found that attendants who have less experience, do not have post graduate degree, have graduated from ELT departments, work in the same institution less than 5 years, have heavier workload and are female teachers tend to experience burnout dimensions more.

In her study with 401 elementary school teachers, Girgin (1995) used a questionnaire asking personal and work-related information along with MBI Educators Survey to measure teacher burnout. She found that while women and men did not differ in their levels of emotional exhaustion and reduced personal accomplishment, women experienced lower levels of depersonalization. In addition, according to her study, as teachers get older, they feel lower levels of emotional exhaustion and depersonalization, while they feel more accomplished in their job. The results of her study also revealed that teaching experience is a contributing factor in reducing depersonalization and increasing sense of personal accomplishment. Moreover, positive attitudes towards the job, satisfaction with the work environment and support from colleagues and the administrators help teachers experience lower levels of burnout and find themselves more successful in their jobs.

A study conducted by Audeh (1998) aimed at identifying the level of burnout and its relationship with work stress that state secondary school teachers in the West Bank have. Moreover, he uncovered the relationship between the phenomenon of burnout and a number of variables. The study sample consisted of 130 male and female teachers. It used Maslach's inventory and the work stress questionnaire prepared by the researcher. There was no effect of the age, gender, educational qualification, social status, and experience variables on both of burnout and work stress.

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

METHODOLOGY

Quantitative research design was used in this research; Maslach Burnout Inventory was applied to find out teachers' burnout level and Personal Information Form, prepared by the researcher, in order to get data related to demographical variables.

The main objective of this study is to find out what the levels of burnout of EFL teachers who work in School of Foreign Languages at CBU. Moreover; the other objective of this study is to find out whether there is a significant difference between burnout levels and demographic features such as gender, marital status, total teaching experience, contract type, total teaching experience in the institution, weekly lesson load, monthly income or not.

This descriptive research includes seven independent variables: gender, marital status, total teaching experience, contract type, total teaching experience in the institution, weekly lesson load, and monthly income. The dependent variable consists of the three dimensions of burnout: emotional exhaustion, depersonalization and lack of personal accomplishment.

Participants and the Setting of the Study

The study was held in School of Foreign Languages at Celal Bayar University in Manisa, Turkey. The study was conducted in (2014- 2015) academic year. The target population was CBU, one of the state universities in Turkey. The researcher got the permission from the director of School of Foreign Languages at CBU who sincerely showed his support and readiness for the researcher. The researcher got in touch with most of the instructors but some of them did not participate in this study since they were assigned in other districts. In this study, 37 EFL lecturers participated. First, they were asked to fill in the personal information form (PIF) which was prepared and consists of seven questions. The questions are gender, marital status, total teaching experience, contract type, total experience in the institution, weekly course load, and monthly income.

Data Collection

In the study two types of questionnaires were distributed to collect data from participants. The first one was demographic form and the second one was Maslach Burnout Inventory (MBI). The research was held at SFL at CBU in Manisa. The researcher met each lecturer and handle 'Personal Form' and 'Maslach Burnout Inventory'. Before administration of the questionnaires, the participants were informed about the aim and the extent of the study with a specific end goal to get sincere replies. The data were collected from December 2014 to February 2015.

Data Analysis

The data were analyzed by utilizing SPSS 11.5 (Statistical Package for Social Sciences). The descriptive data analysis was led by ascertaining frequencies, arithmetical averages and standard deviations for deciding burnout levels and background of the respondents. In order to determine whether there is significant difference or not t-test was used between two groups like gender (male x female); and in order to determine whether there is significant difference or not one-way variance analysis (ANOVA) was used among multiple groups such as weekly course load (0-10, 10-20, 20-30, 30-40, 40+). If there is significant difference in the variance analysis of multiple groups, LSD test from Post Hoc Tests. In the study statistical meaningfulness is accepted as ($P < 0,05$).

DATA ANALYSIS AND DISCUSSION

The main aim of this study is to find out whether there is a meaningful relationship between teachers' burnout levels and their gender, marital status, total teaching experience, contract type, total experience in the institution, weekly course load and monthly income. MBI and PIF was answered by 37 lecturers from SFL of CBU, in Manisa.

Result Analysis Related to Research Question 1

Is there a significant difference between the burnout levels of EFL lecturers who works for School of Foreign Languages School at Celal Bayar University and gender?

In order to find out whether there is a significant difference between the burnout levels of EFL lecturers who works for School of Foreign Languages School at Celal Bayar University and gender t-test was applied to the data collected.

Table 1. t-test results that shows whether there is a significant difference between the burnout levels of EFL lecturers who works for School of Foreign Languages School at Celal Bayar University and gender

Subscales	Gender	N	Mean	Std. D.	t	P	Significance Level
Emotional Exhaustion (EE)	Female	24	17,33	5,46	-1,368	,021	P<0,05*
	Male	13	20,46	8,44			
Depersonalization (D)	Female	24	10,87	2,41	-2,545	,601	P>0,05
	Male	13	13,23	3,13			
Personal Accomplishment (PA)	Female	24	29,58	2,53	-,216	,984	P>0,05
	Male	13	29,76	2,42			

As it is seen in the table, according to t-test results, a significant difference between the burnout levels of EFL lecturers who works for SFL at CBU was found in the EE dimension in terms of gender [$P(0,021) < 0,05$]. And this difference is in favour of male participants ($X=20,46$). That is to say that male participants experience EE more than females ($X=17,33$).

No significant difference was found in D dimension of burnout levels of EFL lecturers who works for SFL at CBU [$P(0,601) > 0,05$] according to gender variable. But it can be said that male participants ($X=10,87$) experience D more than females ($X=13,23$).

And, there is also no significant difference in PA dimension of burnout levels of EFL lecturers who works for SFL at CBU [$P(0,984) > 0,05$]. According to their score means females ($X=29,58$) experience less PA; and males ($X=29,76$) experience higher PA.

Result Analyses Related to Research Question 2

Is there a significant difference between the burnout levels of EFL lecturers who works for School of Foreign Languages School at Celal Bayar University and marital status?

In order to find out whether there is a significant difference between the burnout levels of EFL lecturers who works for School of Foreign Languages School at Celal Bayar University and marital status t-test was applied to the data collected.

Table 2. t-test results that shows whether there is a significant difference between the burnout levels of EFL lecturers who works for School of Foreign Languages School at Celal Bayar University and marital status

Subscales	Marital Status	N	Mean	Std. D.	t	P	Significance Level
Emotional Exhaustion (EE)	Married	19	18,57	8,16	,134	,025	P<0,05*
	Single	18	18,27	4,99			
	Married	19	11,47	3,15			
Depersonalization (D)	Single	18	11,94	2,65	- ,491	,688	P>0,05
Personal Accomplishment (PA)	Married	19	29,36	2,24	- ,706	,604	P>0,05
	Single	18	29,94	2,71			

As it is seen in the table, according to t-test results, a significant difference between the burnout levels of EFL lecturers who works for SFL at CBU was found in the EE dimension in terms of marital status [$P(0,025)<0,05$]. And this difference is in favour of married participants ($X=18,57$). That is to say that married participants experience EE more than single participants ($X=17,33$).

No significant difference was found in D dimension of burnout levels of EFL lecturers who works for SFL at CBU [$P(0,688)>0,05$] according to independent variable marital status . But married participants ($X=11,47$) experience D less than females ($X=11,94$).

And, there is also no significant difference in PA dimension of burnout levels of EFL lecturers who works for SFL at CBU [$P(0,984)>0,05$] in terms of marital status. Since their score means (Female=29,58; Male=29,76) are very close.

Result Analysis Related to Research Question 3

Is there a significant difference between the burnout levels of EFL lecturers who works for School of Foreign Languages School at Celal Bayar University and total teaching experience?

So as to check the burnout levels of teachers with regard to total teaching experience as an independent variable. ANOVA (one way of analysis of variance) test was used.

Table 3. ANOVA results that shows whether there is a significant difference between the burnout levels of EFL lecturers who works for School of Foreign Languages School at Celal Bayar University and total teaching experience

Subscales	Resource of the Variance	Sum of Squares	df	Mean Square	F	P	Significance Level
Emotional Exhaustion (EE)	Between Groups	79,700	4	19,925	,413	,798	P>0,05
	Within Groups	1,545,382	32	48,293			
	Total	1,625,081	36				
Depersonalization (D)	Between Groups	63,043	4	15,761	2,131	,100	P>0,05
	Within Groups	236,687	32	7,396			
	Total	299,730	36				
Personal	Between	10,396	4	2,599			

Accomplishment (PA)	Groups Within Groups	208,037	32	6,501	,400	,807	P>0,05
	Total	218,432	36				

As it is seen in the table, EE dimension of burnout levels of EFL lecturers who works for SFL at CBU [P (0,798) >0,05] according to independent variable total teaching experience do not differentiates. And also no significant relation was found in terms of total teaching experience in D dimension [P (0,100) >0,05], and PA dimension [P (0,807) >0,05] .

Result Analysis Related to Research Question 4

Is there a significant difference between the burnout levels of EFL lecturers who works for School of Foreign Languages School at Celal Bayar University and contract type?

In order to find out whether there is a significant difference between the burnout levels of EFL lecturers who works for School of Foreign Languages School at Celal Bayar University and contract type t-test was applied to the data collected.

Table 4. t-test results that shows whether there is a significant difference between the burnout levels of EFL lecturers who works for School of Foreign Languages School at Celal Bayar University and contract type

Subscales	Contract Type	N	Mean	Std. D.	t	P	Significance Level
Emotional Exhaustion	Contracted	15	18,86	6,47			P>0,05
	Regular	22	18,13	7,01	,321	,770	
Depersonalization	Contracted	15	12,26	3,95			P<0,05*
	Regular	22	11,31	1,86	,981	,026	
Personal Accomplishment	Contracted	15	30,13	2,58			P>0,05
	Regular	22	29,31	2,37	,988	,593	

As it is shown in the table, according to t-test results, a significant difference between the burnout levels of EFL lecturers who works for SFL at CBU was not found in the EE dimension in terms of contract type [P(0,770)>0,05]. But it can be inferred from the means that contracted lecturers have higher EE (X=18,86) and regular lecturers have lower EE (X=18,13).

According to t-test results a significant difference was found in D dimension of burnout levels of EFL lecturers who works for SFL at CBU [P (0,026) <0,05] according to independent variable contract type. The difference is in favour of contracted lecturers. That is to say contracted lecturers (X=12,26) have higher D levels when compared to regular lecturer (X=11,31).

And, there is also no significant difference in PA dimension of burnout levels of EFL lecturers who works for SFL at CBU [P (0,593) >0,05] in terms of contract type. But, according to score means contracted lecturers (X=30,13) have higher PA level when compared to regular lecturers (X=29,31).

4.7 Result Analysis Related to Research Question 5

Is there a significant difference between the burnout levels of EFL lecturers who works for School of Foreign Languages School at Celal Bayar University and total teaching experience in the institution?

In order to investigate the burnout levels of teachers with regard to the total teaching experience in the institution as an independent variable. ANOVA (one way of analysis of variance) test was used.

Table 5. ANOVA results that shows whether there is a significant difference between the burnout levels of EFL lecturers who works for School of Foreign Languages School at Celal Bayar University and total teaching experience in the institution

Subscales	Resource of the Variance	Sum of Squares	df	Mean Square	F	P	Significance Level
Emotional Exhaustion	Between Groups	23,453	3	7,818			
	Within Groups	1,601,629	33	48,534	,161	,922	P>0,05
	Total	1,625,081	36				
Depersonalization	Between Groups	42,001	3	14,000			
	Within Groups	257,729	33	7,810	1,793	,168	P>0,05
	Total	299,730	36				
Personal Accomplishment	Between Groups	45,904	3	15,301			
	Within Groups	172,529	33	5,228	2,927	,048	P<0,05*
	Total	218,432	36				

According to ANOVA results there is not any significant difference between the burnout levels of EFL lecturers who works for School of Foreign Languages School at Celal Bayar University and total teaching experience in the institution in the dimension of EE [P (0,922) >0,05] and in the dimension of D [P (0,168) >0,05].

On the other hand, a significant difference was found in the dimension of PA in terms of total teaching experience of the lecturers in the institution [P(0,048)<0,05]. In order to find out the resource of the difference, LSD test that is among Post Hoc Tests was applied to the data collected. The results are in the Table 4.6.

Table 6. LSD results that show the significant difference among the independent variables of total teaching experience in the institution in Personal Accomplishment dimension

N	X	Total Experience in the institution	0-1 year	1-2 years	2-3 years	Over 4 years
8	30,75	0-1 year				,028*
10	29,60	1-2 years				
5	31,40	2-3 years				,018*
14	28,42	Over 4 years	,028*		,018*	

As a result of LSD test, it was found out that there is a significant difference between the lecturers who works in the institution for 0-1 year and the lecturers who works in the institution for over 4 years [P (0,028) <0,05]. According to score means the lecturers who work in the institution for 0-1 year (X=30,75) have higher PA level when compared to the lecturers who works in the institution for over 4 years (X=28,42).

Moreover, it was found out that there is a significant difference between the lecturers who works in the institution for 2-3 years and the lecturers who works in the institution for over 4 years [P (0,018) <0,05]. When the score means interpreted, it can be said that the lecturers who work in the institution

for 2-3 years ($X=31,40$) have higher PA level when compared to the lecturers who works in the institution for over 4 years ($X=28,42$).

Result Analysis Related to Research Question 6

Is there a significant difference between the burnout levels of EFL lecturers who works for School of Foreign Languages School at Celal Bayar University and weekly course load?

In order to investigate the burnout levels of teachers with regard to the weekly course as an independent variable. ANOVA (one way of analysis of variance) test was used.

Table 7. ANOVA results that shows whether there is a significant difference between the burnout levels of EFL lecturers who works for School of Foreign Languages School at Celal Bayar University and weekly course load

Subscales	Resource of the Variance	Sum of Squares	df	Mean Square	F	P	Significance Level
Emotional Exhaustion	Between Groups	170,658	3	56,886			$P>0,05$
	Within Groups	1,454,423	33	44,073	1,291	,294	
	Total	1,625,081	36				
Depersonalization	Between Groups	27,536	3	9,179			$P>0,05$
	Within Groups	272,193	33	8,248	1,113	,358	
	Total	299,730	36				
Personal Accomplishment	Between Groups	52,639	3	17,546			$P<0,05^*$
	Within Groups	165,793	33	5,024	3,492	,026	
	Total	218,432	36				

According to ANOVA results there is no significant difference between the burnout levels of EFL lecturers who works for School of Foreign Languages School at Celal Bayar University and weekly course load in the dimension of EE [$P(0,294)>0,05$] and in the dimension of D [$P(0,358)>0,05$].

On the other hand, a significant difference was found in the dimension of PA in terms of weekly course load [$P(0,026)<0,05$]. In order to find out the resource of the difference, LSD test that is among Post Hoc Tests was applied to the data collected. The results are in the Table 4.8.

Table 8. LSD results that show the significant difference among the independent variables of weekly course load

N	X	Total Experience in the institution	10-20 hours	20-30 hours	30-40 hours	Over 40 hours
6	29,66	10-20 hours				,044*
25	29,04	20-30 hours				,011*
4	31,50	30-40 hours				
2	33,50	Over 40 hours	,044*	,011*		

According to LSD test, it was found out that there is a significant difference between the lecturers who have 10-20 hours course load a week and the lecturers who have over 40 hours course load a week [$P(0,044)<0,05$]. According to score means the lecturers who have 10-20 hours course load a week

($X=29,66$) have higher PA level when compared to the lecturers who have over 40 hours course load a week ($X=33,50$).

In addition, it was found out that there is a significant difference between the lecturers who have 20-30 hours course load a week and the lecturers who have over 40 hours course load a week [$P(0,011) < 0,05$]. When the score means interpreted, it can be said that the lecturers who have 20-30 hours course load a week ($X=29,04$) have higher PA level when compared to the lecturers who have over 40 hours course load a week ($X=33,50$).

4.9 Result Analysis Related to Research Question 7

Is there a significant difference between the burnout levels of EFL lecturers who works for School of Foreign Languages School at Celal Bayar University and monthly income?

Table 9. ANOVA results that shows whether there is a significant difference between the burnout levels of EFL lecturers who works for School of Foreign Languages School at Celal Bayar University and monthly income

Subscales	Resource of the Variance	Sum of Squares	df	Mean Square	F	P	Significance Level
Emotional Exhaustion	Between Groups	152,500	3	50,833	1,139	,348	$P > 0,05$
	Within Groups	1,472,582	33	44,624			
	Total	1,625,081	36				
Depersonalization	Between Groups	9,846	3	9,530	,374	,773	$P > 0,05$
	Within Groups	289,884	33	5,753			
	Total	299,730	36				
Personal Accomplishment	Between Groups	28,590	3	17,546	1,657	,195	$P > 0,05$
	Within Groups	189,842	33	5,024			
	Total	218,432	36				

As it is seen in the table, EE dimension of burnout levels of EFL lecturers who works for SFL at CBU [$P(0,348) > 0,05$] according to independent variable monthly income do not differentiates. And also no significant relation was found in terms of monthly income in D dimension [$P(0,773) > 0,05$], and PA dimension [$P(0,195) > 0,05$].

Conclusion

There are 37 participants 64,9% of whom are female ($n=24$) and 35,1% of whom are males ($n=13$). For marital status, 51,4% of the participants are married ($n=19$) and 48,4% of them are single ($n=18$). With the respect of total experience, 8,1% of the participants ($n=3$) are in the group 0-2 years; 16,2% of the participants ($n=6$) are in the group 2-4 years; 10,8% of the participants ($n=4$) are in the group 4-6 years; 13,5% of the participants ($n=5$) are in the group 6-8 years; and 51,4% of the participants ($n=19$) are in the group more than 8 years. According to contract type, 40,5% of the participants ($n=15$) are contracted (paid per hour) and the other 59,5% of the participants ($n=22$) are regular (have a monthly salary) teachers. According to total experience in the institution 21,6% of the participants ($n=8$) are in the group 0-1 year; 27% of the participants ($n=10$) are in the group 1-2 years; 13,5% of the participants ($n=5$) are in the group 2-3 years; 37,8% of the participants ($n=14$) are in the group over 4 years. According to weekly course load; 16,2% of the participants ($n=6$) are in the group 10-20

hours; 67,6% of the participants (n=25) are in the group 20-30 hours; 10,8% of the participants (n=4) are in the group 30-40 hours, and 5,4% of the participants (n=2) are in the group over 40 hours. When the monthly income is taken into consideration, 24,3% of the participants (n=9) earn between 1000-2000 TL, 13,5% of the participants (n=5) earn between 2000-3000 TL, 51,4% of the participants (n=19) earn between 3000-4000 TL, and 10,8% of the participants (n=4) earn over 4000 TL in a month.

In order to conduct the research, the participants of the study were selected randomly among the lecturers who work for School of Foreign Languages at Celal Bayar University.

The setting of the study was School of Foreign Languages at Celal Bayar University. The study was conducted during the academic year 2014- 2015.

In the study two types of questionnaires were distributed to collect data from participants. The first one was Personal Information Form and the second one was Maslach Burnout Inventory (MBI). The quantitative data which was gathered via questionnaire were analyzed by utilizing SPSS 11.5 (Statistical Package for Social Sciences). In order to determine whether there is significant difference or not t-test was used between two groups like gender (male x female); and in order to determine whether there is significant difference or not one-way variance analysis (ANOVA) was used among multiple groups.

According to findings, significant relationship was found between burnout and independent variables gender, marital status, contract type, total teaching experience in the institution, weekly course load and it was found that there was not any significant relationship between burnout and independent variables total teaching experience and monthly income.

REFERENCES

- Akçamete, G., Kaner, S., & Sucuoğlu, B. (2001). *Öğretmenlerde Tükenmişlik İş Doyumu ve Kişilik*, Nobel Yayın Dağıtım, Yayın No: 324, 1. Basım, Ankara, 2.
- Anderson, M. B., & Iwanicki, E. F. (1984). Teacher motivation and its relationship to teacher burnout. *Educational Administration Quarterly*, 20, 94-132.
- Arı, G. S., & Bal, E. Ç. (2008). Tükenmişlik kavramı: Birey ve örgütler açısından önemi. *Yönetim ve Ekonomi*, 15(1), 131-148.
- Ardıç, K., & Polatçı, S. (2008). Tükenmişlik sendromu: Akademisyenler üzerinde bir uygulama (GOÜ örneği). *Gazi Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 10(2), 69-96.
- Aslan, D. Kiper, N., & Karaağaoğlu, E. (2005). *Türkiye’de tabip odalarına kayıtlı olan bir grup hekimde tükenmişlik sendromu ve etkileyen faktörler*, Ankara: Türk Tabipleri Birliği Yayınları.
- Aslan N. (2009). *Kars İli İlköğretim Okullarında Görev Yapan Öğretmenlerde Mesleki Tükenmişlik Düzeyi*. (Master’s Thesis). Kafkas University, Kars, Turkey.
- Atila, E. (2014). *The Relationship between Burnout and Job Satisfaction Levels of English Teachers and Instructors: Ankara Case*. (Master’s Thesis). On Sekiz Mart University, Çanakkale, Turkey.
- Avşaroğlu et al. (2005) “Teknik öğretmenlerde yaşam doyumu iş doyumu ve Mesleki tükenmişlik düzeylerinin incelenmesi”, *Kriz Dergisi*, 7(2), 65.
- Bachkirova, T. (2005). Teacher stress and personal values: an exploratory study. *School Psychology International*, 26(30), 340-352.
- Beckstead, J. W. (2002). Confirmatory factor analysis of the Maslach Burnout Inventory among Florida nurses. *International Journal of Nursing Studies*, 39, 785-792.

- Beer, J., & Beer, J. (1992). Burnout and stress, depression and self-esteem of teachers. *Psychological Reports*, 71, 1331–1336. (<http://dx.doi.org/10.2466/PRO.71.8.1331-1336>, PMID:1480718)
- Blasé, J. J. (1986). A qualitative analysis of sources of teacher stress: consequences for performance. *American Educational Research Journal*, 23(1), 13-40.
- Borg, M. G., & Falzon, J. M. (1989). Stress and job satisfaction among primary school teachers in Malta. *Educational Review*, 41, 271-279.
- Brouwers, A., & Tomic, W. (2000). Disruptive students behaviour, perceived selfefficacy and teacher burnout. (ERIC Document Reproduction Service No: ED450120).
- Byrne, B. M. (1991). Burnout : Investigating the background variables for elementary, intermediate, secondary and university educators. *Teaching and Teacher Education*, 7(2), 197-209.
- Byrne, B. M. (1994). Burnout: Testing for the validity, replication, and invariance of causal structure across elementary, intermediate and secondary teachers. *American Educational Research Journal*, 31, 645-673.
- Dollard, M. F., Winefield, A. H., & Winefield, H. R. (2003). *Occupational stress in the service professions in the USA and Canada* by Taylor&Francis Inc.
- Dorman, J. P. (2003). Relationship between school and classroom environment and teacher burnout: A LISREL analysis. *Social Psychology of Education*, 6(2), 107-127.
- Edelwich, J., & Brodsky, A. (1980). *Burnout: Stages of Disillusionment in the Helping Professions*. New York: Human Services Pres.
- Erşan, E. E., Doğan, O., & Doğan, S. (2011). Analyzing of factors related to burnout in health professionals of Sivas Numune Hospital. *Cumhuriyet Medical Journal* 33, 33–41.
- Farber, B. A., & Miller, J. (1981). Teacher burnout: A psycho-educational perspective. *Teachers College Record*, 83(2), 235-243.
- Gökçe, İ. (2010). *İngilizce Hazırlık Öğretim Elemanlarının Tükenmişlik düzeyleri ile Öğrencilerin Başarıları Arasındaki İlişki* (Master's Thesis). Ege University, İzmir, Turkey.
- Güven, L. Ç. (2010). *Burnout Levels of English Lecturers Working for Preparatory Schools of Foundation Universities in İstanbul*. MA Thesis, Kafkas University in Kars.
- Kurtoğlu Ü. (2011). *An Evaluation of ELT Teachers' Vocational Burnout According to Some Variables*. Unpublished MA Thesis. Kafkas University, Kars, Turkey.
- Maslach, C., & Goldberg, J. (1998). Prevention of burnout: New perspectives. *Applied and Preventive Psychology*, 7, 63–74.
- Özdemir, Y. (2007). The role of classroom management efficacy in predicting teacher burnout. *World Academy of Science, Engineering and Technology*, 11, 490-496.
- Purvanova R. K., & Muros, J. P. (2010). Gender differences in burnout: A meta-analysis. *Journal of Vocational Behavior*, 77, 168–185.
- Wheeler, H., & Riding, R. (1994). Occupational stress in general nurses and midwives. *British Journal of Nursing*, 3, 527–534.
- Wood, T., & McCarthy, C. (2002). Understanding and preventing teacher burnout. Washington, DC: ERIC Clearinghouse on Teaching and Teacher Education.
- Yong, Z., & Yu, Y. (2007). Causes for burnout among secondary and elementary school teachers and preventive strategies. *Chinese Education and Society*, 40(5), 78-85.
- Zhou, Y., & Wen, J. (2007). The burnout phenomenon of teachers under various conflicts. *US- China Education Review*, 4(1), 37-44.