



INVESTIGATING TURKISH EFL TEACHERS' BURNOUT LEVELS IN RELATION TO DEMOGRAPHIC VARIABLES

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Abstract

This study aimed to investigate Turkish EFL teachers' (n=230) burnout levels in relation to demographic variables. To achieve this aim, Maslach Burnout Inventory- Educators' Survey (MBI-ES) was administered to the participants. Related to age, gender, educational background and weekly course load, the results of the study revealed that there were no significant relationship between these variables and Turkish EFL teachers' burnout levels. However, with respect to teaching experience and institution, there were significant relationship between these variables and Turkish EFL teachers' burnout levels in terms of the subscales of Emotional Exhaustion and Personal Accomplishment. With respect to monthly income and living in a big/small city, there were significant relationship between these variables and Turkish EFL teachers' burnout levels in terms of the subscale of Emotional Exhaustion. Relevant to department and administrative duty, there were significant relationship between these variables and Turkish EFL teachers' burnout levels in terms of the subscale of Personal Accomplishment.

Keywords: burnout, Turkish EFL teachers, emotional exhaustion, depersonalization, personal accomplishment.

INTRODUCTION

In our country, many EFL teachers are highly motivated to teach when they start teaching profession. They think of innovative and creative ideas that will help their students to learn English as a foreign language effectively. They are willing to exchange ideas with their peers and learn something new from them. However, these teachers may lose the pleasure and excitement of teaching in time or they may start viewing their work place as a stressful environment. Obviously, the things with respect to students, peers, coursebooks, administration, and so on do not make them happy anymore or these things may even give rise to a stressful and negative psychological mood (Ozturk, 2013).

Burnout is "a syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do 'people-work' of some kind" (Maslach & Jackson, 1981, p.99). Maslach (1982) described burnout as "a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment" (p.3). Emotional exhaustion occurs when a person feels that s/he has been depleted and overextended by contact with other people. Depersonalization refers to viewing other people as ordinary things or dehumanizing them. Reduced personal accomplishment indicates the decrease of self efficacy on the job or a decline in professional competence and effectiveness (Maslach, 1982; Bibou-Nakou, Stogiannidou, & Kiosseoglou, 1999; Soroor, Afsaneh, Zargham, 2015).

As Azeem (2010) indicates, burnout is a significant factor which negatively affects teachers' effectiveness and their job involvement. Cephe (2010) stresses that teaching is a profession that is realized in front of people and that the outcome of burnout may be frustrating not only for teachers but also for learners in the teaching and learning process. In this vein, it is crucial to find the causes of teacher burnout, measure burnout levels of teachers and prevent teachers from being burned out (Farshi & Omranzadeh, 2014). It should not forgotten

that teacher burnout is a threat for both sides of the teaching and learning process and that teachers should be really safe from burnout to do teaching effectively (Demirel & Cephe, 2015).

According to Kyriacou (2001), the main sources of teacher stress are as follows:

- Dealing with change;
- Providing discipline in the classroom;
- Teaching students who are demotivated;
- Time pressures and course load;
- Dealing with peers;
- Being evaluated by other people;
- Administration;
- Bad working conditions;
- Self-esteem and status;
- Role conflict and ambiguity.

In the literature, although numerous studies have been conducted to investigate teachers' burnout levels in relation to variables such as age (Tuğrul & Çelik, 2002; Kırılmaz, Celen & Sarp, 2003; Güven, 2010; Özkana & Arıkan, 2010), gender (Rosenbaltt, 2001; Hastings & Bham, 2003; Güven, 2010), educational background (Kurtoğlu, 2011; Öztürk, 2013), teaching experience (Öztürk, 2013; Ceylan & Mohammadzadeh, 2016), institution (Koruklu, Feyzioglu, Kiremit & Aladağ, 2012), weekly course load (Kurtoğlu, 2011; Öztürk, 2013), administrative duty (Azeem & Nazir, 2008; Konakay & Altaş, 2011), monthly income (Lackritz, 2004; Bilge, 2006; Ceylan & Mohammadzadeh, 2016), very few studies have been done to examine Turkish EFL teachers' burnout levels in relation to the so-called variables in the Turkish EFL context. Hence, the purpose of the present study is to contribute to the related literature by investigating Turkish EFL teachers' burnout levels in relation to the so-called variables in the Turkish EFL context.

METHODOLOGY

Participants

A total of two hundred and thirty Turkish EFL teachers (93 males and 137 females) participated in this study. They were from different age ranges and teaching experiences. Table 1 below shows the demographic properties of the participants.

Table 1. Demographic Properties of the Participants

		Frequency	Percentage
Age	23-30	100	43.5
	31-38	68	29.6
	39-46	35	15.2
	47-47+	27	11.7
Gender	Male	93	40.4
	Female	137	59.6
Educational Background	B.A	80	34.8
	M.A	120	52.2
	Ph.D	30	13
Teaching Experience	0-5 Years	63	27.4
	6-10 Years	70	30.4
	11-15 Years	41	17.8
	16-20 Years	28	12.2
	21-21+ Years	28	12.2
Institution	Public University	164	71.3
	Charity University	52	22.6

Department	Private University	14	6.1
	Basic English	194	84.3
	Modern Languages	36	15.7
Weekly Course load	10-15 hrs	46	20
	16-20 hrs	66	28.7
	21-25 hrs	66	28.7
	26-30 hrs	37	16.1
	30+ hrs	15	6.5
Administrative Duty	Yes	57	24.8
	No	173	75.2
Name of Administrative Duty	Coordinator	31	13.5
	Head of Department	10	4.3
	Vice Director	14	6.1
	Director	5	2.2
Monthly Income	2000-3000 TL	33	14.3
	3000-4000 TL	137	59.6
	4000-5000 TL	49	21.3
	5000-6000 TL	11	4.3
	6000 TL+		
The place where s/he lives	Big city	160	69.6
	Small city	70	30.4

Instrument

To measure Turkish EFL teachers' burnout levels, Maslach Burnout Inventory- Educators' Survey (MBI-ES) was utilized. This 22-item scale is made up of three sub-scales, namely *Emotional Exhaustion (EE)*, *Depersonalization (DP)* and *Personal Accomplishment (PA)*. The frequency scale ranged from zero (never) to six (every day). High scores on emotional exhaustion and depersonalization and low scores on personal accomplishment are indicators 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 Low)

Personal accomplishment: 4,7,9, 12, 17, 18, 19, 21 (Scores: 0-31 High / 32-38 Moderate / 39 over Low)

The reliability indices of the scale are shown in table 2 below:

Table 2. The Reliability Indices of the Scale

Subscale	Item No	Reliability in the original study	Reliability in the present study
Emotional Exhaustion	1,2,3,6,8, 13,14,16,20	,76	,86
Depersonalization	5,10,11,15,22	,73	,68
Personal Accomplishment	4,7,9,12,17, 18,19,21	,63	,68

Data collection procedure

In the present study, the data were collected from 230 Turkish EFL teachers teaching English at the Foreign Languages Schools of various universities (public, charity or private) in seven different regions of Turkey. To collect the data, the researcher sent 880 questionnaires electronically to 880 Turkish EFL teachers from Dec 16, 2015 to Jan 2, 2016. While some of the data were collected through an online survey tool (i.e. google forms), other data were collected by sending the word-formatted questionnaire to the Turkish EFL teachers by e-mail. The teachers were asked to complete the questionnaires and send them back to the researcher as urgently as possible. However, the collection of the data lasted nearly six weeks to allow teachers time to see, decide and

complete the questionnaire and from the total 880 electronically sent questionnaires, only 230 were completed and returned to the researcher by Jan 30, 2016.

Data analysis procedure

The collected data were entered into the SPSS version 16.0 for Windows for analysis. Descriptive statistics was utilized to find out the frequency and percentage of Turkish EFL teachers' burnout levels. Independent samples t-test and one-way ANOVA were employed to analyze the gathered data with respect to independent variables, such as age, gender, education, teaching experience, institution, department, workload, administrative duty, monthly income, living in a big/small city and Turkish EFL teachers' burnout levels.

RESULTS

Turkish EFL teachers' burnout levels in terms of emotional exhaustion, depersonalization and personal accomplishment

To reveal Turkish EFL teachers' burnout levels, the means and standard deviations of three sub-scales of burnout questionnaire, *emotional exhaustion*, *depersonalization* and *personal accomplishment* were calculated. The mean scores for emotional exhaustion, depersonalization and personal accomplishment were found to be 17.70 (SD = 9.70), 5.82 (SD = 4.57), and 31.33 (SD = 5.58) respectively. Hence, it can be indicated that the participants were at high level of burnout in terms of personal accomplishment. However, they were at moderate level of burnout in terms of emotional exhaustion and low level of burnout in terms of depersonalization.

Table 3: Descriptive Statistics

Burnout	M	S.D
Emotional Exhaustion	17.70	9.70
Depersonalization	5.82	4.57
Personal Accomplishment	31.33	5.58

Age and Turkish EFL teachers' burnout levels

To find out whether there was a relationship between age and Turkish EFL teachers' burnout levels or not, the one-way ANOVA test was utilized. As seen in Table 4, the results of the test revealed that there was no significant relationship between age and Turkish EFL teachers' burnout levels ($F=2.04, p>.05$), ($F=1.68, p>.05$), ($F=1.97, p>.05$). These results provided evidence in support of the studies conducted by (Tuğrul & Çelik, 2002; Kırılmaz, Celen & Sarp, 2003; Güven, 2010; Özkanal & Arıkan, 2010) which revealed that there was no effect of age on burnout.

Table 4: Relationship between age and Turkish EFL teachers' burnout levels

Subscales	Source	Sum of Squares	df	Mean Square	F	Sig.
EE	Between Groups	569,23	3	189,74	2,04	,109
	Within Groups	20986,66	226	92,86		
DP	Between Groups	104,06	3	34,69	1,68	,173
	Within Groups	4680,27	226	20,71		
PA	Between Groups	181,89	3	60,63	1,97	,119
	Within Groups	6955,33	226	30,78		

Gender and Turkish EFL teachers' burnout levels

To reveal whether there were significant differences between male Turkish EFL teachers ($n=93$) and female Turkish EFL teachers ($n=137$) with respect to their burnout levels, an independent samples t test was

conducted to compare the means of these two groups. As opposed to our expectations, there were no significant differences between male Turkish EFL teachers ($M=16.99$, $SD=9.16$) and female Turkish EFL teachers ($M=18.19$, $SD=10.06$); $t(228)=-.921$, $p>.05$ with respect to the subscale of Emotional Exhaustion. Similarly, there were no significant differences between male Turkish EFL teachers ($M=6.20$, $SD=4.12$) and female Turkish EFL teachers ($M=5.55$, $SD=4.85$); $t(228)=1.058$, $p>.05$ with respect to the subscale of Depersonalization. Moreover, there were no significant differences between male Turkish EFL teachers ($M=31.85$, $SD=5.73$) and female Turkish EFL teachers ($M=30.99$, $SD=5.48$); $t(228)=1.153$, $p>.05$ with respect to the subscale of Personal Accomplishment (shown in Table 5). This result indicated that gender was not closely related with the three subscales of burnout, Emotional Exhaustion, Depersonalization, and Personal Accomplishment. These results were in parallel to the studies conducted by (Rosenbaltt, 2001; Hastings & Bham, 2003; Güven, 2010) which revealed that there were no significant gender differences in the main levels of burnout.

Table 5: Mean Differences between male Turkish EFL teachers and female Turkish EFL teachers with respect to their burnout levels

Subscale	Gender	n	Mean	SD	Mean Difference	df	t	p
EE	Male	93	16.99	9.16	-1.20	228	-.921	.358
	Female	137	18.19	10.06				
DP	Male	93	6.20	4.12	.65	228	1.058	.291
	Female	137	5.55	4.85				
PA	Male	93	31.85	5.73	.86	228	1.153	.250
	Female	137	30.99	5.48				

Educational background and Turkish EFL teachers' burnout levels

To find out whether there was a relationship between educational background and Turkish EFL teachers' burnout levels or not, the one-way ANOVA test was utilized. As seen in Table 6, the results of the test indicated that there was no significant relationship between educational background and Turkish EFL teachers' burnout levels ($F=1.30$, $p>.05$), ($F=0.08$, $p>.05$), ($F=1.98$, $p>.05$). These results were in line with the studies conducted by (Kurtoglu, 2011; Öztürk, 2013) which unearthed that there was no significant relationship between educational background and Turkish EFL teachers' burnout levels.

Table 6: Relationship between educational background and Turkish EFL teachers' burnout levels

Subscales	Source	Sum of Squares	df	Mean Square	F	Sig.
EE	Between Groups	244.92	2	122.46	1.30	.273
	Within Groups	21310.98	227	93.88		
DP	Between Groups	3.639	2	1.819	0.08	.917
	Within Groups	4780.69	227	21.06		
PA	Between Groups	122.28	2	61.14	1.98	.141
	Within Groups	7014.94	227	30.90		

Teaching Experience and Turkish EFL teachers' burnout levels

To find out whether there was a relationship between teaching experience and Turkish EFL teachers' burnout levels, the one-way ANOVA test was utilized. As seen in Table 7, the results of the test indicated that there was no significant relationship between experienced Turkish EFL teachers and inexperienced Turkish EFL teachers with respect to the subscale of Depersonalization ($F=2.26$, $p>.05$). However, there were significant relationships between experienced Turkish EFL teachers and inexperienced Turkish EFL teachers with respect to the subscales of Emotional Exhaustion ($F=2.72$, $p<.05$) and Personal Accomplishment ($F=3.76$, $p<.05$). The results of

the present study with respect to the subscale of Depersonalization supported the findings of the studies conducted by (Ceylan & Mohammadzadeh, 2016) which indicated that there was no significant relationship between experienced Turkish EFL teachers and inexperienced Turkish EFL teachers with respect to the subscale of Depersonalization. The results of the present study with respect to the subscales of Emotional Exhaustion and Personal Accomplishment also supported the findings of the studies conducted by (Öztürk, 2013) which indicated that novice teachers exhibit less burnout feelings than their more experienced colleagues.

Table 7: Relationship between teaching experience and Turkish EFL teachers' burnout levels

Subscales	Source	Sum of Squares	df	Mean Square	F	Sig.
EE	Between Groups	994,20	4	248,55	2,72	,031
	Within Groups	20561,70	225	91,39		
DP	Between Groups	184.86	4	46.21	2.26	.064
	Within Groups	4599.47	225	20.44		
PA	Between Groups	447.20	4	111.80	3.76	.006
	Within Groups					

Institution and Turkish EFL teachers' burnout levels

To find out whether there was a relationship between Turkish EFL teachers' burnout levels and the institution where they work, the one-way ANOVA test was utilized. As seen in Table 8, the results of the test indicated that there was no significant relationship between the institution where Turkish EFL teachers work and the subscale of Depersonalization ($F=1.30$, $p>.05$). However, there were significant relationships between the institution where Turkish EFL teachers work and the subscales of Emotional Exhaustion ($F=3.35$, $p<.05$) and Personal Accomplishment ($F=6.14$, $p<.05$). These results were contrary to the results of the studies conducted by (Koruklu, Feyzioglu, Kiremit & Aladağ, 2012) which revealed that there was no significant difference between teachers' burnout levels and the type of school they work.

Table 8: Relationship between Turkish EFL teachers' burnout levels and their working at a public, charity or private university

Subscales	Source	Sum of Squares	df	Mean Square	F	Sig.
EE	Between Groups	618,68	2	309,34	3,35	,037
	Within Groups	20937,22	227	92,23		
DP	Between Groups	54,22	2	27,11	1,30	,274
	Within Groups	4730,11	227	20,84		
PA	Between Groups	366,24	2	183,12	6,14	,003
	Within Groups	6770,99	227	29,83		

Department and Turkish EFL teachers' burnout levels

To evaluate whether there were significant differences between Turkish EFL teachers working at Basic English Department ($n=194$) and those working at Modern Languages Department ($n=36$) with respect to their burnout levels, an independent samples t test was utilized to compare the means of these two groups. As seen in table 9, there were no significant differences between Turkish EFL teachers working at Basic English Department ($M=17.67$, $SD=9.66$) and those working at Modern Languages Department ($M=17.89$, $SD=10.07$); $t(228)=-.124$, $p>.05$ with respect to the subscale of Emotional Exhaustion. Similarly, there were no significant differences between Turkish EFL teachers working at Basic English Department ($M=6.06$, $SD=4.76$) and those working at Modern Languages Department ($M=4.53$, $SD=3.08$); $t(228)=1.853$, $p>.05$ with respect to the subscale of

Depersonalization. However, there were significant differences between Turkish EFL teachers working at Basic English Department (M=31.65, SD=5.79) and those working at Modern Languages Department (M=29.61, SD=3.92); $t(228)=2.031, p<.05$ with respect to the subscale of Personal Accomplishment. Based on Maslach's scoring of burnout, this result exhibited that Turkish EFL teachers working at Modern Languages Department had higher level of burnout in terms of Personal Accomplishment than those working at Basic English Department.

Table 9: Mean Differences between Turkish EFL teachers working at Basic English Department and those working at Modern Languages Department with respect to their burnout levels

Subscale	Department	n	Mean	SD	Mean Difference	df	t	p
EE	Basic English	194	17.67	9.66	-.22	228	-.124	.901
	Modern Lang.	36	17.89	10.07	-.22			
DP	Basic English	194	6.06	4.76	1.53	228	1.853	.065
	Modern Lang.	36	4.53	3.08	1.53			
PA	Basic English	194	31.65	5.79	2.04	228	2.031	.043
	Modern Lang.	36	29.61	3.92	2.04			

Table 10.: Relationship between workload and Turkish EFL teachers' burnout

Subscales	Source	Sum of Squares	df	Mean Square	F	Sig.
EE	Between Groups	570,68	4	142,67	1,53	,194
	Within Groups	20985,21	225	93,27		
DP	Between Groups	29,25	4	7,31	,34	,847
	Within Groups	4755,08	225	21,13		
PA	Between Groups	34,68	4	8,70	,28	,894
	Within Groups	7102,54	225	31,57		

Administrative Duty and Turkish EFL teachers' burnout levels

To measure whether there were significant differences between Turkish EFL teachers with administrative duty (n=57) and those without administrative duty (n=173) with respect to their burnout levels, an independent samples t test was utilized to compare the means of these two groups. As seen in table 11, there were no significant differences between Turkish EFL teachers with administrative duty (M=17.02, SD=8.54) and those without administrative duty (M=17.93, SD=10.07); $t(228)=-.615, p>.05$ with respect to the subscale of Emotional Exhaustion. Similarly, there were no significant differences between Turkish EFL teachers with administrative duty (M=6.61, SD=4.48) and those without administrative duty (M=5.55, SD=4.58); $t(228)=1.522, p>.05$ with respect to the subscale of Depersonalization. However, there were significant differences between Turkish EFL teachers with administrative duty (M=32.65, SD=4.94) and those without administrative duty (M=30.90, SD=5.72); $t(228)=2.064, p<.05$ with respect to the subscale of Personal Accomplishment. Based on Maslach's scoring of burnout, this result indicated that when Turkish EFL teachers had administrative duty, they had moderate level of burnout in terms of Personal Accomplishment. However, this result also showed that when they had no administrative duty, they had high level of burnout in terms of Personal Accomplishment. These results were similar to the studies conducted by (Azeem & Nazir, 2008; Konakay & Altaş, 2011) which indicated that there was a significant relationship between the subscale of Personal Accomplishment and administrative position.

Table 11: Mean Differences between Turkish EFL teachers with administrative duty and those without administrative duty with respect to their burnout levels

Subscale	Administrative Duty	n	Mean	SD	Mean Difference	df	t	p
EE	Yes	57	17.02	8.54	-.91	228	-.615	.539
	No	173	17.93	10.07	-.91			
DP	Yes	57	6.61	4.48	1.06	228	1.522	.130
	No	173	5.55	4.58	1.06			
PA	Yes	57	32.65	4.94	1.75	228	2.064	.040
	No	173	30.90	5.72	1.75			

Monthly Income and Turkish EFL teachers' burnout levels

To find out whether there was a relationship between monthly income and Turkish EFL teachers' burnout levels, the one-way ANOVA test was utilized. As seen in Table 12, the results of the test indicated that there were no significant relationships between Turkish EFL teachers' income and the subscales of Depersonalization ($F=1.24, p>.05$), and Personal Accomplishment ($F=0.99, p>.05$). However, there was a significant relationship between Turkish EFL teachers' income and the subscale of Emotional Exhaustion ($F=3.37, p<.05$). These results were in line with the study conducted by (Ceylan & Mohammadzadeh, 2016) which unearthed that there were no significant relationships between EFL lecturers' monthly income and the subscales of Depersonalization and Personal Accomplishment. On the other side, with respect to the subscale of Emotional Exhaustion, the results obtained in the present study were in parallel to the studies conducted by (Lackritz, 2004; Bilge, 2006) which indicated that there were significant relationships between teachers' monthly income and the subscale of Emotional Exhaustion.

Table 12. Relationship between monthly income and Turkish EFL teachers' burnout

Subscales	Source	Sum of Squares	df	Mean Square	F	Sig.
EE	Between Groups	924,088	3	308,029	3,374	,019
	Within Groups	20631,808	226	91,291		
DP	Between Groups	77,689	3	25,896	1,243	,295
	Within Groups	4706,641	226	20,826		
PA	Between Groups	92,371	3	30,790	,988	,399
	Within Groups	7044,851	226	31,172		

Living in a big/small city and Turkish EFL teachers' burnout levels

To measure whether there were significant differences between Turkish EFL teachers living in a big city ($n=160$) and those living in a small city ($n=70$) with respect to their burnout levels, an independent samples t test was utilized to compare the means of these two groups. As seen in table 13, there were no significant differences between Turkish EFL teachers living in a big city ($M=5.81, SD=4.59$) and those living in a small city ($M=5.84, SD=4.57$); $t(228)=-.056, p>.05$ with respect to the subscale of Depersonalization. Likewise, there were no significant differences between Turkish EFL teachers living in a big city ($M=31.11, SD=5.25$) and those living in a small city ($M=31.84, SD=6.28$); $t(228)=-.913, p>.05$ with respect to the subscale of Personal Accomplishment. However, there were significant differences between Turkish EFL teachers living in a big city ($M=18.62, SD=9.69$) and those living in a small city ($M=15.61, SD=9.47$); $t(228)=2.179, p<.05$ with respect to the subscale of Emotional Exhaustion. This result indicated that living in a big city was closely linked with the subscale of Emotional Exhaustion. Specifically, this result revealed that when Turkish EFL teachers lived in a big city, they had moderate level of burnout in terms of Emotional Exhaustion. However, it also revealed that when Turkish EFL teachers lived in a small city, they had low level of burnout in terms of Emotional Exhaustion

Table 13: Mean Differences between Turkish EFL teachers living in a big city and those living in a small city with respect to their burnout levels

Subscale	City	N	Mean	SD	Mean Differ.	df	t	p
EE	Big City	160	18.62	9.69	3.00	228	2.179	.030
	Small City	70	15.61	9.47	3.00			
DP	Big City	160	5.81	4.59	-.04	228	-.056	.956
	Small City	70	5.84	4.57	-.04			
PA	Big City	160	31.11	5.25	-.73	228	-.913	.362
	Small City	70	31.84	6.28	-.73			

CONCLUSION

This study investigated the burnout experienced by Turkish EFL teachers working at public, private and charity universities. 230 Turkish EFL teachers from various universities took part in the study. All of the participants were administered a questionnaire on teacher burnout. The quantitative data were analyzed through descriptive statistics and ANOVA and independent samples t-tests. The results of the study showed that Turkish EFL teachers were at high level of burnout in terms of personal accomplishment. However, they were at moderate level of burnout in terms of emotional exhaustion and low level of burnout in terms of depersonalization. The statistical results revealed that while demographic features such as age, gender, educational background and weekly course load did not have a significant effect on Turkish EFL teachers' three different burnout levels, demographic features such as teaching experience, institution, department, administrative duty, monthly income and living in a big/small city had a significant effect on Turkish EFL teachers' either one or two burnout levels.

In our country, English preparatory programs (e.g. compulsory English preparatory programs, optional English preparatory programs) are conducted by the Basic English Departments of Foreign Languages Schools at public, private and charity universities. Because English teaching programs at the Foreign Languages Schools of the universities are intensive programs, Turkish EFL teachers working at Basic English Departments are heavily loaded. They generally teach 25-30 hours a week, which is a heavy burden on their shoulders. When this heavy weekly course load is integrated with other problems such as working conditions, crowded classes and the socio-economic situation of the city in which teachers worked, Turkish EFL teachers lose their willingness to teach English to their students and begin to experience teacher burnout, which gives harm to the teaching and learning process at the end. At this juncture, the following recommendations can be made to help Turkish EFL teachers to decrease their burnout level and maximize their motivation to teach (Ozturk, 2013):

- The instructors who have a heavy weekly course load should not be given other compulsory duties like testing or translation. The duties like testing or translation should be given to other instructors who have no course load.
- More full-time instructors should be employed for the Schools of Foreign Languages because the current number of English instructors is insufficient. Instructors have to teach Basic English to the students of English Preparatory Program, compulsory English courses to the freshman students of Faculties via distance education and vocational English courses (Nursing English, Banking English, Medical English, Tourism English, Business English) to the students of Faculties via face-to-face mode of instruction.
- The school administration should give the instructors off days so that the instructors can continue their M.A or Ph.D studies.
- The school administration should provide a positive, stress-free and non-threatening atmosphere so that all the instructors can feel happy and interact with other peers.
- The number of students should be between 20-25 (maximum 30) in English preparatory classes, 300-400 (maximum 500) in distant (online) English classes and 30-40 (maximum 50) in face-to-face faculty English classes.



Kyriacou (2001) also makes the following advice to overcome EFL teachers' stress in educational institutions:

- Ask teachers for advice on subjects, such as curriculum development or instructional planning in that these subjects directly have effect on their classrooms.
- Provide teachers with adequate resources and facilities to back them up in instructional practice.
- Give job descriptions clearly so as not to cause role ambiguity and conflict.
- Create open lines of communication between EFL teachers and administrators to provide administrative support and performance feedback which can serve as a defense against stress.
- Stimulate professional development activities such as mentoring and networking. These activities can give rise to a sense of achievement and a more fully developed professional identity for teachers.

Finally, educational institutions should describe teacher burnout related problems and take measures to prevent these undesirable and demotivating factors. To overcome the psychological and physical indicators of teacher burnout in educational institutions, we need not only organizational but also personal prevention precautions. It is evident that teachers can do their teaching more efficiently and effectively when they work in a pleasant, unstressful and motivating classroom environment (Kucukoglu, 2014).

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