



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.