EFL Instructors' Attitudes Towards Burn-out and Job Satisfaction: TRNC Evidence

Gizem Allahkerim

Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for the degree of

Master of Arts
in
English Language Teaching

Eastern Mediterranean University
January 2020
Gazimağusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

Prof. Dr. Ali Hakan Ulusoy
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts in English Language Teaching.

Assoc. Prof. Dr. Javanshir Shibliyev
Chair, Department of Foreign Language Education

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Arts in English Language Teaching.

Assoc. Prof. Dr. Javanshir Shibliyev
Supervisor

Examining Committee

1. Assoc. Prof. Dr. Javanshir Shibliyev

2. Assoc. Prof. Dr. Oytun Sözüdoğru

3. Asst. Prof. Dr. Fatoş Erozan

ABSTRACT

Teaching profession can be accepted as one of the stressful occupations since teachers are playing a prominent role at shaping the future of the nations. Furthermore, it could be mentioned that English Foreign Language teachers are experiencing intensive stress when compared to their colleagues from different fields since they should update their knowledge.

The fundamental goal of the current study is to explore the main factors which lead to teacher burn-out and job dissatisfaction and create better understanding regarding burn-out and job satisfaction of the EFL teachers who are working at public and private schools in TRNC. The present study was conducted with 203 EFL teachers. Besides of these, the study also aimed to test the significance between socio-demographic variables such as gender, age, academic status, marital status, salary, previous work experience and overall work experience in terms of burn out and job satisfaction and investigate the relationship between burn out and job satisfaction. Maslach Burn out Inventory (MBI) and Minessota Job Satisfaction Questionnaire (MSQ) were implemented to collect the data from the participants. Moreover, the study employed mean analysis, parametric and non-parametric analysis and lastly Pearson Momentum Correlation Coefficient analysis to reveal the findings. The results showed that no statistical difference was occurred on gender on the basis of burn-out and job satisfaction whereas status, age, academic status (level of education), marital status, previous work experience and lastly overall work experiences were found to be statistically significant in terms of burn-out and job satisfaction. The study also revealed that emotional exhaustion and depersonalization

are inversely linked with job satisfaction whereas personal accomplishment and job satisfaction have proportional relationship.

Keywords: English Language, EFL teachers, TRNC, Burn-Out, Job Satisfaction, Pearson Momentum Correlation Coefficient

ÖZ

Öğretmenlik mesleği stresli mesleklerden biri olarak kabul edilebilmektedir. Bunun nedeni ise öğretmenlerin gelecek nesillere bilgi aktararak uluslarının geleceğini şekillendirmede önemli bir rol oynamalarıdır. Diğer yandan, yabancı dil İngilizce öğretmenlerinin farklı alanlarda görev alan meslektaşlarına oranla daha yoğun stres yaşadıkları tespit edilmiştir. Bunun altında yatan sebep; İngilizce öğretmenlerinin dil bilgilerini sürekli güncel tutmaktır.

Mevcut çalışmanın temel amacı; KKTC'de gerek devlet gerekse özel okullarda görev alan yabancı dil ingilizce öğretmenlerinin tükenmişlik ve iş tatminsizliği yaşamalarına sebep olan ana etkenleri ortaya koymaktır. Çalışma, özel ve devlet okullarında görev alan 203 yabancı dil İngilizce öğretmeni ile yürütülmüştür. Araştırmada, katılımcılardan veri toplamada Maslach Tükenmişlik Envanteri ile Minessota İş Tatmini ölçeklerinden faydalanılmıştır. Verilerin ortaya çıkarılmasında; ortalama analizleri, parametrik ve parametrik olmayan anlamlı fark analizleri ve Pearson Momentler Korelasyon Kat Sayısı analizi uygulanmıştır. Araştırmada ortaya çıkan neticeler; tükenmişlik ve iş doyumu açısından cinsiyet üzerinde istatistiksel bir fark bulunmadığını, ancak statü, medeni durum, yaş, eğitim düzeyi, geçmiş iş tecrübesi ve son olarak toplam iş tecrübesi değişkenlerinin tükenmişlik ve iş doyumu bağlamında istatistiksel olarak farklılıklar göstermiştir. Diğer yandan, araştırmada; duygusal tükenme ve duyarsızlaşmanın boyutlarının iş doyumu ile zıt yönlü, ancak kişisel başarı boyutunun iş doyumu ile pozitif bir ilişkiye sahip olduğu ortaya çıkmıştır.

Anahtar Kelimeler: İngilizce Dersi, Yabancı Dil İngilizce Öğretmeni, KKTC, Tükenmişlik, İş Tatmini, Pearson Momentum Korelasyon Katsayısı

This thesis is dedicated to my father Mehmet Allahkerim, my mother Alev Allahkerim, who have raised me to be the person I am today, and my sister Duygu Allahkerim. I am very thankful for their endless support, faithful prayers and encouragment.

Furthermore, I want to thank my other half Çağdaş Burcu, for his love, patience and motivation throughout my way. I love you.

ACKNOWLEDGEMENT

I would like to thank my advisor Assoc. Prof. Dr. Javanshir Shibliyev who took time for his busy schedule to review the text and made valuable contributions for the study. Apart from my advisor, I would like to thank the rest of my thesis committee: Assoc. Prof. Dr. Javanshir Shibliyev, Asst. Prof. Dr. Fatoş Erozan, and Assoc. Prof. Dr. Oytun Sözüdoğru for their comments.

Furthermore, I wish to indicate my sincere gratitude to my family and my partner for their encouragement and endless support. Their love and empathy were the essential elements in discovering my voice and finding my right path.

My appreciations also go to the TRNC Ministry of National Education, for approving the study and I would like to express my gratitude towards to the EFL teachers for their participation and substantial contributions to the study.

Gizem Allahkerim

TABLE OF CONTENTS

ABSTRACT iii

ÖZ v

DEDICATION vii

ACKNOWLEDGEMENT viii

LIST OF TABLES xii

LIST OF FIGURES xiii

LIST OF SYMBOLS AND ABBREVIATIONS xiv

1 INTRODUCTION 1

1.1 Background of the Study 1

1.2 Problem Statement 3

1.3 Aim of the Study 4

1.4 Research Model and Hypotheses of the Study 4

1.5 Significance of the Study 5

1.6 Summary 6

2 LITERATURE REVIEW 8

2.1 Burn-out Syndrome 8

2.2 Models of Burn-out 10

2.2.1 Maslach Burn-out Model 10

2.2.2 Cherniss Burn- Out Model 12

2.2.3 Edelwich and Bradsky Burn out Model 12

2.3 Symptoms of Burn- out 14

2.3.1 Behavioral Signs of Burn-out Syndrome 14

2.3.2 Physical Signs of Burn-out 15

2.3.3 Signs of Psychological Burn-out 15
2.4 Symptoms of Teacher Burn-Out 16
2.5 The Reasons of Teacher Burn-Out Syndrome 17
2.6 Impact of Teacher Burnout on EFL Classrooms 21
2.7 Strategies for Teachers to Mitigate with Burn–Out 23
2.8 Job Satisfaction 25
2.9 Theories of Job Satisfaction 26
2.9.1 Major Content Theories 26
2.9.1.1 Maslow's Hierarchy of Human Needs Theory 26
2.9.1.2 Herzberg – Two Factor Theory 28
2.9.1.3 Need for Achievement and Basic Needs 28
2.9.2 Process Theories 29
2.9.2.1 Equity Theory 29
2.9.2.2 Discrepancy Theory 30
2.9.2.3 Job Characteristics Theory 30
2.10 Factors of Teachers' Job Satisfaction/Dissatisfaction 31
2.11 Consequences of Teacher Job Dissatisfaction 35
2.12 Strategies to Improve Teachers' Job Satisfaction 36
2.13 Relationship between Burn-out and Job Satisfaction 37
2.14 Related Studies 37
2.14.1 Related Studies for Burn-out 38
2.14.2 Related Studies with Job Satisfaction 40
2.14.3 Related Correlational Studies between Burn-Out and Job Satisfaction . 43
2.15 Summary 44
3 METHODOLOGY 46

3.1 Research Design 46
3.2 Participants of the Study and Sampling Method 46
3.3 Data Collection Sources 48
3.3.1 Burn-Out Inventory 49
3.3.2 Minnesota Satisfaction Questionnaire 50
3.4 Data Collection Procedure 51
3.5 Data Analyses 51
3.6 Summary 52
4 RESULTS 53
4.1 Findings of the Study 53
4.1.1 Internal Consistency and Reliability Analysis 53
4.2 Mean Analyses 54
4.3 Statistical Significance Analysis of the Study 55
4.3.1 H_1(a) and H_2(a) There is a Statistical Significance between Gender in Terms of Burn-out and Job Satisfaction 56
4.3.2 H_1(b) and H_2(b) There is a Statistically Significant Relationship between Age in Terms of Burn-out and Job Satisfaction 57
4.3.3 H_1(c) and H_2(c) There is a Statistical Significance level of Education in Terms of Burn-out and Job Satisfaction 59
4.3.4 H_1(d) and H_2(d) There is a Statistical Significance between Marital Status in Terms of Burn-out and Job Satisfaction 61
4.3.5 H_1(e) and H_2(e) There is a Statistical Significance between Previous Work Experience in Terms of Burn-out and Job Satisfaction 62
4.3.6 H_1(f) and H_2(f) There is a Statistical Significance between Overall Work Experience in Terms of Burn-out and Job Satisfaction 63

4.4 Descriptive Analyses 65
4.5 Correlation Analysis 66
5 DISCUSSION OF RESULTS AND CONCLUSION 69
5.1 Discussion of the Results 69
5.2 Conclusion 73
5.3 Practical Implications of the Study 74
5.4 Limitations of the Study 75
5.5 Recommendations for the Further Related Study 76
REFERENCES 77
APPENDICES 101
Appendix A: Approval Letter from Ethics Committee of EMU 102
Appendix B: Approval Letter from TRNC Ministry of National Education 103
Appendix C: Questionnaire 104

LIST OF TABLES

Table 1: Socio-demographic Profile of the Participants 47

Table 2: Details of Burn out Scale 49

Table 3: Details Regarding Job Satisfaction Scale 50

Table 4: Data Analyses of the Study 51

Table 5: Cronbach Alpha Analysis- Burn-out Scale 53

Table 6: Cronbach Alpha Analysis- Job Satisfaction Scale 54

Table 7: Mean Analysis- Burn- Out 54

Table 8: Mean Analysis- Job Satisfaction 54

Table 9: Summary of the Parametric and non-parametric Analyses 55

Table 10: Independent Samples T test- Gender 56

Table 11: Results of One Way Anova Analysis-Age 58

Table 12: Independent Samples t test Results-Academic Status (Level of education) 60

Table 13: Results of Kruskal Wallis Analysis-Marital Status 61

Table 14: Results of Mann Whitney U test Analysis- Previous Work Experience ... 63

Table 15: Kruskal Wallis Test- Overall Work Experience 64

Table 16: Items of Burn out 65

Table 17: The Most and Least Satisfying Factors 66

Table 18: Interpretations of Pearson Correlation Coefficient (r) 67

Table 19: Correlation Analysis 67

LIST OF FIGURES

Figure 1: Research Model of the Study (Adopted from Üngören, Doğan, Özmen, Tekin, 2010) 4

LIST OF SYMBOLS AND ABBREVIATIONS

BD	Bachelor Degree
Df	Degrees of Freedom
EFL	English Foreign Language
MBI	Maslach Burn-Out Inventory
MD	Master Degree
MSQ	Minnesota Satisfaction Scale
N	Number of Respondents of the study
P value	Statistical Significance
SD	Standard Deviation
SPSS	Statistical Package for Social Sciences
TRNC	Turkish Republic of Northern Cyprus
T	T value
$\bar{x}$	Mean
X^2	Chi Square

Chapter 1

INTRODUCTION

1.1 Background of the Study

Numerous scholars identified teaching as one of the most stressful occupations (Mousavy & Nimehchisalem, 2014; King & Hegadoren, 2002;). One reason behind this argument could be expressed with the fact that teachers are shaping the fate of the future generation (Shirazizadeh & Moradkhani, 2018). Apart from this, numerous scholars expressed that teachers tend to encounter intensive tension and burn-out when compared with other occupations (Kinman, Wray & Strange, 2011; Jones, Huxtable, Hodgson & Price, 2003). It could be mentioned that several researchers took a step to find out the main sources of burn-out in teaching occupation. They reached a consensus that the main sources of burn-out in teaching profession could be mentioned as long lasting hours and chronic stress (Pishghadam, Adamson, Sadafian & Kan, 2014). Therefore stressors at educational settings should be clarified to advance our understanding regarding the facts of burn-out at educational context. These stressors could be identified as teaching pressure, crowded classes, students' lack of motivation, and disrespectful behaviors by the students and lastly time pressures (Kinman et al, 2011). In addition to these, Atmaca (2017) indicated that heavy workload and intensive responsibilities such as shaping syllabus, satisfying needs and expectations of educational stakeholders (parents, pupils, administrators) could trigger sense of burn-out for the teachers.

It could be mentioned that, English Language Teachers are more likely to feel under pressure when compared with their colleagues from different fields since they need to upgrade their knowledge regarding language, which is not their first language and which they are not frequently in contact (Shirazizadeh & Moradkhani, 2018).

No doubt that teachers play a vital role in teaching-learning process thus effectiveness of teachers could be considered as one of the crucial pre-requisites for student achievement. However, when teachers are encountering burn out, they tend to react negatively to the students which in turn hamper the quality of teaching (Mukundan & Ahour, 2011). Besides these, teachers with burn-out tend to show less tolerance which may lead to lack of communication between teachers and learners (Capel, 1991). Dworkin (1985) highlighted that teachers with burn-out are more likely to have reduced interest towards teaching and less likely to interact with their students, they less volunteer to disseminate necessary information to the learners which in turn will negatively impact the academic achievements of the learners. Similarly, relevant studies implied that burn-out, quality of teaching, student performance and lastly the degree of job satisfaction are interrelated with each other (Navidinia & Heiran 2015). In other words, higher levels of burn out tend to lower quality of teaching and students' performance and decreaces the level of job satisfaction of the teachers (Vandenberghe & Huberman, 1999).

Apart from burn out, the notion of job satisfaction would be mentioned in the current study since teacher job satisfaction is prerequisite of promoting the quality of teaching and education. Sugino (2010) mentioned that, when teachers feel satisfied the learners accumulate necessary knowledge and teaching really enjoy teaching. Several scholars claimed that job satisfaction of educators is a crucial issue as it has

an impact on learners' academic success as well as quality of teaching (Nabi, 1995; Menlo & Poppleton, 1990). Like burn-out, lower levels of job satisfaction adversely is related with productivity of the educators and it can hamper the quality of teaching and learning process. Stenlund (1995) mentioned that teachers with low satisfaction are more likely to have low motivation which then cause teachers to have elevated abseentism usually in forms of increased number of sick days and it is also highlighted that de-motivated teachers are more likely to leave teaching profession.

1.2 Problem Statement

Based on my personal observations, English foreing language teachers have to deal with numerous responsibilities while they are performing teaching profession. Some of these responsibilities could be mentioned as designing curriculum, attending conferences or tranining programs which would help them to fuel their professional development, establish welcoming relationships with the family members of their students and dealing with problematic students. All these responsilities are bringing heavy workload on teachers' shoulders which in turn lead them to encounter stress at school. In this case, some teachers are facing difficulties to overcome stress thus chronic and pro-longed stress leads them to experience teacher burn-out and job dissatisfaction.

Apart from these, students' interest towards language learning, learners' motivation towards English language, managing with disrespectful students in classroom context, putting intensive efforts to upgrade a competency in language which is not your first language could be also one of the crucial stressor which may affect self-efficacy. Additionally, the level of motivation of English language teachers lead them to have intensive burn-out and job dissatisfaction. English Foreign Language

(EFL) teachers with high burn-out levels and low job satisfaction level could have detrimental impact on students' learning process in learning English language. Therefore, school leaders and/or administrators should need to deepen their understanding about the main predictors which contribute English language teachers burn-out and job dissatisfaction in order to stimulate grounds for influential language teaching and learning process, reduce the impact of high teacher burn-out and job dissatisfaction.

1.3 Aim of the Study

The main aim of the study could be expressed as (a) exploring the perspectives of English Language teachers towards burn-out syndrome and job satisfaction, (b exploring statistical differences between selected socio-demographic variables and with the notions, (c) investigating the correlational relationship between burn-out syndrome and job satisfaction.

1.4 Research Model and Hypotheses of the Study

The research model and hypotheses of the study is formulated with the light of the study conducted by Üngören, Doğan, Özmen and Tekin in 2010. The research model of the current study is portrayed in Figure 1.

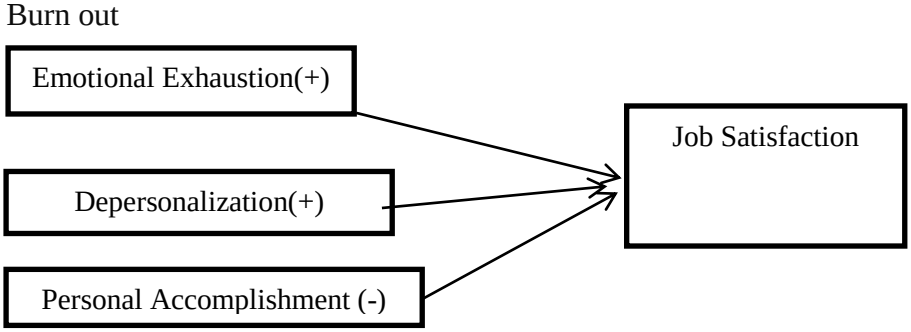


Figure 1: Research Model of the Study (Adopted from Üngören, Doğan, Özmen, Tekin, 2010)

In line with the research model, the hypotheses of the study could be expressed as follows (Üngören et al., 2010):

H_1: EFL lecturers have statistical significance in burn out dimensions in terms of; (a) gender, (b) age, (c) Academic Status, (d) marital status (e) previous work experience, (f) overall work experience in education sector.

H_2: EFL Lecturers have statistical significance in job satisfaction in terms of; (a) gender, (b) age, (c) Academic Status, (d) marital status (e) previous work experience, (f) overall work experience in education sector.

H_3: There is a negative relationship between (a) Emotional Exhaustion and Job Satisfaction (b) Depersonalization and Job Satisfaction, whereas;

H_4: There is a positive relationship between Personal Accomplishment and Job Satisfaction.

1.5 Significance of the Study

School administrators need to concentrate more on expanding their knowledge about the importance of having a welcoming and supportive working atmosphere for teachers, providing several opportunities to eliminate the risks of burn out and job dissatisfaction and enhancing the quality of secondary education. From this perspective, the current study could be considered significant in several ways. First, analyzing the correlation between English Language Teachers' burn-out and job satisfaction in Northern Cyprus is important since similar studies have been carried out in Iran, Malaysia and Turkey. Thus studies in the field are scarce in Northern Cyprus and the current study may serve as a source for future-related studies in Northern Cyprus. Second, results of the present study are assumed to provide

valuable insights for the school administrators as well as the TRNC Ministry of National Education in order to deepen their understanding about the potential risks which might lead burn out and job dissatisfaction in the education sector. The study will provide recommendations for the school administrators for taking necessary measurements against burn-out and dissatisfaction to raise effective language teaching-learning process.

1.6 Summary

Burn out and job dissatisfaction could be considered as the important determinants of success in teaching and learning process for EFL teachers, this may also play a crucial role at students' academic achievement in terms of foreign language learning outcomes. Therefore, school administrators and the TRNC Ministry of National Education should focus more on understanding the factors which are causing burn out and job dissatisfaction. The main aim of the study is to explore the attitudes of English Foreign Language teachers towards burn-out syndrome and job satisfaction, recognizing statistical differences between selected socio-demographic variables and with the notions, and lastly investigating the correlational relationship between burn-out syndrome and job satisfaction.

The introduction of the chapter presented a brief information about the research topic, illustrated the hypotheses and the significance of the current study. In the second chapter, the relevant literature and related studies regarding teacher burn out and job satisfaction is viewed. Followingly, in the third chapter, the research method of the study is mentioned and in the fourth chapter the results of the study are presented in a detailed way. Lastly, in the fifth chapter the results of the study and

the possible implications are stated. Apart from this, the limitations of the study as well as recommendations for the further related studies are mentioned.

Chapter 2

LITERATURE REVIEW

The primary goal of the chapter is to provide conceptual framework and mention past studies which are conducted on burn-out syndrome and job satisfaction. The current chapter starts with providing background information regarding the notion of burn-out, models of burn-out, symptoms of burn out, symptoms of teacher burn out, reasons of teacher burn-out, factors in teacher burn out, consequences of teacher burn-out in educational settings, impacts of teacher burn-out in English Foreign Language teaching classrooms and strategies for the teachers to cope with burn-out. Moreover, the notion of job satisfaction, theories of job satisfaction, factors of teachers' job satisfaction/dissatisfaction, consequences of teachers' job dissatisfaction, strategies to improve teachers' job satisfaction, the relationship between burn-out and job satisfaction and lastly related studies are presented in this section of the study.

2.1 Burn-out Syndrome

Numerous scholars in the academic field had different views for the burn out syndrome. For instance, Leiter and Maslach (2005) stressed that burn-out may act like a virus which may devastate motivation of the employees at workplace. From this point of view, it could be articulated that burn-out is a phenomenon which might have a detrimental effect on the employees' self-confidence level as well as damaging the desire to achieve success in educational fields.

It is believed that Freudenberger is the first scholar who proposed the notion to the academia (academic field). Freudenberger (1974) defined the term of burn-out syndrome as a collapse of individuals' strength, qualification and potential as a result of high expectations from others. Scholars also indicated that individuals that experience burn-out syndrome are more likely fail to perform their daily responsibilities and duties at workplace.

Various scholars attempted to describe the term burn-out syndrome from different perspectives. Demir (2010) expressed that excessive workload and high expectations at workplace lead to burn-out syndrome for employees. Turek et al (2006) viewed burn out syndrome as one of the crucial factor which negatively influences personality and personal accomplishment.

Cemaloğlu and Şahin (2007) conducted a study and stated some factors which cause burn-out syndrome. According to scholars, when individuals fail to reach their goals they are more likely to experience disappointment and this may trigger a sense of burn-out. Some scholars used the term burn-out syndrome and stress interchangeably. Stress as a term is considered as a set of negative feelings which generates deep desperation on individuals. However, burn-out syndrome is more intense when compared with the term of stress. Savran (2007) mentioned that burn-out syndrome could be viewed as an outcome of social interaction and job related activities at organizational context. In addition to this, the term of burn-out syndrome may be indicated as a product for prolonged stress (Polman, Borkoles and Nicholls, 2010).

Furthermore, Maslach and Jackson are the scholars that provided substantial contributions to relevant literature through their studies. Scholars argued that burn-out is a product of employees who worked as professions which are requiring intensive emotional demands by customers as well as face-to-face contact which in turn may create a sense of exhaustion, hopelessness for the employees in long-run (Maslach and Jackson, 1981).

After defining burn out through different perspectives, several researchers proposed different models regarding burn-out. Although the Maslach Burn-out Model seems to be the focus of the present study, Cherniss, Edelwich and Bradsky burn-out models would also be addressed in this part of the study (Richardsen & Burke, 1995).

2.2 Models of Burn-out

Various models had been introduced by several scholars to create better understanding towards burn-out syndrome. Present study highlights Maslach Burn-Out Model, Cherniss Burn-out Model and Edelwich and Bradsky Burn-out Model (Richardsen & Burke, 1995).

2.2.1 Maslach Burn-out Model

Maslach proposed Maslach Burn out model in 1981 which mainly discussed that burn-out syndrome has three dimensions. These dimensions are emotional exhaustion, depersonalization and lastly diminishing of personal accomplishment:

- **Emotional Exhaustion**: Emotional exhaustion is considered as the first step of burn-out syndrome. Likely, Korenka et al (2010) identified emotional exhaustion as a phase which emotional exhaustion born. Maslach, Schaufeli, & Leiter (2008) mentioned that emotional exhaustion as an outcome of work which may be classified as boring and including mechanistic tasks. In this

stage individuals are experiencing intensive stress and pressure at their workplace. Moreover, it could be stated that individuals with emotional exhaustion would fail to satisfy emotional expectations of other individuals and will more likely to face with difficulties to struggle with problems and find suitable solutions. Therefore, all these negative emotional reactions lead individuals to isolate themselves from other individuals and limit their social interactions with other individuals which in turn stimulate emotional exhaustion (Ardıç & Polatçı, 2008). Güven (2013) mentioned that individuals with emotional exhaustion tend to feel stress and sense of frustration more intensively than other individuals.

- **Depersonalization**: Employees that experience with depersonalization tend to lose their interest to their tasks and responsibilities and treat their customers and their colleagues as an object and more likely to limit their interactions and communications with them. Moreover, employees in depersonalization stage are more likely to degrade their customers (Koranka et al, 2010).
- **Diminishing at Personal Accomplishment**: Maslach, Schaufeli & Leiter (2001) stressed that individuals tend to feel that they are encountering difficulties to perform their daily tasks, responsibilities and other work-related activities particularly when they are experiencing emotional and physical exhaustion thus they tend to evaluate themselves negatively in terms of their accomplishment.

2.2.2 Cherniss Burn- Out Model

Cherniss, described the term burn-out as a set of reactions which the employees' behaviors change negatively by stressors. To be more precise, Cherniss model concentrates more on the interactions between nature of the work which stands for quality of management and characteristics of the individuals usually in forms of commitment, additional responsibilities that may generate stressors which may show loss of desire (Burke, 2016). A combination of all these aspects can cause burn-out which creates mental problems and individuals should put intensive efforts to find the most appropriate mitigation strategies to deal with burn-out syndrome (Kervancı, 2013).

2.2.3 Edelwich and Bradsky Burn out Model

As indicated earlier, Edelwich and Bradsky also proposed a model to create better understanding the burn out syndrome. According to the practitioners burn-out syndrome constitutes from four consecutive stages namely enthusiasm, stagnation, frustration and lastly apathy (Kaçmaz, 2005):

- **Enthusiasm**: Enthusiasm considered as a first stage of Edelwich and Bradsky Model. Employees could be elicited as energetic and have high expectations regarding their profession. In this stage, employees tend to prioritize their profession in their life. In addition to these, employees tend to struggle against stress which faced at workplace and have high tolerance towards to the long working hours. More specifically, employees are ready to show sacrifices for their professional life (Kaçmaz, 2005).
- **Stagnation:** In this stage, employees' level of passion of towards to their work starts to decrease. The main reason behind of this could be articulated that employees observe the difference between their expectations from the

organization and the opportunities that their organization is actually providing for them. Kervancı (2013) outlined that level of motivation of the employees also diminished and employees care a lot about the difficulties that they experience in their workplace thus they can't ignore problems anymore.

- **Frustration:** It is believed that most of the employees tend to encounter with frustration particularly when they observe the organization which they serve is not supporting innovations and does not value creativity. Employees might formulate different strategies during frustration stage. These strategies could be finding the most appropriate technique to overcome with burn out syndrome or isolating them from the events which surround them.
- **Apathy**: Apathy could be the last stage of the model and it signals the emotional exhaustion, employees' loss of beliefs and expectations towards to the organization. Toplu (2012) highlighted that employees are more likely to stay in the organization and continue to struggle with the difficulties that they face within the company, only if the social security and monetary opportunities which provided by organization is regarded as satisfactory level. Moreover, Göktepe (2016) mentioned employees are more likely to demonstrate absenteeism and tend to act impolitely to the individuals that they are providing a service.

As mentioned earlier, burn-out at schools could harm the harmony in educational settings therefore school leaders should be informed about the symptoms of burn-out. In the following section symptoms of burn-out are presented in a detailed way to create better understanding.

2.3 Symptoms of Burn- out

The symptoms of the burn-out syndrome could be categorized by three sub-titles. These symptoms are behavioral signs of burn out syndrome, physical signs of burn out syndrome and lastly psychological signs of burn out syndrome.

2.3.1 Behavioral Signs of Burn-out Syndrome

Behavioral signs of burn-out syndrome are as follows (Arı & Bal, 2008):

- Feeling anger
- Reluctance to go to work
- Developing skeptical approaches to surrounding events
- Excessive reaction and sensitivity against criticism
- Decreased passion towards to work
- Refusing to go work on time
- Increase in the consumption of alcohol and cigarette
- Decrease in self-confidence
- Decrease in the desire to build interaction and communication with other individuals
- Having memory distortion
- Increase in the sense of feeling guilty
- Feeling helpless
- Facing problems regarding concentration
- Experiencing role conflicts
- Loss of relevance for the organization
- Postponing tasks and responsibilities
- Demonstrating impolite behaviors towards to the colleagues

2.3.2 Physical Signs of Burn-out

Various scholars worked through to find out the physical signs of burn-out (Arı & Bal, 2008; Ören & Türkoğlu, 2006; Ardıç & Polatçı, 2009). In this sense, the signs of physical burn-out are as follows:

- Having headache
- Sleep disturbances
- Feeling dizzy
- Losing weight
- Having problems at respiration
- Loss of energy
- Devastation on immune system
- Digestion problems
- Skin disorders
- Cardio-vascular diseases.

2.3.3 Signs of Psychological Burn-out

Ardıç & Polatçı (2009) expressed the signs of psychological burn-out in their study. Psychological signs of burn-out could be listed as follows:

- Show negative attitudes towards life
- Feeling restlessness
- Feeling worthless
- Being insensitive to the environment
- Having difficulties while making decisions
- A sense of frustration
- Impatience
- Feeling hopelessness.

Although symptoms of burn-out seem to be same even in different occupations. However, reasons and factors which are causing teacher burn-out are specific in teaching profession. Therefore, the present study will deepen the understanding of reasons which cause teacher burn-out and the main factors of teacher burn-out for the coming sections.

2.4 Symptoms of Teacher Burn-Out

Apart from all these above mentioned symptoms, Subon and Sigie (2016) conducted a research about the symptoms of burn-out which teachers are frequently experiencing in teaching profession. Symptoms of teacher burn-out could be follows;

1. Teachers are more likely to feel tired and drained
2. Teachers are more likely to have chronic headache and muscle aches.
3. When teachers are experiencing burn-out they tend to have back pain.
4. Teachers with burn-out syndrome are more likely to encounter with changes in their appetite.
5. Teachers with burn-out syndrome tend to experience changes at their sleep order.
6. Teacher with burn-out syndrome tend to feel despair and defeated.
7. Teachers are more likely to feel lonely when they face with burn-out.
8. Teachers are more likely to lose their motivation in teaching.
9. When teachers are encountering burn-out syndrome they tend to take out their frustration on their students and colleagues.
10. Teachers tend to skip work or leave early when they experience burn-out.
11. Teachers tend to ignore their responsibilities when they experience burn-out syndrome.
12. Teachers are more likely to have a perception that every day is a bad day.

13. Teachers with burn out syndrome are more likely to believe that their efforts do not affect any change or their efforts are not appreciated.
14. Teachers with burn-out tend to feel ill more frequently.

Signs of burn-out will guide school leaders to detect burn-out syndrome. However, school leaders should be aware of the main reasons behind teacher burn-out. Therefore, the present study attempts to deepen the understanding of the main reasons which are triggering teachers to burn-out so the necessary measurements could be formed either by school leaders or administrators.

2.5 The Reasons of Teacher Burn-Out Syndrome

From past to present several scholars conducted studies to identify the reasons behind burn-out from different perspectives. According to Haberman (2004) the main reasons behind teacher burn out could be listed as follows;

- Experiencing role ambiguity
- Problems regarding educational facilities of schools
- Feeling isolated and fear
- Lack of support from the school administrators
- Having vast amount of students with disipline problems
- Lack of training
- Problems regarding safety at school
- Too much bureacracy at school.

Another researcher Hock (1988) listed the main reasons of teacher burn-out as the following;

- Attempting to provide discipline through authoritarian approach could cause teachers emotionally drain and experience with burn out
- Teachers' feeling that they are isolated from decision making process leads teachers to feel worthless thus they experience with burn out since they believe that they're desiring more controlling power on their occupation
- Facing with an unfriendly attitude and pressure from school administrators could be considered as one of the main reasons behind of teachers to experience burn-out
- Lack of psychological and emotional rewards.

Moreover, various scholars attempted to explore the main reasons of teacher burn-out. These reasons could be related with school (Kotler et al., 2005), such as academic and administrative problems, difficult/disruptive students (Kotler et al., 2005), lack of discipline at classroom (Watt and Robertson, 2011), high emotional demands and low social support (Chan, 2009), emotional problems, encountering challenges, controlling negative attitudes towards to their career, lack of interaction with their colleagues and their students, experiencing difficulties to manage their students (Scott, 2019), duration of staying in teaching station, number of courses taught, shortage of teaching materials, having administrative duties (Sichambo, Maragia & Simiyu, 2012), low salary, poor lighting and maintenance, poor ventilation, being forced by the administrators to buy basic educational materials such as course materials, markers etc (Matiang'i, Makawa & Role, 2016). Apart from these, absence of justice, trust, respect and mismatching values are also considered as crucial reasons which could contribute teacher burn out (Rostami, Ghanizadeh and Ghapanchi,2015).

Furthermore, Kurtoğlu (2011) mentioned that inadequate support from family members of the students, financial problems, poor substructure could be some of the crucial organizational problems which might accalerate burn-out for the teachers.

Some studies focused on the existence of personal reasons which might lead teachers to experience burn out. For instance, Chang (2009) indicated the most critical personal factors as gender, age and seniority. It could be stressed that large body of research had been conducted to explore statistical significance between these factors and teachers' burn-out. More precisely some researchers indicated that no statistical difference was found between sex and burn out (Kahn, Scheider, Jenkins-Henkelman & Moyle, 2006) whereas some of the researches signaled that statistical significance was occurred between sex and burn-out. More precisely, these studies had found that male teachers were encountering deeper depersonalization rates when compared with their female colleagues (Schwab, Jackson & Schuler, 1986; Greenglass & Burke, 1990).

In terms of age, studies show conflicting results. To be more exact, some of these studies reported that inverse relationship was available between age and teachers' burn-out (Sarros & Sarros, 1992; Whitehead, Ryba & O'Driscoll, 2000), whereas some studies show that the two variables had proportional relationship (Evers, Brouwers, Tomic, 2002; Jacobsson, Pousette & Thlefors, 2001). However, some studies indicate that there was no relationship between age and teachers' burn out (Rashidzadeh, 2002; Zabel & Zabel, 2001; Rosenblatt, 2001).

Moreover, as previously mentioned; seniority could be also considered as one of the crucial individual factors which could shape teachers' burn-out. Studies which

designated to discover teachers' burn-out and seniority have mixed results. For instance, Byrne (1998) expressed that teachers with 0-10 years seniority tend to have intensive burn out when compared with their colleagues who have teaching experience over ten years. The reason behind this finding might be articulated that as seniority increases teachers tend to accumulate necessary skills which required to struggle with burn-out (Konert, 1997). However, some studies revealed that inverse relationship was available between variables (Egyed & Short, 2006; Jackson, Barnett, Stajich & Murphy, 1993).

Apart from these, Akkermann and Meijer (2011) in their research indicated that personality of the teachers could be also regarded as one of the vital individual factors which could trigger teacher burn-out. In other words, teachers with insecure and anxious personality are expected to encounter intensive burn-out (Jacobson, 2016).

Besides these, several writers indicated that marital status could also influence of burn out. It could be indicated that studies which are designed to measure statistical significance between marital status and burn-out had shown mixed results. Some studies show that single teachers were more likely to experience burn out particularly at emotional exhaustion and depersonalization when compared with their married colleagues (Özdemir, 2007; De Heus and Diekstra, 1999). However, some studies had found that married teachers were more likely to encounter higher burn-out levels when compared with single teachers (Brunetti, 2001; Russel, 1998; Wong and Cheuk, 1998). On the other hand, some studies revealed that no statistical significance was available between variables. For instance, Louw, George and

Esterhuyse (2011) found that marital status had no effect on teachers' burn-out levels.

Various scholars had attempted to explore the consequences of teacher burn-out in educational settings as teacher burn-out could have detrimental impact in academia (Blanford, 2000). Several authors had identified that there is an inverse correlation between efficiency at teaching and burn-out (Carson, Plemmons, Templin, Weiss, 2011; Koustelios & Tsigilis, 2005). Shen, McCaughtry, Martin, Garn, Kulik & Fahlman (2015) in their study had stressed when teachers are encountering with burn-out syndrome they tend to have higher absenteeism and job turn-over. Apart from these, Shen et al (2015) also declared that teachers with burn-out tend to have lower self-efficacy, less likely to arrange classroom activities and more likely to deteriorate level of learners' motivation towards learning.

2.6 Impact of Teacher Burnout on EFL Classrooms

Educators play an important role in the process of learning by disseminating their knowledge to the students which would help leaners to expand their language competency skills. However, adverse impacts of teacher burn-out in EFL classrooms should be exposed to take necessary precautions. Küçükoğlu (2014) indicated the negative impacts of teacher burn-out in EFL classrooms could be listed as follows;

- When teachers are experiencing emotional exhaustion their effectiveness in terms of teaching could be devistated. To be more precise it could be stressed that teachers with emotional exhaustion are more likely to have low self-condifence, face with difficulties to motivate themselves before classes. It could be also solicitated that effectiveness of language learning could be hampered

- When teachers are experiencing burn-out syndrome they may feel weak and have problems with their memory. Beside this, they might fail to put efforts to motivate their students while teaching. Apart from these, teachers' interest towards to the their profession could be reduced. Therefore, from this perspective of students' academic success in terms of language learning could be far away from the desired level
- When educators are encountering burn-out they are more likely to form unpleasant attitudes towards to their students which then lower students' motivation. Besides these, teachers are more likely to show less tolerance against classroom disruptions and more likely to avoid themselves to constructive collaboration with their students. All these negative attitudes may demotivate students and lead them to improve negative feelings towards to the English course
- It could be stressed that expressing ideas and emotions are accepted as crucial tools for effective language learning process however teachers with burn-out syndrome are more likely to fail to generate such learning atmosphere for their students
- Burn-out could be regarded as one of the key drivers which destroy effectiveness of the teachers and devistate their physical and psychologial health that in turn cause teachers to resign during academic year. Teachers with burn-out may prefer to continue for teaching but they will less likely to engage with the activities which would be helpful to reinforce language competencies of the learners
- Burn-out could severely hamper teachers' self-efficacy. Therefore, teachers may ignore to take responsibilities to correct students' behaviors and may

neglect to formulate strategies for preparing which stimulates effective learning. Teachers might believe that whatever they do would not be effective to direct students' academic lives thus teachers' would not carry on to put intensive effort during teaching and learning proces.

The present study aims to illuminate reasons of teacher burn-out, factors of teacher burn-out, consequences of teacher burn-out in terms of educational settings and EFL classrooms to advance our opinions about the dangers of burn-out in academic life. Teacher candidates should have an idea to struggle with burn-out. Therefore, the main aim of the upcoming section is to provide key ingredients to prescribe burn-out.

2.7 Strategies for Teachers to Mitigate with Burn–Out

Küçükoğlu (2014) stated some crucial strategies for teachers which would assist them to struggle with burn-out syndrome. These strategies could be listed as follows:

- Teachers should put efforts to realize problems which they might experience individually and academically
- Teachers should have spare time for their hobbies
- Teachers should discuss their problems and express their opinons to others to come up with reasonable solutions
- Teachers should demand for explicit job description
- Teacher should apply for in-service training when they realize that they need it.

Kyriacou (2001) provided some recommendations for teachers which would be beneficial for them to struggle with burn-out. These recommendations could be illustrated as follows:

- Teachers should formulate strategies to relax
- Teachers should try to keep their feelings under control
- Teachers should develop good relationships with their family members
- Teachers should shape their plans through their priorities.

Besides these, several authors had advised such strategies to minimize teachers' burn-out. For instance, Siedman and Zager (1991) mentioned the existence of two different strategies namely adaptive and maladaptive strategies. More precisely, physical exercise, establishing conversation with colleagues are the crucial components of adaptive strategies while maladaptive strategies could be denoted as having assistance and support from consuming alcohol and smoking. Siedman and Zager (1991) also concluded that it would be more beneficial way for the teachers to take assistance or support from their colleagues rather than demanding a support from their family members since they might not aware level of stress at workplace hence fail to construct empathy.

Another researcher Berry (1998) mentioned that teachers could mitigate with burn out through mediation, biofeedback, requesting emotional support from their co-workers.

For the rest of literature review, the notion of the job satisfaction, theories of job satisfaction, strategies to improve teachers' job satisfaction, consequences of job dissatisfaction, relationship between burn-out and job satisfaction and related studies would be presented.

2.8 Job Satisfaction

Scholars argued that several factors could influence the progress of the organizations. Tan and Waheed (2011) stated that job satisfaction could be considered as one of the crucial factors that contributes the progress of the organizations. To be more accurate, firms are more likely to obtain competitive advantage with satisfied work force (Robbins and Judge, 2007).

Taylor and Gilbert were two practitioners that first defined the term of job satisfaction in 1911 (Karaalioğlu, 2015). Kaliski (2007) argued that job satisfaction is one of the key recipients which stemmed from career and advancement opportunities, monetary benefits, promotions that fuels the sense of enjoyment for the employees.

Besides of these, Armstrong (2006) mentioned that job satisfaction as composition of feelings and attitudes of the staff members towards to their work. Generally speaking, positive feelings of the staff members denotes for job satisfaction while negative feelings represents job dissatisfaction (Kaliski, 2007).

Buitenbach and De Witte (2005) mentioned the term job satisfaction as a set of feeling which is shaped by various factors such as needs, ethics and lastly hopes of the employees. According to Saari and Judge (2004), job satisfaction is one of the key ingredients which are closely associated with the well-being of the workforce which is directly linked with 3 vital components namely emotional, cognitive and behavioral. Likely, Kaplan (2008) defined emotional dimension as a composition of individuals' work- related feelings, while cognitive aspects stand for employees'

opinions and beliefs about their work and lastly behavioral dimension represent employees' attitudes and acts regarding their job.

Needless to indicate that educators are playing an outstanding role at determining nations' fate. Therefore, the concept of job satisfaction has been a significant research topic in the education field (De Nobile and Mc Cormick, 2007; Ghoklia, Belias and Koustelios, 2014). From this framework, school administrators should focus more and put intensive efforts to increase educators' job satisfaction level. The term of job satisfaction could be perceived as one of the most prominent elements of influential education institutions (Zigarelli, 1996 cited from Ghoklia et al., 2014). Werang & Agung (2017) had defined the term of teachers' job satisfaction as a feeling of the educators' regarding their teaching profession.

Several theorists analyzed job satisfaction at their theories. Thus, to advance our understanding about the motives of job satisfaction, theories of job satisfaction should be mentioned for this study.

2.9 Theories of Job Satisfaction

Mainly, major content theories and process theories would be explained in this section to create better understanding regarding the term of job satisfaction.

2.9.1 Major Content Theories

Maslow's Hierarchy of human needs, Herzberg–Two Factor Theory and lastly need for Achievement and Mc Clelands Theory of Need are the major content theories.

2.9.1.1 Maslow's Hierarchy of Human Needs Theory

Abraham Maslow had proposed the human needs theory. Theorist outlined that human needs could be split into five dimensions basic needs, safety needs, affection

needs, esteem needs and lastly self- actualization needs respectively. Theorist argued these needs are inter-related with each other thus needs should be satisfied consecutively (Sypniewska, 2014). These dimensions could be explained as follows (Robbins and Judge, 2018):

- **Basic Needs**: Basic needs is the first phase of the Needs Theory which refers to the needs which are necessary to survive. Food, water, shelter, sleep are some of the examples for basic needs.
- **Safety Needs**: Safety needs refer to the needs which are directly related with self-protection, freedom, stability etc. Safety needs constitute the second phase of the needs hierarchy.
- **Affection Needs**: simply denotes affection, acceptance, love, friendships.
- **Esteem Needs:** could be considered as an internal factor mainly in forms of self-respect from others, autonomy and achievement and status, recognition and attention as an external factor.
- **Self-Actualization Needs:** Self-actualization needs are the fifth and last phase of the needs theory. Self- fulfillment, achieving potential, personal development could be considered as one of the prominent components of self- actualization.

Several scholars discussed that Maslow's Needs Theory made a substantial contribution to business sphere particularly on the concept of motivation and it is very helpful to the firms to formulate strategies to stimulate level of motivation for their employees. Needs theory simply imply that higher levels of motivation means satisfied workforce (Robbins and Judge, 2018; Luthans, 1995)

2.9.1.2 Herzberg – Two Factor Theory

Herzberg was one of the pioneer theorists for the term of job satisfaction. Herzberg, wanted to know "what do employees want from their work" and he shaped his theory simply by asking employees to define the cases in a detailed way about they feel comfortable and uncomfortable at their workplace. His theory could be also called motivation and hygiene theory (Robbins and Judge, 2018).

Theorist argued that job satisfaction and dissatisfaction are affected by two crucial factors namely external–extrinsic and internal-intrinsic factors. In other words, external–extrinsic factors could be described as compensations, working sphere, pension funds, communication structure between managers and employees whereas internal-intrinsic factors represent the level of job challenge, sense of self-actualization, level of autonomy and rewards taken as an achievement to employees. According to Herzberg external-extrinsic factors may be successful to hinder job dissatisfaction but internal-intrinsic factors are accepted main sources for forming job satisfaction/ dissatisfaction. (Vudicic, Jovıcic, Ladic, Gagic and Cvejanov, 2014).

2.9.1.3 Need for Achievement and Basic Needs

Theory Need for Achievement Theory was launched by McClelland. It is mentioned that Individuals' needs are segregated into three psychological needs. These needs could be depicted as need for affiliation, power and lastly achievement (Mc Cleland, 1957). Need for affiliation could be depicted as to construct welcoming and sincere interpersonal relationships while need for power could be elicited as a desire to examine/monitor the one's surrounding whereas need for achievement could be illuminated as to achieve objectives and take responsibilities (Robbins and Judge, 2018).

Higgins, Friedman, Harlow, Idson, Ayduk and Taylor (2001) articulated that when employees have higher levels of above-mentioned needs they are highly motivated which in turn boost their level of job satisfaction hence managers should advance their understanding about such needs at organizational sphere.

2.9.2 Process Theories

Process theories could be mentioned as Equity Theory, Discrepancy Theory, Job Characteristic Theory. These theories would be explained for the current study.

2.9.2.1 Equity Theory

Equity Theory was proposed by John Stacy Adams in 1963 which is considered as one of the theories which highlighted pin points of job satisfaction and dissatisfaction that mainly derived from input-outcome comparison. To be more accurate staff members are more likely to compare their inputs usually in forms of academic background, qualifications, efforts, sacrifices, responsibilities with their inputs in terms of salary, working conditions, recognition, pension funds, promotion as well as career and development opportunities. If employees realize that they are not treated fairly in other words if their inputs (contributions) are higher than the outcomes they are not satisfied (Robbins and Judge, 2018). In contrary cases employees might feel guilty. Robbins and Judge (2018) pointed out six choices of employees when they feel that their inputs are exceeding their outcomes. These choices are as follows;

- Change inputs.
- Change outcomes.
- Distort perceptions of self
- Distort perception of others
- Resigning from the work.

2.9.2.2 Discrepancy Theory

The focus point of the theory could be postulated as a differences between levels of actual outcome and expected (desired) outcome. To be more accurate cases when actual outcome level exceeds expected (desired) outcome dissatisfaction occurs (Unutmaz, 2014).

2.9.2.3 Job Characteristics Theory

Job Characteristics Theory was formulated by Hackman and Oldman in 1976. The theory was launched to define the most crucial predictors of job satisfaction. Theorists simply assumed that job characteristics are the major contributors of job satisfaction which could be classified as task characteristics, characteristics of employees and lastly characteristics of organizations (Unutmaz, 2014). Besides these, it could be mentioned that skill variety, task identity and lastly task significance are the main components of job characteristics. Moreover, autonomy and feedback, interactions are also considered as critical components for job characteristics and it is believed that these components are shaping job satisfaction (Unutmaz, 2014).

Main components of the job characteristics could be listed and defined as follows (Berghe, 2011):

- **Skill variety:** Skill variety defines the the talents, qualifications required to perform the job related duties.
- **Task identity:** describes the main requirements which are necessary to complete the job related activities.
- **Task Significance:** describes the impacts of the job to the external environment**.**

- **Autonomy:** Outlines the extend that employees are free to arrange their workload and principles for their work.
- **Feedback**: the degree to which the employees are having information regarding their productivity and performance.

Needless to indicate that job satisfaction theories may provide useful insights to the school administrators for capturing better understanding towards to the term of teachers' job satisfaction. However, school administrators still need to know factors which are shaping teachers' job satisfaction/dissatisfaction to build effective learning environment both for the educators and learners. The next section of the present study would provide a guideline of the factors of teachers' job satisfaction/dissatisfaction from different perspectives.

2.10 Factors of Teachers' Job Satisfaction/Dissatisfaction

Teacher job satisfaction is considered as a prominent phenomenon as it shaped career related decisions regarding teaching. Previous studies mentioned that almost half of the teachers prefer to resign from their profession within seven years (Hammond, 1985; Comgampang, 1985). Therefore, various scholars tried to deepen their understanding about the main reasons which lead teachers to resign from their profession. Harris, Kogay and Leichenko (1985) in their study mentioned that poor salaries, undesired working environment could be the main reasons which lead teachers to quit from teaching profession. Another scholar Whitford (1990) conducted a research and concluded that relationship with colleagues, good working atmosphere, and leadership style of the school administrators, prestige of the profession are the vital denominators of teachers' job satisfaction.

Apart from these, Obineli (2013) pointed that nature of the work, salary and lastly promotion are the key ingredients which play a crucial role to shape level of job satisfaction of the teachers. Sönmezer and Eryaman (2008) conducted a study to discover the major points that are shaping teachers job satisfaction level who are actively teaching at education industry. Sönmezer and Eryaman (2008) in their study pointed that social status between community, career development and advancement, job security, working atmosphere and lastly payment were the major factors which are influencing the level of the teachers' job satisfaction at education industry.

Furthermore, some of the scholars indicated that teachers' and learners' performance are the vital elements to determine the level of job satisfaction (Muindi, 2011; Noordin, 2009). Some scholars indicated that teachers' autonomy (Muindi, 2011), freedom and flexibility (Bender and Heywood, 2006), supervision (Osakwe, 2003), supportive school administrators, abundance of course related materials, supportive co-workers (Sahito and Vaisanen, 2017) were the main domains for stimulating teachers' job satisfaction levels.

Kituto (2011) indicated that school culture could be one of the important factors which are contributing to level of job satisfaction of the teachers. The term of school culture could be defined as the main philosophy of the schools which clearly addresses values and visons as well as its daily tasks to be completed by all staff members at school.

It could be mentioned that personal factors such as age, gender, marital status, teacher seniority might be considered as crucial denominators which are determining the job satisfaction level of the educators.

Studies regarding age and job satisfaction level show conflicting outcomes. For example, Wangai (2012) revealed that age and job satisfaction have a proportional relationship. Similarly, another researcher Mengistu (2012) also concluded as age of the educators get older they are more likely to have higher job satisfaction. Likely, Abdullah, Parasuraman and Alzaid (2008) found that older educators tend to have higher job satisfaction levels when compared with their younger colleagues. Kemunto, Raburu and Bosire (2018) determine the statistical significance between age and job satisfaction for the teachers at public secondary school. Results reported that age and teachers' job satisfaction were not statistically significant. Ghasi and Maringe (2011) designated a research to explore the statistical difference between age and job satisfaction. Findings revealed that younger and older educators were more likely to have elevated job satisfaction levels in respect to their middle aged co-workers.

Apart from age, gender is also considered as one of the personal key factors which may influence job satisfaction level of lecturers. It could be concluded that studies had exerted conflicting results regarding the impact of gender on teachers' job satisfaction. Koustelios (2001) found that female lecturers had higher job satisfaction levels when comparing with male co-workers. In contrast to this finding Crossman and Harris (2006) stated that male educators had higher job satisfaction when compared with their female colleagues. Besides these studies, Mabekoje (2009) determined the impact of gender on overall job satisfaction levels for secondary school teachers. Researcher found that gender had no impact on overall teachers' job satisfaction levels.

From past to present various scholars analyzed the impact of marital status on teachers' job satisfaction levels (Gazioğlu and Tansel, 2006; Eyupoğlu and Saner, 2013; Fitzmaurice, 2012; Kemunto, Adhiambo and Joseph, 2018). Gazioğlu and Tansel (2013) in their study investigated that married teachers had higher job satisfaction levels when compared with their single co-workers. Similarly, other researchers Eyupoğlu and Saner (2013) found that married educators had higher level of job satisfaction when compared with their single colleagues. However, Fitzmaurice (2012) found that single teachers had higher job satisfaction when compared with married co-workers. Recently, Kemunto, Adhiambo, Joseph (2018) found that married teachers had higher job satisfaction levels when compared with their divorced co-workers.

Besides these, several scholars attempted to examine the impact of seniority at teachers' level of job satisfaction. Findings of these studies had generated mixed outcomes. For instance, Papin (2005) found an inverse linkage between teaching seniority and overall teachers' job satisfaction, which implied that as teaching seniority increases teachers' job satisfaction decreases. In contrast to Papin's (2005) findings, Ghavifekr and Pillai (2016) found that teachers with 2-10 years seniority were the less satisfied when compared with their colleagues who had more experience at teaching profession.

Factors which may cause teachers to be dissatisfied with their profession were mentioned above. Besides of these, school leaders should be aware of consequences of teacher job dissatisfaction on different aspects to take necessary precaution to build a learning context which educators-learners are highly motivated for achieving their goals. Therefore, present study will focus to generate better understanding

towards to the consequences of teacher job dissatisfaction and how teachers' job satisfaction could be improved. The forthcoming sections of the study will explain these two important topics.

2.11 Consequences of Teacher Job Dissatisfaction

Shaukat, Vishnumolakala and Bustami (2019) stressed that job satisfaction is one of the key predictors of teachers' commitment towards to teaching profession. It means that lowered job satisfaction would indicate low commitment in teaching occupation. Parallel to this argument, various writers found a proportional linkage between job dissatisfaction and commitment (Evans, 2001; Ingersoll, 2001).

The negative consequences of teacher job dissatisfaction may be posited as disengagement, lack of attention and negative attitudes towards to teaching profession, reduced accomplishment and lastly poor self–efficacy (Okeke and Mtyuda, 2017).

Furthermore, another researcher Başalp (2001) in her study mentioned the consequences of job dissatisfaction for teachers. Başalp (2001) indicated that dissatisfied teacher are more likely to make mistakes regarding their profession and their decisions would be less accurate. Besides of these teachers with low satisfaction levels tend to lose their passion towards teaching and are more likely to have a desire to quit from the teaching profession.

Hessamy and Kheiri (2013) also articulated some of the remarkable impacts teacher of dissatisfaction on educational setting. Hessamy and Kheiri (2013) pointed that level of teachers' job satisfaction have positive relationship with students' academic performance. From this framework when teachers are dissatisfied with teaching

profession, students' academic performance would be lowered. In addition to this, Hessamy and Kheiri (2013) also indicated that dissatisfied teacher tend to change their schools more frequently when compared with satisfied co-workers. Therefore, it implicitly means that dissatisfied teachers tend to increase costs for staff replacement at educational context.

2.12 Strategies to Improve Teachers' Job Satisfaction

Coward (2015) stated various strategies which in turn stimulate teachers' job satisfaction. These strategies could be listed as follows:

- School administrators should explicitly provide explanations about responsibilities and expectations to the teachers so that teachers' dissatisfaction regarding school and management would be solved
- School administrators should provide more autonomy as well as chances to fuel professional development as it injects content knowledge to the teachers to promote their occupational knowledge as well as help them to gain necessary skills to give more accurate decisions and cope with the encountered challenges. Besides of these, with the help of the professional development teachers would have better relationship with their students
- Teachers should learn to determine limits towards to their work and formulating necessary strategies which would lead them to relax. More precisely teacher should learn to think more positively. School administrators could establish Employee Assistant Program to help teachers to get professional advice about handling difficult colleagues, students as well as having a guidance about how to reduce their stress levels and/or get a medical treatment.

It was also discussed that provision of in-service training, rewarding, recognition, encouraging educators to participate decision making process, provision of healthy working atmosphere as well as presenting an up-dated teaching pack to them could be one of the key recipients of struggling teachers' dissatisfaction (Nwankwu, 1982; cited Azi and Augustine, 2016). Moreover, Song and Alpaslan (2015) in their study indicated the importance of administrative support and provision of technology to build influential learning sphere to elevate teachers' job satisfaction.

2.13 Relationship between Burn-out and Job Satisfaction

Several scholars put effort to clarify the association between burn-out and job satisfaction. For instance, Singh, Rhoad and Moore (2000) mentioned that burn-out is one of the products of job satisfaction. To be more accurate, when employees are encountering burn-out syndrome at their workplace they are more likely to feel unhappy. Beside this, it could be solicited that unpleasant feelings, lack of enjoyment from job could be the major denominators to fuel job dissatisfaction (Ertürk and Keçecioğlu, 2012).

Otacıoğlu (2008) discussed that if low level of job satisfaction becomes chronic then experiencing with burn out becomes inevitable.

2.14 Related Studies

The fundamental aim of this part of the chapter is to document relevant studies. To be more accurate, studies regarding burn-out, job satisfaction and lastly correlational studies between burn-out and job satisfaction would be presented in a detailed way in this section.

2.14.1 Related Studies for Burn-out

Mukundan and Khandehroo (2010) carried a research to investigate burn-out between English Foreign Language Teachers in Malaysia. Findings reported that EFL teachers in all dimensions were experienced high levels of burn-out. Moreover, age and workload were statistically significant with all dimensions of burn-out.

Rifat and Ganiyusufoğlu (2011) designed a study to determine burn-out levels in selected socio-demographic variables namely gender, age, marital status, seniority and lastly academic status. 151 academicians were contributed to the study. Results highlighted that marital status, work experience and lastly status were statistically significant with burn-out.

Toker (2011) conducted a study to explore the perspectives of academicians towards burn-out syndrome. 648 educators were denoting the sample of the study. Results revealed that respondents were encountered intense burn out levels at reduced personal accomplishment, emotional exhaustion. Besides these, results show that marital status and age were statistically significant while no statistical difference was found between gender and burn-out.

Motallebzadeh, Ashraf & Yazdi (2014) conducted a study to investigate Iranian EFL teachers' burnout. Scholars appointed Maslach Burnout Inventory (MBI) to collect data. 200 EFL teachers were the participants of the study. Results revealed that burnout is statistically differing in terms of age and gender.

Sadehgi and Khezrlou (2014) arranged a study to examine burn-out between English Foreign Language Teachers in Iran. A study used Maslach Burn-out Inventory to

obtain data from the participants. The study reported that participants had encountered high levels of reduced personal accomplishment and emotional exhaustion. In addition to these results also revealed that level of education had a significant, moderate and positive relationship with burn-out.

Farshi and Omranzadeh (2014) carried out a study to determine the impact of gender, education level and marital status of EFL teachers on burn-out. The participants of the study were 250 English lecturers. Findings showed that no statistical significances were existed in terms of gender and marital status whereas level of education was found statistically significant with burn-out.

Demirel and Cephe (2015) conducted a study find out the burn-out levels between English language teachers who were lecturing at School of Foreign languages in Konya Erkaban University, Selçuk University and Lastly Gazi University. It could be mentioned that mixed research model was implemented to the study. Quantitative results show that age and teaching seniority at teaching were statistically significant with burn-out. Beside this, the results which were obtained through semi-structured interview show that language skills of the learners, teaching hours and course materials were some of the crucial domains of burn-out.

Rostami et al. (2015) carried out a research to detect burn out on 120 EFL teachers. There were two different groups namely setting 1 and setting 2. Participants who were lecturing in different secondary schools in official context were constituted setting 1 whereas participants who were teaching at secondary schools in non-official context were constituted setting 2. Results demonstrated that participants at setting 1 had higher burn-out levels when compared with the participants at setting 2.

In terms of age and seniority findings revealed that a significance and positive relationship was existed with burn out whereas no statistical significance was occurred between gender and burn-out.

Hişmanoğlu, Ersan & Turan (2016) carried out a study to examine EFL teachers' burn out levels in socio-demographic variables. 230 EFL lecturers were the participants of the study. Findings showed that participants had high burn-out levels on personal accomplishment and moderate emotional exhaustion and lastly low depersonalization. Beside this, no statistical significance was existed at age, gender, educational background in burn-out whereas statistical difference was found at workload, institution, department, existence of administrative duty and monthly income variables.

Özgül & Polat (2018) conducted a research to measure burn-out levels of academic staff. 150 academic staff members were constituted sample of the study. Scholars appointed stratified sampling technique for their study. Results concluded that marital status, age and lastly work experience were statistically significant with burn-out while gender and burn out were not statistically significant.

Jamaludin & You (2019) conducted a study with 31 educators to recognize burn- out in terms of gender, seniority and academic background. Results exerted that educators were experienced with high levels of burn out at all dimensions and all variables were statistically significance with burn out.

2.14.2 Related Studies with Job Satisfaction

Lesler (1985) carried out a research to explore the job satisfaction of the teachers who were teaching at public schools in USA. Colleagues, responsibility, nature of the

work and job security were found key recipients which fueled level of satisfaction while pay, career and development opportunities and lack of recognition were considered vital contributors for job dissatisfaction.

Pennigton & Riley (1991) conducted a research to examine TESOL members' job satisfaction levels through Minnesota Job Satisfaction Questionnaire. Results revealed that respondents had moderate job satisfaction level and they were dissatisfied with career advancement, amount of compensation and lastly administrative policies.

George, Louward & Badenhorst (2008) designed a research to determine statistical difference between personal factors and teachers' job satisfaction. It could be mentioned that 337 secondary school teachers who were lecturing in Nambia had represented the participant of the study. Findings showed that no statistical difference was occurred in terms of gender, marital status, location of the school, qualification, rank, age and experience at job satisfaction.

Noordin &Jusoff (2009) investigated the statistical difference between the socio-demographic profile and job satisfaction of teachers. The selected socio-demographic variables were marital status, age and salary. The participants of the study were Malaysian academicians at public universities. Results revealed that current academic status, marital status, age and salary had statistical significance with teacher burn-out.

Karavas (2010) carried out a study to find out the degree of Greek EFL teachers' job satisfaction. Results signified that working with young people, passion on the field,

mentally stimulating work and job security were the main reasons which encouraged participants to become teacher in English Language. Findings show that they were satisfied with the recognition, benefits, working hours and status as an EFL teacher in community while less satisfied with the career development and advancement opportunities and salary earned.

Mahmood, Nudrat, Asdaque, Nawaz & Haider (2011) conducted a research to explore job satisfaction of secondary school teachers at urban and rural schools. It may be stressed that 601 teachers had represented the study group of the research. Findings reveal that no statistical significance was observed in the basis of location of school and gender.

Khalid, Mahmood & Irshad (2012) designed a comparative study on academicians who were lecturing at public and private universities. The main aim of the study was to examine academicians' job satisfaction levels. Findings documented that pay, supervision and promotional opportunities were the key drivers to boost level of job satisfaction academicians at private universities whereas relationships with colleagues, job security strategies were the main denominators of job satisfaction for the academicians at public universities.

Yakut (2015) carried a research about vocational teachers to determine their job satisfaction levels. Results of the study reveal that gender, age, marital status and educational background were found statistically significance with job satisfaction.

Ibnian (2016) conducted a research to determine the level of job satisfaction between EFL teachers in Jordan during the first semester of 2015-2016 academic year. 28

EFL teachers were representing the study group of the research. Findings show that level of job satisfaction is high, the most satisfying issues are job security, stability, commitment with co-workers, working conditions, training programs while salary, respect grounds for career development were the least satisfying issues. The Study also points that female teachers are having higher levels of job satisfaction when compared with male co-workers.

Costales & Riano (2018) carried out a research to discover the satisfaction level of English teachers who were teaching pre-school and primary education during 2015-2016 academic year. It can be expressed that 238 lecturers had represented the study group of the research. Findings demonstrated that age, educational stage and administrative position were statistically significant with job satisfaction.

2.14.3 Related Correlational Studies between Burn-Out and Job Satisfaction

Yoleri & Bostancı (2012) conducted a study on academicians to recognize the correlational relationship between burn out and job satisfaction. Study revealed that burn out and job satisfaction were negatively related.

Rosales, Labrague & Rosales (2013) designed a research to discover correlational relationship between burn-out and job satisfaction. Results demonstrated that significant relationship was existed between notions. Besides of this, study also revealed that burn-out and job satisfaction had an inverse relationship with each other.

Esfandiari & Kamali (2016) conducted a study to detect correlation between teacher burn-out and job satisfaction. It could be mentioned that 237 EFL instructors had constituted the sample of the study. Correlation analysis signified that a weak and

inverse association was existed occurred between teacher burn-out and teacher job satisfaction.

Atmaca (2017) carried out a research to discover correlation between teacher burn-out and job satisfaction. It may be stated that 42 in-service English lecturers had constituted the sample of the study. Researcher had assigned Pearson Correlation Coefficient analysis to examine correlation between teacher burn-out and teacher job satisfaction. Results revealed significant, weak and negative correlation between teacher burn-out and job satisfaction.

Akhavanattard & Ahmadi (2017) designated a study to determine relationship between teacher burn-out and job satisfaction. It could be illuminated that 104 EFL instructors had constituted the sample of the study. Pearson Correlation Coefficient Test was employed to detect the correlation between teacher burn-out and teacher job satisfaction. Results signaled that personal accomplishment had a significant, weak and positive relationship with job satisfaction while emotional exhaustion had a significant, weak but negative relationship with the notion of job satisfaction. However, results demonstrated that no significant relationship was existed between depersonalization and job satisfaction.

2.15 Summary

The aim of the second chapter is to provide information about the notions of burn-out and job satisfaction as these notions are shaping the essences of effective education in general terms. More precisely, a school which is sterilized from the factors which may trigger teacher burn-out and dissatisfaction is more likely to present influential education thus tends to contribute students' academic achievement and teachers'

engagement positively. Besides of these, Maslach Burn-out and Herzberg Two factor were the theories as research questions and analysis were shaped with the light of these models. More precisely dimensions of burn-out were rooted from MBI whereas intrinsic and extrinsic dimensions of MSQ were stemmed from Herzberg's Two Factor Theory.

School leaders and/or administrators should be aware of the main factors behind teacher burn-out and dissatisfaction as well as their potential consequences.

Therefore, in this chapter the factors which cause teacher burn-out and job satisfaction were mentioned. Then present study puts intensive effort to clarify the negative consequences of teacher burn-out and dissatisfaction particularly on educational settings. Then the chapter indicated the key tips to struggle teacher burn-out and dissatisfaction. Related studies were presented at the end of this chapter.

Chapter 3

METHODOLOGY

The primary aim of this chapter is to present detailed information about methodology, participants of the study and sampling method, data instruments, research model and hypothesis and lastly data analysis.

3.1 Research Design

As mentioned earlier the main aim of the current study is to investigate the relationship between burnout and job satisfaction of EFL teachers in TRNC who are working at public and private secondary schools. Therefore, with the light of this aim, the current study used correlational descriptive model which aimed to examine the linkage between two or more variables (Karaasar, 2016:109). Findings of the study would be expressed as numerical values thus will be interpreted with the light of the statistical principles. Therefore, current study executed quantitative research method which refers to that the set which collected for the study could be expressed as numerical values thus statistical analysis are required to test research questions or hypothesis of the study (Metin, 2016).

3.2 Participants of the Study and Sampling Method

The data of the current study was gathered by voluntary basis. In other words, the aim and the importance of the study explained to the school administrators to have their approval for collecting data. School administrators at Lefkoşa Türk Lisesi, 20 Temmuz Fen Lisesi, Atatürk Meslek Lisesi, Lefkoşa Anadolu Güzel Sanatlar Lisesi, Bekirpaşa Lisesi, İskele Ticaret Lisesi, Namık Kemal Lisesi, Türk Marif Koleji,

Gazimağusa Türk Marif Koleji, Şehit Hüseyin Ruso Ortaokulu, Demokrasi Ortaokulu, Canbulat Ortaokulu and lastly Çanakkale Ortaokulu had approved to collect data. To be more precise, data obtained through EFL teachers those are working for TRNC public and private schools which indicated above. Therefore, 203 EFL teachers at these schools constituted the sample of the present study. The participants of the study were selected through convenient sampling. In convenient sampling method, scholars select the participants who are accessible, convenient for the study and lastly volunteer to provide required information for the study (Gravetter & Forzano, 2012). Details regarding the participants of the study are presented in table 1.

Table 1: Socio-demographic Profile of the Participants

Gender	**(N)**	**Percentage (%)**
Male	95	46.8
Female	108	53.2
Age		
21-30	59	29.1
31-40	35	17.2
41-50	88	43.3
51+	21	10.3
Academic Status		
Master Degree	113	55.60
Bachelor of Arts	90	44.40
Marital Status		
Married	92	45.3
Single	90	44.3
Divorced	21	10.3
Salary (TL)		
3000-3500	1	0.5
3501-4000	60	29.6
4001-4500	44	21.7
4501+	98	48.3
Previous Work Experience		
Yes	114	56,2
No	89	43,8
Overall Work Experience		
1-5	56	27.6
6-10	4	2.0
11-15	24	11.8

15-20	57	28.1
21+	62	30.5
Total	**203**	**100**

It could be mentioned that of those 203 respondents, %46.8 were male and %53.2 were female. It could be articulated that 10.3% of the respondents were at least 51 years old, whereas %43.3 of them were 41-50 years old. In addition to these, it could be elicited that %55.60 of them had a master degree while %44.40 of the respondents had bachelor degree. Moreover, of those 203 participants it could be depicted that %45.3 of the respondents were married, whereas %10.3 of them were divorced. Besides of these, of those 203 participants, %0.5 were earning 3000-3500 TL, whereas majority of the respondents were earning at least TL 4501 during data collection process. Furthermore, %56.2 of the respondents was articulated that they had a previous work experience. Last but not least, It could be stressed that %28.1 of the respondents had been working 15-20 years at EFL field during data collection period.

3.3 Data Collection Sources

The questionnaire, which was designed to gather data from the respondents, was constituted 3 sections. The first part was consisted from several questions, which designated to obtain data regarding the socio-demographic profile of the respondents. To be more accurate, questions, that designed to examine burn-out syndrome was placed in the second part and lastly questions about job satisfaction regarding was placed in the last part. Details regarding Burn- out Scale and Job Satisfaction Scale are presented in a detailed way under sub headings.

3.3.1 Burn-Out Inventory

Maslach Burn out Inventory or shortly MBI was launcged by Maslach and Jackson in 1981 and it consists from 22 items and three dimensions namely emotional exhaustion (9 items) depersonalization (5 items) and reduced personal accomplishment (8 items). Each item referred to 5 point Likert Scale a as in forms of 0= "Never", 1="Rarely", 2="Sometimes", 3="Often", 4="Very Often" Sample items could be signified as "I feel emotionally drained from my work", "I feel like I am at the end of my rope", " I feel frustrated by my job" Furthermore, it could be posited that Ergin (1992) had appointed the reliability analysis to test reliability and internal consistency of Burn-out scale. Scholar had executed Cronbach Alpha analysis and obtained 0.83 for Emotional Exhaustion, 0.65 for Depersonalization and 0.72 for reduced personal accomplishment. Cronbach Alpha values implied that the scale is reliable and internally consistent as all alpha values are greater than or equal to 0.65. Similarly Çam (1992) also tested the internal consistency and reliability of the Burn-out Scale by employing Cronbach Alpha Analysis. Results revealed that 0.89 for Emotional exhaustion, 0.71 for depersonalization and lastly 0.72 for reduced personal accomplishment. Details regarding burn-out scale are mentioned in Table 2.

Table 2: Details of Burn out Scale

Dimensions of the scale	**Items**
Emotional Exhaustion	1,2,**3**,**6**,8,13,16,**20**
Depersonalization	5,10,11,15,21,22
Reduced Personal Accomplishment	4,7,9,12,14,17,18,**19**

Items 3, 6, 19, 20 will be reversed

Source: Maslach, C., Jackson, S. E., Leiter, M. P., Schaufeli, W. B., & Schwab, R. L. (1986). *Maslach burnout inventory* (Vol. 21, pp. 3463-3464). Palo Alto, CA: Consulting psychologists press.

3.3.2 Minnesota Satisfaction Questionnaire

Minnesota satisfaction Questionnaire was proposed by Weiss, Dawis, England and Lofquist in 1967 and it consists of 20 items on which participants indicate their degree of relative satisfaction using a 5 point Likert Scale 1= Not Satisfied", 2= "somewhat satisfied", 3=" Satisfied," 4=" Very satisfied", 5= "Extremely satisfied". Sample items could be signaled as "being able to keep busy all the time", "the chance to work alone on the job", and lastly" the way my co-workers get along with each other".

Several authors had also attempted to test the internal consistency and reliability of the Minessota Job Satisfaction. For instance, Güler (1990) had tested the internal constency and reliability of the job satisfaction scale and computed Cronbach Alpha as 0.96 which implied that scale is highly reliable and internally consistent. Details regarding Minessota Job Satisfaction Scale could be provided below (Weis et al, 1967).

Table 3: Details Regarding Job Satisfaction Scale

Dimensions of the Job Satisfaction Scale	**Items**
Intrinsic Satisfaction	1,2,3,4,7,8,9,10,11,15,16,20
Extrinsic Satisfaction	5,6,12,13,14,17,18,19

3.4 Data Collection Procedure

First, the main aim of the study was expressed in a written way to the TRNC Ministry of National Education through an official permission letter enclosed with the scales which would be used during the data collection period to collect data. After having an official permission from TRNC Ministry of National Education, the researcher adjusted appointments with the school administrators to explain them the goal and the significance of the research study in order to obtain their permission for the data collection process. Secondly, the researcher expressed the research study as well as the privacy ethics to the EFL teachers who were teaching at private and public schools in secondary education. The Participants of the study, English Foreign Language Teachers, were chosen by voluntary basis**.** Data collection started in june 2019 and it took around 15 minutes to obtain data from each respondent.

3.5 Data Analyses

Data analyses of the study are portrayed in the following table.

Table 4: Data Analyses of the Study

Process	**Data Analyses**
Socio Demographics	Frequency Analysis
Internal Consistency and Reliability	Cronbach Alpha test
Dimensions of Burn-out and job satisfaction	Mean Analyses
Testing statistical significances	Parametric and non-parametric Analyses
Testing correlational relationship between burn-out and job satisfaction	Pearson Correlation Test

In order to interpret the demographics of the participants', frequency analysis was used (presented in table 1). Cronbach Alpha test was conducted to determine the internal consistency and reliability of MBI and MSQ. According to statistical principles Cronbach Alpha value (α) should be greater than or equal to 0.65 (α>=0.65) to mention whether the scales implemented to the study are internally consistent and reliable (Yaratan, 2017). Cronbach Alpha Test results are exhibited in tables 5-6. Besides of these, parametric and non-parametric analyses were conducted to test statistical significances between variables (presented in tables 10-15). To determine the factors that trigger teacher burn-out and teacher job dissatisfaction, descriptive analyses were performed (presented in table 16-17) and lastly Pearson Correlation Test was appointed to examine the correlational relationship between burn-out and job satisfaction (presented in table 19).

3.6 Summary

Chapter 3 is one of the prominent chapters in this study as it presents the research model and hypothesis dimensions, items of the scales, sample questions for each scale, the population and sample of the study and data analyses which performed to interpret the results of the study.

Chapter 4

RESULTS

The main objective of this chapter is to document the findings and interpretations of the present study.

4.1 Findings of the Study

Findings of the study would be presented under sub-headings to create better understanding regarding the results. First, Cronbach Alpha results are presented and interpreted with the light of the statistical principles. Second, results of mean analysis are portrayed to understand the main facts which cause job burn-out and satisfaction in educational context. Then, to test statistical significances between socio-demographic variables and notions, parametric and non-parametric analysis were conducted and their results are interpreted according to statistical rules. Finally, correlation analysis is presented to examine the correlation between burnout and job satisfaction.

4.1.1 Internal Consistency and Reliability Analysis

Cronbach Alpha Analysis was employed to explore the internal consistency and reliability for both scales. If Cronbach Alpha coefficient is exceeding 0.65, the scales could be interpreted as consistent and reliable (Yaratan, 2017). Cronbach Alpha analyses were exhibited at Table 5 and 6.

Table 5: Cronbach Alpha Analysis- Burn-out Scale

Cronbach Alpha	Number of items
0.75	22

Table 6: Cronbach Alpha Analysis- Job Satisfaction Scale

Cronbach Alpha	**Number of items**
0.92	20

As seen from table 5 and 6 Cronbach Alpha Coefficient is exceeding 0.65 for both scales. Therefore, it could be indicated that both burn-out and job satisfaction scales were internally consistent and reliable.

4.2 Mean Analyses

In this part of the study, mean analysis is conducted to find out the average scores of burn-out and job satisfaction dimensions. Mean scores of burn-out and job satisfaction as dimensional form are presented in table 7 and 8.

Table 7: Mean Analysis- Burn- Out

Dimensions of Burn Out Scale	**(N)**	$\bar{X}$	**SD**
Reduced Personal Accomplishment	203	2.26	0.41
Emotional Exhaustion	203	2.19	0.27
Depersonalization	203	2.02	0.56

Mean analysis is conducted to determine the level of burn-out of English Foreign Language teachers in TRNC. Results show that English Language teachers are more likely to have reduced personal accomplishment ($\bar{X}$=2.26, SD=0.41), and they are less likely to have depersonalization ($\bar{X}$=2.02, SD=0.56).

Table 8: Mean Analysis- Job Satisfaction

Dimensions of Job Satisfaction	**(N)**	$\bar{X}$	**SD**
Intrinsic	203	2.71	0.74
Extrinsic	203	2.27	0.72

Mean analysis was conducted to investigate the main factors which satisfy participants at teaching profession. It could be mentioned that respondents were more likely satisfied from intrinsic factors ($\bar{X}$= 2.71, SD=0.74), they tend to be satisfied more in terms of intangible and emotional motivators such as the nature of work, chances of recognition and advancement as well interactions with their colleagues whereas extrinsic factors such as compensations, working sphere, pension funds, communication structure between managers and employees were less influential factors to elevate the level of job satisfaction for EFL teachers.

4.3 Statistical Significance Analysis of the Study

In this section parametric and non- parametric analysis were used to determine the statistical significances between socio-demographic variables and independent variables namely burn-out and job satisfaction. Before conducting parametric and non-parametric analysis the distribution of the collected data was monitored. The reason for this was to see if the collected data set shows normal distribution, parametric analysis had been appointed whereas non-parametric analyses were executed for asymmetric distribution. Gender, age, academic status, marital status, previous work experience and lastly overall work experience are the selected socio-demographic variables for the current study. The parametric and non-parametric analyses will be interpreted with the light of p value. If the p value is smaller than 0.05 ($p<0.05$) this means that statistical significance is existing between the variables (Büyüzöztürk, 2017). Parametric and non-parametric tests which employed to interpret findings is summarized by the following table.

Table 9: Summary of the Parametric and non-parametric Analyses

Name of the variable	**Data Analyses**
Gender	Independent Sample T test (Parametric)
Age	One Way Anova (Parametric)

Level of education	Independent Sample T test (Parametric)
Marital Status	Kruskal Wallis H test (Non-parametric)
Previous Work Experience	Mann Whitney U test (Non-parametric)
Overall Work Experience	Kruskal Wallis H test (Non-parametric)

4.3.1 H_1(a) and H_2(a) There is a Statistical Significance between Gender in Terms of Burn-out and Job Satisfaction

To test hypothesis H_1(a)and H_2(a) normality test was conducted on gender to determine the type of significance test (parametric or non-parametric) Since the data has normal distribution Independent Samples T test was used as parametric analysis to test statistical significance at $p<0.05$ level**.** Results of H1(a) and H2(a) are presented in table 10.

Table 10: Independent Samples T test- Gender

Dimensions	**Gender**	**N**	**$\bar{X}$**	**Sd**	**F**	**T**	**Sig.**	**P**
Emotional Exhaustion	Male	95	2.21	0.25	6.55	0.42	0.95	0.35
	Female	108	2.17	0.26				
Depersonalization	Male	95	2.05	0.51	2.94	0.20	0.71	0.37
	Female	108	1.99	0.60				
Reduced Personal Accomplishment	Male	95	2.27	0.40	2.50	0.88	0.28	0.41
	Female	108	2,26	0.41				
Intrinsic Job Satisfaction	Male	95	2.21	0.25	3.20	0.86	0.49	0.82
	Female	108	2.17	0.26				
Extrinsic Job Satisfaction	Male	95	2.05	0.51	2.20	2.19	0.14	0.83
	Female	108	1.99	0.60				

Denotations: N= Number of participants, $\bar{X}$ Mean value, S D: Standart Deviation, F: F value, t= t value, sig: Significance of homogeneity, p= Level of significance, $p<0.05$*

Table 10, exhibits the independent samples t test of the gender. According to mean analysis, males and females are differing in terms of burn-out and job satisfaction. However, to test the statistical significances between dependent (gender) and independent variables (burn-out and job satisfaction) independent samples t test was employed as data which collected for gender was normally distributed gender. With

the light of the statistical principles, statistical significances occur in case of $p<0.05$. It could be elicited that there is no statistical significance for gender in contexts of burn out and job satisfaction as $p>0.05$. It means that there is no statistical significance between gender in terms of job burn-out and job satisfaction as participants at both sexes sharing similar opinions regarding the factors of burn-out and job satisfaction.

4.3.2 H_1(b) and H_2(b) There is a Statistically Significant Relationship between Age in Terms of Burn-out and Job Satisfaction

To test hypothesis H_1(b) and H_2(b) normality test was conducted for age to determine the type of significance test (parametric or non-parametric) Since the data has normal distribution One Way Anova Test was employed as a parametric analysis to test statistical significance at $p<0.05$ level**.** The results of H_1(b) and H_2(b) are presented in table 11.

Table 11: Results of One Way Anova Analysis-Age

Dimensions	**Age**	**N**	**$\bar{X}$**	**SD**	**F**	**P**	**Statistical Significance between ages**
Emotional Exhaustion	21-30 (1)	59	2.23	0.12			(1)-(5)
	31-40 (2)	35	2.19	0.20	3.13	0.03*	
	41-50 (3)	88	2.18	0.30			
	51+ (5)	21	2.04	0.40			
Depersonalization	21-30 (1)	59	2.54	0.34	3.84	0.00*	(1)-(2)
	31-40(2)	35	1.67	0.64			(1)-(3)
	41-50 (3)	88	1.88	0.42			(1)-(4)
	51+ (4)	21	1.71	0.45			
Reduced Personal Accomplishment	21-30 (1)	59	1.82	0.24			(1)-(2)
	31-40 (2)	35	2.34	0.27	6.40	0.02*	(1)-(3)
	41-50(3)	88	2.48	0.34			(1)-(4)
	51+ (4)	21	2.44	0.30			
Intrinsic Job Satisfaction	21-30 (1)	59	2.29	0.72	10.60	0.00*	(1)-(2)
	31-40 (2)	35	2.83	0.84			(1)-(3)
	41-50 (3)	88	2.84	0.62			(3)-(4)
	51+ (4)	21	3.09	0.59			
Extrinsic Job Satisfaction	21-30 (1)	59	1.99	0.77			(1)-(3)
	31-40 (2)	35	2.33	0.74	4.30	0.001*	(1)-(4)
	41-50 (3)	88	2.37	0.64			
	51+ (4)	21	2.48	0.49			

Denotations: 1=21-30 years old, 2=31-40 years old, 3=41-50 years old, 4=51+ years old, N= Number of participants, $\bar{X}$: mean value, SD: Standard Deviation, F: F value, p= Level of significance, $p<0.05$*

Table 11 postulates One Way Anova test the results in age. From this framework, it could be mentioned that respondents are differing from each other both at burn-out and job satisfaction dimensions. Apart from One Way Anova, Tukey test was employed as a parametric post hoc test to identify statistical difference between age groups. Younger respondents tend to encounter higher burn-out levels and dissatisfaction levels when compared with older respondents. In other words, as

respondents get mature, level of burn out decreases and level of satisfaction increases. Therefore, older respondents tend to gain necessary skills to overcome stressful conditions which may arise during teaching.

4.3.3 H_1(c) and H_2(c) There is a Statistical Significance level of Education in Terms of Burn-out and Job Satisfaction

As indicated earlier, academic status is one of the socio-demographic variables when examining the statistical significance of burn-out and job satisfaction. The data collected for academic status showed normal distribution. Therefore, Independent Samples T test was used to determine statistical significances. The Independent Samples t test results for academic status are presented in table 12.

Table 12: Independent Samples t test Results-Academic Status (Level of education)

Dimensions	**Academic Status**	**N**	**X**	**SD**	**F**	**Sig**	**T**	**P**
Emotional	MD	113	2.20	0.23	9.83	0.50	3.40	0.00*
Exhaustion	BA	90	2.11	0.29				
Depersonalization	MD	113	2.16	0.59	10.14	0.45	4.30	0.02*
	BA	90	1.83	0.46				
Reduced Personal	MD	113	2.13	0.43	10.12	0.30	3.35	0.00*
Accomplishment	BA	90	2.43	0.33				
Intrinsic Job	MD	113	2.52	0.74	5.6	0.83	3.10	0.01*
Satisfaction	BA	90	2.95	0.66				
Extrinsic Job	MD	113	2.18	0.79	7.5	0.75	2.17	0.03*
Satisfaction	BA	90	2.40	0.61				

Denotations: MD: Master Degree, BA: Bachelor of Arts, $\bar{X}$: mean value, Sig: Significance of homogenity, t: t value, P: p value (level of significance at $p<0.05$*)

According to mean analysis, graduates with master degree and bachelor degree differ in terms of burn-out and job satisfaction. However, to test the statistical significances between dependent (academic achievement) and independent variables (burn-out and job satisfaction) independent samples t test was employed and data which collected for academic status showed normal distribution. With the light of the statistical principles, the level of statistical significance is $p<0.05$, thus it is articulated that academic status participants were statistically significant in burn-out and job satisfaction. More precisely, except for reduced personal accomplishment graduates with master degree tend to have higher burn-out and lower satisfaction levels when compared with bachelor graduates.

4.3.4 H_1(d) and H_2(d) There is a Statistical Significance between Marital Status in Terms of Burn-out and Job Satisfaction

To test hypothesis H_1(d)and H_2(d) normality test was conducted on marital status to determine the type of significance test (parametric or non-parametric) Since the data distributed asymmetric, Kruskal Walli H test was implemented as a non-parametric analysis in order to test statistical significance at $p<0.05$ level**.** Results of H_1(d) and H_2 (d) are presented in table 13.

Table 13: Results of Kruskal Wallis Analysis-Marital Status

Dimensions	**Marital Status**	**N**	**Mean Rank**	**X^2**	**Df**	**P**	**Statistical Difference between Marital Status**
Emotional Exhaustion	Married	92	97.07				(1)-(3)
	Single	90	116.21	15.83	2	0.02*	
	Divorced	21	62.71				
Depersonalization	Married	92	79.66				(1)-(2)
	Single	90	127.18	30.99	2	0.01*	(2)-(3)
	Divorced	21	91.98				
Reduced Personal Accomplishment	Married	92	130.12	60.14	2	0.01*	(1)-(2)
	Single	90	66.61				(2)-(3)
	Divorced	21	130.48				
Intrinsic Job Satisfaction	Married	92	116.38	13.73	2	0.03*	(1)-(2)
	Single	90	85.32				
	Divorced	21	110.50				
Extrinsic Job Satisfaction	Married	92	108.34	11.61	2	0.00*	(1)-(3)
	Single	90	88.57				
	Divorced	21	131.81				

Denotations: 1=Married , 2=Single 3=Divorced, N= Number of participants, x^2 =Chi Square, Df: Degrees of Freedom, p= Level of significance, $p<0.05$*.

Kruskal Wallis-H test and Tamhane as a non-parametric post hoc analysis were employed to determine whether respondents were statistically significant from each other. With the light of the results, it could be stressed that respondents were

statistically significant from each other in terms of burn-out and job satisfaction. In other words, single respondents tend to have intense emotional exhaustion when compared with divorced respondents. At depersonalization dimension, single respondents were more likely to experience higher levels of burn out when compared with married and single respondents. At reduced personal accomplishment dimension, single respondents tend to have lower level of burn-out when compared with married and divorced respondents. In addition to these, married respondents tend to have higher intrinsic job satisfaction levels when compared with single respondents. Lastly, divorced respondents have higher levels of extrinsic job satisfaction when compared with single respondents.

4.3.5 H_1(e) and H_2(e) There is a Statistical Significance between Previous Work Experience in Terms of Burn-out and Job Satisfaction

Mann Whitney U test was implemented as a non-parametric analysis to test statistical significance at $p<0.05$ level**.** Results which would give valuable insight to test H_3(d)and H_4 (d) are presented in table 14.

Table 14: Results of Mann Whitney U test Analysis- Previous Work Experience

Dimensions	Previous Work Experience	N	$\bar{X}$	Sum of Ranks	U	P
Emotional Exhaustion	Yes	114	96.09	10954.50	4399.5	0.09
	No	89	109.57	9751.50		
Depersonalization	Yes	114	78.02	8894.50	23339	0.00*
	No	89	132.71	11811.50		
Reduced Personal Accomplishment	Yes	114	128.96	14702.00	1999	0.04*
	No	89	67.46	6004.00		
Intrinsic Job Satisfaction	Yes	114	117.38	13381.00	3320	0.02*
	No	89	82.30	7325.00		
Extrinsic Job Satisfaction	Yes	114	110.59	12607.50	4093	0.03*
	No	89	90.99	8098.50		

Denotations: N= Number of participants, $\bar{X}$ mean value, U= Mann Whitney U value, p= Level of significance, $p<0.05$*

As mentioned earlier, Mann Whitney U test was implemented to determine statistical significances between respondents. It could be articulated that statistical significance was existed at depersonalization, reduced personal accomplishment, intrinsic job satisfaction and lastly in extrinsic job satisfaction dimensions ($p<0.05$). In other words, respondents with no previous work experience tend to have higher burn-out levels in terms of emotional exhaustion and depersonalization whereas respondents with previous work experience tend to have higher reduced personal accomplishment. Apart from these, respondents with previous work experience were more likely to have higher intrinsic and extrinsic job satisfaction levels.

4.3.6 H_1(f) and H_2(f) There is a Statistical Significance between Overall Work Experience in Terms of Burn-out and Job Satisfaction

To test hypothesis H_3(c) and H_4(c) normality test was conducted on overall work experience to determine the type of significance test (parametric or non-parametric) Since the data was sowed up asymmetric distribution, Kruskal Wallis H test was

implemented as a non-parametric analysis to test statistical significance at $p<0.05$ level**.** Results of $H_1(f)$ and H_2 (f) are presented in table 15.

Table 15: Kruskal Wallis Test- Overall Work Experience

Dimensions	**Work Experience**		**N**	**Mean Rank**	**X^2**	**Df**	**P**	**Statistical Significance between work Experience**
Emotional Exhaustion	1-5	(1)	56	113.53				
	6-10	(2)	4	73.75				
	11-15	(3)	24	92.40	4.228	4	0.38	
	15-20	(4)	57	97.34				
	21+	(5)	62	101.41				
Depersonalization	1-5	(1)	56	164.03				
	6-10	(2)	4	73.50	88.426	4	0.00*	(1)-(3) (1)-(4) (1)-(5)
	11-15	(3)	24	74.56				
	15-20	(4)	57	83.33				
	21+	(5)	62	75.60				
Reduced Personal Accomplishment	1-5	(1)	56	31.23				(1)-(3) (1)-(4) (1)-(5)
	6-10	(2)	4	159.38				
	11-15	(3)	24	119.33	123.983	4	0.01*	
	15-20	(4)	57	144.72				
	21+	(5)	62	116.23				
Intrinsic Job Satisfaction	1-5	(1)	56	31.23				
	6-10	(2)	4	159.38	27.860	4	0.02*	(1)-(4) (1)-(5)
	11-15	(3)	24	119.33				
	15-20	(4)	57	144.72				
	21+	(5)	62	116.23				
Extrinsic Job Satisfaction	1-5	(1)	56	80.15				
	6-10	(2)	4	139.88	12.269	4	0.035*	(1)-(4) (1)-(5)
	11-15	(3)	24	109.02				
	15-20	(4)	57	107.98				
	21+	(5)	62	111.07				

Denotations: 1=1-5 years, 2=6-10 years 3=11-15 years, 4=15-20 years, 5=21+ years.

N= Number of participants, x^2 =Chi Square, Df: Degrees of Freedom, p= Level of significance, $p<0.05$*

With the light of the mean analysis the results differ from each other in terms of overall work experiences. Furthermore, to determine statistical significances

between respondents, Kruskal Wallis H and Tamhane non-parametric post hoc. tests were appointed. It could be expressed that, EFL teachers were statistically different from each other in terms of depersonalization, reduced personal accomplishment, intrinsic job satisfaction and extrinsic job satisfaction ($p<0.05$)

4.4 Descriptive Analyses

In this section of the chapter, the factors which are leading EFL educators to experience burn-out and job dissatisfaction are mentioned. To assess the findings, descriptive analyses were performed. Findings regarding factors which lead to burn and job dissatisfaction are summarized by table 16 and 17

Table 16: Items of Burn out

Items	**N**	**$\bar{X}$**	**SD**
I have accomplished many worthwhile things in this job	203	1.10	0.57
I've become more callous toward people since I took this job.	203	1.61	1.04
I feel I treat some recipient as they were impersonal objects	203	1.74	1.22
I deal very effectively with the problems of my recipients	203	2.76	0.87
In my work I deal with emotional problems very calmly	203	2.77	0.73
I feel frustrated by my job.	203	2.90	0.96

Denotations: N= Number of participants, $\bar{X}$= Mean, SD= Standard Deviation

Table 16 illustrates the items which show burn-out syndrome. Descriptive Analysis was implemented to illustrate the results of burn-out. It could be articulated that respondents were felt they failed to accomplish worthwhile things for their work ($\bar{X}$= 1.10, SD=0.57) Besides these, they believed that they should put intensive efforts to handle their students more effectively ($\bar{X}$= 2.76, SD= 0.87) and focus on more to formulate strategies to cope with emotional problems ($\bar{X}$= 2.77, SD= 0.93) and lastly, EFL teachers felt frustrated from their job ($\bar{X}$=2.90, SD=0.96).

Table 17: The Most and Least Satisfying Factors

Items	N	$\bar{X}$	SD
The competence of my supervisor in making decisions.	203	1.97	0.92
The praise I get for doing a good job.	203	1.98	1.19
The way my boss handles his/her workers.	203	2.00	0.99
The way my job provides for steady employment.	203	3.01	1.04
The chance to tell people what to do.	203	3.03	0.77
The chance to do things for other people.	203	3.25	0.91

Denotations: N= Number of participants, $\bar{X}$= Mean, SD= Standard Deviation

As it seen table above, the most and least satisfying factors which may elevate job satisfaction could be indicated as they had steady employment ($\bar{X}$=3.01, SD=1.04) their work is providing them an opportunity to direct people (the chance to tell people what to do) ($\bar{X}$=3.03, SD=0.77) and lastly the opportunity to do something for other people ($\bar{X}$=3.25, SD=0.91). Besides these factors which may reduce their job satisfaction can be expressed as managers' competency particularly while making decisions ($\bar{X}$= 1.97, SD= 0.92), lack of recognition ($\bar{X}$=1.98, SD=1.19) and the way that their administrators were handling them ($\bar{X}$=2.00, SD=0.99).

4.5 Correlation Analysis

Pearson Momentum Correlation Coefficient (r) Test was carried to determine the correlation between burn-out and job satisfaction. Since Pearson correlation coefficient (r) is greater than 0, this implies that there is a proportional relationship between the variables. In a case which correlation coefficient (r) is less than 0, this refers to an inverse relationship between the variables. In other words, r always applies to $-1 \leq r \leq 1$ inequality (Minaslı, 2013). To be more precise Pearson Momentum Correlation Coefficient Test was used to test the following hypothesis:

H_3: There is a negative relationship between (a) Emotional Exhaustion and Job Satisfaction (b) Depersonalization and Job Satisfaction, whereas;

$H_{4:}$ There is a positive relationship between Personal Accomplishment and Job Satisfaction.

Pearson Correlation (r) values and interpretations are portrayed by Table 18, while the results of the correlation analysis of the study are given in Table 19.

Table 18: Interpretations of Pearson Correlation Coefficient (r)

Coefficient band of Pearson Correlation (r)	**Interpretations of Pearson Coefficient (r)**
0.00-0.25	Very weak Relationship
0.26-0.49	Weak Relationship
0.50-0.69	Moderate Relationship
0.70-0.89	Strong Relationship
0.90-1.00	Very Strong Relationship

Table 19: Correlation Analysis

Items		**Job Satisfaction**
Emotional Exhaustion	Pearson Correlation	-0,45**
	Sig (2- tailed)	0,00
	N	203
Depersonalization	Pearson Correlation	-0,36**
	Sig (2 -tailed)	0,00
	N	234
Personal Accomplishment	Pearson Correlation	0,17*
	Sig (2 -tailed)	0,046
	N	203

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

*. Correlation is significant at the 0.05 level (2-tailed).

Pearson Momentum Correlation Coefficient test was implemented to examine relationship between burn-out and job satisfaction. It could be said that emotional exhaustion and depersonalization are negatively related with job satisfaction whereas

personal accomplishment and job satisfaction are positively related. Several researchers.

Chapter 5

DISCUSSION OF RESULTS AND CONCLUSION

This chapter is divided in to 5 main sections. Section one is related with the discussion of the remarkable findings. Section 2 discusses the conclusion of the current study and section 3 mentions the practical implications. Section 4 outlines the limitations of the current study and lastly section 5 continues with the recommendations for further related studies.

5.1 Discussion of the Results

Gender, age, level of education, marital status, previous work experience and lastly overall work experience were the socio-demographic variables of the current study. Therefore, statistical significance analysis were used to test Hypothesis 1 and 2 and Pearson Momentum Correlation Coefficient was used to test hypothesis 3 and 4.

In relevant literature several authors had tested the impact of gender on burn-out and job satisfaction. For instance, Kahn et al (2006) found that there was no statistical significance between gender and burn-out whereas some scholars found a statistical significance between gender and burnout (Farshi & Omranzadeh, 2014; Motallebzadeh et al, 2014). Moreover, several scholars found no statistical difference between gender and job satisfaction (Makeboje 2009; George et al, 2008). Therefore, result of this study regarding gender is supporting Kahn et al (2006), Makeboje's (2009) and George et al. (2008) findings. Thus with the light of these findings which indicated above, H_1(a) and H_2(a) are rejected since there was no

statistical significance existed between gender in terms of burn-out and job satisfaction in the study. Furthermore, various scholars implied an inverse relationship between age and burn-out (Sarros, 1992; Whitehead et al, 2000). In addition to these, some researchers found statistical significance between age and burnout (Mukundan & Khadehroo, 2010; Motallebzadeh et al, 2014). The finding of the present study regarding statistical significance between age and burnout is consistent with the findings of scholars mentioned above, and not compatible with the findings of Rifat and Ganiyusufoğlu (2011) since the researchers found there is no statistical significance between age and burnout. Besides of these, some authors found no statistical significance between age and job satisfaction (Noordin &Jusoff, 2009; George et al, 2008) while some scholars found statistical significance between age and job satisfaction (Yakut, 2015; Costales & Riano, 2008). The study found a statistical significance between age and job satisfaction thus this finding is compatible with the results of Yakut (2015) and Costales &Riano (2008). Therefore, H_1(b) and H_2(b) were supported since the statistical differences existed between age in burn-out and job satisfaction. As mentioned earlier, the study also aimed to test the statistical significance between level of education in terms of burnout and job satisfaction. Results of the current study demonstrated a statistical significance between level of education in terms of burnout and job satisfaction. To be more precise findings revealed that as level of education increases EFL teachers tend to have higher burnout and lower level of job satisfaction. The main reasons behind of this finding could be mentioned as level of education increases, individuals tend to have higher expectations from their professions. They tend to seek more favorable working conditions. Therefore, the gap between their expectations and the conditions which are provided by their institutions could lead them to experience higher burn-

out and job dissatisfaction levels. Therefore, H_1 (c) and H_2 (c) are accepted. Numerous scholars found statistical difference in terms of marital status on burn-out (Özdemir, 2007; De Heurs and Diekstra, 1999; Russel, 1998; Brunetti, 2001, Wong and Cheuk, 1998) and on job satisfaction (Gazioğlu and Tansel, 2006; Eyuboğlu and Saner, 2013; Fitzmaurice, 2012; Kemunto et al. 2018) the findings of the current study are compatible with their findings. Therefore, H_1 (d) and H_2 (d) are supported since statistical significances were available in marital status in terms of burn-out and job satisfaction. Another hypothesis of the study could be mentioned that there is a statistical significance between previous work experience in terms of burnout and job satisfaction. Results of the study revealed that statistical significances were existed between previous work experience in terms of burnout and job satisfaction. The main reason behind of this finding could be expressed as EFL teachers with previous work experience tend to gain experience regarding their career. Therefore, they tend to keep their expectations and values more realistic which are mainly matching with values at educational institutions and thus they tend to experience lower burn-out and job dissatisfaction levels. Teachers with no work experience tend to keep their expectations high which in turn they are more likely have disappointments since there could be a gap between their career expectations and the values in educational institutions. In this case, and they are more likely to have higher burn-out and job dissatisfaction levels. Therefore, H_1(e) and H_2(e) were accepted. Results of the study revealed statistical significance were existed between overall work experience in terms of depersonalization, personal accomplishment and job satisfaction. In other words, as overall work experience increases level of burn out at depersonalization declines, however it could be mentioned that overall work experience and reduced personal accomplishment had inverse relationship. Apart from these, as overall work

experience increases level of job satisfaction also increases both at extrinsic and intrinsic job satisfaction. This could be explained as, since teachers gain more experience they build gain knowledge to struggle with stressful conditions. This statement supports Konert's (1997) opinions regarding an inverse relationship between level of burn-out and overall work experience. Bryne (1998) also found a negative linkage between overall work experience and burn-out in general terms. Therefore, in terms of burn-out and overall work experience results of the present study is consistent with Bryne's (1998) findings. Apart from these, Ghavikiekr and Pillai (2016) in their study obtained a proportional relationship between job satisfaction and overall work experience which is compatible with the finding of the present study. Therefore, H_1 (f) and H_2 (f) were accepted.

Various researchers put effort to examine the correlational relationship between EFL teachers' burn-out and job satisfaction (Esfandiari and Kamali, 2016; Atmaca, 2017; Akhavannattard and Ahmadi, 2017). Some of these researchers obtained a significant negative but weak relationship between the variables (Esfandiari and Kamali, 2016; Atmaca, 2017) whereas Akhavannattard & Ahmadi (2017) found a significant weak but positive relationship between personal accomplishment and job satisfaction and significant negative but weak relationship between emotional exhaustion and job satisfaction. However, no significant correlation was obtained between depersonalization and job satisfaction. In that sense, the findings of the study were partially supported with the findings of the scholars mentioned above. However, the hypotheses H_3 (a),(b) and H_4 were accepted for the current study.

5.2 Conclusion

From past to present several studies have been conducted to create better understanding about the facts which are shaping burn-out syndrome and job satisfaction.

Burn-out and job satisfaction between teachers has always been a prominent topic as they affect the performance of teachers as well as the learning performance of the students. In other words, when nature of teaching is carefully viewed, numerous factors could be observed which are closely associated with the teaching performance of the teachers. These factors could be indicated as lack of motivation of the learners, their aggressiveness at the learning context, lack of participation, and negative attitudes of the students towards to the course. Factors could hamper the teaching performance of the lecturers which in turn could deteriorate teaching and learning for the learners. Therefore, school administrators should advance their understanding regarding the main factors which are affecting burn-out and job dissatisfaction in order to have necessary actions to keep teachers and learners satisfied during teaching and learning process.

As indicated earlier the main objective of the study is to determine the perspectives of EFL lecturers towards to burn-out syndrome and job satisfaction by appointing correlational research method. Results revealed that majority of the English Language Teachers in TRNC are more likely to encounter with reduced personal accomplishment and emotional exhaustion, less likely satisfied from extrinsic factors such as attitudes of their school administrators, monetary benefits. Besides of these, EFL teachers more likely satisfied from intrinsic factors such as recognition, chance

to be somebody at the community, steady employment, advancement opportunity etc. Statistical significance tests revealed that, marital status, previous work experience and overall work experience were found statistically significant with burn-out and job satisfaction. However no statistical difference was existed at gender. Moreover, Pearson Coefficient Correlation results exerted a significant, inverse and weak correlation between depersonalization and emotional exhaustion while significant, positive but weak relationship was existed between personal accomplishment and job satisfaction. This finding implies that teachers with emotional problems are less likely to become satisfied with teaching profession. Beside of this, teachers who isolate themselves from educational setting and tend to feel alienated from their students, colleagues tend to become less satisfied with their job. However, teacher with high personal accomplishment tend to have self-confidence towards to their skills thus feel more motivated to teach. Therefore they will have higher job satisfaction.

5.3 Practical Implications of the Study

It could be mentioned that the descriptive findings of the current study offer a range of practical implications for educational context which would facilitate effective EFL teaching. First, school administrators should clarify the functions of the EFL teachers which could provide an opportunity for the teachers to understand the importance of their contribution in learning context thus they will be more aware that they achieved noteworthy things for their schools. Besides of this, school administrators should provide more autonomy to EFL teachers and they need to recognize EFL teachers' contributions. In other words, school administrators should reflect their gratitude towards to the EFL teachers' valuable efforts. These strategies could be beneficial to decrease the sense of feeling frustrated and lastly school administrators should allow

teachers to participate decision making process. Therefore, transparency, accuracy and competency of the school administrators will be fueled while shaping decisions.

5.4 Limitations of the Study

Study attempted to examine the EFL instructors' attitudes towards burn-out and job satisfaction who were teaching at private and public secondary schools in TRNC. Although the findings of the study could provide valuable insights about the factors which may lead to job burnout and job dissatisfaction for EFL teachers in TRNC, it failed to deepen understanding about the similarities and differences about the attitudes of EFL teachers in different geographic regions. Moreover, study appointed quantitative research method. Thus study, fail to ascertain deeper underlying meanings and explanations. In relevant literature some of the researches used administrative duty and reasons of becoming EFL teacher while investigating the attitudes of EFL teachers towards burnout and job satisfaction. However, in this study these two variables were not included to test statistical significances in terms of burnout and job satisfaction. As indicated earlier, study used correlational research technique to examine correlation between burnout and job satisfaction. However, in relevant literature some studies also conducted regression analysis to test the impact of burnout on job satisfaction. Therefore, in this study the impact of burnout on job satisfaction was not recognized.

5.5 Recommendations for the Further Related Study

Designing comparative study would be helpful to expand understanding towards to the factors of burn-out syndrome and job satisfaction. In addition this, comparative study could create better understanding towards to the similarities and differences between participants from different geographic regions in terms of job burnout and job satisfaction. Designing mixed method and integrating semi-structured interviews as a qualitative data collection tool would generate chances to understand the antecedents of teacher burn-out and job satisfaction in a detailed manner. Future studies could also add administrative duty and a reasons of becoming EFL teacher as a demographic variables and analyze their impact on teacher burn-out and job satisfaction. Current study examined the correlation between burn-out and job satisfaction. Further related studies could employ regression analysis to measure the mediating effect of different variables. For instance, further studies could focus on to measuring the mediating effect of organizational justice on burn-out and job satisfaction.

REFERENCES

Abdullah, M. M., Uli, J., & Parasuraman, B. (2009). Job satisfaction between secondary school teachers. *Jurnal Kemanusiaan*, Jurnal Kemanusiaan bil.13, 11-18

Akhavanattar, F. & Ahmadi, S.D (2017). The Relationship of EFL Teacher Efficacy, Job Satisfaction and Work-Related Burn Out, *Advanced Social Humanities*, 4 (1), 20-30.

Akkerman, S.F. & Meijer, P. C. (2011). A dialogical approach to conceptualising teacher identity. *Teaching and Teacher Education*, 27(2), 308-319.http://dx.doi.org/10.1016/j.tate.2010.08.013

Ardıç, K., & Polatcı, S. (2009). Tükenmişlik sendromu ve madalyonun öbür yüzü: işle bütünleşme. *Erciyes Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, (32), 21-46.

Ardiç, K., & Polatci, S. (2008). Tükenmişlik sendromu akademisyenler üzerinde bir uygulama (GOÜ Örneği). *İktisadi ve İdari Bilimler Fakültesi Dergisi*, 10(2), 69-96.

Arı, G. S., & Bal, E. Ç. (2008). Tükenmişlik kavramı: Birey ve örgütler açısından önemi. Yönetim ve Ekonomi: *Celal Bayar Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 15(1), 131-148.

Armstrong, M. (2006) *A handbook of Human Resource Management Practice* 10th Edition, Kogan Page Publishing, London

Atmaca, Ç. A. (2016) burning issue between English teachers: Reflections of in-service teachers on job satisfaction and burnout. *EFL Research Journal, 6*(1), 89-115.

Azi, D.S, & Augustine, A. S. (2016). Enhancing Job Satisfaction for Teachers: A Strategy for Achieving Transformation of Secondary Education in Nigeria. *Journal of Education and Practice*, *7*(13), 37-41.

Aziri, B. (2011). Job Satİsfaction: A Lıterature Revıew. *Management Research & Practice*, *3*(4). 77-86

Başalp, N. (2001*). İlköğretim Okullarındaki Öğretmenlerin İş Tatmin Düzeylerinin Karşılaştırılması (Sakarya İlinde Bir Uygulama).* Sakarya Üniversitesi Sosyal Bilimler Enstitüsü, Sakarya.

Bender, K.A., & Heywood, J.S. (2006). Job satisfaction of highly educated. Scottish *Journal of Political Economy,* 53(2), 253-279.

Berghe, J.V (2011). *Job satisfaction and Job Performance at the Workplace*, Unpublished Masters Thesis, Arcada University, Helsinki, Finland, *Retrieved from http://www. theseus. fi/bitstream/handle/10024/28669/Vanden_Berghe_Jae. pdf.*

Berry, L.M. (1998). *Psychology at work: an introduction to industrial and organizational psychology*, (2nd ed.). Boston, McGraw-Hill

Blandford, S. (2000). Managing professional development in schools. London, UK:Routledge

Brunetti, G. J. (2001). Why do they teach? A study of job satisfaction between long-term high school teachers. *Teacher Education Quarterly*, *28*(3), 49-74

Budak, G. & Survegil, O. (2005). "Tükenmişlik Ve Tükenmişliği Etkileyen Örgütsel Faktörlerin Analizine İlişkin Akademik Personel Üzerinde Bir Uygulama". *D.E.Ü. İ.İ.B.F. Dergisi*, Cilt: 20, Sayı:2.

Byrne, J. J. (1998). Teacher as hunger artist: Burnout: Its causes, effects and remedies. *Contemporary Education*, 69(2), 86-91

Capel, S. A. (1991). A longitudinal study of burnout in teachers. *British Journal of Educational Psychology*, *61*(1), 36-45.

Carson, R. L., Plemmons, S., Templin, T. J., & Weiss, H. M. (2011). "You are who you are:" A mixed method study of affectivity and emotional regulation in curbing teacher burnout. In G. S. Gates, W. H. Gmelch (Series Eds.), G. M. Reevy & E. Frydenberg (Vol. Eds.), Research on stress and coping in education: Vol. 6. Personality, stress and coping: Implications for education (pp. 239–265). Charlotte, NC: Information Age

Chan D.W (2009). Orientations to happiness and subjective well-being between Chinese prospective and in-service teachers in Hong Kong. *Educational Psychology*, 29, 139-151

Cheuk, W. H., & Wong, K. S. (1995). Stress, social support, and teacher burnout in Macau. Current Psychology, 14(1), 42–46. doi: 10.1007/BF02686872

Costales, A. F., & Riaño, X. A. G. (2018). Satisfaction degree of English teachers of Preschool and Primary Education in the Principality of Asturias. *Aula abierta*, *47*(4), 463-470.

Crossman, A. & Harris, P (2006). Job Satisfaction of Secondary School Teachers. *Journal of Education and Practice*, 34(1), 29-46.

Çam, O. (1992). Tükenmişlik envanterinin geçerlik ve güvenirliliğinin araştırılması. *VII. Ulusal Psikoloji Kongresi Düzenleme Kurulu ve Türk Psikologlar Derneği Yayını,* 155–159. Ankara: Hacettepe Üniversitesi

de Heus, P., & Diekstra, R. F. W. (1999). Do teachers burn out more easily? A comparison of teachers with other social professions on work stress and burnout symptoms. In R. Vandenberghe & A. M. Huberman (Eds.), Understanding and preventing teacher burnout: *A sourcebook of international research and practice (pp. 269-284). New York, NY, US: Cambridge University Press*

De Nobile, J. J., & McCormick, J. (2007). Job satisfaction and occupational stress in Catholic primary schools: implications for school leadership. *Leading and managing*, *13*(1), 31-48.

De Witte, H., & Buitendach, J. H. (2005). Job insecurity, extrinsic and intrinsic job satisfaction and affective organisational commitment of maintenance workers in a parastatal. *South African Journal of Business Management*, 36(2), 27-37.

Demirel, E. E., & Cephe, P. T. (2014). Looking into burnout levels between English language instructors. *Dil ve Dilbilimi Çalışmaları Dergisi*, *11*(1), 1-14.

Dworkin, A. G. (1985) When Teachers Give Up: Teacher Burnout, Teacher Turnover and Their Impact on Children (78713–7998). Austin, TX: Hogg Foundation for Mental Health

Egyed, C. J., & Short, R. J. (2006).Teacher self-efficacy, burnout, experience, and decision to refer a disruptive student. *School Psychology International*, 27, 462-474. http://dx.doi.org/10.1177/0143034306070432.

Ergin, C. (1992). "Doktor ve Hemşirelerde Tükenmişlik ve Maslach Tükenmişlik Envanterinin Uygulanması". 7. *Ulusal Psikoloji Kongresi Bilimsel Çalışmaları*, 143-154.

Ertürk, E., & Keçecioğlu, T. (2012). Çalışanların iş doyumları ile mesleki tükenmişlik düzeyleri arasındaki ilişkiler: Öğretmenler üzerine örnek bir uygulama. *Ege Akademik Bakış Dergisi*, *12*(1), 39-52.

Esfandiari, R., & Kamali, M. (2016). On the Relationship between Job Satisfaction, Teacher Burnout, and Teacher Autonomy. *Iranian Journal of Applied Language Studies, 8*(2), 73-98.

Evans, L. (2001). Delving deeper into morale, job satisfaction and motivation between education professionals: Re-examining the leadership dimension. *Educational Management & Administration*, *29*(3), 291-306.

Evers, W. J., Brouwers, A., & Tomic, W. (2002). Burnout and self-efficacy: A study on teachers' beliefs when implementing an innovative educational system in the Netherlands. British Journal of Educational Psychology, 72(2), 227-244.

Farshi, S.S. Omranzadeh, F. (2014). The effect of gender, education level and marital status on Iranian EFL teachers' burnout level. *International Journal of Applied Linguistics & English Literature*, 3(5), 128-133.

Fitzmaurice, C. (2012). *Job satisfaction in Ireland: an investigation into the influence of self-esteem, generalised self-efficacy and affec*t. Submitted in partial fulfilment of the requirements of the Higher Diploma of Psychology at DBS School of Arts, Dublin.

Fogarty, T. J., Singh, J., Rhoads, G. K., & Moore, R. K. (2000). Antecedents and consequences of burnout in accounting: Beyond the role stress model. *Behavioral Research in Accounting, 12,* 31-68.

Freudenberger, N. J. (1974). "Staff Burnout" *Journal Of Social Issues*. 30, 59-165.

Gazioglu, S., & Tansel, A. (2006). Job satisfaction in Britain: individual and job related factors. *Applied economics*, *38*(10), 1163-1171.

George, E., Louw, D., Badenhorst, G. (2008). Job satisfaction between urban secondary school teachers in Nambia, *South African Journal of Education*, 28, 135-154.

Gerald, M., & Dorothee, L. (2004). Relationship of professionalism, rewards, market orientation and job satisfaction between medical professionals: The case of certified nurse—Midwives. *Journal of Business Research*, 57(2), 1042-1053

Ghavifekr, S., & Pillai, N. S. (2016). The relationship between school's organizational climate and teacher's job satisfaction: Malaysian experience. *Asia Pacific Education Review*, *17*(1), 87-106.

Ghazi, S. R., & Maringe, F. (2011). Age, gender and job satisfaction between elementary school head teachers in Pakistan. *Education, Knowledge and Economy*, *5*(1-2), 17-27.

Gkolia, A., Belias, D., & Koustelios, A. (2014). Teacher's job satisfaction and selfefficacy: A review. *European Scientific Journal*, *10*(22), 321-342.

Göktepe, A. K. (2016). *Tükenmişlik sendromu*. Nesil Basım Yayın Gıda Ticaret ve Sanayi A.Ş.

Greenglass, E. R., & Burke, R. J. (1990).A gender-role perspective of coping and burnout. Applied Psychology: *An International Review*, 39, 5- 27. http://dx.doi.org/10.1111/j.1464-0597.1990.tb01035.x

Haberman, M. (2005). Teacher burnout in black and white. *The new educator*, *1*(3), 153-175.

Hessamy, G., & Kheiri, S. (2013). The Relationship between Job Satisfaction of Iranian English Teachers and Their Students' Achievement. *Studies in English Language Teaching*, *1*(2), 315.

Higgins, E. T., Friedman, R. S., Harlow, R. E., Idson, L. C., Ayduk, O. N., & Taylor, A. (2001). Achievement orientations from subjective histories of success: promotion pride versus prevention pride. *European Journal of Social Psychology*, 31, 3–23.

Hişmanoglu, M., Ersan, Y., & Turan, Y. Z. (2018). Turkish EFL Learners' Perceptions on Teachers' Using Humor in the EFL Classroom. *Online Submission*, *6*(2), 284-294.

Hock, R. R. (1988) 'Professional Burnout Between Public School Teachers', *Public Personnel Management* 17(2): 167–88.

Ibnian, S.S.K. (2016). The Level of Total Job Satiafaction between EFL teachers in Jordan, *International Journal of Humanities and Social Science*, 6(1), 40-46.

Ingersoll, R. (2001). Teacher turnover and teacher shortages. *American Educational Research Journal*, 38, 499–534.

Jackson, R. A., Barnett, C. W., Stajich, G. V., & Murphy, J. E.(1993). An analysis of burnout between school of pharmacy faculty. *American Journal of Pharmaceutical Education*, 57(1), 9-17.

Jacobson, D.A. (2016). *Causes and Effects of Teacher Burnout*, Phd Thesis, College of Education, Walden University.

Jacobsson, C., Pousette, A., & Thylefors, I. (2001).Managing stress and feelings of mastery between Swedish comprehensive school teachers. *Scandinavian Journal of Educational Research*, 45(1), 37-53.

Jamaludin, I. I., & You, H. W. (2019). Burnout in relation to Gender, Teaching Experience, and Educational Level between Educators. *Education Research International*, 2019, 1-6.

Jones, J.R., Huxtable, C.S., Hodgson, J.T., & Price, M.J. (2003). Self-reported work-related illness in 2001/2002: *Results from a household survey*. Sudbury, England: HSE Publications.

Kaçmaz, N. (2005). Tükenmişlik (burnout) sendromu. *İstanbul Tıp Fakültesi Dergisi*, *68*(1), 29-32.

Kahn, J. H., Schneider, K. T. , Jenkins-Henkelman, T. M., & Moyle, L. L. (2006). Emotional social support and job burnout between high-school teachers: Is it all due to dispositional affectivity? *Journal of Organizational Behaviour*, 27, 793-807. doi:10.1002/job.397.

Kaliski, B.S. (2007). *Encyclopedia of Business and Finance*, Second edition, Thompson Gale, Detroit, p. 446

Karaalioğlu, Z. (2015). *Tükenmişliğin iş tatmini üzerine etkisi*. İstanbul Ticaret Üniversitesi Sosyal Bilimler Enstitüsü, Yayınlanmamış Doktora Tezi, İstanbul.

Karasar, N. (2016). Bilimsel Araştırma Yöntemleri: Kavramlar Teknikler İlkeler. *Nobel Akademik Yayıncılık: Ankara*.

Karavas, E. (2010). How satisfied are Greek EFL teachers with their work? Investigating the motivation and job satisfaction levels of Greek EFL teachers, *Porta Linguarum*, 59-78

Kemunto, M. E., Raburu, P. A., & Bosire, J. N. (2018). Does age matter? Job satisfaction of public secondary school teachers, *International Journal of Scientific Research*, 7(9), 1-6.

Kervancı, F. (2013). *Tükenmişlik Sendromunun Örgütsel Bağlılık ve İşten Ayrılma Niyetine Etkisini Belirlemeye Yönelik Bir Araştırma* Niğde Üniversitesi,

Sosyal Bilimler Enstitüsü, İşletme Anabilim Dalı, Yayımlanmamış Yüksek Lisans Tezi, Niğde.

Khalid, S., Irshad, M. Z., & Mahmood, B. (2012). Job satisfaction between academic staff: A comparative analysis between public and private sector universities of Punjab, Pakistan. *International Journal of Business and Management, 7*(1), 126

King, S. L., & Hegadoren, K. M. (2002). Stress hormones: how do they measure up? *Biological Research for Nursing*, 4(2), 92-103

Kinman, G., Wray, S., & Strange, C. (2011). Emotional labour, burnout and job satisfaction in UK teachers: The role of workplace social support. *Educational Psychology*, *31*(7), 843-856.

Kituto, H. M. (2011). *Factors That Influence Job Satısfactıon Between Teachıng Staff In Large Publıc Secondary Schools In Naırobı County*(Doctoral dissertation, School of Business, University of Nairobi).

Korunka, C., Tement, S., Zdrehus, C., & Borza, A. (2010*). Burnout: Definition, recognition and prevention approaches. Boit.*

Kourstelios, A., Tsigilis, N. (2005). The relationship between burnout and job satisfaction between physical education teacher: multivariate approach, *European Physical Education Review*, 11(2), 189-203.

Koustelios, A. D. (2001). Personal characteristics and job satisfaction of Greek teachers. *International journal of educational management*, *15*(7), 354-358.

Kurtoğlu Ü. (2011*). An Evaluation of EFL Teachers' Vocational Burnout According to Some Variables*. Unpublished MA Thesis. Kafkas University, Kars, Turkey.

Küçükoğlu, H. (2014). Ways to cope with teacher burnout factors in EFL classrooms. *Procedia-Social and Behavioral Sciences*, *116*, 2741-2746.

Kyriacou, C. (2001). Teacher stress: Directions for future research. *Educational review*, *53*(1), 27-35.

Leiter, M. P. (2003). *Areas of worklife survey manual* (4th edition), Center for organizational research and development. Wolfville, NS: Center for Organizational Research and Development.

Lester, P. E. (1985). Teacher job satisfaction K-12. Illinois School Research and Development, 22 (1), 32-33

Louw, D.A., George, E., & Esterhuyse, K. (2011). Burnout betweenst urban secondary school teachers in Namibia. *SA Journal of Industrial Psychology/SA Tydskrif vir Bedryfsielkunde*, 37(1), Art. #1008, 1-7 pages. doi:10.4102/sajip.v37i1.100.

Luk, L.A., Chan, B.P.S.G, Cheong, S.W, Ko,S.K.K (2010). An Exploration of Burn Out Situation on Teachers in Two Schools in Macau, *Social Indicators Research*, 95(3), 489-502.

Luthans, F. (1995). *Organizational Behavior*. 7 th Edition, McGraw-Hill, İstanbul: Literatür Kitabevi.

Mabekoje, S. O. (2009). Gender differences in job satisfaction between secondary school teachers. *African Journal of Research in Personnel and Counselling Psychology*, 1(1), 99-108.

Mahmood A, Nudrat S, Asdaque M.M, Nawaz A, Haider N. (2011). Job Satisfaction of Secondary School Teachers: A Comparative Analysis of Gender, Urban and Rural Schools. *Asian Social Science*, 2011; 7: 203–207.

Maslach, C., Leiter, M. P., & Schaufeli, W. (2008). Measuring burnout. *In The Oxford handbook of organizational well being*

Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual review of psychology*, 52(1), 397-422.

Matiang'i, J., Makawa, L.N., Role, E. (2016). School factors and teacher burnout. A perception, *Open Access Library Journal* 3, 1-16.

McClelland, D. C. (1957). *Community development and the nature of human motivation: Some implications of recent research*. Cambridge, Mass.: Center for International Studies, Massachusetts Institute of Technology.

Mengistu, G. K. (2012). *Job satisfaction of secondary school teachers in Ethiopia* (Doctoral dissertation, University of South Africa).

Menlo, A., & Poppleton, P. (1990). A Five-country Study of the Work Perceptions of Secondary School Teachers in England, the United States, Japan, Singapore and West Germany (1986-88). *Comparative Education*, *26*(2-3), 172-182.

Motallebzadeh, K., Ashraf, H.,& Yazdi, M.T. (2014). On the relationship between Iranian EFL Teachers' Burnout and Self Efficacy, *Social and Behavioral Sciences,* 98, 1255-1262.

Mousavy, S., & Nimehchisalem, V. (2014). Contribution of gender, marital status, and age to English language teachers' burnout. *Advances in Language and Literary Studies*, *5*(6), 39-47.

Muindi, F.K. (2011). The Relationship between participation in decision-making and job satisfaction between academic staff in the School of Business, University of Nairobi. *Journal of Human Resource Management Research*, 2011 (2011), ID 246460, 1-34. Doi: 10.5171/2011.246460.

Muindi, F.K. (2011). The Relationship between participation in decision-making and job satisfaction between academic staff in the School of Business, University

of Nairobi. *Journal of Human Resource Management Research*, 2011 (2011), ID 246460, 1-34. Doi: 10.5171/2011.246460.

Mukundan, J., & Khandehroo, K. (2010). Burnout between English language teachers in Malaysia. *Contemporary Issues in Education Research (CIER)*, *3*(1), 71-76.

Nabi, S R (1995) The Impact of an Educational Innovation on Students' Performance, Classroom Practice and Teachers' Behaviours in Chitral, Pakistan. Unpublished EdD Thesis, University of Bristol.

Navidinia, h., & Heiran, A. (2017). Explorıng the demographıc and contextual factors ınfluencıng englısh language teachers'burnout: ımplıcatıons for teacher educatıon programs. *Asean journal of teaching and learning in higher education (ajtlhe)*, *9*(1), 1-19.

Noordin, F., & Jusoff, K. (2009). Levels of job satisfaction betweenst Malaysian academic staff. Asian Social Science, *Canadian Center of Science and Education*, 5(5), 122-128. Doi: http://dx.doi.org/10.5539/ass.v5n5p122

Obineli, S.A, (2013). Teachers' perception of the factors affecting job satisfaction in Ekwusigo Local Government of Anambra State, Nigeria. African Research Review: An International Multidisciplinary Journal, Ethiopia, 7 (4-31), 225-237. Doi: http://dx.doi.org/10.4314/afrrev.7i4.13

Okeke, C. I., & Mtyuda, P. N. (2017). Teacher job dissatisfaction: Implications for teacher sustainability and social transformation. *Journal of Teacher Education for Sustainability, 19*(1), 54-68.

Otacıoğlu, G. S. (2008). Analysis of job and life satisfaction of music teachers. *Turkish Journal Music Education, The Refereed Scholarly journal of the Muzik Eğitim Yayınları*, 37-45.

Ozdemir, Y. (2007). The role of classroom management efficacy in predicting teacher burnout. International Journal of Social Sciences, 2(4), 257-263.

Ören, N., & Türkoğlu, H. (2006). *Öğretmen adaylarında tükenmişlik*, Muğla Üniversitesi Sosyal Bilimler Enstitüsü Dergisi (İlke), 16.

Örmen, U. (1993). Tükenmişlik duygusu ve yöneticiler üzerinde bir uygulama.

Özgül, N., & Polat, E. (2018). Burnout Levels of Academic Staff: An Investigation at a Public University in Turkey. *Sakarya University Journal of Science*, *22*(6), 1752-1759.

Papin, L. M. (2005). Teacher retention and satisfaction between inner-city educators. Unpublished doctoral dissertation. Arizona State University.

Pennington, M. C., & Riley, V. (1991). A survey of job satisfaction in ESL: TESOL members respond to the Minnesota Satisfaction Questionnaire. *University of Hawai'i Working Papers in English as a Second Language 10 (1),* 37-55.

Pishghadam, R., Adamson, B., Sadafian, S.S. & Kan, F.L.F. (2014). Conceptions of assessment and teacher burnout. Assessment in Education: Principles, Policy and Practice, Volume 21, Issue 1, pp. 34–51

Polman, R., Borkoles, E., & Nicholls, A. R. (2010). Type D personality, stress, and symptoms of burnout: The influence of avoidance coping and social support. *British Journal of Health Psychology, 15*(3), 681-696.

Polomino, M.N and Frezatti, F. (2016). Role conflict, Role Ambiguity and Job Satisfaction, Perceptions of the Brazilian Controllers, *Rev. Adm*, 51 (2), 165-181.

Rashidzadeh, M. A. (2002). Burnout between Iranian school principals. *Psychological Reports, 90(1*), 61-64. http://dx.doi.org/10.2466/pr0.2002.90.1.61

Richardsen, A.M & Burke, R.J. (1995). Models of Burnout, Implications for interventions, *International Journal of Stress Management* 2, 31-43

Rıfat, İ, & Ganiyusufoğlu, A. Örgütlerde Mesleki Tükenmişlik ve Akademisyenler Üzerinde Bir Uygulama. *Sosyal Ekonomik Araştırmalar Dergisi, 11*(21), 451-472.

Robbins, S.P., & Judge, T.A. (2007). *Organizational Behavior* (12th. ed.). Prentice Hall

Rosales, R. A., Labrague, L. J., & Rosales, G. L. (2013). Nurses' Job satisfaction and Burnout: Is there a connection?. *International Journal of Advanced Nursing Studies*, 2(1), 1.

Rosenblatt, Z. (2001). Teachers' multiple roles and skill flexibility: Effects on work attitudes. *Educational Administration Quarterly*, 37(5), 684-708. http://dx.doi.org/10.1177/00131610121969479

Rostami, S., Ghanizadeh, A., & Ghapanchi, Z. (2015). A study of contextual precursors of burnout between EFL teachers. *International Journal of Research Studies in Psychology*, *4*(1), 13-24.

Rue, L.W. and Byars, L. (2003). *Management, Skills and Application*, 10 ed., McGraw-Hill/Irwin, New York, p. 259

Saari, L. M., & Judge, T. A. (2004). Employee attitudes and job satisfaction. *Human Resource Management: Published in Cooperation with the School of Business Administration, The University of Michigan and in alliance with the Society of Human Resources Management*, *43*(4), 395-407.

Sadeghi, K., & Khezrlou, S. (2016). The experience of burnout between English language teachers in Iran: self and other determinants. *Teacher Development*, *20*(5), 631-647.

Sahito, Z., & Vaisanen, P. (2017). Factors affecting job satisfaction of teacher educators: empirical evidence from the Universities of Sindh Province of Pakistan. *Journal of Teacher Education and Educators*, *6*(1), 5-30.

Saner, T., & Eyüpoğlu, Ş. Z. (2013). The gender-marital status job satisfaction relationship of academics. *Procedia-Social and Behavioral Sciences*, 106, 2817-2821.

Sarros, J.C, Sarros, A.M (1992). Social Support and Teacher Burnout. Journal of Educational Administration 30(1).

Savran, G. (2007). *Etik İklim ve Tükenmişlik Sendromunun Kalite Yönetim Sistemleri Üzerine Etkileri: Bir Laboratuar Uygulaması*. Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü, Tezsiz Yüksek Lisans Projesi İzmir.

Schwab, R., Jackson, S., Schuler, R. (1986). Educator burnout: Sources and Consequences, *Educational Research Quarterly*, 10, 14-30.

Scott, S.B. (2019). Factors influencing teacher burnout and retention strategies, *Honors Research Projects*, 798.

Seidman, S. A., & Zager, J. (1991). A study of coping behaviours and teacher burnout. *Work & Stress*, *5*(3), 205-216.

Sezgin, A. (2010). *Üniversite hastanelerinde çalışan başmüdür ve müdürlerin iş doyumu ile tükenmişlik düzeylerinin incelenmesine yönelik bir araştırma* (Master's thesis, Trakya Üniversitesi Sosyal Bilimler Enstitüsü).

Shaukat, S., Vishnumolakala, V. R., & Al Bustami, G. (2019). The impact of teachers' characteristics on their self-efficacy and job satisfaction: a perspective from teachers engaging students with disabilities. *Journal of Research in Special Educational Needs*, *19*(1), 68-76.

Shen, B., McCaughtry, Martin, J., Garn,A., Kulik, N., Fahlman, M.(2015). The relationship between teacher burnout and student motivation, *British Journal of Education Psychology*, 1-13.

Shirazizadeh, M., & Moradkhani, S. (2018). Minimizing Burnout through Reflection: The Rocky Road ahead of EFL Teachers. *Teaching English Language*, *12*(1), 135-154.

Sichambo, M. N., Maragia, S. N., & Simiyu, A. (2012). Causes of burnout between secondary school teachers: A case of Bungoma North District-Kenya. *International Journal of Academic Research in Progressive Education and Development*, *1*(4), 195-202.

Song, S., & Mustafa, M. (2015). Factors Impacting on Teachers' Job Satisfaction Related to Science Teaching: A Mixed Methods Study. *Science Education International*, *26*(3), 358-375.

Sönmezer, M.G and Eryaman, M.S (2008). A Comparative Analysis of job satisfaction level of public and private school, *Journal of Practice in Education*, 4(2), 189-212.

Stenlund, K.V. (1995), "Teacher perceptions across cultures: the impact of students on teacher enthusiasm and discouragement in a cross-cultural context", The *Alberta Journal of Educational Research*, Vol. 41, pp. 145-61

Subon, F., & Sigie, M. M.(2016). Burnout between Primary and Secondary School Teachers in Samarahan District, *IOSR Journal Of Humanities and Social Science (IOSR-JHSS*) 21 (8), 28-41.

Sugino, T. (2010). Teacher demotivational factors in the Japanese language teaching context. *Procedia-social and behavioral sciences, 3*, 216-226.

Sypniewska, B. A. (2014). Evaluation of factors influencing job satisfaction. *Contemporary Economics*, 8, 57–72. http://dx.doi.org/10.5709/ce.1897-9254.131

Tan, T. H., & Waheed, A. (2011). Herzberg's motivation-hygiene theory and job satisfaction in the Malaysian retail sector: The mediating effect of love of money. MPRA Paper No. 30419, posted 3. May 2011 14:37 UTC, Online at https://mpra.ub.uni-muenchen.de/30419/

Toker, B. (2011). Öğretim elemanlarında tükenmişlik: Türkiye'deki üniversitelerde ampirik bir çalışma (Burnout between university academicians: an empirical

study on the universities of Turkey). *Doğuş Üniversitesi Dergisi*, *12*(1), 114-127.

Toplu, Y. N. (2012). Okul öncesi ve ilköğretim öğretmenlerinin tükenmişlik düzeyleri, Adnan Menderes Üniversitesi, Sosyal Bilimler Enstitüsü, Eğitim Bilimleri Anabilim Dalı, Yayımlanmamış Yüksek Lisans Tezi, Aydın, s. 19.

Unutmaz, S. (2014). Factors affecting job satisfaction of employees in a public. *Unpublished MSc in Industrial Engineering, Middle East Technical University, Ankara, Turkey*.

Üngüren, E., Doğan, H., Özmen, M., Tekin,Ö.A. (2010), "Otel Çalışanlarının Tükenmişlik ve İş Tatmin Düzeyleri İlişkisi" *Journal of Yasar University*,17(5) 2922-2937.

Vandenberghe, R., & Huberman, A.M. (Eds.). (1999). Understanding and preventing teacher burnout: A sourcebook of international research and practice. Cambridge, UK: University Press.

Vujičić, D., Jovičić, A., Lalić, D., Gagić, S., & Cvejanov, A. (2015). The relation between job insecurity, job satisfaction and organizational commitment between employees in the tourism sector in Novi Sad. *Economic and Industrial Democracy*, *36*(4), 633-652

Wangai, M. M. (2012). Factors affecting job satisfaction between secondary school teachers of Mwatate district, Kenya. *Project paper presented as a partial*

fulfillment for the requirement of the award of certificate in senior management course, Gtiembu, Kenya.

Watts, J., & Robertson, N. (2011). Burnout in university teaching staff: A systematic literature review. *Educational Research*, *53*(1), 33-50.

Weiss, D. J. , Dawis, R. V. England, G. W. and Lofquist, L. H. (1967), Manual for the Minnesota Satisfaction Questionnaire. Vol. 22, Minnesota Studies in Vocational Rehabilitation, Minneapolis: University of Minnesota, Industrial Relations Center.

Werung, B.R., Agung, G.A. (2017). Teachers' Job Satisfaction, Organizational Commitment and Performance in Indonesia, A study from Merauke District, *International Journal of Development and Sustainability*, 6(8), 700-711.

Whitehead, A., Ryba, K., & O'Driscoll, M. (2000). Burnout between New Zealand primary school teachers. New Zealand Journal of Psychology, 29(2), 52-60.

Yakut, S. (2015). *İş tatmini ve örgütsel bağlılık ve meslek liselerinde bir uygulama.* Yayımlanmamış Yüksek Lisans Tezi. İstanbul Kültür Üniversitesi/Sosyal Bilimler Enstitüsü/İşletme Anabilim Dalı/İşletme Bilim Dalı. İstanbul.

Yoleri, S., & Bostancı, M. Ö. (2012). Determining The Factors That Affect Burnout And Job Satisfaction Between Academicians: A Sample Applıcation On The Hitit Unıversity. *Electronic Turkish Studies*, *7*(4), 589-600

Zabel, R. H., & Zabel, M. K. (2001). Revisiting burnout between special education teachers: Do age, experience, and preparation still matter? *Teacher Education and Special Education*, 24(2), 128-139.

APPENDICES

Appendix A: Approval Letter from Ethics Committee of EMU

Doğu Akdeniz Üniversitesi
"Erdem, Bilgi, Gelişim"

Eastern Mediterranean University
"Virtue, Knowledge, Advancement"

99628, Gazimağusa, KUZEY KIBRIS / Famagusta, North Cyprus, via Mersin-10 TURKEY
Tel: (+90) 392 630 1995
Faks/Fax: (+90) 392 630 2919
E-mail: bayek@emu.edu.tr

Etik Kurulu / *Ethics Committee*

Reference No: ETK00-2019-0158 18. 06.2019

Subject: Application for Ethics.

RE: Gizem Allahkerim
Faculty of Education

To Whom It May Concern:

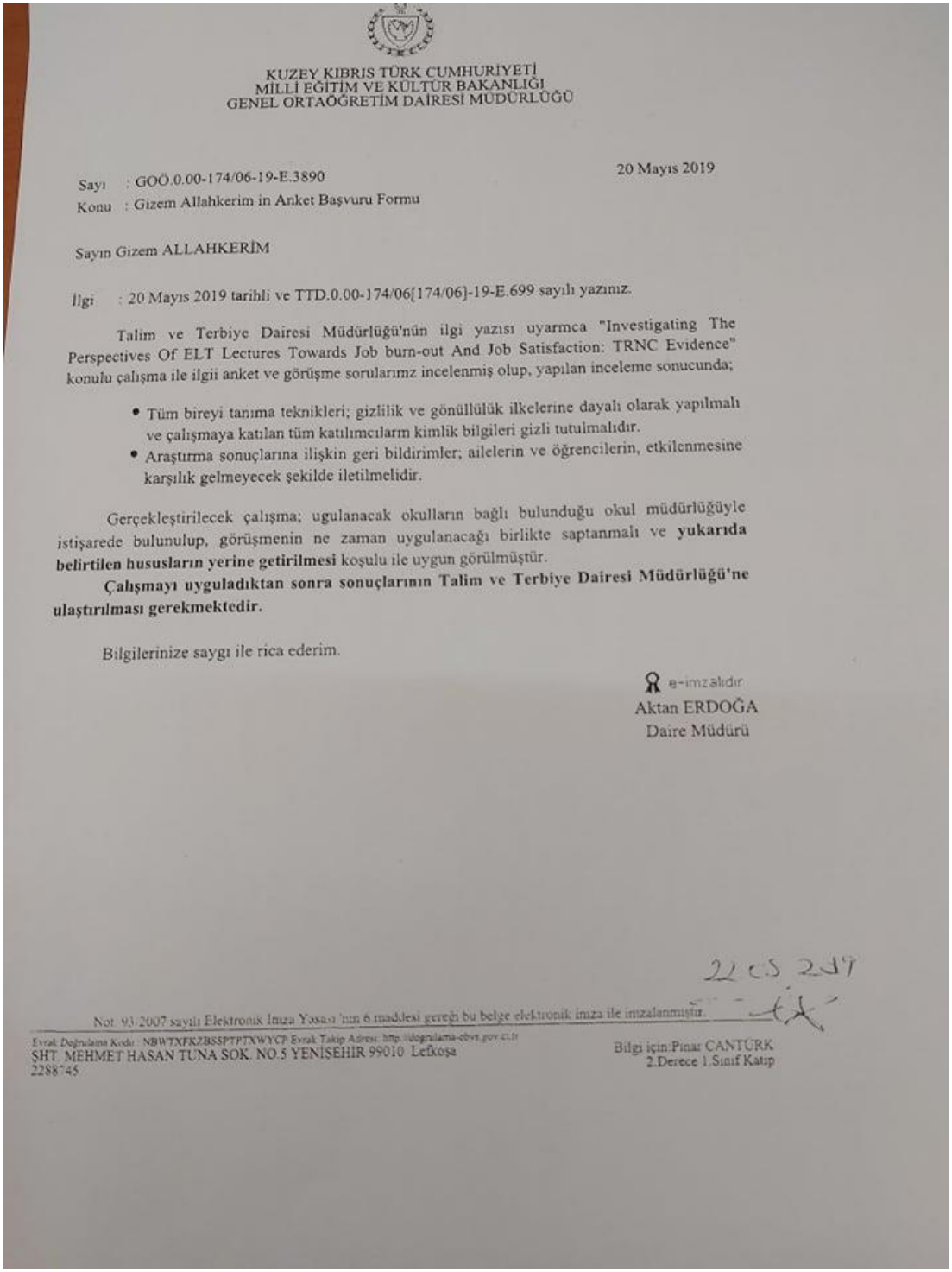
On the date of **18.06.2019**, (Meeting number **2019/16-04**), EMU's Scientific Research and Publication Ethics Committee (BAYEK) has granted, Gizem Allahkerim from the Faculty of Education to pursue with her MA thesis work **"Investigating the Perspectives of ELT Lecturers Towards Job Burn-out and Job Satisfaction: TRNC Evidence"** under the supervision of Assoc. Prof. Dr. Javanshir Shibliyev. This decision has been taken by the majority of votes.

Regards,

Prof. Dr. Fatma Güven Lisaniler
Director of Ethics Committee

FGL/ns.

Appendix B: Approval Letter from TRNC Ministry of National Education



KUZEY KIBRIS TÜRK CUMHURİYETİ
MİLLİ EĞİTİM VE KÜLTÜR BAKANLIĞI
GENEL ORTAÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ

Sayı : GOÖ.0.00-174/06-19-E.3890
Konu : Gizem Allahkerim in Anket Başvuru Formu

20 Mayıs 2019

Sayın Gizem ALLAHKERİM

İlgi : 20 Mayıs 2019 tarihli ve TTD.0.00-174/06{174/06}-19-E.699 sayılı yazınız.

Talim ve Terbiye Dairesi Müdürlüğü'nün ilgi yazısı uyarmca "Investigating The Perspectives Of ELT Lectures Towards Job burn-out And Job Satisfaction: TRNC Evidence" konulu çalışma ile ilgii anket ve görüşme sorularımz incelenmiş olup, yapılan inceleme sonucunda;

- Tüm bireyi tanıma teknikleri; gizlilik ve gönüllülük ilkelerine dayalı olarak yapılmalı ve çalışmaya katılan tüm katılımcıların kimlik bilgileri gizli tutulmalıdır.
- Araştırma sonuçlarına ilişkin geri bildirimler; ailelerin ve öğrencilerin, etkilenmesine karşılık gelmeyecek şekilde iletilmelidir.

Gerçekleştirilecek çalışma; ugulanacak okulların bağlı bulunduğu okul müdürlüğüyle istişarede bulunulup, görüşmenin ne zaman uygulanacağı birlikte saptanmalı ve **yukarıda belirtilen hususların yerine getirilmesi** koşulu ile uygun görülmüştür.

Çalışmayı uyguladıktan sonra sonuçlarının Talim ve Terbiye Dairesi Müdürlüğü'ne ulaştırılması gerekmektedir.

Bilgilerinize saygı ile rica ederim.

e-imzalıdır
Aktan ERDOĞA
Daire Müdürü

22.05.2019

Not: 93/2007 sayılı Elektronik İmza Yasası'nın 6 maddesi gereği bu belge elektronik imza ile imzalanmıştır.

Evrak Doğrulama Kodu : NBWTXFKZBSSPTPTXWYCP Evrak Takip Adresi: http://dogrulama-ebys.gov.ct.tr
ŞHT. MEHMET HASAN TUNA SOK. NO.5 YENİŞEHİR 99010 Lefkoşa
2288745

Bilgi için:Pınar CANTÜRK
2.Derece 1.Sınıf Katip

Appendix C: Questionnaire

Dear Respondents,

The main aim of the study is to examine the level of burn out and job satisfaction of EFL lecturers whom are working for the private and state secondary schools of TRNC Ministry of National Education. You do not need to state your names on the paper. Participation is entirely your decision and your decision, it is your right not to answer any question or even withdraw completely from responding on the questionaire. Furthermore, you may ask questions before, during and after this research.

Thanks for your valuable contributions for the present study.

1. Gender:

☐ Male ☐ Female

2. Age :

☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ 51 years old and/or above

3. Academic Status :

☐ Professor ☐ Assoc. Prof ☐ Phd

☐ Master Degree ☐ Bachelor's Degree

4. Marital Status :

☐ Married ☐ Single ☐ Divorced

5. Salary (TL) :

☐ 3000-3500 ☐ 3501-4000 ☐ 4001 -4500 ☐ 4501 and/or above

6. Previous Work Experience :

☐ Yes ☐ No

7. Overall Work Experience :

☐ 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ 15-20 years ☐ 21 and /or above

The items which provided below aim to investigate level of burn out. Please state your responses as; 0=Never, 1=Rarely, 2=Sometimes, 3= Often, 4= Very often. Please specify your responses by puting (x) where appropriate.

No	**Burn out Scale / Items**	**0**	**1**	**2**	**3**	**4**
1	I feel emotionally drained from my work					
2	I feel used at the end of the work day					
3	I feel fatigued when I get up in the morning and have to face another on the job					
4	I can easily understand how my recipients feel about things					
5	I feel I treat some recipient as they were impersonal objects					
6	Working with people all day is really strain for me					
7	I deal very effectively with the problems of my recipients					
8	I feel burned out from my work					
9	I feel I am positively influencing other peoples' lives through my work.					
10	I've become more callous toward people since I took this job.					
11	I worry that this job is hardening me emotionally.					
12	I feel energetic.					
13	I feel frustrated by my job.					
14	I feel I am working too hard on my job.					
15	I dont really care what happens to some recipients.					
16	Working with people directly puts too much stress on me					
17	I can easily create a released atmosphere with my recipients					

18	I feel exhilarated afterwork closely with my recipients					
19	I have accomplished many worthwhile things in this job					
20	I feel like I am at the end of my rope					
21	In my work I deal with emotional problems very clamly					
22	I feel recipients blame me for some of their problems					

The items which provided below aim to investigate job satisfaction. Please state your responses as; 1= Not Satisfied, 2= Somewhat Satisfied, 3= Satisfied, 4= Very Satisfied and lastly 5=Extremely Satisfied. Please specify your responses by puting (x) where appropriate.

No	**Job Satisfaction / Items**	**1**	**2**	**3**	**4**	**5**
1	Being able to keep busy all the time.					
2	The chance to work alone on the job					
3	The chance to do different things from time to time.					
4	The chance to be “somebody” in the community					
5	The way my boss handles his/her workers.					
6	The competence of my supervisor in making decisions.					
7	Being able to do things that don’t go against my conscience.					
8	The way my job provides for steady employment.					
9	The chance to do things for other people.					
10	The chance to tell people what to do.					
11	The chance to do something that makes use of my abilities.					
12	The way company policies are put into practice.					
13	My pay and the amount of work I do.					
14	The chances for advancement on this job					
15	The freedom to use my own judgment.					
16	The chance to try my own methods of doing the job.					
17	The working conditions.					
18	The way my co-workers get along with each other.					
19	The praise I get for doing a good job.					
20	The feeling of accomplishment I get from the job.					