

Job Burnout Experienced by Turkish Instructors of English Working at State Universities

GökhanÖztürk

AfyonKocatepe University, School of Foreign Languages, Turkey

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ABSTRACT

This study aims to investigate the level of teacher burnout experienced by Turkish instructors of English working at state universities and major reasons leading to it. 139 instructors working at eight different state universities participated in the study. All the participants were distributed a questionnaire and 40 instructors were also interviewed. Quantitative data were analyzed through descriptive and inferential statistics and content analysis was used to analyze qualitative data. According to the results, the instructors experienced a moderate level of burnout which is currently not a serious problem. The major reasons of this burnout were identified and it was found that heavy workload, students and institutional problems are the leading reasons of this burnout. Finally, the study came up with several suggestions to decrease this burnout level.

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Keywords:

burnout, Turkish instructors of English, EFL instructors, job burnout.

Introduction

Most of the teachers feel the joy and excitement of teaching when they newly start it. They mostly think of new and creative ideas that will motivate their students more. Furthermore, they are very eager to exchange ideas with their colleagues and learn something new from them. However, after a while, these teachers may find teaching less enjoyable and exciting than before or they may realize that they start murmuring a lot about the things related to students, course books, colleagues, administration, and so on. Shortly, the things related to their work place do not give happiness to them anymore, or these things may even lead them to a stressful and pessimistic mood.

Definitions of Burnout

With this stress, lack of joy in work place and pessimism the teachers experience, the term burnout comes to the ground. It was Freudenberg (1974; cited in Cephe, 2010) who introduced the term burnout to the social sciences. Carter (1994) defines teacher burnout as physical, emotional, and attitudinal exhaustion that begins with a feeling of uneasiness and mounts as the joy of teaching begins to gradually slip away. Maslach and Pines (1984) define burnout as a syndrome of physical and emotional exhaustion including the development of negative job attitudes, poor professional self concept, and low empathetic concern for clients.

¹ Corresponding author's address: AfyonKocatepe University, ANS Campus, School of Foreign Languages, Afyonkarahisar, Turkey
Telephone: 0 272 228 12 13
Fax: 0272 228 13 98
e-mail: gokhanoztrk@gmail.com

Aspects of Burnout

Burnout is a multidimensional phenomenon, and it is made up of three aspects which are emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach, 1982). Emotional exhaustion is related to the “feelings of over extension and exhaustion resulting from daily conflict in work” (Mukundan&Khandehroo, 2010: 1). Teachers realize that their emotional energies fade away after intensive interaction (Schwab, 2001). Depersonalization refers to the impersonal view of others, and seeing them not as people but as like ordinary things (Zhang & Sapp, 2007). The last dimension, reduced personal accomplishment, means the decrease of self efficacy on the job and people start thinking about their negative aspects and weaknesses more (Maslach, 1982). In other words, it is the loss of feeling of accomplishment from the job (Schwab, 2001). As it is clearly indicated, burnout with all its aspects is a crucial phenomenon in a teacher’s life.

Related Studies on Burnout

There have been numerous research studies in the literature which examine the burn out levels, its relationship with demographic features and the factors leading burnout. In Baysal’s study (1995) which investigated the burnout of high school teachers, it was found that women experienced higher levels of emotional exhaustion, and younger teachers felt more emotionally exhausted and depersonalized. Besides, teachers who felt support from their administrators, colleagues and families had significantly lower levels of burnout. In another study which was carried out by Girgin (1995), it was found out that women and men showed no difference at the level of emotional exhaustion and reduced personal accomplishment, however women had lower levels of depersonalization. This study also indicated that teaching experience is helpful in decreasing depersonalization and increasing sense of personal accomplishment. Serinkan and Bardakcı (2009) also contributed to the literature by revealing that the academicians have some kind of burnout due to heavy workload, lack of equipment in classes and offices, insufficient number of academicians, inadequate salary, and their partial prestige among other jobs. In Bümen’s study (2010), teacher burnout was found to be significantly related to teaching experience, type of school and class size. It was also found that the self efficacy was inversely correlated with the perceived burnout level. In his recent study, Sezer (2012) demonstrated that demographic features of the teachers play a significant role on the level of burnout teachers experience.

In the literature there are also several studies which specially focus on burnout perceived by EFL teachers at schools and universities. In his study, Cephe (2010) investigated the reasons leading EFL instructors to burnout. It was revealed in this study that the major factor of their burnout was the administrative applications in their institution and the instructors with a high level of burnout displayed alienation to professional identity behavior. Furthermore, a study (Özkanal&Arıkan, 2010) carried out with 28 instructors working at Eskişehir Osmangazi University preparatory school showed that perceived level of stress at the workplace is the only significant factor of burnout among the instructors. Other work-related factors, educational background and demographic features had no significant effect on the levels of teacher burnout. Zhouchon’s study (2011) with 86 English teachers from secondary schools of Wenjiang District of Chengdu and the city of Chongzhou revealed that the job burnout of English teachers in secondary schools is not very serious, and there is not a significant difference between female and male teachers. Finally, Mukundan and Khandehroo’s (2010) study with 184 English teachers from primary and secondary schools in Malaysia displayed that a high level of burnout is evident among English teachers in the public schools.

Purpose of the Study

It is clearly seen in the literature that teacher burnout is a phenomenon caused and shaped by multidimensional factors and it is such an extended psychological framework that must be examined and studied in any possible teaching context. Therefore, this study aims to investigate teacher burnout perceived by Turkish instructors of English (TIE, hereafter) working at state universities. In the light of this theoretical background and the review of related research studies, the following research questions are investigated in this study:

1. What is the level of job burnout perceived by the TIE working at state universities?
2. Do the features such as gender, marital status, educational background, year of experience and weekly course load have an effect of the burnout perceived by these instructors?
3. What are the main reasons leading TIE working at state universities to burn out?

Method

Participants

The participants of this study included randomly selected 139 TIE, 91 female and 48 male, working at eight different state universities in Turkey. They are mainly the graduates of language teaching, literature or linguistics departments and they have some different demographic features such as educational background, marital status, years of experience and weekly course load. The instructors have integrated or skill-based courses in English preparatory programs and they give compulsory English courses to freshman students at their universities. They were distributed a questionnaire and asked to fill in it according to their current feelings. Among these instructors, 40 participants were also interviewed to gather in-depth data on their perceived burnout.

Instruments

As the main data collection tool, the "Teacher Burnout Scale" developed by MacCroskey, Richmond, Wrench and Gorham (2001) was used. The scale describes four degrees of burnout to interpret the results of the scale. These four degrees are as follows:

1. 0-35 indicates few burnout feelings
2. 36-55 indicates some strong feelings of burnout, but not probably a serious problem
3. 56-70 indicates substantial burnout feelings, so getting some help is suggested
4. 71-100 indicates the individual is experiencing severe burnout

It is a 5-graded Likert scale having 20 items. In addition to its previously found reliability coefficient by the researchers as .89 in their pilot study, reliability score of this scale was found to be .95 in this study which is quite satisfactory and shows that it is a reliable one for the context. For the interviews, an interview protocol having two questions and several prompts was prepared by the researcher to seek and gather detailed information on the reasons of burnout perceived by TIE.

Data Collection and Analysis

The study was conducted in the fall semester of 2012-2013 academic year in which the instructors actively continued to give lessons. The participants were asked to fill in the questionnaire used to collect data. Among these participants, randomly selected 40 instructors were also interviewed. The interviews included two questions and several prompts, and were conducted in a semi-structured way in which the instructors expressed themselves better and provided in-depth data for the study. Since the participants were proficient enough and the original of the scale was in English, all data collection process was administered in English.

The quantitative data gathered via the questionnaire were analyzed through SPSS 17. Descriptive statistics were used to describe the identified features of the data in the study. In addition to this, inferential statistics were employed to find out if any significant differences or correlations existed among variables. The qualitative data which were obtained through the semi-structured interviews carried out in English were analyzed through content analysis. After the interviews were transcribed verbatim, common and significant points in the data were found and categorized under coherent patterns. Then, the frequencies of these coherent patterns were calculated from categorical data for each question.

Results

The Level of Burnout Experienced by TIE

Depending on the degrees of the scale described above, the result presented in Table 1 shows that TIE working at state universities experience some strong feelings of burnout in general.

Table 1. Burnout levels of TIE

	Mean Score
Burn out level in general	37.03

In addition to this, Table 2 presents the percentages in terms of the degree of burnout experienced by TIE.

Table 2. Percentages in terms of burnout level

Mean Score	Percentage (%)
0-35	55.6
36-55	34.3
56-70	8.1
71-100	2.0

As it is seen in the table, about 90% of TIE working at state universities experience few or some strong burnout feelings, and about the half of this number feel strong burnout feelings. On the other hand, 10% of the instructors feel severe and substantial burnout in their work life.

In addition to the results of these quantitative data, the first question of the interviews also sought answers to the level of burnout and participants were asked to classify their burnout feelings as low, moderate or high if they had any. The results are presented in Table 3.

Table 3. Burnout levels depending on the interview results

Level of Burnout	Frequency	Percentage (%)
No feelings of burnout	7	17.5
Low	16	40
Moderate	12	30
High	5	12.5

The results of the interviews show parallelism with the quantitative data and it is clear that more than 75% of the instructors stated that they experience some feelings of burnout. While seven participants showed no feelings of burnout and they stated that they were quite happy with their job, five instructors stated that they experience severe burnout feelings.

The Relationship between Burnout and Demographic Features

The second research question of the study investigated the relationship between burnout level of instructors and their demographic features such as gender, marital status, educational background, year of experience and weekly course load. The effect of these features on burnout was computed through T-test for gender and marital status and ANOVA for educational background, year of experience and weekly course load, and the results are shown in Table 4 and 5.

Table 4. The level of burnout according to demographic features (T-test results)

Demographic feature	Means	t	Sig. value (p<0.05)
Gender	Female 35.01	-2,339	.021
	Male 41.96		
Marital Status	Single 38.11	,753	.45
	Married 36.03		

Table 5. The level of burnout according to demographic features (Anova results)

Means			Anova results						
Educational background	BA	36.17	Between Grps.	<u>Sum of Sq.</u>	<u>df</u>	<u>Mean Sq.</u>	<u>F</u>	<u>Sig.</u>	
	MA	37.97		,234	2	,117	,248	.781	
	PhD	37.20		Within Grps	45,191	96	,471		
				Total	45,425	98			
Year of experience	0-3 years	30.4	Between Grps.	<u>Sum of Sq.</u>	<u>df</u>	<u>Mean Sq.</u>	<u>F</u>	<u>Sig.</u>	
	4-6 years	42.13		5,620	5	1,120	2,677	.29	
	7-9 years	31.30		Within Grps	39,823	93	,428		
	10-12 years	32.28		Total	45,425	98			
	13-15 years	42.50							
	16-... years	35.13							
Weekly course load	12-15 hours	37.12	Between Grps.	<u>Sum of Sq.</u>	<u>df</u>	<u>Mean Sq.</u>	<u>F</u>	<u>Sig.</u>	
	16-19 hours	33.00		2,444	5	,489	1,058	.389	
	20-23 hours	36.40		Within Grps	42,981	93	,462		
	24-27 hours	35.45		Total	45,425	98			
	28-31 hours	41.53							
	31-... hours	43.11							

As the results in the table show, there is a significant difference between female and male instructors and male instructors experience a higher level of burnout. It is also seen that marital status and educational backgrounds of the instructors do not have an impact on their burnout level. Although the mean scores show that the instructors who have just started teaching show less burnout feelings than their more experienced colleagues, it is seen that years of experience does not statistically have an effect on burnout level of instructors. Finally, the results show that weekly course load does not also have a significant effect on the burnout level experienced by TIE.

Major Reasons Leading TIE to Burnout

In order to find relevant answers referring to the third research question which investigates the main reasons of the burnout experienced by TIE, 40 instructors were interviewed. Since seven of them stated no feelings of burnout, the answers by 33 instructors were analyzed for this research question. They gave several answers to the question and the obtained data were analyzed through content analysis. The main reasons and their sub-headings were identified and the results are listed in Table 6 with their frequencies.

The results in the table show that the most important factor leading TIE to burnout is their heavy workload. It was stated by nearly 90% of instructors as one of the main factors of their burnout. The second main reason of the TIE's burnout feelings is students. It was stated by 24 instructors that their lack of interest in the lessons, unhappy and bored mood and low level of English lead TIE experience burnout feelings in their jobs. According to TIE, the problems they have in their institutions, stated by 18 instructors, is another factor leading them to burnout. These problems included colleagues, administration and unfair job

distribution. Financial problems is the fourth factor leading TIE to burnout and it seen that about 40% of the instructors are not happy with the money they earn for their job. The results also show that some problems in the instructors' social life may cause burnout feelings in their job. The problems include responsibilities in family life, lack of time for refreshment and lack of support and understanding by others. Finally, the last factor leading TIE to burnout was found to be the current education policy, stated by nine instructors, which includes the regulations of preparatory schools and compulsory courses for freshman students.

Table 6. Main reasons and their sub-headings leading to burnout

Main reason	Sub-headings	Frequency
Heavy work load	Too many course hours in a week Weekend courses Office duties (testing, curriculum, etc. MA and PhD studies Compulsory translation duties	28
Students	Lack of students' interest Their low level of motivation Unhappy and bored mood of students Their low level of English	24
Institutions	The problems with colleagues Administrative problems Unfair job distribution Lack of substitute teachers Lack of training and feedback	18
Financial problems	Low salary Insufficient payment for extra lessons	14
Social life	Responsibilities in the family life Lack of time for refreshment Lack of appreciation and support by others	9
Education policy	Current regulations of preparatory schools Compulsory English courses of freshman students	9

Discussion

Burnout Level of TIE

One of the main focuses of this study is the burnout level experienced by TIE working at state universities. Both the qualitative and quantitative results show that TIE experience a moderate level of burnout. That burnout level indicates some strong feelings of burnout but that is not a statistically serious problem. The results of this study show parallelism with the ones in Cephe's study (2010) which demonstrated that nearly half of the teachers display teacher burnout. However, this study also shows contrast with several studies (Özgür, 2007; Kurtoğlu, 2011; Güven, 2010; Özkanal&Arıkan, 2010) in which it is demonstrated that instructors or teachers of English experience a low level of burnout feelings or very few instructors experience burnout. The reason for this contrast could be the fact that these studies in the literature were carried out in their own specific context or institution. However, this study included TIE working at eight different state universities in Turkey, so it can be concluded that the results of the study are more generalisable for Turkish context.

The Relationship between Burnout Level and Demographic Features

The effect of gender, marital status, educational background, year of experience and weekly course load on burnout level experienced by TIE was investigated. The results of the quantitative data demonstrated male instructors experienced a higher level of burnout than female instructors. In addition to this, it was found that burnout feelings of instructors increase as they get more experienced in their job. In other words, it can be said that the burnout level changed according to the gender and experience year of the instructors. The results supported the studies carried out by (Otacıoğlu, 2008; Mede, 2009; Bümen, 2010; Sezer, 2012; Koruklu et. al., 2012) which found out that gender have a significant effect on the level of burnout experienced by teachers. It was also found out in this study that the other demographic features such as marital status, educational status, years of experience and weekly course load have no effect on the burnout level experienced by TIE. In other words, burnout feelings of TIE do not change according to these features. The results show parallelism with the ones found by the studies (Özkanal&Arıkan, 2010; Kurtoğlu, 2011) which indicate that these demographic features have no significant effect on burnout level of teachers. On the other hand, several studies (Sezer, 2012; Girgin, 2010) which found out that these demographic features affect the level of burnout feelings show contrast with the results of this study.

Major Factors Leading TIE to burnout

The results of the qualitative data gathered via semi-structured interviews indicated that there are several major factors which lead TIE to experience burnout in their jobs. These major factors which have different sub-headings were found to be as heavy workload, students, institutions, financial problems, social life and education policy.

Depending on the expressions of the instructors in the interviews, it is concluded that heavy workload is the most important factor leading them to burnout out. Their current workload which includes course hours, weekend courses, office duties, translation duties and MA or PhD studies are really exhausting for them and increase their burnout level. Although the statistical results showed that weekly course load does not affect the burnout level, the qualitative results indicated that most of the instructors are fed up with their current course load and that makes them feel burnout. On this issue, one of the instructors stated that:

“The main reason of my burnout is the number of course hours. I have twenty nine hours of lesson in a week. I also have extra weekend courses which I have to give although I don’t want. That is too much and really exhausting for me.

Another reason related to the heavy workload is the compulsory duties that the instructors have to do in their institutions. When these duties are combined with the loaded course hours, the instructors experience severe burnout feelings. The statements of an interviewee illustrate the issue better.

“I already have a twenty eight hours course load. That can be bearable (smiling), but the real problem which really irritates me is the other duties I have. For example, I am in the curriculum office and I have to prepare materials in my free office time, but I don’t want it. Sometimes, we have to translate some documents related to our university. OK, I know English, but I am an instructor, not a translator or interpreter. I really feel burnout when I do these things.”

The second main factor which is stated by most of the instructors is the students. Their lack of interest in lessons, low motivational level and unhappy mood is an effective factor on the burnout level of TIE. Since the instructors try to teach such a reluctant group, and nothing changes no matter what a big effort they make, they feel irritated and burnout. An interviewee enlightens this problem with her sentences.

“The first reason of my burnout is the students. When I do my best to share something with my students or ask them to talk about any issue, many of them prefer not to say even a word. They are always bored, tired and unhappy. So, teaching them does not make me happy when they are so unmotivated.”

On this issue, another instructor displaying a low level of burnout stated that:

“I sometimes experience burnout especially after the exams when I see the results of my students. I feel that every effort I make for them is unnecessary. I want to get the results of my work. I don’t have any problems about being a teacher. The only problem is the lack of my students’ interest. This disappoints and discourages me.”

Their low level of English proficiency is another problem about students which make TIE feel burnout. The TIE try hard to make them reach a certain level of English, but since they cannot get the results of their work most of the time, the instructors feel disappointed and burnout. On this issue, an instructor stated that:

“There is a huge gap between their level and the level we are supposed to bring them to. They mostly have low English background, so I put more effort into teaching. They have a lot of work to do but they don’t do enough. At the end, they lose their motivation and so do we.”

The problems that TIE have in their institutions is another main factor which lead them to burnout. Among these problems, the most stated one having a significant impact on the burnout level of instructors is colleagues. More than a half of the instructors stated that they are unhappy and irritated of their colleagues’ behaviors in the workplace and that make them feel burnout. The statements uttered by an interviewee summarize the problem.

“I experience burnout because of my colleagues. They are not professional enough. They resist to everything new and they just want to sustain the current situation. For this reason, we hardly reach a solution to our problems regarding the issues about teaching and other crucial points. Also, most of them aren’t aware of their responsibilities. They disobey the rules, so this affects the consistency at this department. Even some of them gossip about the others. I sometimes think about changing my workplace just because of them.”

Other than the colleagues, another problem leading to burnout in the institutions of TIE is the administrative staff. In the interviews, it was found out that the head of department in many schools of foreign languages is from a different discipline such as veterinary, engineering or business administration. For that specific reason, their lack of knowledge and inefficacy in language teaching field create several problems in the institution and these problems lead TIE to feel burnout in their job. On this issue, an instructor state that:

“Another reason of my burnout is the administration. Our head is a professor from veterinary faculty. Naturally, she knows nothing about the area of language teaching. She mostly sits in her room and is not so much interested in school works. She is also not very fond of new ideas. That causes an undisciplined and irresponsible atmosphere which bothers me most. We need an urgent change in the administration.”

In addition to the problems with colleagues and administration, some of the instructors complained about unfair work distribution at their schools. According to the statements, it was found that they are exposed to more work since they care about the quality of their job whereas other teachers have quite free time and that make them feel severe burnout. An interviewee illustrates the issue better:

“If you are an idealistic teacher having an MA, doing extra research or preparing extra materials for students, you are always expected to deal with a lot more responsibilities. Some teachers, on the other hand, do not have any extra duties as they don’t care the quality of their work.”

During the interviews, two of the instructors from different universities expressed an interesting reason which makes them feel severe burnout in their work places. That reason is the lack of substitute teachers. This situation creates a stressful and sometimes discouraging atmosphere for the instructors. One of these instructors summarized the situation very well:

“Another big problem that makes me feel burnout is the absence of a substitute teacher in our department. When I get sick or have problems at home, I can’t take the day off. If I can, the management wants me makeup for the lesson but I don’t have any time. That puts me in a stressful situation. If we had a substitute teacher, that would not be a problem both for me and other teachers, so we would feel less stress and burnout.”

The qualitative data results indicated that the fourth major problem leading TIE to burnout is the financial problems. It is concluded that some of the instructors are not happy with the money they earn for their job. In addition to this, the payment they get for the extra lessons does not satisfy them. The sentences by an interviewee are very clear about this problem:

“The money I earn is not satisfactory. I work more than other academicians but I earn less. The salary and payment for extra hours are too low for this responsibility. I would earn more if I sold vegetables at the market for 42 hours per week (smiling).”

According to the results of the interviews, several problems that TIE have in their social life also lead them experience burnout in their job. Their responsibilities in the family life, lack of enough time for

refreshment and lack of appreciation, support and understanding by others are the main problems they have in their social life and causing burnout in their work life. The statements by two female instructors present an example for the issue:

“I am married and I have a 2 years old baby who always needs me. This keeps me busy with my family at home. When it is combined with my responsibilities at work, I don’t have enough time for myself and this makes me feel severely burnout.

“Teaching requires a great deal of commitment to work and when this effort is underestimated by others, one’s motivation to teach decreases. For example, I am having my PhD and I need extra time for my course. However, I am not given the chance or time for my studies and nobody cares about it. Isn’t it so demotivating and discouraging?”

The last major reason of the burnout experienced by TIE was found to be the education policy. The instructors who thought the education policy as a factor leading them to burnout indicated that the current regulations of preparatory programs and compulsory English courses for freshman students are really problematic and they are the starting points of many negative factors making them feel burnout. Two interviewees summarize this problem clearly with these statements:

“The answer of what makes me feel burnout is definitely the current regulations of the preparatory program. Most of the students pass this program and continue their education in their department even if they fail in the preparatory program. They are never afraid of failing or being unsuccessful. So, the classrooms are full of uninterested and reluctant students. This is unbearable for most of the instructors.”

“We have to give English courses to the freshman students in other departments. These courses are one of the main reasons of my burnout. The compulsory English course is a total nonsense both for students and instructors because it is impossible to teach English in three hours a week to a totally uninterested group.”

As it is clear from the statements above, TIE have many strong reasons for their burnout they experience in their job. The qualitative data indicates that these main reasons have several subheadings and each of them may lead severe burnout feeling in the work life of TIE. It is expected that the statements of the instructors above which provide a significant contribution to the literature about teacher burnout will be useful in finding solutions for the burnout experienced by TIE and other teachers.

Conclusion and Suggestions

This study investigated the teacher burnout experienced by Turkish instructors of English working at state universities. 139 instructors from eight different universities participated in the study. All of the participants were given a questionnaire on teacher burnout and 40 of them were also interviewed to gather qualitative data. The quantitative data were analyzed through descriptive and inferential statistics, and the qualitative data were analyzed through content analysis.

The results indicated that TIE experience some strong feelings of burnout in a moderate level which is currently not a serious problem. The statistical results show that while gender and year of experience are an effective factor on teacher burnout, demographic features such as marital status, educational background and weekly course load do not have a significant impact on burnout. According to the qualitative results, which are thought to be a significant contribution to the literature, it is found that the major reasons leading TIE to feel burnout in their jobs are heavy workload, students, institutions, financial problems, social life and education policy. These major reasons also have several sub-headings which are discussed separately by using the instructors’ own statements throughout the study.

In Turkey, there are intensive English teaching programs at the preparatory schools of the universities. When this is combined with the compulsory English courses for the freshman students, there becomes a huge amount of English courses at universities. Unfortunately, this study shows that this huge amount of course load is on the shoulders of instructors of English. It is a known fact that the quality of teaching mostly depends on the welfare of teachers. If they feel happy and good in their jobs, then the teaching process becomes good. However, when the heavy course load is combined with the other problems indicated in this study, the instructors lose their welfare and enthusiasm and begin to feel substantial burnout feelings, which harm the teaching process at the end. Depending on the results which present the major reasons of burnout

feelings experienced by TIE, this study suggests several solutions to be considered to repair or overcome this burnout feelings. It is believed that the changes and adjustments suggested below will help TIE decrease their burnout level and regain their enthusiasm and motivation to create a qualified teaching atmosphere:

- The current number of instructors at universities is insufficient for the amount of courses and that leads to a heavy course load on TIE. This course load of the instructors should be decreased by employing more permanent or part-time instructors.
- The instructors who have a current course load should not be assigned for other compulsory duties like testing or translation. A separate number of instructors having no course load should be assigned for these duties.
- The current regulations of preparatory programs by which students can continue their departmental education even if they fail in preparatory year should urgently be changed because this system creates uninterested and unmotivated students.
- According to the instructors, compulsory English course for freshman students is a waste of time. It should either be removed from the curriculum or given as a distance education.
- The head of department at schools of foreign languages should be an expert of ELT. If not, an academician being an expert of a language field (literature, linguistics, translation etc.) should be preferred.
- Administrations of schools of foreign languages should create a collaborative atmosphere and all the instructors should be equally assigned for other duties.
- The salary of the instructors and the payment for extra lessons should be increased in an amount which will satisfy them for the amount of work they do.
- The instructors of English working at state universities should be given off days in which they can spend time with their friends and families or they can focus on their MA or PhD studies.
- The current effort of instructors which handle a great amount of work at universities should be respected and valued by others.

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