

PREDICTORS OF BURNOUT
AMONG FOREIGN LANGUAGE INSTRUCTORS

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ABSTRACT

PREDICTORS OF BURNOUT AMONG FOREIGN LANGUAGE INSTRUCTORS

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This study aims to investigate the predictors of foreign language instructors' burnout levels. More specifically, it aims to examine whether romantic relationship satisfaction, age, course load, perception of course load, satisfaction with income and parental status could predict instructors' burnout. Two hundred thirty four foreign language instructors working at state and private universities in Ankara participated in this study. The data were collected through a personal information sheet, Maslach Burnout Inventory and Hendrick's Relationship Assessment Scale. Descriptive and inferential analyses were conducted using SPSS 22.

Results of the present study indicated that emotional exhaustion, depersonalization and personal accomplishment levels of foreign language instructors could be significantly predicted by their romantic relationship satisfaction, age, course load, perception of course load, satisfaction with income and parental status to a certain extent.

Keywords: Burnout, instructors, romantic relationship satisfaction, age, course load

ÖZ

YABANCI DİL OKUTMANLARINDA TÜKENMİŞLİĞİN YORDAYICILARI

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Bu çalışmanın amacı yabancı dil okutmanlarında tükenmişliğin yordayıcılarını incelemektir. Romantik ilişki doyumu, yaş, ders yükü, algılanan ders yükü, maddi gelir düzeyinden tatmin ve çocuk sahibi olup olmama bağımsız değişkenlerinin yabancı dil okutmanlarında tükenmişliği ne derece yordadığı araştırılmıştır. Çalışmaya, Ankara ilinde devlet üniversiteleri ve özel üniversitelerde çalışmakta olan iki yüz otuz dört yabancı dil okutmanı katılmıştır. Çalışmanın verileri, kişisel bilgi formu, Maslach Tükenmişlik Ölçeği ve Hendrick İlişki Değerlendirme Ölçeği kullanılarak toplanmıştır. Betimsel ve çıkarımsal istatistik analizleri SPSS 22 kullanılarak yapılmıştır.

Çalışmanın bulguları, yabancı dil okutmanlarında tükenmişliğin duygusal tükenme, duyarsızlaşma ve kişisel başarı alt boyutlarının, romantik ilişki doyumu, yaş, ders yükü, algılanan ders yükü, maddi gelir düzeyinden tatmin ve çocuk sahibi olup olmama değişkenleri tarafından anlamlı derecelerde yordandığını göstermiştir.

Anahtar Kelimeler: Tükenmişlik, okutmanlar, romantik ilişki doyumu, yaş, ders yükü

To our home

METU

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ABBREVIATIONS

EE: Emotional Exhaustion

DP: Depersonalization

PA: Personal Accomplishment

RS: Romantic Relationship Satisfaction

MBI: Maslach Burnout Inventory

RAS: Relationship Assessment Scale

CHAPTER I

INTRODUCTION

This chapter presents an overall introduction to the study including its background, significance, purpose, research questions to be investigated and definition of major terms.

1.1 Background of the Study

In the last century, workplace has become more stressful and hectic for most workers. More and more people feel that they have to be engaged in multiple tasks at one time and are required to perform much better than what was acceptable or satisfactory a decade ago. They experience the innate competitiveness of work and admit they are working harder not only for their employment but also for care giving (Blustein, 2006). What is more, it is difficult to relieve at work. The moments that people can have a rest between events do not exist anymore. Each demand comes without allowing people to take a breath following the previous. It is also difficult to relieve outside work. People have lots of issues that keep them busy in other domains of life such as children, aging parents and houses (Maslach & Leiter, 1997).

One of the professions that is most associated with burnout is teaching (e.g. Can, 2013; Girgin, 2010; Kımav, 2010; Özgür, 2007). It

is a 24/7 job. The nature of the profession keeps teachers busy even at weekends or semester breaks, when people think they do not work. Apart from active teaching hours, they make lesson plans, mark student papers, prepare tests, carry out administrative or non-instructional duties, and try to keep up with the latest developments in their field. Croom (2003) stated that society keeps increasing expectations from teachers, and as long as the gap between the society's expectation from the teachers and their capability to carry out teaching of the expected quality expands, burnout will remain as a concern. Today, community expects educators to make greater contributions than before to the solutions of social problems such as drug abuse, civil education, health education and so forth. In other words, schools are expected to undertake tasks which used to be fulfilled by parents in the past (Smeyers & Depaepe, 2008; cited in Droogenbroeck, Spruyt, & Vanroelen, 2014).

Öztürk (2013) emphasizes that most teachers feel excited and joyful about teaching when they first start it. They try to increase their students' motivation by thinking of different and novice ideas. They are also willing to have good relationships with their colleagues so that they can offer and ask for ideas. Nevertheless, after a while, they start to find their job less pleasurable, and they start to complain about things they once enjoyed. What they do does not make them happy any more, and they become negative and stressful.

Teaching is a stressful job. Teachers, in general, are exposed to external pressures from supervisors, policymakers, parents, and

experts, which leads to a growing teaching role, a noteworthy increase in nonteaching-related workload, and leaves less time for social contact with work mates and people in private life (Droogenbroeck et al., 2014). It is even more different for university teaching staff. In contrast to the duties primary and secondary school teachers have, teaching is only a part of academicians' responsibility. They are also engaged in scientific research and administrative duties. They need to keep up with the changes in their field, improve themselves intellectually, and meet in-service training requirements (Tümekaya, 2006). When they try to do all these in great standards, their job becomes even more difficult. Pines and Nunes (2003) cited that job burnout is only observed in idealistic people with high motivation. When such people have high expectations from their occupational lives and go through intense and long-term stress, they tend to experience a higher degree of alienation, anxiety and depression.

When we consider a group of employees who face the aforementioned conditions, namely language instructors, we see that they need acknowledgement. Language instructors are often the first people to welcome students to a university. As most of them work at preparatory schools, they are the first academicians who are perceived as 'university teachers' by novice students, and they have a vital place in forming the university's charisma and determining how the university is viewed by the students. In addition to having different everyday practices from other academicians such as teaching more hours, instructing the same group of students every day and having to follow more standardized curricula, they also constitute a small number

compared to other academicians who teach at departments; therefore, their problems tend to be overlooked, and left unattended.

Although burnout is already a highly researched topic and there are studies concerning burnout in teaching staff, there is a gap in literature about burnout among language instructors and its possible predictors.

1.2 Significance of the Study

Burnout experience disables individual's social and personal functioning, and even though it causes some people to quit their jobs, some people would prefer to continue, but by making the minimum effort. This decrease in the work quality and individual's health can lead to undesirable consequences both for the individual herself and for other people whom she has an effect on (Maslach & Goldberg, 1998).

It is a well-known fact that in order for a teacher to educate successfully, she has to be psychologically healthy, happy and harmonious. What is more, teachers have a responsibility to set an example. A teacher who is anxious, troubled and unhappy influences her students in an emotionally negative way whilst a tolerant, calm and supportive one creates a positive impact on them. The problems of people of such importance would affect the psychology of young people who shape a country's future (Girgin, 2010). Therefore, burnout in teaching profession must be addressed in scientific studies.

People's preference of career and intimate partner tells a lot about them and plays a significant part in how their lives are shaped. (Pines & Nunes, 2003). DeGenova (2008) believes one's stresses in life are not independent from one's relationship and his success -therefore satisfaction- in that relationship. In her book, she states that people face stress in many different forms and it has an important influence on marital satisfaction, and she cited research which has shown as the intensity of stress in the environment gets higher, divorce rate gets higher too (Cohan & Cole, 2002), being exposed to stressful events increases aggression between couples (DeGenova, 2008) and increased stress leads to increased negative perceptions of relationship problems (Neff & Karney, 2002). Hence, it is necessary to investigate the associations between burnout and spousal relationships.

One of the subjects whose teachers society have the highest expectations from is English (and also other foreign languages) with its growing significance. Moreover, one of the places where English language teaching is the utmost objective is universities, especially preparatory schools. Therefore, it makes sense to study language instructors' burnout level and variables that are possibly associated with it.

There are research findings which yield data revealing that English instructors experience burnout at different levels (Cephe, 2010; Özkanal & Arıkan, 2010; Öztürk, 2013). Various reasons for burnout among teachers and academicians have been explained in literature such as heavy workload, insufficient salary, lack of prestige, lack of

equipment (Serinkan & Bardakçı, 2009), demographic features (Lackritz, 2004), perceived level of stress (Özkanal & Arıkan, 2010), administrative problems (Cephe, 2010), five factor personality traits (Dinç et al., 2013), marital status, the reasons for choosing teaching as a profession, not being respected by supervisors (Yıldız Kırılmaz, Çelen, & Sarp, 2003), social life, education policy, students (Öztürk, 2013), self-efficacy beliefs (Evers, Brouwers, & Tomic, 2002), and job dissatisfaction (Ertürk & Keçecioğlu, 2012). However, the part that may explain which variables could be of use in predicting their burnout levels has not been explained adequately yet.

It could be of help if instructors realize what their feelings of burnout is related to, apart from merely the problems at job. It would be practically significant for administrators, too since they may start looking for solutions related to these other areas that put pressure on instructors, and help them with these instead of looking for short-term, job-related solutions only. According to Can (2013), in order to achieve quality in education and accelerate community development, the first thing to do is to enhance teachers' working and living conditions, identify their personal and family-related problems, and generate solutions for them. As a result, if their conditions could be improved and quality could be brought to their lives by the help of a better understanding of their psychological state, their fruitfulness would rise and the success of the university could grow with healthier teaching staff.

1.3 Purpose of the Study

The purpose of this study was to examine the variables that were possibly significant in predicting foreign language instructors' burnout levels. More specifically, it was aimed to find out whether romantic relationship satisfaction could be of use in predicting burnout levels of language instructors after controlling for age, course load, perception of course load, satisfaction with income and having or not having children. The demographic variables were controlled in order to see the individual effect of romantic relationship satisfaction in predicting burnout.

The study was conducted with language instructors who work at universities in Ankara. In order to explore the relationship between them, their burnout and romantic relationship satisfaction levels were gathered in addition to demographic features.

1.4 Research Questions

1. To what extent does romantic relationship satisfaction predict emotional exhaustion, depersonalization and personal accomplishment levels of foreign language instructors after controlling for age, course load, having children or not, perception of course load and satisfaction with income.

1.1 To what extent does romantic relationship satisfaction predict emotional exhaustion levels of foreign language

instructors after controlling for age, course load, having children or not, perception of course load and satisfaction with income.

1.2 To what extent does romantic relationship satisfaction predict depersonalization levels of foreign language instructors after controlling for age, course load, having children or not, perception of course load and satisfaction with income.

1.3 To what extent does romantic relationship satisfaction predict personal accomplishment levels of foreign language instructors after controlling for age, course load, having children or not, perception of course load and satisfaction with income.

1.5 Definition of Terms

Burnout has been a widely studied topic since 1970s when the term was first introduced to the field by Freudenberger (1974), and it has been defined by various scholars in the field of psychology and counseling such as Cherniss (1980) who defined it as a reaction to intensive stress and dissatisfaction, Harrison (1999), who told it is physical, emotional and mental fatigue which results from being engaged in emotionally demanding situations for too long, Bailey (1985) who argued burnout is losing idealism, energy and goals, Balcıoğlu, Memetali, and Rozant (2008) who viewed it as a diminish in

individual's job performance which appears as his/her psychic resources weaken, McCarthy, Lambert, O'Donnell, and Melendres (2009) who said it is a natural outcome when individuals do not have adequate resources to cope with life demands, and Barutçu and Serinkan (2008) who proposed it is to give in as a result of feeling no matter what you do or how much you work, it is not possible to make a difference.

Burnout is characterized as consisting of three aspects, which are emotional exhaustion, which refers to reduction of one's emotional resources, depersonalization, which is a kind of emotional barrier that leads one to be disconnected from others, and reduced personal accomplishment, which is described as dropped self-efficacy one experiences together with diminished competence and productivity (Maslach & Jackson, 1981).

Operationally, an academician can be told to have burnout if she expresses feeling bored and unsatisfied by her work, exhausted when she wakes up in the morning, tired at the end of the day, she would prefer to stay at home rather than go to work; and thinking she is not able to understand her students, she can't cope with her students' problems, and she acts towards some students in an undesired way. (Maslach & Jackson, 1981).

The most essential part of identity exploration in early adulthood is love. Having strong intimate relationships help the process of identity exploration. Not only are the positive and negative factors that

influence romantic relationships important, but also quality is essential in these romantic relationships. (Eryılmaz & Doğan, 2013)

Sternberg (1986) defines romantic relationship as a close relationship composed of intimacy, passion and commitment. Intimacy is the feelings of being close, having a bond and being connected in a romantic relationship. Passion stands for the drives that bring about romance, physical attraction and sexuality. Finally, commitment pertains to a person's preference to continue the relationship.

Relationship satisfaction is defined by Miller and Tedder (2011) as the feeling of pleasantness or contentment related to one's romantic interaction with someone else. A person can be told to be satisfied by his relationship if he states feeling devoted to his partner, he shares intimate things with his partner easily, the relationship is worth his time and effort, he is happy with his and his partner's role in the relationship, his partner is interested in him, he is at ease while telling what he wants from the relationship, he is being attended to and he could be himself in the relationship; and believing the relationship has a future, his partner's feelings are as strong as his, his partner is warm and caring towards him, the problems are solved in collaboration, his partner is genuine about her feelings, and he wants the relationship to continue (Miller & Tedder, 2011).

CHAPTER II

REVIEW OF THE LITERATURE

In this chapter, previous research findings that are relevant to the purpose of this study are summarized, compared and contrasted. First, burnout is explained in detail and sources of burnout are mentioned. Then, its relation to several different variables including demographics and ideas about prevention are discussed. After that, romantic relationship satisfaction is handled and its relationship with different variables is presented. Finally, studies concerning the relationship between burnout and romantic relationship satisfaction are synthesized.

2.1 Burnout

People who wish to feel that their existence is significant start their professional careers with a great deal of idealism and high motivation. Nevertheless, when they come up with the reality that they feel their work is not as significant as they once assumed, they inevitably start feeling helpless and hopeless, and ultimately, burned-out (Pines & Nunes, 2003). Burnout is a sad endpoint for those who started their jobs with positive prospects, motivation and commitment. The norms for such helping people, although implicit, are to be self-sacrificing and to put others' needs in front of theirs, to do everything to help a

student, client or patient. Unfortunately, such devotion to others might cost too much (Maslach & Goldberg, 1998), and usually brings about low productivity and lack of effectiveness at work (Zhouchun, 2011).

Burnout has physical symptoms like headaches, migraines, weight loss, hypertension, loss of appetite, nervous stomach (Alkhrisha, 2002), high cholesterol, tension in muscles, respiratory distress, skin problems, allergies, ulcer and diabetes (Maslach & Leiter, 1997). The psychological symptoms of burnout are decrease in self-confidence, job hatred, irritability, guilt, discouragement, thinking you are not appreciated (Freudenberger, 1974), nervousness, inefficacy, feeling obstructed, fear and hostility (Maslach & Leiter, 1997).

Among the outcomes of burnout are changing jobs, showing absence from work, having a negative mood and stress, physical fatigue, sleep deprivation, increased alcohol consumption and drug abuse, problems at marriage and family (Maslach & Jackson, 1981), anxiety, depression, cynicism and emotional breakdown (Talmor, Reiter, & Feigin, 2005), reduced job satisfaction and teacher effectiveness, diminished teacher–student rapport, and lack of motivation (Abel & Sewell, 1999). Actually, there are scholars who claim that “burnout cannot be distinguished from clinical depression in terms of reported depressive symptoms” (Bianchi, Schonfeld, & Laurent, 2014, p.10).

2.1.1 Sub-dimensions of Burnout

In one of their earlier papers, Maslach and Jackson (1981) explained three sub-dimensions of burnout, one of which being emotional exhaustion having stated that burnout is a syndrome of emotional exhaustion and pessimism that is often experienced by people whose jobs require communicating with other people. According to them, feeling emotionally exhausted is an important aspect of this syndrome. While individual's emotional resources are being weakened, he feels that he cannot commit to his work adequately any more. The person who is emotionally exhausted feels that because of the intensity of psychological demands of people who he helps, his emotional resources are depleted and he is lacking energy. When engaged in this state, the person thinks that he cannot be as responsible and giving toward the people he is serving as he used to be. Thus, he feels obstructed and strained (Can, 2013). According to Sucuoğlu and Kuloğlu (1996), burnout first starts with emotional exhaustion, and then the other dimensions start to be felt.

Another aspect of burnout is employing a negative and sarcastic attitude towards people who are being served, namely, depersonalization. Depersonalization is the feeling of indifference toward solving other people's problems. This leads to an uninterested, harsh and remote attitude. The person who is going through depersonalization feels powerless in dealing with other people's problems, and uses depersonalization as a way to refrain from them. He degrades interpersonal relationships to the minimum level

necessary to carry out his job. Such kind of unpleasant reactions to clients might also be connected to emotional exhaustion as these two aspects of burnout are thought to be related to some extent (Maslach & Jackson, 1981).

The third aspect of this syndrome is the inclination to assess oneself negatively, especially in relation to one's work with his clients. It is called reduced personal accomplishment. Individuals do not feel happy about themselves or satisfied with what they have accomplished on their jobs. As a result of the negative attitude and feelings about other people, the person starts to derive negative thoughts about himself as well. Feeling guilty, unloved, unattended and unsuccessful reduces one's respect for himself and may lead to depression (Maslach & Jackson, 1981). The person who believes he is unsuccessful starts not doing the things he actually can, and avoiding occupational responsibilities by passivizing himself.

It is worth mentioning that with a different viewpoint, Cherniss (1980) argued that these three facets of burnout are not created by the organizational stressors, but they are defense mechanisms that arise as a result of stressful, disappointing and monotonous work environment. Not only Cherniss but also Sarason (1983) made a contribution to the understanding of burnout by mentioning in his social-historical approach arguing that community is more effective than the individual or the organization in speeding up burnout. According to him, it is the social values which surround individuals that cause their burnout.

2.1.2 Sources of Burnout

According to Harrison (1999), people go through burnout as a process of their spirits' being slowly eroded due to everyday struggles and chronic stresses related to their life and work. They experience too many burdens, disagreements, strains, and too few emotional prizes, accomplishments and acknowledgements. They eventually burn out when they feel that their work does not mean much, and their stress overshadows rewards and supports. But what are the reasons of stress becoming burnout?

2.1.2.1 Individual Factors

Sürgevil Dalkılıç (2014) says that an environment which is dominated with factors that may lead workers to burnout would influence each individual differently. Some of the workers could ignore those factors with the help of their personal characteristics whereas some might perceive them more seriously and get affected by them more deeply. All individuals can possibly get burned-out; however, people with some specific characteristics are more likely to go through it. Among those are type A personality (being overly competitive and obsessed with work), external locus of control (feeling you do not have the control of events), lacking self-efficacy, empathy and emotional control, having unrealistic expectations (Sürgevil Dalkılıç, 2014), having an avoidant coping style and low levels of hardiness, which is defined as participation in daily activities, lacking acceptance,

adaptability to change and sense of control over events (Maslach, Schaufeli, & Leiter, 2001).

In addition to personality characteristics, demographics are included in individual factors as well. According to Maslach et al. (2001), age is the variable that has been concluded to be related to burnout most consistently among all demographic variables studied so far. Burnout is experienced by younger employees more than 30-40 year-old employees. What is more, they argue that in spite of some research findings suggesting that burnout is a female experience, sex, as a demographic variable, is not a powerful predictor of burnout. As for marital status, it is concluded that single men tend to experience burnout more compared to married men, and single women and men are prone to burnout more than divorced men and women. Finally, in terms of education, it is argued that individuals with higher levels of education report higher levels of burnout (Maslach et al., 2001).

2.1.2.2 Organizational Characteristics

Maslach and Goldberg (1998) proposed that numerous key themes which form a basis for almost all descriptions of burnout emphasize the importance of job environment. Burnout is caused by problems a person encounters at the workplace rather than the person herself. Working environments are quite demanding both economically and psychologically, and this exhausts workers physically and emotionally. They state that the organizational factors which cause workers' burnout are workload, lack of control, insufficient reward, breakdown

of community, absence of fairness and conflicting values (Maslach & Leiter,1997). To explain each, in order to be able to talk about harmony between the person and the *workload*, the quality and quantity of the job should be consistent with the person's expectations. Second, if a worker's *control* over her job and responsibilities are compatible with each other, there exists a propelling balance. In terms of *rewards*, harmony means that the person feels satisfied, appreciated and acknowledged in return for her participation to the organization. *Community* in an organization is related to the workers' feeling that their social interactions at the workplace are in compliance with their expectations, all workers have a supportive relationship with each other, and they have a sense of belonging. Harmony in terms of *fairness* requires workers' feeling that all important decisions related to work are made openly, not for the benefit of powerful or important people. As for *values*, harmony means identification of the worker with organizational missions and those missions' being effective on the workers daily practices (Leiter, 2003; cited in Sürgevil Dalkılıç, 2014).

2.1.2.3 Job and Role Characteristics

Role overload, ambiguity and conflict constitute job and role characteristics that lead to burnout. These themes come together to create a job environment where there is continual emotional strain and unrealistic expectations. Hard work together with too much conflict becomes fatiguing (Maslach & Goldberg, 1998). Maslach and Leiter (1997) put forward that burnout is more likely to occur when

there is a fundamental discrepancy between the person and the job, which they call job-person mismatch. It is called role conflict when there is an incompatibility of expectations between the employer or the job and the employee. (Kahn, 1978). Role ambiguity is related to a person's need for certainty and predictability concerning his aims and ways of carrying them out. It occurs when a worker lacks information to complete required activities, or when it is restricted or not clearly defined (Jackson & Schuler, 1985). Overload is believed to be either qualitative or quantitative. Workers who go through qualitative overload feel that they lack the basic skills essential to achieve the task efficiently. Quantitative overload, on the other hand, pertains to the worker's perception that the task cannot be completed in the allocated time (Kahn, 1978).

2.1.3 Variables Related to Burnout

Various studies have been conducted to explore the association between gender and burnout. A meta-analysis of 183 studies comparing genders in terms of burnout came up with results suggesting that men and women experience different aspects of burnout. Women are more emotionally exhausted whereas men are more depersonalized (Purvanova & Muros, 2010). These findings also validate the findings of Lackritz (2004) and of Maslach and Jackson (1981) who concluded that females had higher scores than males on emotional exhaustion, and males scored higher than females in depersonalization. As for personal accomplishment, Lackritz (2004) found no significant gender differences in comparison to some

researchers who concluded men have more (Koruklu, Özenoğlu-Kiremit, Feyzioğlu, & Aladağ, 2012; Maslach & Jackson, 1981) and to some who argued women have more burnout on this dimension (Whitehead, Ryba, & O'Driscoll, 2000). In contrast to research findings showing a meaningful difference between two genders, there are also studies which confirmed no significant relationship between gender and different aspects of burnout. (Girgin, 2010; Hastings & Bham, 2003; Mede, 2009; Tuettemann & Punch, 1992).

Yıldız Kırılmaz et al. (2003) studied 43 primary school teachers in Turkey so as to find out their burnout level and its relationship with particular variables some of which are demographics. Their average burnout score was found to be 17.66 with a standard deviation of 8.99. They concluded no significant relationship between burnout and the following variables: age, gender, number of children, type of school that teachers graduated from, experience, duration of service in their current institutions, how they evaluate their occupational effectiveness, and number of students taught. The variables that were found to be associated with burnout were as follows: In the first place, having chosen teaching profession and doing it willingly, thinking that this profession is suitable for them, seeing their future with this job bright, and believing the occupation has a well-deserved place in society were negatively correlated with emotional exhaustion and depersonalization. Secondly, satisfaction with work environment and educational policy were negatively correlated with depersonalization. Finally, being appreciated by superiors was negatively correlated with burnout in personal accomplishment dimension. As for marital status,

single teachers were concluded to experience more burnout in personal accomplishment dimension. It is necessary to mention that as its writers stated, this study was conducted with a very limited number of teachers, and it is not possible to generalize its findings.

In Bataineh's study conducted in 2009 at Yarmouk University, Jordan, 83 special education teachers were investigated to find out whether burnout was related to social support in addition to demographic features of the teachers such as sex, age, marital status and teaching experience. Results indicated that only family support was correlated to a burnout aspect, which is personal accomplishment (positive correlation was found). No significant relationship between burnout and supervisor, colleagues, friends or spouse support was found out. In addition, special education teachers' burnout was not related to any of the demographics examined, either. These findings were in parallel with Yıldız Kırılmaz et al.'s (2003) findings except for the relationship between burnout and marital status.

Koruklu et al. (2012) investigated 532 randomly chosen secondary education teachers working in Aydın, Turkey, again to see the relationship of burnout with some variables. They came up with findings suggesting that secondary education teachers' burnout levels vary significantly according to age, gender -in contrast to the findings of Bataineh (2009) and Yıldız Kırılmaz et al. (2003)- , seniority, subject matter, depending on how they evaluate their relationship with administrators, the suitability of the curriculum, and relationship with colleagues- again in contrast to Bataineh (2009). More specifically,

results indicate that whereas 20-40 year old teachers experience higher levels of emotional exhaustion and depersonalization, teachers who are 41 and over score lower in personal accomplishment. In terms of gender, they found no significant difference between males and females in emotional exhaustion and depersonalization, yet they were significantly different in personal accomplishment subscale. Burnout levels of males were higher than females as regards to personal accomplishment subscale. On the other hand, this study found no significant relationship between teachers' burnout levels and faculty they graduated from -this time in parallel with Yıldız Kırılmaz et al. (2003)- , type and physical condition of the school they work, their views on students' academic level, economic conditions, university entrance examination system, and in service training.

Kim, Lee, and Kim (2009) wanted to investigate if burnout among elementary school teachers differ depending on sex, grades they teach and having or not any administrative roles; and if there is a relationship between their burnout and perceived social support and negative mood regulation expectancy, which refers to one's belief or confidence that s/he can relieve a negative mood state (Catanzaro & Mearns, 1990). They studied 202 male and female elementary school teachers in Korea in order to answer their research questions. The results indicated that there was no statistically significant gender difference in terms of experiencing burnout, upper-grade teachers differed in their experience of depersonalization from lower-grade teachers who experienced depersonalization less, and teachers with an administrative duty experienced significantly less burnout in terms of

personal accomplishment. What is more, negative mood regulation expectancies were found to be negatively correlated with teacher burnout, which means the lower the teacher's belief that she could overcome negative mood states were, the higher her emotional exhaustion, depersonalization and lack of personal achievement were. As for the social support bit, it was concluded that the more social support teachers perceived, the less burnout they experienced, and family social support had the greatest impact followed by colleague support. This study presents some evidence to the existence of a need to research family dynamics in order to understand burnout more efficiently.

In their research study done in 2011, Kinman, Wray and Strange aimed to explore the relationships between emotional labor of teachers in the UK and their burnout and job satisfaction in addition to examining if workplace social support is a moderator of the relationship between emotional labor and strain. 628 secondary school teachers participated in the study. As a result of the analysis, it was concluded that emotional labor was positively associated with emotional exhaustion and depersonalization; and negatively associated with job satisfaction. Moreover, teachers with higher levels of workplace social support reported less emotional labor, emotional exhaustion and depersonalization, but more personal accomplishment and job satisfaction. The findings of this study shows how important social support is for predicting and preventing burnout.

Droogenbroeck et al. (2014) studied the associations between burnout and the quality of teachers' interpersonal relationships with colleagues, pupils, parents and principals; both teaching and non-teaching related workload; and perceived autonomy among senior teachers aged 45-65 in Belgium ($n = 1878$). They hypothesize that burnout level among senior teachers would be less because the teachers who are burned out are likely to retire or leave their job. This hypothesis is controversial because for teachers, it's not always easy to retire or quit because of economic and emotional reasons. The perception of autonomy, four dimensions of interpersonal relationships and perceived support were assessed through different number of items. However, teachers' workload was assessed by only one item asking how satisfied they are with teaching related and non-teaching related workload, and we do not have any information concerning how they defined satisfaction. Do teachers feel satisfied when they have adequate workload or when they have little workload?

The data yielded results which show moderate to strong correlations between three dimensions of burnout. The correlations between four interpersonal relationships were positive, and the strongest correlations were found between relationships with colleagues and with supervisors. In addition, autonomy was found to be positively correlated with four interpersonal relationships and negatively correlated with emotional exhaustion and depersonalization. Autonomy was most strongly related to relationship with the supervisor, and the correlation between teaching-related and non-teaching-related workload was moderately negative.

In his research study, Cephe (2010) aimed to find out the factors leading English instructors in Turkey to burnout. Employing qualitative and quantitative methodologies together and studying 37 randomly selected instructors working at a state university in Turkey, he came up with the quantitative findings that indicate 29.7% of the sample did not display burnout, 51.3% showed some bias towards burnout, and 48.6% of the participants were highly suffering from burnout. The qualitative findings were used to classify the reasons of burnout. Reasons that were common to all degrees of burnout were lack of in-service training, extra work, communication problems with administration and low salaries. One important finding this research study presents is that in addition to Maslach et al.'s (2001) three facets of burnout, a last phase of teacher burnout, alienation to professional identity was mentioned by the severely affected group, but not by the borderline group. It is essential to note that the number of participants in this study was quite low and may not be accounting for the population completely accurately.

A study conducted by Öztürk (2013) among 139 English instructors working at eight different state universities in Turkey revealed that the most significant factor that causes burnout among instructors is their heavy workload. Other factors were students with their lack of interest and negative attitude, problems they encounter in their institutions, financial difficulties, current educational policy and their social life including family life. Since random sampling method was used for this study, the concluded reasons for burnout may account for other instructors working at state universities in Turkey. In addition,

Girgin's (2010) study revealed similar results, too. It was conducted in İzmir with 158 teachers, and indicated meaningful relationships between teachers' burnout levels and their marital status (married ones have more depersonalization), year of experience (6-10 years with the highest level of emotional exhaustion; more than 21 years with the lowest level of emotional exhaustion), grade level (the least emotionally exhausted are high school teachers while the most emotionally exhausted are middle schoolteachers, and work load (teachers whose teaching hours are between 11-20 are the least depersonalized).

2.1.4 Prevention of Burnout

In the burnout literature, even though the role of workplace stressors get acknowledged, the basic premise is that the individuals have a more vital role in the prevention of burnout. Therefore, the majority of the prevention solutions focus on person-centered approaches. Among those are development of preventive coping skills, change of work patterns and utilization of social resources which aim to explore and adjust the person's relationship to the job; and development of a more relaxed lifestyle, improvements in health and self-analysis which aim to reinforce the person's internal resources (Maslach & Goldberg, 1998).

Maslach et al. (2001) state that interventions of burnout mostly concentrate on individual-centered solutions or strategies; nevertheless, this is paradoxical as it has been found out that situational and organizational factors have a greater impact on

burnout. They don't find individual strategies completely useful in the workplace because there, an individual has less control over factors that cause stress compared to other domains of life. According to Maslach and Goldberg (1998), this individualistic perspective in burnout prevention rests on a few suppositions. First, it is usually assumed that the source of burnout is more related to the individual than the work setting. Second, no matter what the source of burnout is, it is often believed that doing something about it is the responsibility of the person, not the organization. Third, it is less costly and more immediate for the organization to treat an individual than an intervention for the organization as a whole for a change.

In the literature, situational or organizational approaches for burnout prevention have been given very little attention. Even when worksite strategies are being studied, the focus is not changing the job or conditions of it, but changing individuals to adapt to the job (Maslach & Goldberg, 1998). Organizations need to target their own dynamics as well rather than simply focusing on individuals as if they were the only reason of their burnout. A short-term intervention to be performed by an organization is to remove obstacles to effective work while in the long-term, building an organizational environment which provides employees with adequate support is essential. In other words, the critical issue is not to solve problems but to create new opportunities. The eventual objective should be to construct something positive rather than only eliminating the negative (Maslach & Leiter, 1997).

2.2 Romantic Relationship Satisfaction

Romantic love is a type of attachment process during which people get emotionally attached to a romantic partner in a similar way to that of an infant getting bonded to his/her primary caregiver (Stackert & Bursik, 2001). As Erikson put forward, “intimacy and commitment to a romantic partner is one of the most important developmental tasks of young people” (cited in Facio & Resett, 2014, p. 27).

Relationship satisfaction refers to thoughts, feelings and behaviors in a relationship that are concerned with feelings of love, sexual attitudes, self-disclosure, commitment, and investment in the relationship (Hendrick, 1988). Satisfaction is often considered as one of the criteria for evaluating relationship success together with durability, approximation of ideas, and fulfillment of needs. Hunsley, Pinsent, Lefebvre, James-Tanner, and Vito (1995) state that “marital success is defined as the extent to which both partners in the relationship are satisfied that it has fulfilled reasonable expectations and mutual needs” (p. 175). It is acknowledged that there are differences between individuals in terms of what they expect and need; therefore, what a couple needs to be satisfied might be different from another couple, and also what satisfies one of the partners may not satisfy the other at all (DeGenova, 2008).

Satisfaction with a romantic relationship refers to a subjective evaluation of the individual about the quality of the relationship. Being positive, it indicates satisfaction provided, and being negative, it

indicates there is a lack of satisfaction. Getting satisfied with a relationship is essential both for the happiness of the individuals and for the maintenance of the relationship (Taylor, Peplau, & Sears, 2003).

A successful marriage is characterized as consisting of twelve characteristics, which may be accounted for relationships in general, as well. Those are (1) communication, (2) admiration and respect, (3) companionship, (4) spirituality and values, (5) commitment (commitment to self, commitment to one another and commitment to the relationship), (6) affection, (7) the ability to deal with crises and stress, (8) responsibility, (9) unselfishness, (10) empathy and sensitivity, (11) honesty, trust and fidelity and (12) adaptability, flexibility and tolerance (DeGenova, 2008). Among them, one characteristic is quite important for the scope of this thesis; the ability to deal with crises and stress. According to DeGenova (2008), every couple goes through stress both in and outside the relationship. What partners who are considered successful do differently is that they can find ways to solve their problems and deal with stress in a creative way. Their hands are clasped together to give each other strength and assistance when one of them faces a difficulty.

Although there are manifold studies concerning relationship satisfaction and its relation to different variables, finding a commonly agreed description or definition of it is quite hard, maybe because it's a very subjective and hard-to-define term. I believe that an individual is satisfied with her relationship if she says she is. The reason why I

believe so is that no matter how much we are affected by others' beliefs concerning relationships, every individual has a unique way of defining a 'good' relationship in her mind; some roughly, some in a very detailed way. There is no one definition that fits all relationships as each relationship has its own dynamics and even each individual in a relationship may need different indicators to say that she is satisfied with the relationship. Once both individuals have the same or similar expectations from the relationship, it is easier to create a balance in that relationship which would satisfy them both. Nevertheless, all satisfied couples do not necessarily have the same expectations met. What is necessary is that both have their expectations fulfilled in the relationship, but that requires at least one of the spouses to be unselfish. Things researchers define as indicators for a successful relationship tend to be what is often found in well-regarded relationships based on some agreed-upon criteria.

2.2.1 Variables Related to Romantic Relationship Satisfaction

Bowlby (1973, 1988) claimed that what determines the influence of the relationship on stressful events is the attachment style of couples. For instance, an individual who has a relationship with secure attachment can make use of her relationship as a means to appraise stressful experiences positively, deal with these events productively, and to cultivate her well-being and adjustment whereas an insecurely attached relationship may lead an individual to poor coping and maladjustment with lessened inner resources (as cited in Simpson &

Rholes, 1998). As a result, no matter which attachment style the couple has, the relationship can be told to have an effect on how people cope with stressful events in life. Butzer and Campbell's (2008) findings supported Bowlby's ideas by indicating that attachment is associated with marital and sexual satisfaction of spouses. They conducted their study with 116 heterosexual married couples aged 21-75 investigating attachment, sexual satisfaction and marital satisfaction. Findings revealed that the more anxious and avoidant an individual is as regards to attachment, the less satisfactions she gets from the relationship both sexually and in general. What is more, they concluded that there is a positive correlation between marital satisfaction and sexual satisfaction both individually and in couples' sense.

In her study conducted with 358 female and 304 male university students, Beştav (2007) found out that there is no significant difference between males and females in terms of romantic relationship satisfaction. However, it is necessary to note that she did not include the partners of the participants in the conduct of the study while doing this comparison. It is a comparison between male and female university students who have romantic relationships independent from each other. She studied attachment styles as well. Findings of her research are similar to Butzer and Campbell (2008). Her research put forward that attachment style and relationship satisfaction is related. More specifically, there is a negative correlation between relationship satisfaction and avoidant, ambivalent and disorganized attachment, but no significant relationship is found

between secure attachment and relationship satisfaction. What is more, this study came up with the finding that relationship satisfaction is related to love styles as well. It is positively correlated with passionate love and friendship love; negatively correlated with game playing love, but not correlated with selfless, realistic or dependent love.

Sakmar (2010) studied the predictive role of communication on the relationship satisfaction and the moderating role of sexual satisfaction in that relationship with 103 female and 105 male participants. She found out that for married couples with and without children and for cohabiting individuals (studied separately); relationship satisfaction is positively correlated with sexual satisfaction (in parallel with Butzer and Campbell's (2008) findings), and negatively correlated with destructive communication whereas age and duration of relationship do not predict relationship satisfaction significantly.

Not being too distant from communication variable, conflict is also studied in romantic relationship field. Cramer (2002) conducted research on conflict with 64 women and 29 men investigating whether relationship satisfaction has a relationship with conflict over major and minor issues and whether its being a major or minor issue differs. As a result of the analyses, he found out that the correlations between satisfaction and major and minor issues are equally negative, which suggests the less conflict, the more satisfaction, and which also means an issue's being major or minor does not influence satisfaction with the romantic relationship. Despite his research findings in 2002,

Cramer suggested in another research study he conducted in 2004 that romantic relationship satisfaction can be better understood by looking at support rather than conflict because findings of this study revealed that only support explained relationship satisfaction by means of its relation to reduction of depression; yet conflict did not. More specifically, support satisfaction was concluded to have a significant positive effect on relationship satisfaction and a significant negative effect on depression, and depression was concluded to have a significant effect on relationship satisfaction whereas conflict satisfaction was not. Facio and Resett (2014) also contributed to this discussion by stating that satisfaction with romantic relationships is strongly correlated with both low conflict and high support.

Çürükvelioğlu (2012) conducted a study on the role of self-concept clarity and personal agency in predicting romantic relationship satisfaction with 242 female and 102 male university students who were currently engaged in a romantic relationship. The study concluded that similar to findings of Beştav (2007), gender does not significantly predict romantic relationship satisfaction as well as age, duration of the relationship and self-efficacy of individuals. However, self-concept clarity and purpose in life do predict romantic relationship satisfaction, with self-concept clarity making the largest contribution to it.

What is more, marital happiness is correlated with coping efforts of the spouses (Bowman, 1990), romantic relationship quality is significantly related to subjective well-being (Eryılmaz & Doğan, 2013),

love is a more influential predictor of life satisfaction compared to work (Facio & Resett, 2014), and partners' use of humor is highly correlated with quality of relationship and satisfaction (Lauer, Lauer, & Kerr, 1990). In addition, avoidance, anxiety, extreme expectations and physical closeness (Sari, 2008), and love factors including intimacy, passion and commitment (Hill, 2008) were concluded to be predictors of relationship satisfaction in related literature.

2.3 Studies Concerning Burnout and Romantic Relationship Satisfaction

Relationship between work and love domains of life is defined in three hypotheses. These are spillover, compensation and segmentation hypotheses (Judge & Klinger, 2008). Spillover, as described by Schaer, Bodenmann and Klink (2008) is an "intra-individual transmission of experience from one domain to another domain." This means that individuals who are satisfied with their work would also be satisfied with their relationship and vice versa. The compensation hypothesis tells the opposite. People who are lacking rewards and experiences in work would look for them in their relationship and vice versa. The segmentation hypothesis basically claims that life domains are separated and independent from each other (Judge & Klinger, 2008).

Hazan and Shaver (1990) stated that most of the time, research on work disregard its relation to love, and similarly, research on love fail to consider its relation to work. According to Erdamar and Demirel (2013), home life and work life are two significant fields that influence

each other. Family and work roles of individuals might cause conflicts in their lives. The problems that are often faced with owing to the discrepancies between family and working life are fatigue, loss of performance, feelings of disqualification, lack of satisfaction and walk-out.

Work may interfere with family life, which is called work-family conflict, and family can hamper work life, which is called family-work conflict. Both of them cause adverse effects. For example, work-family conflict decreases marriage satisfaction whereas family-work conflict decreases job satisfaction. Parasuraman and Greenhaus (1997) suggested that there are three types of work-family conflict. The first one is time-based, which occurs when the demands of one of the roles makes it harder to fulfill the demands of the other role; strain-based, when the demands of one of the roles interrupt with the other role, and behavior-based, which is what happens when one of the roles lead to problems at the other.

Current findings put forward the fact that experiences at the workplace and couples' lives are in a close relation, and stress that cannot be resolved in one domain strongly influences another (Schaer et al., 2008). Stress in the workplace, for instance high workload or unpleasant social interactions, is correlated with more annoyance and withdrawal in the interaction with a partner at home (Repetti, 1989, cited in Schaer et al., 2008).

It was concluded by Çapri and Gökçakan (2013) that one of the two variables that influence couple burnout scores of married individuals most is career burnout. They came up with the findings revealing that coming together with marital adjustment, career burnout is highly critical in predicting couple burnout scores of married individuals.

A cross-cultural study which intended to investigate the relationship between job burnout and couple burnout by Pines and Nunes (2003) involved six samples consisting of graduate students from 6 different western countries with similar educational backgrounds and socio-economic status. As a result, in spite of the cultural differences, percentage of gender, age and years of marriage, similar levels of job and couple burnout were found, which shows significant moderate correlation between job burnout and couple burnout. Moreover, Çapri and Gökçakan (2013) studied a random sample of 235 female and 200 male university staff members at Mersin University, Turkey, and found that job burnout and couple burnout are positively correlated. Despite the large sample size, the study could not be generalized to all instructors in Turkey since it was conducted in one university only.

In their study investigating the association between work and family conducted with 163 full time workers in Michigan, Adams, King, and King (1996) noted that workers with higher job involvement have higher levels of work interfering with family, which is negatively correlated with job satisfaction and life satisfaction. The results also revealed that high degrees of family involvement were related to family

interfering with work. Nevertheless, it should be noted that the data for this study is nearly 20 years old now.

In parallel with studies conducted by Adams et al. (1996), Erdamar and Demirel (2013) came up with findings that support the fact that work and family interfere with each other. They conducted a study with 364 primary and secondary teachers to find out if they go through work-family and/or family-work conflict. Results indicated that teachers experience work-family conflict more than family-work conflict. The issues they frequently suffer from related to work-family conflict are an ongoing problem at home confronted at work, physical and mental exhaustion at work making it difficult to deal with responsibilities at home, and a problem that endures at work leading to strain at home. Although less common compared to work-family conflict, problems that teachers are confronted related to family-work conflict are the responsibilities at home resulting in getting less sleep, unpredicted situations at home such as children's illness or unexpected guests making work life difficult.

In contrast to the findings of Adams et al. (1996), and Çapri and Gökçakan (2013), Pines, Neal, Hammer, and Icekson (2011) did not come up with similar levels of job and couple burnout in their study of 100 Israeli and 64 American working, sandwiched-generation couples (people who have family care responsibilities for both their parents and their children). Nevertheless, significant spillover effects from marriage to work were found, which was interpreted as the higher marital stress and the more marital stressors, the higher job burnout.

The abovementioned findings were also consistent with Hammer and Zimmerman's who also found significant spillover of work stress to the family in their research study conducted in 2010.

2.4 Summary

In brief, there are different but related definitions of burnout and its components, many research findings support the fact that teachers, academicians and instructors experience burnout to a certain extent with a number of different reasons, and relationship between burnout and many different variables and demographics are present. Likewise, romantic relationship satisfaction has been defined by a lot of scholars and concluded to be related to a number of variables as well. Besides, there are research findings which provide proof both for the existence and nonexistence of a relationship between burnout and demographics and romantic relationship satisfaction. As a result, the need to explore these relationships for language instructors is still present.

CHAPTER III

METHOD

This chapter presents the method that has been used during the conduct of this study including overall design, population and characteristics of the sample, data collection instruments, procedure of data collection and data analysis, and limitations of the study.

3.1 Overall Design of the Study

The primary aim of this study is to examine the extent to which romantic relationship satisfaction could predict language instructors' burnout controlling for age, course load, perception of course load, satisfaction with income and having or not having children. Therefore, correlational research design was employed both because the nature of the research questions (identifying relationships and prediction) lend themselves to this design and because most previous research which have aimed to explore associations between variables without intending to imply causality between them have used this design (e.g. Maslach & Jackson, 1981; Mede, 2009; Pines & Nunes, 2003).

More specifically, to find out to what extent emotional exhaustion, depersonalization and personal accomplishment of instructors can be

predicted by relationship satisfaction after controlling for age, course load, perception of course load, satisfaction with income and having or not having children, hierarchical multiple regression analyses were employed. There were 6 predictor variables each of which was used for 3 different criterion variables being emotional exhaustion, depersonalization and personal accomplishment in three different analyses. The predictor variables were chosen in the light of the previous research.

The instruments used in this research study are Maslach Burnout Inventory (1981) which was translated and adapted to Turkish by Ergin (1992) and Relationship Assessment Scale (Hendrick, 1988) which was translated and adapted to Turkish by Çelik (2014). These instruments were chosen after careful investigation of the related literature. They had been used by various researchers who confirmed their validity and reliability a couple of times. As stated by Fraenkel, Wallen, and Hyun (2015), if it exists and is appropriate, selecting a previously developed instrument is wiser since developing your own instrument requires expertise and a lot of time, money and energy.

All foreign language instructors working at universities in Ankara comprise the population of this study. Therefore, all universities were intended to visit for data collection. However, for time and bureaucracy-related reasons, only some of them participated in the study. Among those were Hacettepe University, Middle East Technical University, Bilkent University, University of Turkish Aeronautical Association, TED University and Yıldırım Beyazıt University. As the

instruments were filled in online and name of the university was not required in the survey form, there might be participants from other universities in Ankara, as well. The number of participants was 314, but 79 of them who had no current romantic relationship, and 1 with too many missing items were excluded from the analyses. The data collected from 234 participants were analyzed using SPSS version 22 both for descriptive and for inferential statistic.

3.1.1 Research Questions

1. To what extent does romantic relationship satisfaction predict emotional exhaustion, depersonalization and personal accomplishment levels of foreign language instructors after controlling for age, course load, having children or not, perception of course load and satisfaction with income.

1.1 To what extent does romantic relationship satisfaction predict emotional exhaustion levels of foreign language instructors after controlling for age, course load, having children or not, perception of course load and satisfaction with income.

1.2 To what extent does romantic relationship satisfaction predict depersonalization levels of foreign language instructors after controlling for age, course load, having children or not, perception of course load and satisfaction with income.

1.3 To what extent does romantic relationship satisfaction predict personal accomplishment levels of foreign language instructors after controlling for age, course load, having children or not, perception of course load and satisfaction with income.

3.2 Population and Sample

The population of this study which is intended to be investigated is all language instructors who work at state and private universities in Ankara. They are all university graduates between the ages of approximately 21-70. They may have started profession at university level, or started at primary or secondary schools, and then switched to university for different reasons. Some of them might have had a different job, too, like translation and interpretation. It is also possible that they currently have positions like vice director, head of a department, administrative affairs coordinator, academic affairs coordinator or testing coordinator.

There are approximately 1800 foreign language instructors working at state and private universities in Ankara. As the majority of language instructors teach long hours every day, mark papers, make lesson plans and some of them carry out non-instructional duties, it was not easy to contact all of them personally. Therefore, a convenient sample of foreign language instructors was invited to participate in this study. Among the target population, it became possible to reach around 500;

however, 314 of them agreed to participate in this study. 79 of the participants did not have a current relationship, and 1 had too many missing items, so they were excluded from the analyses, and all the analyses were made with data provided by the rest 234 participants. Table 3.1 shows descriptive statistics for the sample.

Table 3.1
Descriptive Statistics for the Sample

	<i>N</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
Age	234	22	58	33.42	7.62
Experience	234	1	32	9.52	7.18
Course load	234	2	50	19.95	6.04
Percept.of course load	234	1	5	3.44	.82
Duration of relationship	216	1	29	7.38	6.57
Satisf. with income	234	1	5	2.84	.80

Of these 234 participants, 86% ($n = 200$) of them were female and 14% ($n = 33$) were male. This was not surprising as foreign language departments in Turkey have got a reputation for having lots of female teachers. As for the institution, 56% ($n = 131$) of the participants reported that they work at state universities while 44% ($n = 103$) stated working at private universities.

In this research study, the participants were between ages of 22-58 ($M = 33.42$, $SD = 7.62$) with 1-32 years of experience ($M = 9.52$, $SD =$

7.18). Participants of the study were also asked to report hours of teaching per week. The obtained data showed that instructors teach between 2-50 hours a week ($M = 19.95$, $SD = 6.04$) including extra courses they teach for different projects at schools. The mean for the perception of course load was 3.44 out of 5 with a standard deviation of .82, and the mean for the satisfaction with income was 2.84 out of 5 with a standard deviation of .80.

Another piece of information gathered from the participants was their education levels, which revealed that 33.3% ($n = 78$) of the instructors had an undergraduate degree, 35.5% ($n = 83$) of them had a master's degree, and 3% ($n = 7$) of them had a PhD degree while 20.9% ($n = 49$) of them are master's students, and 7.3% ($n = 17$) of them are PhD students.

When it comes to instructors' private life, which is another concern of this study apart from their work-related situations, current relationship status, duration of the relationship, having or not having children and number of children were questions that were asked to gather data that would reveal information on this aspect of their lives. Since the participants without a current romantic relationship were excluded from the analyses initially, the rest of the participants had a romantic relationship of different types. 23.9% ($n = 56$) had a lady/man friend, 4.7% ($n = 11$) was engaged, 5.1% ($n = 12$) was cohabiting and 66.2% ($n = 155$) was married. Duration of the relationships ranged between 1-29 years with a mean value 7.38 and a standard deviation 6.58.

As for number of children participants have, data pointed out that 60% ($n = 140$) of them did not have children, 25.6% ($n = 60$) had only 1 child, 13.2% ($n = 31$) had 2 children, 1% ($n = 2$) had 3 children and .4% ($n = 1$) had 5 children.

3.3 Data Collection Instruments

The data for this study was collected through a personal information sheet, a burnout inventory and a relationship assessment scale. The personal information sheet required demographic and personal information on issues such as age, gender, experience, institution, course load, relationship status, etc. The burnout measure that was used in this study was the one developed by Maslach and Jackson in 1981. It is called Maslach Burnout Inventory (MBI), and the instrument to measure relationship satisfaction was Henrick's (1988) Relationship Assessment Scale (RAS). More specific information on data collection instruments are given in the following sections.

3.3.1 Personal Information Sheet

In personal information sheet, participants were asked to report their gender, age, experience in years, education level, type of institution they work, weekly course load, relationship status, duration of their relationship and how many children they have.

They were also asked to evaluate their perception of their course load with a question consisting of a 5 point Likert scale, 1 standing for too little and 5 standing for too much. The reason why this question was added was that what is related to their burnout might be how they perceive their course load rather than how many hours they actually teach each week.

Since literature on teachers and academicians often focus on financial difficulties they go through, it was necessary to ask how satisfied the participants are with their total monthly income including the money they earn via extra courses, tutoring, translation, etc. The question was asked via a question of a 5 point Likert scale, 1 meaning too low, and 5 meaning very high satisfaction.

3.3.2 Maslach Burnout Inventory

Although there are other measures of burnout such as the Burnout Measure developed by Pines and Aronson (1988; cited in Pines & Nunes, 2003), Maslach Burnout Inventory (MBI) was preferred since it is a frequently preferred and a highly respected one in literature with consistent results it yields. Maslach and Jackson (1981) developed MBI and made its factor analysis and checked it for reliability and validity with a large number of participants (1025), concluding that it is a valid and reliable measure of burnout. It is a 7-point Likert type scale composed of 22 items and three sub-scales which are emotional exhaustion (9 items), depersonalization (5 items) and personal accomplishment (8 items). It does not produce one overall burnout

score. All 3 subscales are evaluated independently. Scale items are scored as 0 for never and 6 for always. Some sample items are “I feel emotionally drained from my work”, “I feel used up at the end of the workday”, and “I feel like I’m at the end of my rope” for emotional exhaustion; “I worry that this job is hardening me emotionally”, “I’ve become more callous toward people since I took this job” and “I don’t really care what happens to some students” for depersonalization; and “I can easily understand how my students feel about things”, “I feel very energetic” and “I feel I’m positively influencing other people’s lives through my work” for personal accomplishment.

The actual instrument used in this study was Turkish adaptation of MBI developed by Ergin (1992). She adapted the instrument to Turkish and tested it for validity and reliability with a large number of participants ($n = 552$), which yielded Cronbach’s alpha coefficients of .83 for emotional exhaustion, .65 for depersonalization, and .72 for personal accomplishment. Retest validity coefficients for subscales were found .83 for emotional exhaustion, .72 for depersonalization and .67 for personal accomplishment. In Ergin’s adaptation, 5 instead of 7 Likert scale items (1 meaning never, 5 meaning always) were used for 22 questions.

9 items of MBI, which is a 22-item instrument, are associated with emotional exhaustion. The minimum score for each item is 1 (the least emotionally exhausted) and 5 (the most emotionally exhausted) A total score of 9 items was calculated. 5-point Likert scale instrument could yield a total score for emotional exhaustion between 9 and 45. The

higher the total score is, the more emotionally exhausted the person is. The number of items aiming to explain depersonalization is 5. The minimum and maximum scores for the items are 1 and 5 as well. 1 stands for the least depersonalization whereas 5 stands for the most. A total score of these 5 items was calculated, and could be between 5 and 25. Higher scores mean more depersonalization. Personal accomplishment is measured with 8 items of MBI. The minimum score is 1 and the maximum score is 5. Personal accomplishment subscale is different from emotional exhaustion and depersonalization in that it is a positive constraint. 1 means never, which shows lower personal accomplishment, and 5 means always, which indicates higher personal accomplishment. The maximum score could be 40 for this subscale whereas the minimum could be 8.

Some previous scholars who used MBI in their research are Girgin (2010), Dinç et al. (2013), Çam (1993), Çapri (2013) and Zhouchun (2011). Researchers including Mede (2009) and Lakritz (2004) also came up with high reliability coefficients in their studies using MBI.

When the reliability coefficients for this study were analyzed, .93 was found for emotional exhaustion, .81 was found for depersonalization, and .75 was found for personal accomplishment subscale. Since the instrument has proven its reliability in various research studies and also in the present study, it was decided to use it with no alterations made to it.

3.3.3 Relationship Assessment Scale

For measuring relationship satisfaction, Hendrick's (1988) generic measure of relationship satisfaction (RAS) was used, which is a 7-item scale designed to measure relationship satisfaction. Participants will answer each item using a 5-point scale ranging from 1 for low satisfaction to 5 for high satisfaction. It has been used and validated by other researchers such as Funk and Rogge (2007) who concluded other measures of relationship satisfaction such as Marital Adjustment Test (Locke & Wallace, 1959) and the Dyadic Adjustment Scale (Spanier, 1976) provided quite poor levels of correctness in assessing satisfaction, especially given the length of these scales. Hendrick (1988) noted "The RAS has a coherent factorial structure, is internally consistent, is solidly and consistently related to measures of relevant constructs." (p. 97) Sample items include "How well does your partner meet your needs?", "In general, how satisfied are you with your relationship?" and "How good is your relationship compared to most?" This scale is used by gathering an average score for each participant after reversing items 4 and 7.

Çelik (2014) adapted RAS to Turkish and confirmed validity and reliability of the adaptation with his study of 336 married couples. He concluded that the internal consistency reliability coefficient of the scale was .87. For the present study, the calculated coefficient was $\alpha = .89$. Hence, this instrument was determined as a satisfactory measure for relationship satisfaction, and was also used without making any changes.

3.4 Data Collection Procedure

Once population for this study was determined and approval from university ethical committee was gathered, each university was contacted in order to get permission for data collection from instructors. After the permission of directors of schools of foreign languages or presidents of universities was obtained, participants were reached face-to face in their offices and informed about the aims of the study. The ones who agreed to participate were given the data collection instruments, and all the instruments were collected back on the same day considering the privacy of the information they would give as all instructors share their offices with colleagues. Some of the participants who could not be met were e-mailed, and some contacted via social media. The data collection procedure started in May, 2015 and finished in December, 2015 not to mention the long summer break between two terms.

Ethical issues to be considered were confidentiality, which was ensured by not asking for any information that would reveal a participant's identity; deception, which was avoided by explaining the purpose and procedures of the study in advance, and sensitivity of the issues such as private relationships, which was dealt with by informing participants about their rights stating they could leave any item unanswered or stop filling in the scale whenever they felt uncomfortable.

The participants were asked first to complete a personal information sheet including questions concerning gender, age, education, type of institution, course load, perception of course load, satisfaction with income, relationship status, duration of current relationship, number of children if any and experience in teaching. After that, MBI and RAS were filled in. Filling in the all these instruments took approximately 5-10 minutes for the participants. The participants who did not have a current relationship at the time of data collection did not fill in RAS or filled it in considering a previous relationship of theirs. RAS answers of those who stated they were not engaged in a current relationship were not included in the analyses. There were around 180 instructors who did not answer any of the questions, and there was 1 participant with a lot of missing data on their sheets. Hence, the number of filled in instruments was 314, but as stated above, 79 of them were excluded from the study because they were not engaged in a romantic relationship at the time of the study, so the final number for the sample was 234. Among those, 143 of them participated in the study via Internet using an online survey form.

3.5 Data Analysis Procedure

Initially, all data provided by participants was recorded using statistical software SPSS version 22 (SPSS IBM, New York, U.S.A.) in order to perform the statistical analyses. Alpha level was set as .01 for this study, since it is a common value in educational sciences and as it is sensitive. Once the data was recorded, descriptive statistics which

include numbers and frequencies were investigated in order to take a closer look at the sample.

After the investigation of descriptive statistics, emotional exhaustion, depersonalization and personal accomplishment scores of participants were computed in order to explore the levels of burnout among instructors. To calculate each subscale score, items related to that subscale were chosen and a total score for each participant was gathered. Then a mean score of those total scores was calculated and reported. Then, Pearson's product moment-correlation coefficient was computed between emotional exhaustion, depersonalization, personal accomplishment in order to see the relationship between subscales of burnout.

RAS score for each participant was also computed. As mentioned previously, there are 2 reversed items in RAS, and the mean score of each participant was computed using the reversed scores for these two items.

Finally, in order to answer research questions 1.1, 1.2 and 1.3, multiple regression analyses were done for each subscale of burnout being emotional exhaustion, depersonalization and personal accomplishment. This type of analysis aims to explore whether an entire set of chosen variables provide information to predict a criterion variable and to identify which of those variables are strong predictors of the criterion variable (Warner, 2012).

There are three methods for carrying out multiple regression analysis. These are simultaneous or standard regression, which requires entering all predictor variables in one step, hierarchical or sequential or user-determined regression, during which the predictor variables are entered in a hierarchical order determined by the researcher, and statistical or data-driven regression whose order of entry depends on the predictive usefulness of the variables (Warner, 2012). Among those three methods, hierarchical regression was selected because in this type, predictor variables that are aimed to control are chosen and statistically controlled before measuring the predictive usefulness of target predictors (Warner, 2012).

In order to run hierarchical regression analysis, there must be continuous or dummy coded dichotomous independent variables and continuous and quantitative criterion variables. Age, course load and relationship satisfaction are continuous variables, and having or not having children variable is a dichotomous variable, so it was dummy coded. The assigned values were 1 for not having, 2 for having children. However, two of the independent variables, which are perception of course load and satisfaction with income, were measured on ordinal scales, but treating them as interval data convention was followed because some previous research mentioned that it is possible to use methods for interval level variables for also ordinal variables since the power obtained from these methods compensate for the small biases they might cause (Labovitz, 1967), and ordinal variables do not need special intervention to sound functional research (Winship & Mare, 1984).

Before carrying out the analyses, assumptions underlying hierarchical regression were tested. Those are normality, linearity, independence of errors, no perfect multicollinearity, homoscedasticity and multivariate outliers. It was concluded that there was no violation of the assumptions, so the analyses were applied. More detailed information on assumption check is given in the results chapter.

Hierarchical regression analyses were done for 3 different criterion variables with the same 6 predictor variables being age, course load, perception of course load, satisfaction with income, relationship satisfaction and having or not having children. According to Warner (2012), a variable can be chosen as a predictor variable because well-specified theory says there could be causality between it and the criterion variable, because it was proven as a significant predictor, or because it is necessary to control that specific variable when the other variables are checked for predictability. As Field (2009) suggested, the predictor variables of this study were chosen after a detailed review of the literature, and the order of entry of the variables was decided by the researcher. In the first block of hierarchical regression analyses, all independent variables except romantic relationship satisfaction were entered, and romantic relationship satisfaction was added to the predictors in the second block to investigate its effect after controlling for all other variables. The criterion variables of the study are emotional exhaustion for the first analysis, depersonalization for the second analysis and personal accomplishment for the third analysis.

3.6 Limitations of the Study

There are some limitations of this research study. As this study relies on correlational data, it is not possible to imply causality between variables. If a cause-effect relationship is targeted, experimental design should be employed. In this study, some uncontrolled variables such as social support, being responsible for parents' care or having an administrative role in the institution may cause differences in the relationship between variables. In addition, the data in this study are self-reported; hence, the possibility of generalization is limited. What is more, as convenient instead of random sampling method was used, the results may have a very limited representation of the whole population, so it is not possible to derive generalizations depending on the results of this study. Also, since only instructors working in Ankara participated in the study, it might merely define characteristics of instructors in Ankara, not Turkey in general. What is more, satisfaction with income and perception of course load variables were gathered using only one question for each, so they might not have been effective enough in representing the associated phenomena. Plus, although they were measured on ordinal scales, they were treated as interval data.

CHAPTER IV

RESULTS

This chapter presents the results of the present study including the burnout levels of language instructors, the relationship between subscales of burnout, and the predictability of those subscales with age, course load, perception of course load, satisfaction with income, having or not having children and relationship satisfaction in addition to assumptions underlying hierarchical regression analyses.

4.1 Burnout and Relationship Satisfaction Levels of Language Instructors

As was previously stated, MBI burnout measure does not compute one overall burnout score. Therefore, sub dimensions of burnout are dealt with individually. Descriptive analyses were utilized and presented in the following sections. Table 4.1 summarizes descriptive statistics for all three subscales and relationship satisfaction levels of participants.

Table 4.1

Descriptive Statistics for Subscales of Burnout and Relationship Satisfaction

	<i>N</i>	<i>Min</i>	<i>Max</i>	<i>M</i>	<i>SD</i>
Emotional Exhaustion	234	9	44	24.25	8.18
Depersonalization	234	5	22	10.35	4.18
Personal Accomplishment	234	16	40	28.86	4.29
Relationship Satisfaction	234	1.14	5	3.92	.81

Descriptive statistics pointed out that the mean score of total emotional exhaustion of language instructors is 24.25 with a standard deviation of 8.18. Scores for emotional exhaustion ranged between 9 and 44.

Results displayed a mean score of 10.35, and a standard deviation of 4.18 for depersonalization. Depersonalization scores ranged between 5 and 22. As for personal accomplishment, it was found out that the scores were ranging from 16 to 40. The mean for personal accomplishment of participants was 28.86 and the standard deviation was 4.29.

Zhouchun's (2011) study which was conducted in Western China with English teachers working at secondary schools indicated a mean value of 26.85 for emotional exhaustion, 7.10 for depersonalization and 28.87 for personal accomplishment, which are quite similar to findings of the present study. In addition to this study concerning English teachers, Ardiç and Polatçı's (2008) study which was conducted with academic staff of a university also revealed similar findings (emotional exhaustion $M = 19.53$, depersonalization $M = 8.35$, personal accomplishment $M = 30.96$).

As for relationship satisfaction level of participants, data displayed a mean score of 3.92 with a standard deviation of .81. The maximum score RAS can produce is 5 as the mean of 7 items are used to calculate the overall score. The maximum score produced was 5, and the minimum score was 1.14.

Pearson Product Moment correlation analysis was done to investigate the correlations between subscales of burnout, and it indicated medium to large correlations among three sub-scales. More specifically, emotional exhaustion was found to be significantly positively correlated to depersonalization, $r = .70$, $\rho < .01$, and significantly negatively correlated to personal accomplishment, $r = -.42$, $\rho < .01$. Depersonalization was also proven to be significantly negatively correlated to personal accomplishment, $r = -.36$, $\rho < .01$. Correlations between subscales of burnout are presented in Table 4.2.

Table 4.2

Correlation Matrix for Sub-scales of Burnout

	<i>EE</i>	<i>DP</i>	<i>PA</i>
Emotional Exhaustion	-	.70*	-.42*
Depersonalization	.70*	-	-.36*
Personal Accomplishment	-.42*	-.36*	-

* $p < .01$

4.2 Predictors of Language Instructors' Burnout

4.2.1 Assumptions Underlying Hierarchical Regression Analyses

Before conducting hierarchical regression analyses, assumptions underlying this type of analysis were checked and reported one by one. The assumptions are normality, independence of errors, linearity, no perfect multicollinearity, homoscedasticity and multivariate outliers.

As for the first assumption, normality, histogram and normal probability plots were examined to check if errors in prediction were normally distributed. (Figures 4.1, 4.2 and 4.3) They indicated no violation of normality. Hence, normality assumption of hierarchical regression was met.

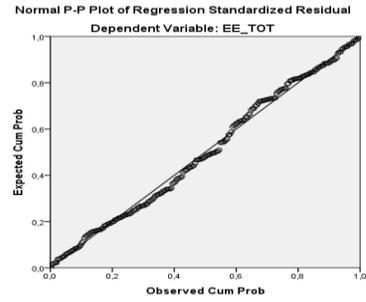
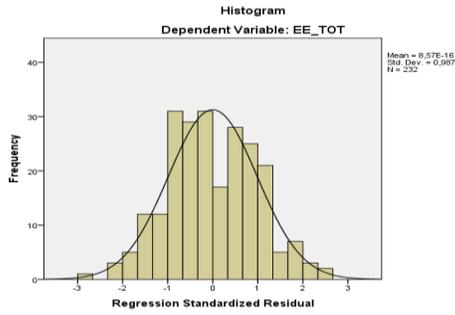


Figure 4.1 Histogram and P-P plot of standardized residual for EE

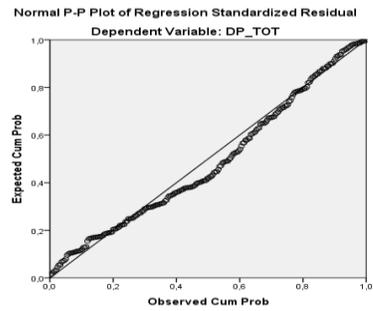
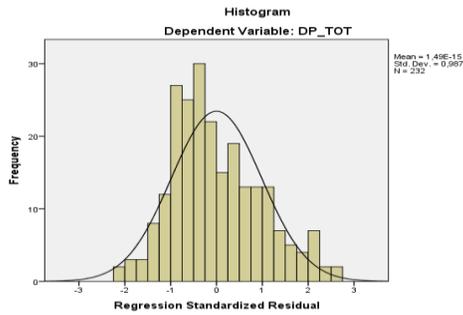


Figure 4.2 Histogram and P-P plot of standardized residual for DP

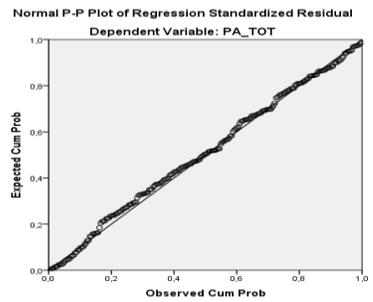
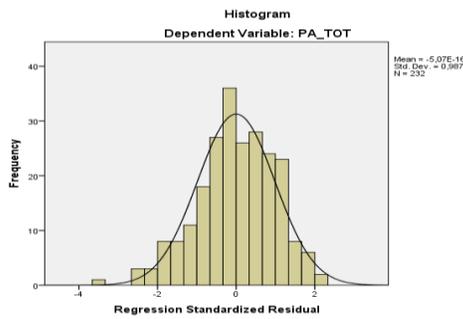


Figure 4.3 Histogram and P-P plot of standardized residual for PA

In order to check for independent observation, Durbin-Watson test was utilized for all dependent variables. The calculated values for emotional exhaustion was 1.99, for depersonalization 1.88, and for personal accomplishment 2.16, none of which indicated violation of independent observation assumption as they were all within the boundary of 1.5-2.5 (Tabachnick & Fidell, 2013).

Linearity assumption was checked looking at scatter plots between all independent variables and the dependent variable of each analysis. A close to linear relationship was observed in each scatter plot, concluding that the assumption of linearity was also met.

Another assumption of hierarchical regression is no perfect multicollinearity. So as to check if this assumption was met, bivariate correlations among predictor variables were calculated, and none of the results indicated a correlation coefficient which exceeds the critical limit .80. (Field, 2009). Table 4.3 presents the correlation matrix for predictor variables. In addition, variance inflation factors (VIF) and tolerance values were also checked for each dependent variable with 6 predictors. None of the VIF values were larger than 4, and no tolerance values was smaller than .2 (Menard, 1995, as cited in Field, 2009, p.224), which also showed that there was no threat of multicollinearity among predictor variables. As a result, no perfect multicollinearity assumption of hierarchical regression was met.

Table 4.3

Bivariate Correlations among Independent Variables

	<i>RS</i>	<i>Age</i>	<i>Course load</i>	<i>Percept. of course load</i>	<i>Satsf. with income</i>	<i>Children</i>
<i>RS</i>	1	-.030	.020	-.150	.221	.009
<i>Age</i>	-.030	1	-.098	-.153	-.116	.588
<i>Course load</i>	.020	-.098	1	.465	-.007	-.133
<i>Percept. of course load</i>	-.150	-.153	.465	1	-.127	-.168
<i>Satsf. with income</i>	.221	-.116	-.007	-.127	1	-.038
<i>Children</i>	-.009	.588	-.133	-.168	-.038	1

Another assumption of hierarchical regression, homoscedasticity was checked looking at the scatter plots of predicted values and residuals for each dependent variable (Field, 2009). As can be seen in Figure 4.4, there were no significant patterns in scatter plots, indicating satisfaction of homoscedasticity assumption.

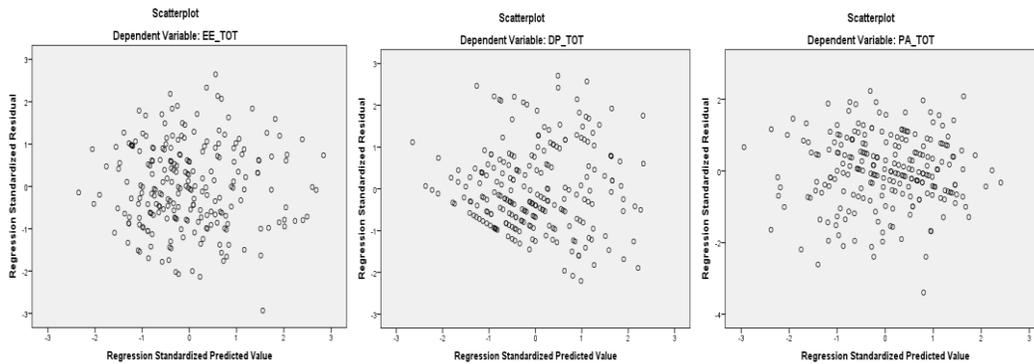


Figure 4.4 Scatter plots of predicted values and residuals

The last assumption of hierarchical analysis was multivariate outliers, which was checked using Mahalanobis distance, Cook's distance and Centered Leverage statistics. Cook's distance and standardized DFBETA Intercept values were checked and not found higher than 1 (Field, 2009). Centered Leverage values were estimated by using the formula of $3(k+1)/n$ (k standing for the number of predictors, n indicating number of participants). The calculated Leverage statistic values and Mahalanobis Distance tests confirmed no violation of the assumption of multivariate outliers (Stevens, 2002).

In conclusion, the data did not have any problems regarding the assumptions of hierarchical regression analyses; therefore, it was convenient to continue with the interpretation of results.

4.2.2 Predictors of Language Instructors' Emotional Exhaustion

A hierarchical regression analysis was conducted with the goal of investigating to what extent romantic relationship satisfaction could predict emotional exhaustion levels after controlling for age, course load, having children or not, perception of course load and satisfaction with income. The related research question was the following:

1.1 To what extent does romantic relationship satisfaction predict emotional exhaustion levels of foreign language instructors after controlling for age, course load, having children or not, perception of course load and satisfaction with income.

Table 4.4 presents the unstandardized regression coefficients (B), standard error of regression coefficients ($SE B$), the standardized regression coefficients (β), t-test (t), model prediction rate (R^2), square of part (sr^2) correlations for unique contribution of the variables, R^2 change (ΔR^2) and adjusted R^2 .

Table 4.4

*Hierarchical Regression Analysis Summary for Emotional Exhaustion
(N = 234)*

	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>sr</i> ²	<i>R</i> ²	ΔR^2	<i>Adjs R</i> ²
Model 1						.386*	.386	.373
Age	-.091	.070	-.085	-1.306	.005			
Course load	-.228	.080	-.168*	-2.861	.022			
Percept.of course load	5.129	.609	.504*	8.415	.193			
Satsf.with income	-2.959	.540	-.291*	-5.477	.074			
Children	-2.312	1.075	-.139	-2.151	.013			
Model 2						.418*	.032	.402
RS	-1.871	.534	-.185*	-3.502	.032			

* $p < .01$.

As Table 4.4 shows, 38.6% of the variance in emotional exhaustion was significantly explained by model 1 which consists of age, course load, having children or not, perception of course load and satisfaction with income. ($R^2 = .386$, $F_{(5,234)} = 28.45$, $p < .01$).

Romantic relationship satisfaction variable was added to the model in the second step, and it was found out that 41.8% of the variance in emotional exhaustion was significantly explained by model 2 ($R^2 =$

.418, $F_{(1,234)} = 12.261$, $p < .01$). R^2 change between two models revealed an increase of 0.32% of the variance. According to standardized coefficient (β), there was a negative correlation between participants' relationship satisfaction and the emotional exhaustion level ($\beta = -.185$). This negative direction shows that the more satisfied participants are with their romantic relationship, the less emotionally exhausted they are.

In the first model, course load contributed to prediction equation significantly, $t_{(234)} = -2.861$, $p < .01$. It uniquely accounted for 2.2% ($sr^2 = .022$) of the variation in emotional exhaustion level of participants. Standardized coefficient $\beta = -.168$ indicates a negative relationship meaning that the participants who have more course load are less emotionally exhausted.

Perception of course load uniquely accounted for 19.3% ($sr^2 = .193$) of the variation having significant contribution to prediction equation as well, $t_{(234)} = 8.415$, $p < .01$. Standardized coefficient $\beta = .504$ shows a positive direction in the relationship, which can be interpreted as the participants who perceive their course load heavier feel more emotionally exhausted while the ones who think their course load is not heavy are less emotionally exhausted.

Like perception of course load, satisfaction with income also contributed to prediction equation significantly. $t_{(234)} = -5.477$, $p < .01$. It uniquely accounted for 7.4% ($sr^2 = .074$) of the variation in emotional exhaustion level of participants. Standardized coefficient $\beta =$

-.291 indicates a negative relationship meaning that the participants who are more satisfied with their income tend to feel less emotional exhaustion and vice versa.

Age, on the other hand, did not have a significant contribution to regression equation $t_{(234)} = -1.306, p > .01$, as well as having or not having children, $t_{(234)} = -2.151, p > .01$.

4.2.3 Predictors of Language Instructors' Depersonalization

A hierarchical regression analysis was conducted with the goal of investigating to what extent romantic relationship satisfaction could predict depersonalization levels after controlling for age, course load, having children or not, perception of course load and satisfaction with income. The related research question was the following:

1.2 To what extent does romantic relationship satisfaction predict depersonalization levels of foreign language instructors after controlling for age, course load, having children or not, perception of course load and satisfaction with income.

Table 4.5 presents the unstandardized regression coefficients (B), standard error of regression coefficients ($SE B$), the standardized regression coefficients (β), t-test (t), model prediction rate (R^2), square of part (sr^2) correlations for unique contribution of the variables, R^2 change (ΔR^2) and adjusted R^2 .

Table 4.5

*Hierarchical Regression Analysis Summary for Depersonalization**(N = 234)*

	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>sr</i> ²	<i>R</i> ²	ΔR^2	<i>Adjs R</i> ²
Model 1						.308*	.308	.293
Age	-.153	.038	-.278*	-4.017	.049			
Course load	-.082	.043	-.118	-1.892	.011			
Percept.of course load	1.395	.331	.268*	4.211	.054			
Satsf.with income	-1.253	.294	-.241*	-4.267	.056			
Children	-1.526	.584	-.180*	-2.612	.021			
Model 2						.321*	.013	.303
RS	-.612	.295	-.118	-2.072	.013			

**p* < .01.

As Table 4.5 shows, 30.8% of the variance in depersonalization was significantly explained by model 1 which consists of age, course load, having children or not, perception of course load and satisfaction with income. ($R^2 = .308$, $F_{(5,234)} = 20.101$, $p < .01$).

Romantic relationship satisfaction variable was added to the model in the second step, and it was found out that 32.1% of the variance in depersonalization was significantly explained by model 2 ($R^2 = .321$, F

$t_{(1,234)} = 4.293, p < .01$); however, R^2 change between two models revealed only a slight increase of 0.13% of the variance. Therefore, in this model, relationship satisfaction was not proven as a significant predictor of depersonalization, $t_{(234)} = -2.072, p > .01$.

Age, however, was found to be a significant predictor of depersonalization in this model, $t_{(234)} = -4.017, p < .01$. Participants' age uniquely accounted for 4.9% ($sr^2 = .049$) of the variation in depersonalization level of participants. According to standardized coefficient (β), there was a negative correlation between participants' age and depersonalization level ($\beta = -.278$). This negative direction shows that the younger the participant is, the more depersonalization s/he feels and the older the participant is the less depersonalization s/he has.

When it comes to perception of course load, it uniquely accounted for 5.4% ($sr^2 = .054$) of the variation having significant contribution to prediction equation $t_{(234)} = 4.211, p < .01$. Standardized coefficient $\beta = .268$ shows a positive correlation between participants' perception of course load and depersonalization. The positive direction shows that the participants who perceive their course load more experience more depersonalization.

Like perception of course load, satisfaction with income significantly contributed to the model, $t_{(234)} = -4.267, p < .01$. It accounted for 5.6% ($sr^2 = .056$) of the variation in depersonalization of instructors uniquely. According to standardized coefficient (β), there was a

negative correlation between participants' satisfaction with income and depersonalization level ($\beta = -.241$). This negative direction shows that the more satisfied the participants are with their income, the less depersonalized they are, and vice versa.

Having or not having children was also found to be accounting for 2.1% ($sr^2 = .021$) of the variation having significant contribution to prediction equation $t_{(234)} = -2.612, p < .01$. As this one was a dummy coded variable, the correlation coefficient $\beta = -.180$, which shows a negative direction, means that there is a significant difference between participants who have children (coded as 2) and participants who do not (coded as 1). It can be interpreted as the participants who have children are less depersonalized than the participants who do not have children.

Course load was the only variable that was found insignificant as a predictor in the first model for depersonalization, $t_{(234)} = -1.892, p > .01$.

4.2.4 Predictors of Language Instructors' Personal Accomplishment

A hierarchical regression analysis was conducted with the goal of investigating to what extent romantic relationship satisfaction could predict personal accomplishment levels after controlling for age, course load, having children or not, perception of course load and satisfaction with income. The related research question was the following:

1.3 To what extent does romantic relationship satisfaction predict personal accomplishment levels of foreign language instructors after controlling for age, course load, having children or not, perception of course load and satisfaction with income.

Table 4.6 presents the unstandardized regression coefficients (B), standard error of regression coefficients ($SE B$), the standardized regression coefficients (β), t-test (t), model prediction rate (R^2), square of part (sr^2) correlations for unique contribution of the variables, R^2 change (ΔR^2) and adjusted R^2 .

As Table 4.6 indicates, the model which consists of age, course load, having children or not, perception of course load and satisfaction with income significantly predicted personal accomplishment level of instructors explaining 17% of the variance in it. ($R^2 = .170$, $F_{(5,234)} = 9.229$, $p < .01$).

Romantic relationship satisfaction variable was added to the model in the second step, and it was found out that 18.6% of the variance in depersonalization was significantly explained by model 2 ($R^2 = .186$, $F_{(1,234)} = 4.475$, $p < .01$); nevertheless, R^2 change between two models revealed only a slight increase of 0.16% of the variance. Hence, it was concluded that in this model, relationship satisfaction was not proven as a significant predictor, $t_{(234)} = 2.115$, $p > .01$.

Table 4.6

Hierarchical Regression Analysis Summary for Personal Accomplishment (N = 234)

	<i>B</i>	<i>SE B</i>	β	<i>t</i>	<i>sr</i> ²	<i>R</i> ²	ΔR^2	<i>Adjs R</i> ²
Model 1						.170*	.170	.151
Age	.049	.043	.086	1.139	.004			
Course load	-.003	.049	-.004	-.063	.000			
Percept.of course load	-.734	.371	-.138	-1.978	.014			
Satsf.with income	1.163	.329	.219*	3.353	.046			
Children	2.062	.655	.237*	3.151	.036			
Model 2						.186*	.016	.164
RS	.700	.331	.132	2.115				

* $p < .01$.

In predicting personal accomplishment, age, $t_{(234)} = 1.139$, $p > .01$, course load, $t_{(234)} = -.063$, $p > .01$ and perception of course load, $t_{(234)} = -1.978$, $p > .01$ were not proven as significant by the hierarchical regression models.

Just like the previous subscales, satisfaction with income was found significant in predicting personal accomplishment as well $t_{(234)} = 3.353$, $p < .01$. It accounted for 4.6% ($sr^2 = .046$) of the variation in

personal accomplishment of instructors uniquely. According to standardized coefficient (β), there was a positive correlation between participants' satisfaction with income and personal accomplishment level ($\beta = .219$). This positive direction shows that the more satisfied the participants are with their income, the more personal accomplishment they think they experience.

Participants' having or not having children uniquely accounted for 3.6% ($sr^2 = .036$) of the variation having significant contribution to prediction equation, $t_{(234)} = 3.151$, $p < .01$. Standardized coefficient $\beta = .237$ indicates a positive relationship which can be interpreted as there is a significant difference between participants with and without children. More specifically, participants with children feel more personally accomplished than participants without children.

All in all, the findings of this research study indicate that it is possible to significantly predict subscales of burnout to some extent by participants' age, course load, perception of course load, satisfaction with income, having or not having children and relationship satisfaction with some differences on some variables across models.

CHAPTER V

CONCLUSIONS

In this chapter, results of the present study are discussed, and implications for practice and recommendations for further research are presented. Conclusions based on the results were made by comparing the findings with previous studies in relevant literature. Research studies that have yielded similar and contrasting results are discussed in relation to the present findings regarding the level of instructors' burnout, and the predictability of burnout subscales by a model consisting of romantic relationship satisfaction, age, course load, perception of course load, satisfaction with income, and parental status.

5.1 Discussion

5.1.1 Predictors of Burnout

The major aim of this study was to find out to what extent relationship satisfaction predicts foreign language instructors' burnout levels age, course load, perception of course load, satisfaction with income and having or not having children. In order to investigate the answers to this question, hierarchical regression analyses were utilized. The findings showed that these six independent variables were significant

enough to predict not only emotional exhaustion and depersonalization of instructors, but also personal accomplishment levels of them. Independent variables are explained one by one for each subscale in the following sections.

5.1.1.1 Romantic Relationship Satisfaction

In the literature, there are several studies concerning the relationship between burnout and romantic relations, marriage satisfaction or couple burnout. In prediction studies, marital status of teachers and academicians has commonly been included into the models as an independent variable; however, it does not explain much about the relationship itself; therefore, it was preferred to include satisfaction with the relationship into the model, instead of merely status of it.

Çapri and Gökçakan (2013), two of the researchers who investigated the relationship between job and couple burnout came up with the results that one of the two variables that influence couple burnout most is career burnout. They came up with the findings revealing that coming together with marital adjustment, career burnout is highly critical in predicting couple burnout scores of married individuals. They noted that 14.2% of the variance in couple burnout can be predicted by career burnout. Stadnyk Robin, Hultell, and Gustavsson (2011), with their study of 1290 teachers, also concluded that spillover between private life and work accounted for the biggest percentage of variance explained in burnout.

Results of the present study showed that relationship satisfaction of the participants uniquely accounted for 3.2% ($sr^2 = .032$) of the variation in emotional exhaustion, and had a significant contribution to prediction equation $t_{(234)} = -3.502, p < .01$. These findings can be interpreted as the more satisfied participants are with their romantic relationship, the less emotionally exhausted they become. Directional wise, these results are similar to Çapri and Gökçakan's (2013).

Results regarding depersonalization differed, though. It was found out that that relationship satisfaction of the participants did not significantly contribute to regression equation for depersonalization, $t_{(234)} = -2.072, p > .01$. Results concerning personal accomplishment were alike. Relationship satisfaction, $t_{(234)} = 2.115, p > .01$, did not significantly contribute to regression equation for personal accomplishment, either.

When findings of hierarchical regression analyses are taken into consideration, it can be seen that there are controversial results. While relationship satisfaction was a significant predictor for emotional exhaustion, it was not significant in predicting depersonalization or personal accomplishment. Looking at the results from the viewpoint of spillover, segmentation and compensation hypotheses, it seems that spillover hypothesis was supported by the findings related to emotional exhaustion, and this finding is in consistence with Hammer and Zimmerman's (2010) who found significant spillover of work stress to the family in their research study and Erdamar and Demirel (2013) who came up with findings that support the fact that work and family

interfere with each other. Nevertheless, findings concerning depersonalization and personal accomplishment are more likely to support segmentation hypothesis as there found no significant relationship in contrast to the findings of Kossek and Özeki (1998), Westman and Etzion (1995) and Burke and Greenglass (2001) who also found significant spillover effects in their research studies.

5.1.1.2 Age

Age is a commonly regarded variable in burnout literature. There are findings showing both existence and non-existence of a relationship between age and subscales of burnout. For example, Akin and Oğuz (2010) found that there are statistically significant differences between different age groups in terms of burnout. To be more specific, they stated teachers who are younger than 31 experience more burnout than teachers above 40.

Similarly, in their study, Ardiç and Polatçı (2008) found significant differences among age groups in terms of depersonalization and personal accomplishment despite no significant difference in terms of emotional exhaustion. They found that academicians who are between ages 21-30 experience more depersonalization than academicians of ages 31-50. Additionally, academicians who are above 41 experience more personal accomplishment than the ones between 21-40 according to their study.

One other study which found significant differences between age groups is Koruklu et al. (2012). Their analyses showed significant differences in terms of age in all subscales. 20-40 year old teachers experience higher emotional exhaustion and depersonalization compared to teachers who are 41 and above. Yet, teachers who are 41 and above had lower personal accomplishment than 20-40 year old teachers.

Bataineh (2009), on the other hand, came up with findings which indicated age was not significantly related to any of the subscales of burnout just like Yıldız Kırılmaz et al. (2003) who found no significant effect of age on teachers' burnout levels.

Most of the research studies which spotted significant differences in burnout levels regarding age groups showed that younger employees experience burnout more (e.g. Maslach & Jackson, 1981). Findings of the present study also proved the same. For the subscale which was affected by age, depersonalization, it was seen that younger instructors experience more burnout.

The results indicated that as for emotional exhaustion, similar to the findings of Ardiç and Polatçı (2008) and Bataineh (2009), age did not have a significant contribution to regression equation, $t_{(234)} = -.1.306$, $p > .01$. Although age was not found as a significant predictor of emotional exhaustion, it was found to be a significant predictor of depersonalization in this model, $t_{(234)} = -4.017$, $p < .01$. Participants' age uniquely accounted for 4.9% ($sr^2 = .049$) of the variation in

depersonalization level of participants. For personal accomplishment, age, $t_{(234)} = 1.139$, $p > .01$ was not found to be a significant predictor, in contrast to findings of Ardiç and Polatcı (2008) and Koruklu et al. (2012).

5.1.1.3 Course Load and Perception of Course Load

In literature, there are a lot of studies concerned with workers' workload and burnout. Studies related to teachers pay attention to explaining the relationship between two, as well. There are findings indicating a significant relationship between teachers' and academicians' course load and burnout levels. For instance, Ardiç and Polatcı (2008) came up with the results that showed academicians with a heavy course load (more than 36 hours) and no course load are significantly different from the rest in terms of depersonalization. They feel more depersonalized.

In contrast to the findings of Ardiç and Polatcı (2008), results of a study conducted in İzmir with 158 teachers yielded no statistically significant difference in emotional exhaustion and personal accomplishment of teachers with 0-10, 11-20, and 21-30 hours of course load. (Girgin, 2010). Öztürk (2013) also found out that weekly course load does not have a significant effect on the burnout level experienced by instructors of English in Turkish universities.

At the beginning of this study, the fact that there might be a problem with studies that compare teachers regarding their course load was considered. The reason was that experience and observations had

showed it is not the exact hours of teaching that can be called a teachers' work load. With this, teachers' extra duties are not implied only. What is concerned is that teachers can perceive different hours of teaching as heavy, light or normal. For one teacher, 25 hours is normal while for another, it is quite heavy. This difference might be occurring because teachers all have their own ways of teaching and preparation. Some teachers, for instance, like to improvise while some others need to be carefully planned for each and every aspect of their lecture, and if we consider language teachers, some of them prefer to prepare lots of extra paper-based activities for students' practicing of the new skills, some prefer, instead, freer, less controlled communicative activities that would not require so much paperwork. Or one teacher might be simply more energetic than another to perceive his/her course load lighter.

The difference depends on the institution as well. At some institutions, 5 hours of course load may mean 1 hour of extra work; however, in some others, it might be equal to 5 more hours of work after class including tutoring, preparing materials and tests, marking homework and exams, etc. Therefore, it is not easy or true to make a judgement based on teachers' course load in numbers. It is necessary to know how they perceive this load. For this reason, in this study, both course load and perception of it were asked for. They were, then, both included in hierarchical regression analyses to see if there is a difference between them in terms of predicting different aspects of teacher burnout.

A similar approach was present in Droogenbroeck et al.'s (2014) study as well. They asked participants how satisfied they were with their teaching-related workload and non-teaching-related workload instead of asking for the exact hours they teach. They found out that both teaching-related and non-teaching-related workload had a direct positive effect on emotional exhaustion. The effect was modest. They did not find a significant effect for non-teaching-related workload on personal accomplishment subscale.

When it comes to the results of the present study, it was discovered that for emotional exhaustion, course load and perception of course load were both significant predictors of it. Course load uniquely accounted for 2.2% ($sr^2 = .022$) of the variation, and had a significant contribution to prediction equation $t_{(234)} = -2.861, p < .01$, and perception of course load accounted for 19.3% ($sr^2 = .193$) of the variation, which is a much higher percentage, and had a significant contribution to prediction equation $t_{(234)} = 8.415, p < .01$.

To be more specific, participants who perceive their course load heavier feel more emotionally exhausted than the ones who think their course load is not heavy. The positive direction in the relationship is in parallel with Droogenbroeck et al.'s (2014) findings mentioned above.

However, the direction of the relationship between course load and emotional exhaustion is interesting since the findings showed the more course load they have, the less emotionally exhausted they are. This might be explained by instructors' requesting less hours of

teaching if they feel emotionally exhausted. These findings are in contrast with Ardıç and Polatçı's (2008) findings since they found no significant difference between teachers with different course load.

As for depersonalization, course load was not found significant, though, $t_{(234)} = -1.892$, $p > .01$. Nonetheless, perception of course load was found to be uniquely accounting for 5.4% ($sr^2 = .054$) of the variation in depersonalization having significant contribution to prediction equation $t_{(234)} = 4.211$, $p < .01$. This means that instructors who perceive their course load more are more likely to feel depersonalized. As can be seen, perception of course load explained a much greater variance in emotional exhaustion compared to depersonalization.

Personal accomplishment subscale, on the other hand, was different from emotional exhaustion and depersonalization. Neither course load, $t_{(234)} = -.063$, $p > .01$ nor perception of it, $t_{(234)} = -1.978$, $p > .01$ were significant predictors of personal accomplishment. These findings were, in a way, similar to Droogenbroeck et al.'s (2014) since they did not come up with a significant effect of non-teaching-related workload on personal accomplishment, either. As most of the other independent variables were found to be insignificant in personal accomplishment model, it is worth considering that this subscale might be determined by several different variables compared to the first two subscales.

To sum up, this study showed that perception of course load is a significant predictor of emotional exhaustion and depersonalization,

but not for personal accomplishment. Besides, course load itself was significant in predicting only emotional exhaustion subscale, but to a smaller extent than perception of it did. Findings related to course load showed that it was a true decision to include perception of course load into the model, and it was a true supposition that the effects of course load and perception of it to the model would be different.

5.1.1.4 Satisfaction with Income

Economic condition of teachers and academicians is one of the variables that has been researched in relation to burnout. It was included in regression models in this study as well because there are controversial findings related to its being a significant predictor of burnout or not.

In a study conducted by Zaidi, Wajid and Zaidi (2011) with 399 private university professors, emotional exhaustion and personal accomplishment levels were found to be significantly different depending on their salaries. They found out that emotional exhaustion of professors with a higher salary was lower while personal accomplishment of those was higher.

Clipa and Boghean (2014) asked 150 kindergarten teachers in their study what could be done to cope with the stress at the workplace. Participants reported raising the salary would be the most efficient solution to be implemented. 74% of the participants, which is a very

high percentage, stated they considered it extremely efficient as a measure to be taken.

Although there are findings that indicate teachers' income is an important factor, some previous studies which aimed to investigate the relationship between teachers' income and burnout levels concluded that annual income of teachers did not have a statistically significant relationship with their burnout (Ertürk & Keçecioğlu, 2012; Koruklu et al., 2012).

However, the present study concluded that satisfaction with income is a significant predictor for all subscales of burnout (emotional exhaustion, $t_{(234)} = -5.477$, $p < .01$, $sr^2 = .074$; depersonalization, $t_{(234)} = -4.267$, $p < .01$, $sr^2 = .056$; personal accomplishment, $t_{(234)} = 3.353$, $p < .01$, $sr^2 = .046$). It accounted for 4-8% of the variations in burnout subscales. When findings are considered, it can be concluded that the instructors who are satisfied with their income feel less emotionally exhausted and less depersonalized but more personally accomplished. It is worth mentioning that satisfaction with income was the only independent variable that was significant for all subscales of burnout. Additionally, in regression model of personal accomplishment, satisfaction with income was found significant as a predictor while most of the other independent variables were not. This might mean that the sense of personal accomplishment may be determined, to some extent, by the money instructors earn.

5.1.1.5 Parental Status

Among a number of demographics, having children and providing child care is one of the mostly regarded stressors in teachers' and instructors' lives. Despite changes in father role in recent years, in Turkish culture, most of the responsibilities of child care are still on mothers' shoulder. It is a well-known fact that language teachers and instructors are mostly female. Consequently, it was seen crucial to add having or not having children as a predictor in the models.

Majority of the studies which are concerned with the relationship between burnout and parenting focus on the number of children participants have. However, the difference between one and two children might be little compared to the difference between having and not having children. With this rationale, having or not having children was checked as a predictor in regression models instead of number of children.

Two studies which included number of children as a predictor of burnout of primary school teachers came up with the conclusion that it has no significant effect on teachers' burnout (Yıldız Kırılmaz et al., 2003; Ertürk & Keçecioglu, 2012). In contrast, Akande and Nwadinigwe (2013) found out that family size significantly predicted working nursing mothers' level of burnout.

In a study conducted with hospital physicians, Richter, Kostova, Harth and Wegner (2014) found that female senior physicians who

have children were faced with the highest risk of burnout compared junior physicians and male physicians. In this group, parenting was found to be a significant contributor to the risk of burnout. Somehow similarly, in her PhD dissertation, De Sousa (2013) came up with findings that indicated strong relationships between burnout and family-work conflict in working women with children, namely working mothers.

However, in their study, Maslach and Jackson (1985) concluded that employees who had children showed less burnout than childless employees in all subscales. They stated that there was no evidence showing that increased family responsibilities would be correlated with more burnout despite the common belief.

As for academicians, Ardiç and Polatçı (2008) found out that academicians did not significantly differ in terms of emotional exhaustion and depersonalization depending on the number of children. Nonetheless, there is a significant difference in personal accomplishment levels between those with 2 kids and those without kids. The ones who have 2 kids were more advantageous by having more personal accomplishment than the ones with no kids.

The results of the present study were similar to previous studies in some aspects, and differed in some others. Firstly, it was found out that in parallel with Yıldız Kırılmaz et al. (2003) and Ertürk and Keçecioglu's (2012) findings, having or not having children did not

have a significant contribution to regression equation for emotional exhaustion, $t_{(234)} = -2.151, p > .01$.

However, the second subscale, depersonalization, was found to be significantly predicted by parental status, $t_{(234)} = -2.612, p < .01$. It uniquely accounted for 2.1% ($sr^2 = .021$) of the variation. The results were similar to that of Maslach and Jackson's (1985) as the participants who have children were found to be less depersonalized than the participants without children.

Finally, it was discovered that personal accomplishment level of instructors was significantly predicted by parental status, $t_{(234)} = 3.151, p < .01$. Having or not having children uniquely accounted for 3.6% ($sr^2 = .036$) of the variation in personal accomplishment. The direction of the relationship showed that participants with children feel more personally accomplished than participants without children. This finding is similar to both Maslach and Jackson's (1985) and Ardic and Polatci's (2008) findings. Apparently, although it is usually believed that having children causes additional burden in daily life of workers; thus, it may be related to larger scores on burnout, positive feelings that having a child brings into one's life outweighs the difficulties and responsibilities associated with it.

5.2 Implications for Further Research

This study has been conducted with language instructors in Ankara, only. It is necessary to conduct a similar study nation-wide, and with

other academicians and teachers, as well in order to reach a deeper understanding of the issues considered.

The data of this study is gathered through participants' self-reflection. It would add to the understanding of the issues if it had been possible to derive data from class observations and couples counseling. Another study could be conducted using those as sources of data.

The findings of this study are based on correlational methods. So, it is not possible to imply causality. Causal relationships among all variables of this study could be investigated by another study.

It is of great importance to research what could be done to decrease levels of emotional exhaustion and depersonalization while increasing personal accomplishment levels of instructors as these are strongly related to their productivity and well-being. Programs need to be developed with these aims, and should be checked for effectiveness.

It is known that work is not independent from family, and work-family conflict is the reason for dissatisfaction in both job and life (Perrewe & Hochwarter, 2001, as cited in DeGenova, 2008). Therefore, investigating the existence of spillover would help deeper understanding on the issue.

It would also be of benefit if prevention strategies for work-family conflict are studied in addition to investigation of other variables that

may affect work-family conflict or moderate burnout-relationship satisfaction relationship.

The reasons why younger instructors have more depersonalization should also be researched since experiencing such negative feelings at the beginning of one's career might affect his/her approach to work during all his/her life.

It is also necessary to find out what other variables could be related to the levels of burnout experienced by instructors, and how it could be predicted better.

Since personal accomplishment was found to be predicted to a smaller extent compared to other subscales and as most of the independent variables were proven insignificant in predicting it, some other variables that would predict it better should be researched.

Feeling of burnout is known to be associated with social support one receives. (Bataineh, 2009) Hence, it is a good idea to study the relationship between two for language instructors.

As this one is a quantitative study, it does not provide deep insight into instructors' problems. It would be nice if a qualitative study related to issues in this present study is conducted.

5.3 Implications for Practice

This study showed that language instructors have problems that should not be disregarded. At most of the universities, they constitute the largest group of academic staff. Therefore, they need to be paid attention to. The first and foremost measure administrators can implement is to provide individual or group counseling services to instructors, and to make them more visible and accessible.

If more specific practices are considered, one crucial finding of this study should be interpreted very well. As results of the hierarchical regression analyses proved, it is not only the actual course load that contributes to instructors' feelings of burnout. What seems to be more important is their perception of it. Therefore, administrators should consider individual preferences while scheduling instructors' timetables. To be more specific, some instructors might want to teach more hours because they need extra earnings while some want to teach fewer hours due to different reasons such as health issues, graduate education, hobbies or child care, and this can change every semester. However, they are usually required to teach the same number of hours to be equal. But equality sometimes does not mean to be equal in quantitative terms. It may mean giving everyone what s/he needs or wants. For this reason, although it may be hard, course load preferences of instructors should definitely be asked and taken into consideration, and the reasons that may cause them to feel their course load heavier should be researched.

What is more, as findings of this study indicated that younger instructors experience more depersonalization, in-service training, mentoring and appropriate counseling and guidance should be provided to novice instructors in order to help them with problems related to their new working area. It is necessary to note that Gavish and Friedman (2010) found that three variables are important in predicting novice teachers' burnout. Those are "lack of appreciation and professional recognition from students, lack of appreciation and professional recognition from the public, and lack of collaborative and supportive ambience" (p.141). These are essential issues to be considered.

It is necessary to mention that the only variable which proved itself significant in predicting all subscales of burnout was satisfaction with income, which shows that people give importance to it. Thus, it would be a good idea to provide instructors with opportunities to earn extra money by means of projects, courses, academic studies, etc as well as helping them understand or reframe the concept of personal accomplishment more deeply.

It was seen that instructors do not feel high levels of personal accomplishment. Rather than relying on reactive techniques, preventive strategies that could be applied are supporting employees for their self-development, providing them opportunities to organize and participate in seminars, conferences and workshops, decreasing the monotonicity, improving physical conditions, supporting job enrichment and job development (Ardıç & Polatcı, 2008).

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APPENDICES

A. Personal Information Sheet

1. Cinsiyetiniz : kadın erkek
2. Yaşınız: _____
3. Eğitim durumunuz:
- lisans mezun yüksek lisans mezun doktora mezun
- yüksek lisans öğrenci doktora öğrenci diğer (belirtiniz) _____
4. Okutmanlık deneyiminiz: _____yıl
5. Şu anda çalıştığınız kurum : devlet üniversitesi özel üniversite
6. Şu andaki haftalık toplam ders yükünüz: _____saat
7. Bu ders yükünü nasıl algılıyorsunuz?
- çok fazla fazla ne az ne fazla az çok az
8. Şu anki ilişki durumunuz: ilişkim yok kadın/erkek arkadaşım var
- nişanlı/sözlüyüm
- birlikte yaşıyorum
- evliyim
9. İlişkiniz varsa süresi: _____yıl
10. Çocuğunuz var mı? yok var
11. Varsa çocuk sayınızı belirtiniz: _____
12. Toplam gelir düzeyinizden (okutmanlık maaşı, ilave gelirler, hane halkının sizi etkileyen gelirleri de dahil) ne ölçüde memnunsunuz?
- çok fazla fazla ne az ne fazla az çok

B. Burnout Inventory

Lütfen ilgili cümleyi size göre en uygun tanımlayan seçeneğe çarpı (X) koyunuz	Hiçbir Zaman	Çok Nadir	Bazen	Çoğu Zaman	Her Zaman
1. İşimden soğuduğumu hissediyorum.					
2. İş dönüşü kendimi ruhen tükenmiş hissediyorum.					
3. Sabah kalktığımda bir gün daha bu işi kaldıramayacağımı hissediyorum.					
4. İşim gereği karşılaştığım insanların ne hissettiğini hemen anlarım.					
5. İşim gereği bazı kimselere sanki insan değilmiş gibi davrandığımı fark ediyorum.					
6. Bütün gün insanlarla uğraşmak benim için gerçekten çok yıpratıcı.					
7. İşim gereği karşılaştığım insanların sorunlarına en uygun çözüm yollarını bulurum.					
8. Yaptığım işten yıldığımı hissediyorum.					
9. Yaptığım iş sayesinde insanların yaşamına katkıda bulunduğuma inanıyorum.					
10. Bu işte çalışmaya başladığımdan beri insanlara karşı sertleştim.					
11. Bu işin beni giderek katılaştırmasından korkuyorum.					
12. Çok şeyler yapabilecek güçteyim.					

13. İşimin beni kısıtladığını düşünüyorum.					
14. İşimde çok fazla çalıştığımı hissediyorum.					
15. İşim gereği karşılaştığım insanlara ne olduğu umurumda değil.					
16. Doğrudan doğruya insanlarla çalışmak bende çok fazla stres yaratıyor.					
17. İşim gereği karşılaştığım insanlarla aramda rahat bir hava yaratırım.					
18. İnsanlarla yakın bir çalışmadan sonra kendimi canlanmış hissedirim.					
19. Bu işte birçok kayda değer başarı elde ettim.					
20. Yolun sonuna geldiğimi hissediyorum.					
21. İşimdeki duygusal sorunlara serinkanlılıkla yaklaşıyorum.					
22. İşim gereği karşılaştığım insanların bazı problemlerini sanki ben yaratmışım gibi davrandıklarını hissediyorum.					

C. Relationship Assessment Scale

1. Partneriniz ihtiyalarınızı ne kadar iyi karřılıyor?

1 2 3 4 5

Hi iyi deęil ok iyi

2. Genel olarak partnerinizle kurduęunuz iliřkilerinden ne kadar tatmin olursunuz?

1 2 3 4 5

Hi tatmin deęilim ok tatminim

3. Dięer insanların iliřkileriyle karřılařtırdıęınızda partnerinizle iliřkiniz ne kadar iyidir?

1 2 3 4 5

Hi iyi deęil ok iyi

4. Partnerinizle iliřkinizi devam ettirmemeyi ne sıklıkla dūřünürsünüz?

1 2 3 4 5

Hi dūřünmem ok sık dūřünürüm

5. Partnerinizle iliřkinizde beklentileriniz ne ölçüde karřılanır?

1 2 3 4 5

Hi karřılanmaz ok karřılanır

6. Partnerinizi ne kadar çok seviyorsunuz?

1 2 3 4 5

Hi sevmiyorum ok seviyorum

7. Partnerinizle iliřkinizde ne kadar problem var?

1 2 3 4 5

Hi yok ok var

D. TÜRKÇE ÖZET

YABANCI DİL OKUTMANLARINDA TÜKENMİŞLİĞİN YORDAYICILARI

I. GİRİŞ

1.1 Problem Durumu

Son yüzyılda iş hayatı birçok çalışan için daha stresli ve yoğun bir hale gelmiştir. Gün geçtikçe daha çok çabalayan ve aynı anda birden fazla şeyle ilgilenmek zorunda kaldığını hisseden çalışanlar, aynı zamanda önceki yıllara göre daha fazla performans göstermesinin beklendiğini fark etmektedir. Çalışanlar iş dünyasının rekabetçi ortamını deneyimlemekte ve yalnızca işleri için değil ev hayatları için de daha fazla emek vermek zorunda kalmaktadırlar (Blustein, 2006). Bunlara ek olarak, iş yerinde biraz rahatlamak da artık eskisinden daha zor hale gelmiştir. İki iş arasında verilebilen kısa süreli molalar büyük oranda yok olmuştur. Her bir görev, bir öncekinin yarattığı yorgunluğun ardından çalışanın bir nefes almasına izin vermeksizin birbiri ardına dizilmektedir. Diğer taraftan, işte olduğu gibi iş dışında da rahat bir nefes almak zorlaşmıştır. İnsanlar hayatlarının iş dışındaki alanlarında da kendilerini meşgul eden çocuk ya da ebeveyn bakımı ve ev işleri gibi konularla ilgilenmektedirler (Maslach ve Leiter,

1997). Bu gibi durumlar çalışanların iş hayatına karşı tutumunu değiştirmekte ve tükenmişliğe neden olabilmektedir.

Tükenmişlik ile en çok bağdaştırılan mesleklerden biri de öğretmenliktir (örn. Can, 2013; Girgin, 2010; Kınav, 2010; Özgür, 2007). Bu mesleğin doğası gereği öğretmenler yalnızca mesai saatlerinde değil, insanların onların çalışmadığını düşündüğü hafta sonu ve hatta yarıyıl tatillerinde dahi işleriyle meşgul olmaktadır. Öğretmenler aktif öğretim saatleri dışında ders planları hazırlamakta, öğrenci kâğıtlarını değerlendirmekte, sınav hazırlamakta, idari görevler yapmakta ve alanlarındaki son gelişmeleri takip etmektedirler.

Yukarıda bahsedilen koşullarda çalışan gruplardan birisi de yabancı dil okutmanlarıdır. Yabancı dil okutmanlarının büyük çoğunluğu hazırlık birimlerinde çalıştığından, 'üniversite hocası' olarak tanınan ilk kişiler olmaktadır. Bu nedenle okutmanlar üniversitenin karizmasını yaratmakta ve üniversitenin nasıl algılandığını belirlemede önemli bir role sahiptirler. Okutmanların daha fazla saat derse girmek, her gün aynı öğrenci grubuna ders vermek, daha standart ve kişiselleştirmeye kapalı bir müfredat takip etmek gibi günlük rutinlerinin diğer akademisyenlerden farklı olmasının yanı sıra, bölümlerde ders veren akademisyenlerden sayıca daha az olmaları da onlara ilişkin sorunların göz ardı edilmesine sebep olabilmektedir.

Tükenmişlik sıklıkla araştırılan yaygın bir konu olmasına ve öğretim elemanlarında ve öğretmenlerde tükenmişlikle ilgili çalışmalar

bulunmasına rağmen alanyazında yabancı dil okutmanlarında tükenmişliği ve bunun romantik ilişki doyumu ile olan ilişkisini ele alan çalışmaya rastlanmamaktadır.

1.2 Araştırmanın Önemi

Öğretmenin başarılı bir biçimde eğitim verebilmesi için psikolojik sağlığının yerinde olması ve mutlu ve uyumlu bir ruh hali içerisinde olması gerektiği bilinen bir gerçektir. Bununla birlikte, öğretmenlerin rol model olma gibi bir sorumlulukları vardır. Gergin, problemlili ve mutsuz bir öğretmen öğrencileri üzerinde olumsuz bir etki bırakırken toleranslı, sakin ve destekleyici bir öğretmen onlar üzerinde olumlu bir etki yaratır. Toplumda bu denli önemli bir konuma sahip olan kimselerin psikolojik problemleri bir toplumun geleceğini oluşturan genç insanların psikolojilerini de olumsuz yönde etkileyebilmektedir (Girgin, 2010). Bu nedenle, öğretmenlik mesleğinde tükenmişlik konusu akademik çalışmalarla incelenmelidir.

Alanyazında İngilizce okutmanlarının farklı seviyelerde tükenmişlik yaşadığını gösteren bulgular bulunmaktadır (Cephe, 2010; Öztürk, 2013). Tükenmişliğin sebeplerine ilişkin çalışmalar da ağır iş yükü, yetersiz maaş, prestij eksikliği ve fiziksel koşulların yetersizliği (Serinkan ve Bardakçı, 2009), demografik özellikler (Lackritz, 2004), algılanan stres düzeyi (Özkanal ve Arıkan, 2010), yönetsel problemler (Cephe, 2010), beş faktör kişilik özellikleri (Dinç ve ark., 2013), sosyal yaşam, eğitim politikası, öğrenciler (Öztürk, 2013), öz yeterlik inancı (Evers ve ark., 2002) ve işteki tatminsizlik (Ertürk ve

Keçeciođlu, 2012) gibi konuların tükenmişliğe neden olan faktörler olduğunu göstermiştir. Buna rağmen alanyazında okutmanlarda tükenmişliđin yorcayıcıları ve romantik ilişki doyumu ile olan ilişkisini konu eden pek fazla çalışmaya rastlanmamıştır.

1.3 Araştırmanın Amacı

Bu çalışmanın amacı yabancı dil okutmanlarında romantik ilişki doyumunun yaş, ders yükü, algılanan ders yükü, maddi gelirden tatmin ve çocuk sahibi olup olmama deđişkenleri kontrol edildiğinde tükenmişliđi ne derece yordadığını araştırmaktır.

1.4 Araştırma Soruları

1. Yabancı dil okutmanlarında romantik ilişki doyumu yaş, ders yükü, algılanan ders yükü, maddi gelirden tatmin ve çocuk sahibi olup olmama deđişkenleri kontrol edildiğinde tükenmişliđi ne derece yordamaktadır?

1.1 Yabancı dil okutmanlarında romantik ilişki doyumu yaş, ders yükü, algılanan ders yükü, maddi gelirden tatmin ve çocuk sahibi olup olmama deđişkenleri kontrol edildiğinde duygusal tükenmeyi ne derece yordamaktadır?

1.2 Yabancı dil okutmanlarında romantik ilişki doyumu yaş, ders yükü, algılanan ders yükü, maddi gelirden tatmin ve çocuk sahibi

olup olmama deęişkenleri kontrol edildiğinde duyarsızlaşmayı ne derece yordamaktadır?

1.3 Yabancı dil okutmanlarında romantik ilişki doyumunu yaş, ders yükü, algılanan ders yükü, maddi gelirden tatmin ve çocuk sahibi olup olmama deęişkenleri kontrol edildiğinde kişisel başarıyı ne derece yordamaktadır?

II. ALANYAZIN TARAMASI

2.1 Tükenmişlik

Varlığının değerli olduğunu hissetmek isteyen birçok insan kariyerine önemli derecede bir idealizm ve yüksek motivasyonla başlar. Fakat işlerinin zannettikleri kadar fark yaratmadığı gerçeğiyle karşı karşıya kaldıklarında kaçınılmaz bir ümitsizlik ve çaresizlik hissetmeye ve en sonunda tükenmeye başlarlar (Pines ve Nunes, 2003). Tükenmişlik, işlerine olumlu beklentiler, motivasyon ve bağlılıkla başlayan kişiler için üzüntü veren bir son olmaktadır. Yardım mesleklerinde çalışanların şartları kendilerinden ödün vermeyi ve başkalarının ihtiyaçlarını kendilerinininkinin önüne koymayı gerektirmektedir. Ne yazık ki bu türlü bir adanmışlık pahalıya mal olabilmekte (Maslach ve Goldberg, 1998) ve işte üretkenlik ve etkinlikte azalmaya sebep olabilmektedir (Zhouchun, 2011).

Tükenmişliğin baş ağrısı, migren, hipertansiyon, mide rahatsızlıkları, iştah azalması, kilo kaybı ve sindirim bozuklukları (Alkhrisha, 2002), yüksek kolesterol, kaslarda gerginlik, solunum zorluğu , alerjiler, ülser ve diyabet (Maslach ve Leiter, 1997) gibi fiziksel belirtileri vardır. Tükenmişliğin psikolojik belirtileri ise özgüvende azalma, işe karşı nefret duyma, asabiyet, suçluluk, heves kırılması, (Freudenberger, 1974), gerginlik, verimsizlik, engellenmişlik hissi, korku ve düşmanlıktır (Maslach ve Leiter, 1997).

Tükenmişliğin sonuçları arasında ise iş değiştirme, işe gitmeme, olumsuz bir ruh hali içinde olma, fiziksel yorgunluk, uyku yoksunluğu, aşırı alkol tüketimi, uyuşturucu kullanımı, ailede ve evlilikte sorunlar (Maslach ve Jackson, 1981), depresyon ve duygusal çökme (Talmor, Reiter, ve Feigin, 2005), iş tatmininde, verimlilikte ve motivasyonda azalma (Abel ve Sewell, 1999) yer almaktadır. Hatta tükenmişliğin belirtiler açısından klinik depresyondan farklı olmadığını iddia eden araştırmalar bulunmaktadır (Bianchi, Schonfeld, ve Laurent, 2014). Tükenmişliğin duygusal tükenme, duyarsızlaşma ve kişisel başarı hissinde azalma olarak adlandırılan üç alt boyutu vardır.

2.2 Romantik İlişki Doyumu

İlişkilerde doyum, ilişki başarısını değerlendirmede devamlılık, yakınlık ve ihtiyaçların tatmini ile birlikte önemli bir kıstas olarak görülmektedir. Hunsley, Pinsent, Lefedvre, James-Tanner ve Vito (1995) evlilik başarısını her iki eşin de ne oranda tatmin olduğu ve

ortak ihtiyaç ve beklentilerin ne oranda karşılandığı ile tanımlamaktadır. Bireylerin beklenti ve ihtiyaçları arasında farklılıklar olduğu, bu nedenle bir çifti tatmin eden şeylerin başka bir çifti tatmin etmeyebileceği, aynı şekilde eşlerden birini tatmin eden bir şeyin diğerini tatmin etmeyebileceği bilinmektedir (DeGenova, 2008).

2.3 Tükenmişlik ve Romantik İlişki Doyumu ile İlgili Çalışmalar

İş ve aşk arasındaki ilişki üç farklı hipotezle tanımlanmıştır. Bunlar yayılma (spillover), yerini doldurma (compensation) ve ayrışmadır (segmentation) (Judge ve Klinger, 2008). Schaer, Bodenmann ve Klink (2008) yayılmayı, deneyimlerin bir alandan diğerine birey içi geçişi olarak tanımlamıştır. Bu demektir ki, işinde tatmin yaşayan bir birey ilişkisinde de tatmin yaşamaktadır. Yerini doldurma hipotezi bunun tam aksini söylemektedir. İşinde olumlu duyguların eksikliğini yaşayan bir kimse bunları ilişkisinde arayacaktır. Ayrışma hipotezi ise hayatın farklı bölümlerinin birbirinden ayrı ve bağımsız olduğunu iddia etmektedir (Judge ve Klinger, 2008). Hazan ve Shaver'a göre (1990) çoğu zaman iş hayatıyla ilgili araştırmalar işin aşk hayatıyla olan ilişkisini, aşk hayatıyla ilgili araştırmalar ise onun iş hayatıyla olan ilişkisini göz ardı etmektedir. Erdamar ve Demirel ise (2013), iş ve ev hayatının birbirini etkileyen iki önemli alan olduğunu söylemiştir. Onlara göre, bireylerin aile ve iş rolleri hayatlarında çatışmalara sebep olabilmektedir. Bu çatışmaların getirdiği sonuçlar yorgunluk, performans kaybı, yetkisizlik, tatminsizlik ve işten ayrılma olabilmektedir.

III. YÖNTEM

3.1 Araştırma Grubu

Ankara ilinde özel üniversite ve devlet üniversitelerinde çalışmakta olan yaklaşık 1800 yabancı dil okutmanı bulunmaktadır. Bu araştırma evreninin içerisinden uygun örneklem yöntemi ile yaklaşık 500 okutmana ulaşmak mümkün olmuştur. Bunlardan 314 tanesi araştırmaya katılmış, ve hali hazırda bir romantik ilişkisi bulunan 234 tanesinin sağladığı veriler ile analizler yapılmıştır. Tablo 3.1 araştırma grubunun betimsel istatistik verilerini göstermektedir.

Tablo 3.1

Araştırma Grubunun Betimsel İstatistikleri

	<i>N</i>	<i>Min.</i>	<i>Max.</i>	<i>M</i>	<i>SD</i>
Yaş	234	22	58	33.42	7.62
Deneyim	234	1	32	9.52	7.18
Ders Yüğü	234	2	50	19.95	6.04
Algılanan Ders Yüğü	234	1	5	3.44	.82
İlişki Süresi	216	1	29	7.38	6.57
Maddi Gelirden Tatmin	234	1	5	2.84	.80

3.2 Veri Toplama Araçları

Bu çalışmada kullanılan veri, kişisel bilgi formu, tükenmişlik ölçeği ve ilişki değerlendirme ölçeği ile toplanmıştır. Kişisel bilgi formu yaş,

cinsiyet, ders yükü, çalışılan kurumun türü, ilişki durumu gibi demografik ve kişisel bilgiler içermektedir. Tükenmişlik düzeyinin belirlenmesi için Maslach ve Jackson tarafından 1981 yılında geliştirilen ve 1992 yılında Ergin tarafından Türkçe'ye uyarlanan Maslach Tükenmişlik Ölçeği kullanılmıştır. İlişki doyum ölçeği olarak ise Hendrick'in (1988) 2014 yılında Çelik tarafından Türkçe'ye uyarlanan İlişki Değerlendirme Ölçeği kullanılmıştır.

3.3 Verilerin Toplanması

Araştırma evreni belirlendikten sonra üniversite etik komitesinden onay alınmış ve okutmanlardan veri toplanması için gidilecek üniversitelerden gerekli izinler alınmıştır. İzinlerin alınmasını takiben katılımcılarla yüz yüze görüşülmüş ve tamamen gönüllülük esasına dayalı olarak veri toplama araçları dağıtılmıştır. Veri toplama araçlarında sorulan soruların bir kısmı özel hayata dair olduğundan dağıtılan kopyaların ofislerde masaların üzerinde uzun süre kalmasını engellemek amacıyla bu kopyalar aynı gün içerisinde en kısa zamanda geri toplanmıştır. Yüz yüze görüşmenin mümkün olmadığı katılımcılara e-posta ve sosyal medya yoluyla ulaşılmıştır. Veri toplama süreci Mayıs 2015'te başlamış ve Aralık 2015'te sona ermiştir.

3.4 Verilerin Analizi

İlk olarak, katılımcılardan toplanan bütün veriler SPSS'in 22. sürümüne kaydedilmiş (SPSS IBM, New York, U.S.A.) ve verilerin istatistiksel analizi bu programda yapılmıştır. Alfa anlamlılık düzeyi

sosyal bilimlerde sıklıkla kullanılan ve hassas bir deęer olan .01 olarak belirlenmiřtir. Verilerin giriři yapıldıktan sonra betimsel ve çıkarımsal istatistiklere bakılmıřtır. Arařtırma soruları iin beř baęımsız deęiřken ilk ařamada hiyerarřik regresyon modeline girilmiř, romantik iliřki doyumunu ise modele ikinci ařamada eklenmiřtir.

3.5 Arařtırmanın Sınırlılıkları

Bu arařtırmanın bazı sınırlılıkları bulunmaktadır. Bunlardan ilki bu alıřmanın iliřkisel verilere dayanması ve sebep-sonu iliřkisi gstermiyor olmasıdır. Sebep-sonu iliřkisi bulmak amalanıyorsa deneysel bir desen uygulanması gerekmektedir. Bu alıřmada sosyal destek, ebeveynlerin bakımından sorumlu olmak, ynetimsel sorumluluklar gibi kontrol edilmemiř ancak deęiřkenler arasındaki iliřkide etkili olabilecek deęiřkenler bulunabilmektedir. Bunlara ek olarak, bu alıřmadaki veriler kiřilerin kendi beyanına dayalı olduęundan sonulara dayalı genellemeler yapmak mmkn deęildir. Ayrıca, sekisiz rneklem yerine uygun rneklem yntemi kullanıldıęı iin sonular arařtırma evereninin tamamının zelliklerini yansıtmayabilir. Arařtırmaya yalnızca Ankara ilinde alıřan okutmanlar dahil edildięinden sonular tm Trkiye'deki okutmanların deęil yalnızca Ankara'daki okutmanların deneyimlediklerini yansıtılmaktadır.

IV. BULGULAR

4.1 Okutmanların Tükenmişlik ve Romantik İlişki Doyumu Seviyeleri

Maslach Tükenmişlik Ölçeği, duygusal tükenme alt 9-45 arası bir sonuç verebilmektedir. Bu sayı ne kadar yüksekse kişinin duygusal tükenmesi de o kadar yüksek olmaktadır. Betimsel istatistikler göstermektedir ki okutmanların duygusal tükenme puanı 9 ve 45 arasında değişmekle birlikte ortalama 24.03, standart sapması ise 8.08'dir. Duyarsızlaşma alt boyutundan alınabilecek puan 5-25 arasındadır. Yüksek puanlar yüksek duyarsızlaşma göstermektedir. Bulgular duyarsızlaşma puanı ortalamasının 10.33, standart sapmasının ise 4.05 olduğunu göstermiştir. Bu alt boyutta da alınan puanlar minimum ve maksimum değerler arasında değişmiştir. Kişisel başarı alt boyutunda alınan puanlar ise 8-40 arasında olabilmektedir. Bu alt boyutta alınan yüksek puanlar yüksek kişisel başarıyı göstermektedir ve 12-40 arasında değişmiştir. Okutmanların kişisel başarı puanı ortalaması 4.55 standart sapma ile 28.82 olarak hesaplanmıştır. Romantik ilişki doyumu için bulunan sonuçlar ise 1-5 arasında değişebilen değerlerin ortalamasının .81'lik standart sapma ile 3.92 olduğunu göstermiştir.

Tükenmişliğin alt boyutlarının birbirleriyle olan ilişkisine bakıldığında, duygusal tükenme duyarsızlaşma ile anlamlı bir olumlu ilişki gösterirken ($r = .70, \rho < .01$), kişisel başarı alt boyutu ile anlamlı bir

olumsuz ilişki göstermiştir, $r = -.42$, $\rho < .01$. Bulgulara göre duyarsızlaşma ile kişisel başarı arasında da anlamlı bir olumsuz ilişki vardır, $r = -.36$, $\rho < .01$.

4.2 Okutmanların Tükenmişliğini Yordayan Değişkenler

Yaş, ders yükü, algılanan ders yükü, maddi gelirden tatmin ve çocuk sahibi olup olmama değişkenleri kontrol edildiğinde romantik ilişki doyumu bağımsız değişkenlerinin tükenmişliği ne derece yordadığını bulmak amacıyla uygulanacak olan hiyerarşik regresyon analizlerinin ilk etapta varsayımları kontrol edilmiştir. Varsayımlardan herhangi bir sapma olmadığı sonucuna varıldığında analizlerin yapılmasına geçilmiştir.

4.3.1 Okutmanlarda Duygusal Tükenmenin Yordayıcıları

İlk etapta yaş, ders yükü, algılanan ders yükü, maddi gelirden tatmin ve çocuk sahibi olup olmama değişkenleriyle oluşturulan birinci hiyerarşik regresyon modelinin duygusal tükenme alt boyutunu anlamlı bir şekilde yordadığı görülmüştür, $F_{(5,234)} = 28.450$, $p < .01$. $R^2 = .43$ değeri okutmanların duygusal tükenmelerindeki varyansın % 38.6'sının yaş, ders yükü, algılanan ders yükü, maddi gelirden tatmin ve çocuk sahibi olup olmama değişkenleriyle açıklanabildiğini göstermektedir.

Romantik ilişki doyumunun da eklendiği ikinci model de duygusal tükenmeyi anlamlı biçimde yordamıştır, $F_{(1,234)} = 12.261$, $p < .01$. $R^2 = .41.8$ 'e yükselmiş ve bu modelde, okutmanların romantik ilişki

doyumunun tek başına varyansın % 3.2'sini açıklamıştır, $t_{(234)} = -3.502$, $p < .01$. Bulgulara göre romantik ilişki doyumunu ile duygusal tükenme arasında olumsuz bir ilişki vardır ($\beta = -.185$) ve biri artarken diğeri azalmaktadır.

Modelde yaş ($t_{(234)} = -1.306$, $p > .01$) ve çocuk sahibi olup olmama ($t_{(234)} = -2.151$, $p > .01$) değişkenlerinin duygusal tükenmeyi anlamlı bir şekilde yordamadığı bulunmuştur.

Ders yükü ve algılanan ders yükü bu modele anlamlı birer yordayıcı olarak bulunmuştur. Ders yükü duygusal tükenmedeki varyansın % 2.2'sini açıklamıştır, $t_{(234)} = -2.861$, $p < .01$. İlişkinin yönünün negatif olması ($\beta = -.168$) ders yükü daha fazla olan okutmanların daha az duygusal tükenme yaşadığına işaret etmektedir.

Algılanan ders yükü ise varyansın % 19.3'ünü açıklamış ve yordama denkleminde anlamlı ölçüde katkıda bulunmuştur, $t_{(234)} = 8.415$, $p < .01$. Beta değeri $\beta = .504$, olumlu bir ilişkiye işaret etmektedir. Bu durum göstermiştir ki ders yükünü fazla olarak algılayan okutmanlarda duygusal tükenme artmakta, algılanan ders yükü azaldıkça duygusal tükenme de azalmaktadır.

Algılanan ders yükü gibi, maddi gelirlerden tatmin olma da hiyerarşik regresyon modeline anlamlı bir yordayıcı olarak katkıda bulunmuştur, $t_{(234)} = -5.477$, $p < .01$. Bu değişken, tek başına, duygusal tükenmedeki % 7.4'lük varyansı açıklamıştır. $\beta = -.291$ 'in olumsuz yönü, maddi

gelirinden memnun olan okutmanların daha az duygusal tükenme yaşadığına işaret etmektedir.

4.3.2 Okutmanlarda Duyarsızlaşmanın Yordayıcıları

Yaş, ders yükü, algılanan ders yükü, maddi gelirden tatmin ve çocuk sahibi olup olmama değişkenleriyle oluşturulan birinci hiyerarşik regresyon modelinin duyarsızlaşma alt boyutunu da anlamlı bir şekilde yordadığı görülmüştür, $F_{(5,234)} = 20.101, p < .01$. $R^2 = .308$ değeri okutmanların duyarsızlaşmalarındaki varyansın % 30.8'inin yaş, ders yükü, algılanan ders yükü, maddi gelirden tatmin ve çocuk sahibi olup olmama değişkenleriyle açıklanabildiğini göstermektedir.

Romantik ilişki doyumunun da eklendiği ikinci model de duyarsızlaşmayı anlamlı biçimde yordamıştır, $F_{(1,234)} = 4.293, p < .01$. Bu model de varyansın % 32.1'ini açıklamıştır. Ancak bu modelde, öncekinin aksine, romantik ilişki doyumunun duyarsızlaşmayı anlamlı şekilde yordamadığı görülmüştür, $t_{(234)} = -2.072, p > .01$. Ders yükü de, duyarsızlaşma alt boyutunda regresyon modeline anlamlı bir katkıda bulunmamıştır, $t_{(234)} = -1.892, p > .01$.

Önceki modelin aksine, yaş değişkeni duyarsızlaşma alt boyutunda anlamlı bir yordayıcı olmuştur, $t_{(234)} = -4.017, p < .01$. Katılımcıların yaşları duyarsızlaşmadaki varyansın % 4.9'unu açıklamıştır. Beta değeri $\beta = -.278$, olumsuz ilişkinin göstergesidir ki bu da, okutmanlarda yaş büyüdükçe duyarsızlaşmanın azaldığına, bir başka

deyişle genç okutmanlarda daha fazla duyarsızlaşma görüldüğüne işaret etmektedir.

Algılanan ders yüküne bakıldığında, önceki modelde olduğu gibi bu modelde de anlamlı bir yordayıcı olduğu görülmektedir, $t_{(234)} = 4.211$, $p < .01$. Algılanan ders yükü, tek başına, duyarsızlaşmadaki varyansın % 5.4'ünü açıklamıştır. $\beta = .268$, algılanan ders yükü arttıkça duyarsızlaşmanın da arttığı anlamına gelen olumlu ilişkiyi göstermektedir.

Bir önceki modelin bulgularına benzer olarak, maddi gelirden tatmin olma, duyarsızlaşma alt boyutunu da anlamlı şekilde yordamıştır, $t_{(234)} = -4.267$, $p < .01$. Maddi gelirden memnuniyet, duyarsızlaşmadaki varyansın % 5.6'sını açıklamıştır. Beta değeri $\beta = -.241$ bulunmuştur. Olumsuz işaret maddi gelirinden daha az memnun olan okutmanların daha fazla duyarsızlaşma yaşadığını göstermektedir.

Çocuk sahibi olup olmama değişkeni de varyansın % 2.1'ini açıklayarak duyarsızlaşmanın yordayıcılarından biri olmuştur, $t_{(234)} = -2.612$, $p < .01$. $\beta = -.180$, çocuk sahibi olmayan okutmanların daha fazla duygusal tükenme yaşadığını göstermiştir.

4.3.3 Okutmanlarda Kişisel Başarının Yordayıcıları

Yaş, ders yükü, algılanan ders yükü, maddi gelirden tatmin ve çocuk sahibi olup olmama değişkenleriyle oluşturulan birinci hiyerarşik regresyon modeli duygusal tükenme ve duyarsızlaşmanın yanı sıra

kişisel başarı alt boyutunun da anlamlı bir yordayıcısı oluşturur, $F_{(5,234)} = 9.229$, $p < .01$. $R^2 = .170$ değeri okutmanların kişisel başarısındaki varyansın % 17'sinin yaş, ders yükü, algılanan ders yükü, maddi gelirden tatmin ve çocuk sahibi olup olmama değişkenleriyle açıklanabildiğini göstermektedir.

Romantik ilişki doyumunun da eklendiği ikinci model de kişisel başarı alt boyutunu anlamlı biçimde yordamıştır, $F_{(1,234)} = 4.475$, $p < .01$. Açıklanan varyans % 18.8'e yükselse de, bu modelde, duyarsızlaşma alt boyutuna benzer biçimde, romantik ilişki doyumunun anlamlı bir yordayıcı olmadığı görülmüştür, $t_{(234)} = 2.115$, $p > .01$.

Bu modelde diğer modellerin aksine birçok değişkenin anlamlı birer yordayıcı olmadığı görülmüştür. Bunlar yaş, $t_{(234)} = 1.139$, $p > .01$, ders yükü, $t_{(234)} = -.063$, $p > .01$ ve algılanan ders yüküdür, $t_{(234)} = -1.978$.

Kişisel başarı alt boyutunda anlamlı bulunan yordayıcılar maddi gelirden tatmin, $t_{(234)} = 3.353$, $p < .01$ ve çocuk sahibi olup olmama, $t_{(234)} = 3.151$, $p < .01$ değişkenleridir. Maddi gelirden tatmin, okutmanların kişisel başarısındaki varyansın % 4.6'sını açıklarken çocuk sahibi olup olmama % 3.6'sını açıklamıştır. Maddi gelirden tatmin olma değişkeni için bulunan beta değeri olumludur ($\beta = .219$) ve gelirinden tatmin düzeyi yüksek olan katılımcılarda daha fazla kişisel başarı hissi olduğunu ortaya çıkarmıştır. Çocuk sahibi olup olmama değişkenindeki $\beta = .237$, çocuk sahibi olan katılımcıların daha yüksek kişisel başarı yaşadığını göstermiştir.

V. TARTIŞMA

5.1 Tükenmişliğin Yordayıcıları

5.1.1 Romantik İlişki Doyumu

İş ve eş tükenmişliği ilişkisini inceleyen bir araştırma göstermiştir ki eş tükenmişliğini etkileyen en önemli iki değişkenden birisi iş tükenmişliğidir (Çapri ve Gökçakan, 2013). Bu araştırmanın bulgularına göre, evlilik uyumu ile bir araya geldiğinde iş tükenmişliği, eş tükenmişliğini önemli ölçüde yordamaktadır. Eş tükenmişliğindeki varyansın % 14.2 iş tükenmişliğiyle açıklanabilmektedir. Benzer biçimde, Stadnyk Robin, Hultell, ve Gustavsson (2011) da 1290 öğretmenle yaptıkları çalışmada özel hayat ve iş arasındaki yayılmanın tükenmişliği büyük oranda yordadığını bulmuştur.

Bu çalışmanın bulguları, alanyazındaki kimi bulguları destekler niteliktedir. İlk olarak, katılımcıların romantik ilişki doyumunun duygusal tükenme alt boyutunda % 3.2'lik bir varyansı açıkladığı görülmüştür. Bu alt boyutta anlamlı bir yordayıcı olan romantik ilişki doyumunu değişkeni duygusal tükenme ile olan olumsuz yönlü ilişkisi ile Çapri ve Gökçakan'ın (2013) bulgularına benzerlik göstermektedir. Yani romantik ilişki doyumunu yüksek olan okutmanlarda duygusal tükenme daha az görülmektedir.

Duyarsızlaşma ve kişisel başarı alt boyutlarındaki sonuçlar duygusal tükenmeden farklı bulunmuştur. Bu iki alt boyutta da romantik ilişki doyumunun anlamlı bir yordayıcı olmadığı görülmüştür. Bu da, duygusal tükenme alt boyutundaki bulgular yayılma (spillover) hipotezini destekler nitelikte olsa da duyarsızlaşma ve kişisel başarı alt boyutlarında ayrışma (segmentation) hipotezinin desteklendiğini göstermektedir.

5.1.2 Yaş

Yaş değişkeni tükenmişlikle ilgili alanyazında yaygın olarak çalışılmış bir değişkendir. Yaşın tükenmişliğin alt boyutlarıyla anlamlı ilişkilerinin olduğu yönünde de olmadığı yönünde de bulgular vardır. Örneğin Akın ve Oğuz (2010) çalışmalarında yaş grupları arasında tükenmişlik açısından anlamlı farklar bulmuştur. Bu çalışmaya göre, 31 yaşından genç öğretmenler 40 yaşından yaşlı öğretmenlere göre daha fazla tükenmişlik yaşamaktadırlar. Ardıç ve Polatçı (2008) da çalışmalarında yaş grupları arasında duyarsızlaşma ve kişisel başarı alt boyutlarında anlamlı farklar bulmuştur. Bu bulguların aksine, Bataineh (2009) ve Yıldız Kırılmaz ve ark. (2003) yaş grupları arasında tükenmişlik açısından anlamlı bir fark bulmamıştır.

Yaş grupları arasında anlamlı farklar bulan birçok araştırma, genç öğretmenlerin daha fazla tükenmişlik yaşadığını ortaya koymuştur (örn. Maslach ve Jackson, 1981). Bu çalışma da duyarsızlaşma alt boyutunda tükenmişliğin genç okutmanlar tarafından daha fazla yaşandığını göstermiş fakat duygusal tükenme ve kişisel başarı alt

boyutlarında yaş değişkeni açısından anlamlı farklar bulmamıştır. Duygusal tükenme alt boyutunda anlamlı fark bulunmaması Ardıç ve Polatçı (2008) ve Bataineh'in (2009) bulgularıyla paralellik gösterirken yaş değişkeninin kişisel başarı alt boyutunda anlamlı bir yordayıcı olmaması Koruklu ve ark.'nın (2012) bulgularıyla benzeşmektedir.

5.1.3 Ders Yüğü ve Algılanan Ders Yüğü

Alanyazında, çalışanların iş yüğü ve tükenmişliği arasındaki ilişki sıkça çalışılmıştır. Öğretmenlerin ve akademisyenlerin tükenmişliğiyle ilgili çalışmalar da ders yüğü ve tükenmişlik ilişkisini konu etmiştir. Örneğin Ardıç ve Polatçı (2008) 36 saatten fazla ders yüğü olan ve hiç derse girmeyen akademisyenlerin, orta gruptaki akademisyenlere göre daha fazla duyarsızlaşma yaşadığını bulmuştur. Buna karşın, Girgin'in (2010) öğretmenlerle ve Öztürk'ün (2013) okutmanlarla yapılan çalışmaları, ders yüğü açısından karşılaştırıldığında katılımcıların tükenmişlik seviyelerinde anlamlı farklar bulunmadığını göstermiştir. Girgin (2010), yalnızca duyarsızlaşma alt boyutunda anlamlı fark bulmuştur.

Bu çalışmaya ders yüğü değişkeninin yanı sıra, okutmanların psikolojik durumunu daha iyi açıklayabileceği düşünülen algılanan ders yüğü değişkeni de eklenmiştir. Bulgular göstermiştir ki, Öztürk'ün (2013) bulgularına benzer biçimde, ders yükünün kendisi tükenmişliğin duyarsızlaşma ve kişisel başarı alt boyutlarını yordamamaktadır. Fakat algılanan ders yüğü duyarsızlaşma ve duygusal tükenme alt boyutlarında anlamlı bir yordayıcı olmuştur.

5.1.4 Maddi Gelirden Tatmin

Öğretmen ve akademisyenlerin maddi durumu, tükenmişlikle ilişkisi araştırılan değişkenlerden birisidir. Bu çalışmada da maddi gelir tatmini çoklu regresyon modeline katılmıştır çünkü alanyazında bu değişkenle ilgili tartışmalı bulguların varlığı bilinmektedir. Zaidi, Wajid ve Zaidi'nin (2011) özel üniversitede çalışan 399 akademisyenle yaptığı çalışma, duygusal tükenme ve kişisel başarı alt boyutlarında maaşa bağlı anlamlı farklar bulunduğunu göstermiştir. Maaşı daha yüksek olan akademisyenlerin daha az duygusal tükenme ve daha fazla kişisel başarı yaşadıkları bulgusuna ulaşılmıştır. Bunun aksine, Ertürk ve Keçecioğlu (2012) ve Koruklu ve ark.'nın (2012) çalışmaları, öğretmenlerin tükenmişlik seviyelerinde aylık gelire bağlı bir farklılaşma olmadığını göstermiştir.

Bu çalışmanın bulguları ise, Ertürk ve Keçecioğlu (2012) ve Koruklu ve ark.'nın (2012) aksine, fakat Zaidi, Wajid ve Zaidi'nin (2011) bulgularına paralel biçimde, gelir düzeyinden tatmin olma durumunun tükenmişliğin her üç boyutunu da yordayan tek bağımsız değişken olduğunu göstermiştir. Bu değişken duyarsızlaşma ve duygusal tükenme ile olumsuz, kişisel başarı ile olumlu ilişki içerisindedir.

5.1.5 Çocuk Sahibi Olup Olmama

Alanyazında tükenmişliğin çocuk sahibi olup olmama ve çocuk sayısı ile ilişkili olduğu ve olmadığı yönünde bulgulara

rastlanmaktadır. Örneğin Maslach ve Jackson (1985) çalışmalarında çocuğu olan çalışanların olmayanlara göre tüm alt boyutlarda daha az tükenmişlik yaşadığını bulmuştur. Bu bulgudan yola çıkarak da, yaygın kanının aksine ailevi sorumlulukların tükenmişlik düzeyinde artışa sebep olduğu inancının bir dayanağı olmadığını belirtmişlerdir.

Ardıç ve Polatçı (2008) çocuk sayısı değişkenine bağlı olarak akademisyenlerin duygusal tükenme ve duyarsızlaşmalarında anlamlı farklar bulmazken, 2 çocuğu olan akademisyenlerin çocuğu olmayanlara göre anlamlı düzeyde daha fazla kişisel başarı yaşadığını belirtmiştir. Yıldız Kırılmaz ve ark. (2003) ile Ertürk ve Keçecioğlu (2012) ise çalışmalarıyla çocuk sayısının tükenmişlikle anlamlı bir ilişkisinin olmadığını sonucuna varmıştır.

Bu çalışmanın bulguları da Yıldız Kırılmaz ve ark. (2003) ve Ertürk ve Keçecioğlu'nun (2012) bulgularına benzer biçimde, duygusal tükenmenin çocuk sahibi olup olmama değişkeni ile yordandığını göstermiştir. Fakat bu değişken, duyarsızlaşma ve kişisel başarı alt boyutlarında anlamlı bir yordayıcı olmuştur. Maslach ve Jackson'ın (1985) bulguları paralelinde, çocuğu olan okutmanların daha az duyarsızlaşma ve daha fazla kişisel başarı yaşadığı görülmüştür.

TEZ FOTOKOPİSİ İZİN FORMU

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YAZARIN

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