**YEDİTEPE UNIVERSITY**

**GRADUATE SCHOOL OF EDUCATIONAL SCIENCES**

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# THE RELATIONSHIP BETWEEN THE EMOTIONAL LABOUR AND BURNOUT LEVELS OF EFL TEACHERS WORKING AT UNIVERSITY PREPARATORY SCHOOLS

**BY**

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## LIST OF ABBREVIATIONS

| | |
|---|---|
| ESL | English as a Second Language |
| EL | Emotional Labour |
| SA | Surface Acting |
| DA | Deep Acting |
| NFE | Naturally Felt Emotions |
| EE | Emotional Exhaustion |
| DP | Depersonalization |
| RPA | Reduced Personal Accomplishment |
| ELT | English Language Teaching |
| EFL | English as a Foreign Language |
| L2 | Second Language |
| PRPS | Preparatory Programs of State Universities |
| PRPF | Preparatory Programs of Foundation Universities |
| EDRs | Emotional Display Rules |
| ELS | Emotional Labour Scale |
| MBI-ES | Maslach Burnout Inventory Educators Survey |
| KMO | Kaiser-Meyer-Olkin |
| MBI | Maslach Burnout Inventory |

## Kısa Özet

Öğretmenlerin duygusal sağlığını, kişinin çalıştığı kurum için duygularını yönetmesi anlamına gelen ve tükenmişliğe de yol açabilen duygusal emek gibi sebepler tehdit edebilmektedir. Farklı çalışma alanlarında tükenmişlik ve duygusal emek arasındaki ilişkiyi araştıran birçok çalışma olsa da duygusal emek konusu İngiliz Dili Öğretimi alanında yeterince araştırılmamıştır. Bu nedenle, mevcut çalışma İstanbul'daki vakıf ve devlet üniversitelerinde görev yapan İngilizce öğretmenlerinin tükenmişlik ile duygusal emek seviyeleri arasındaki ilişkiyi araştırmayı amaçlamaktadır. Çalışmada, nicel bir araştırma tasarımı benimsenmiş ve araştırma sorularını cevaplamak amacıyla T-testi, Pearson korelasyonu, tek yönlü ANOVA ve çoklu regresyon yöntemleri kullanılmıştır. Veriler ise Duygusal Emek Ölçeği'nin (Diefendorff, Croyle ve Gosserand, 2005) ve Maslach Tükenmişlik Envanteri Eğitimciler Anketi'nin (Maslach, Jackson ve Schwap, 1986) Türkçe versiyonları aracılığıyla İstanbul'daki iki vakıf ve üç devlet üniversitesinin hazırlık okullarında çalışan 179 İngilizce öğretmeninden toplanmıştır. Sonuçlar, duygusal emekte doğal duygular boyutunun tükenmişlikte ise duygusal tükenmenin en çok hissedilen duygu olduğunu ortaya koymuştur. Çalışmaya katılan İngilizce öğretmenlerinin duygusal emek ve tükenmişlik seviyelerinin hem kurum türü hem de tecrübe açısından istatistiksel olarak anlamlı farklılık gösterdiği bulunmuştur. Korelasyon analizi sonuçlarına göre ise yüzeysel rol yapma ile tükenmişliğin tüm boyutları arasında pozitif yönde bir ilişki tespit edilirken, doğal duygular boyutunun tükenmişlik boyutları ile arasındaki ilişkinin negatif yönde olduğu ortaya çıkmıştır. Çalışmanın, Türkiye'de ELT alanındaki duygusal emek çalışmalarına öncü olması ve hem literatüre hem de İngilizce öğretmenlerinin eğitim ortamlarının iyileştirilmesine katkıda bulunması beklenmektedir.

*Anahtar kelimeler:* Duygusal emek, Mesleki tükenmişlik, Vakıf Üniversiteleri, Devlet Üniversiteleri, İngilizce öğretmenleri

## Abstract

Emotional well-being of a teacher may be threatened by several factors such as emotional labour (EL), the management of one's feelings for the sake of organizational goals, which may result in the experience of burnout. Despite the increased amount of research investigating the relation between EL and burnout in different fields of study, the concept has been underexplored within the field of English Language Teaching (ELT). For this reason, the current study sought to explore the relation between EL and burnout among the English as a foreign language (EFL) teachers working at foundation and state universities located in Istanbul. The study adopted a quantitative research design and employed T-test, Pearson correlation, one-way ANOVA, and multiple regression analyses so as to answer the formulated research questions. The data was collected from 179 EFL teachers working at the preparatory schools of two foundation and three state universities in İstanbul through the Turkish versions of the Emotional Labour Scale (Diefendorff, Croyle, & Gosserand, 2005) and the Maslach Burnout Inventory Educators Survey (Maslach, Jackson, & Schwap, 1986). The results revealed that naturally felt emotions (NFE) and emotional exhaustion were the most frequently felt dimensions of EL and burnout, respectively. EL and burnout levels of EFL teachers were found to have a statistically significant difference in terms of their institution type and years of experience. As a result of the correlational analysis, surface acting was found to be positively correlated with all the subscales of burnout, whereas NFE was negatively correlated with them. The study is expected to take the initiative of EL studies in the field of ELT in Turkey, and to contribute both to the related literature and to the improvement of the teaching environment of ELT teachers.

*Keywords:* Emotional Labour, Burnout, Foundation Universities, State Universities, EFL teachers

# CHAPTER 1

# INTRODUCTION

## 1.1. Background of the Study

Emotion is a set of complex reactions both influenced by what is happening inside the human body and by the interactions with the outside world. The source of emotion is not only psychological, but also physiological. For this reason, researchers from different fields of study have investigated this concept. At first, educational researchers, however, did not show much interest in the emotion and its impacts on education. Instead, they preferred to look into the cognitive aspect of teaching focusing on knowledge, skills, or results that could be measured (Hargreaves, 2000). In time, the emotional aspect of teaching has become of great importance for educational studies because emotions are largely effective in learning and teaching as much as they are in every phase of the life. With interactions between not only teachers and students but also teachers and other colleagues, administrators, and parents, schools are places in which a huge volume of emotion is constantly exchanged, which suggests that teaching as a profession is inevitably loaded with emotions (Sutton & Wheatley, 2003).

Nias (1996) emphasized the importance of emotion in teaching for three reasons: a) teaching involves interaction among individuals, b) teachers do not separate their personal identities from the professional one in that they make their teaching environments places where their fulfilment, self-esteem, and vulnerability exist, and c) they are connected to their jobs emotionally since they devote so much to teaching. She also explained teachers' deep emotional relationship with their professions comparing it to other people-based jobs that require human service.

Teachers bring their feelings to their schools or classes and have to develop ways to deal with other people at work.

Farrell (2011) drew attention to the studies on emotion from the perspective of teachers, and he pointed out that unlike other professionals, teachers, especially language teachers, are forced to have several identities and roles while carrying out their duties. He classified sixteen subidentities of teachers based on the data obtained from his qualitative research with Canadian teachers of English as a second language (ESL). These sixteen subidentities are grouped into three main role identities: acculturator, manager, and professional. The role of acculturator involves engaging learners in activities that will familiarize them with beliefs and practices in the target language culture. Teachers who have the role of acculturator are socializers and social workers. Teacher as manager is responsible for managing and controlling everything happening in the class. With this role, a teacher is expected to impose or sell the institution's interests, entertain learners, and promote and control classroom interaction. Teacher as professional is the final role, which is related to doing one's work with a sense of professionalism. Teacher as professional is a collaborator who shares professional knowledge and insights with others willingly and seriously.

Noddings (1992) also put a great emphasis on caring behaviours that teachers are expected to possess. She stated that teachers are supposed to elicit and be sensitive to students' feelings to evaluate their objectives, to motivate them to do self-evaluation, and to help them develop a perspective for caring in their future lives. Although possessing and showing care can be advantageous in terms of students' success and teachers' job satisfaction, it can also lead to anxiety, anger, emotional strain, and disappointment (Nias,1996). Besides, while trying to achieve their goals in the classrooms, teachers may find themselves in a condition where they struggle to

regulate their emotions to suppress the negative ones and to display only those which are appropriate both for the society and the school's rules (Sutton, 2004). As a result, with reference to Hochschild (1983), caring professions like teaching do not only require emotional sensitivity, but they also demand *emotional labour* (EL), which means obligation to regulate one's emotions for the sake of an organization or a group for professional reasons. According to Hochschild, EL manifests itself in two forms: *surface acting* (SA) which means that service providers such as teachers display a feeling different from what they actually feel, and *deep acting* (DA) which is making effort to put themselves in a service recipient's place and to show empathy. Ashforth and Humphrey (1993) added a third subcategory, which is *naturally felt emotions* (NFE), meaning harmony between one's real feelings and displayed ones.

Teaching requires a huge volume of EL in a way that it involves both suppressing negative emotions, and exhibiting the desired ones. Teachers' vulnerability to EL, contrary to other people-based jobs, emerges from their exposure to it even outside their work settings; in or out of the classroom, they are expected to regulate their emotions constantly as teachers have certain roles for the society as well (Hochschild, 1983).

According to Hochschild (1983), EL is a widely unfavourable experience because it means trading a part of the self for monetary gain, and she defines this trade as sacrificing one's own self and feeling. The literature review shows that despite Hochschild's negative approaches to EL, some researchers regarded it as a tool to enhance service quality or the quality of the learning environment (e.g., Hargreaves, 1998a, 1998b, 2000; Isenbarger and Zembylas, 2006; Zembylas, 2004). However, the authors suggested that customers or students and schools are the ones who benefit from EL, not employees. When teachers are subject to EL, they become

liable to *burnout*, which is a syndrome resulting from excessive stress. Similar to EL, burnout can manifest itself in three ways. The first one is *emotional exhaustion* (EE) which means emotional and physical strain caused by work environment. The second dimension is *depersonalization* (DP) referring to feeling alienation, regarding people as objects and developing an indifferent attitude towards others. The last one is *reduced personal accomplishment* (RPA) which refers to a feeling of ineffectiveness while performing one's job (Maslach and Jackson, 1981).

From the English language teaching (ELT) perspective, a language teacher is expected not only to harness their students' emotions but also to regulate their own in order to create a desirable learning environment (Dewaele, Gkonou, & Mercer, 2018). King (2016) pointed out that ELT teachers are subject to additional stressors that lead to EL such as teaching internationally, uncertain working conditions, cultural differences between teachers and students, and feeling insecure about their jobs, especially for those working at private institutions (Mercer, Oberdorfer, & Saleem, 2016).

Another factor contributing to EL and burnout is teaching a language which the teacher himself or herself is possibly still learning, and therefore, he or she is likely to feel anxious about using the language (Horwitz, 1996). Talbot and Mercer (2018) also mentioned the insecurity a non-native English language teacher feels about using a second language (L2) in the classroom. Besides, the expectation from students and parents creates a kind of pressure on the teachers of English preparatory programs at universities, especially at foundation universities. Learning English is so vital that it is the key to continue higher education and find an employment in the competitive job market, whatever the sector is. Therefore, it is inevitable for an

English teacher working at a university, foundation or state, to experience EL, which leads to several consequences.

The most common undesirable effect of EL is EE, which is a critical dimension of burnout. Any employee from different sectors may be vulnerable to burnout, yet those doing people-based jobs, especially teachers are much more susceptible to burnout as they are subject to human interaction more than any other professionals (Brouwers & Tomic, 2000; Farber, 2000). Several researchers who aimed to identify whether EL can be considered as a predictor of burnout showed the positive relationship between these phenomena (e.g., Brotheridge & Grandey, 2002; Erickson & Ritter, 2001; Grandey, 2003; Zapf & Holz, 2006).

The significance of EL behaviours and experience of burnout in teaching is that if teachers are not safe from these phenomena, their well-being and teaching ability will be impacted. In other words, since teaching is a profession performed in front of people, teachers experiencing burnout will have a direct influence on their students, parents, school administration, and their colleagues (Cephe, 2010). Thus, being an important threat to the quality of education, both at organizational and national level, burnout and its predictive factors like EL should be investigated more in various contexts and disciplines in order to counter their detrimental effects. In this respect, the current study will explore the relations between English language teachers' feelings of EL and burnout within the ELT context of Turkish state and foundation universities.

### 1.2. Statement of the Problem

Recently, education has turned into some kind of commodity rather than a public service, and therefore, the relationships among the stakeholders of education, namely teachers, school administrators, parents, and students, have become more like

a customer – salesperson relationship. In Turkey, the involvement of private sector in higher education like in other public services has risen dramatically since 2009. With a drastic rise in the number of foundation universities in Turkey (from 36 in 2009 to 75 in 2019), higher education has become more of a commercial activity rather than a public service.

Financial figures from the Council of Higher Education (YÖK, 2019) database also show the inclination of institutions to increase their revenues so as to meet all the costs easily rather than doing research or educating people. YÖK 2019 report on foundation universities shows that they spent 219,476,023 TL for advertisements in order to attract more students while the sum of the money they invested in research and development remains 41,399,081 TL, which contradicts their non-profit organization natures. According to YÖK 2019, a university established with funds from a foundation is not a private university, but a foundation university; therefore, it is not entitled to make any financial gain. However, they have turned into for-profit organizations whose objective is to maximize profit and minimize cost. To fulfil this objective, the cost is usually cut off from teachers' and students' resources. YÖK's report (2019) shows the stark difference between the amount of money obtained from a student and the amount spent for the sake of a student. The admission fees for foundation universities range from 22,000 TL to 100,000 TL with an average of 22,000 TL annually, yet the amount spared for students is 12,000 TL on average.

Due to commercialization wave, universities have started to be regarded as service organizations, and the students are considered to be customers (Berry & Cassidy, 2013; Constanti & Gibbs, 2004), and with this respect, teaching or research staff at universities have taken over the burden to maintain the service quality and stand out in a competitive market. This has also put more roles or identities on the

teachers, who are already overwhelmed with so many different roles. They have become responsible for satisfying students, keeping the ratings of the university high, so they make sure that products, in this context graduates, are well-prepared for the labour market (Swart, Duncan, & Hall, 2013).

Kart (2011) stated that neo-liberal policies of today's world undervalue public good and state interventions and put employees into a more vulnerable state where not only their physical and intellectual properties but also their emotions are exploited and used as commodities to gain more profit.

This change in the way higher education is provided has affected the academics or instructors working at universities. Since faculties or colleges have been mostly transformed into commercial organizations, competitiveness among universities have become fiercer, yet this competition does not promote competing in academic fields. Instead, their competition is mostly about admitting more students or customers as can be seen from the figures on their spending.

Universities are expected to supply the best educational environment possible so that they can admit and retain more students since, within this context, parents have taken the role of customers, and they long for the best product for their children (May, 2007). This new paradigm will lead educational professionals to more engagement in the emotional and interpersonal interactions among colleagues, students, and parents, which has made EL a more important issue to tackle at universities because academics or teachers at these institutions have already been alienated from their selves in or out of the classrooms as required by their highly emotional job, teaching. However, with this new reality, their alienation has gone to a next level; they are now regarded as service providers or salespersons (Constanti & Gibbs, 2004).

What happens to ELT instructors within this context? Universities in Turkey have employed 5420 ELT instructors, 3653 of whom work at foundation universities (YÖK, 2019). In spite of the overwhelming superiority of state universities in quantity, more ELT Instructors (61%) are employed at foundation universities compared to state universities (39%). When the proportion of ELT instructors to the total number of academics is taken into account, the difference is starker. 24,760 academics work at foundation universities, and ELT instructors account for 14.7% of the total number, while only 1.6% of all academics working at state universities (n=141,462) are ELT instructors (YÖK, 2019).

What all these figures tell us is that the commercialization of higher education along with the transformation in the roles of teachers into service providers is centred around preparatory classes and ELT instructors. In 17 universities, among all the faculties or departments, prep classes hold the highest number of instructors (YÖK, 2019). This is also evidence to the fact that prep schools come into contact with more students than other departments do. Accordingly, the prep classes are under pressure both from the customer side (parents-students) and administration side, and this pressure is directly reflected on the teachers as service providers. The more competitive the market becomes, the more demanding the organizations become, and this competitive nature of commercialized higher education makes it compulsory for an organization (a university) to dominate and control how employees get dressed, talk, act, and finally feel in compliance with the relatively new concepts such as organizational management, organizational identity, organizational citizenship, and organizational image (Wolkowitz, 2006).

As a result, forced to display the appropriate emotions in the classroom, teachers are likely to find themselves in two situations; a) they are obliged to mask

their negative emotions, and not to show their real feelings and opinions about the students or students' actions, resulting in *emotional dissonance*, which is incongruity between the emotion or behaviour a person displays and what that person really feels (Hochschild, 1983), and b) they will not be able to share their difficult emotions stemming from their private or personal experiences (Mackenzie, 2012). Consequently, the teacher will be exposed to EL, which is exhausting and distracts the teacher from his or her teaching duty (O'Connor, 2008). The reason for this distraction is the energy consumption used to manage or regulate displayed emotions. In the end, teachers, being obliged to resort to EL strategies to regulate their emotions, end up in experiencing burnout which has detrimental effects on students, classroom environment, learning and teaching processes, and the whole educational institution (Isenbarger & Zembylas, 2006).

### 1.3. The Purpose of the Study

This study intends to explore the relation between EL and burnout among EFL teachers working at the preparatory schools of state and foundation universities (PRPS, PRPF, respectively) located in İstanbul. In this respect, the current study will first identify the EL and burnout levels of EFL teachers from both types of institutions and determine whether the scores differ significantly between these two groups of teachers. Second, it investigates the role of years of teaching experience in the EL and burnout levels of teachers. Finally, it investigates the relationship between EL and burnout levels of EFL teachers.

### 1.4. Research Questions and Hypotheses

This study seeks answers to the following research questions;

1a. What are the EL levels of Turkish EFL teachers working at the PRPS and PRPF?

1b. Are there any significant differences in the EL levels of these two groups of EFL teachers?

2a. What are the burnout levels of Turkish EFL teachers working at the PRPS and PRPF?

2b. Are there any significant differences in the burnout levels of these two groups of EFL teachers?

3. Do the EL and burnout levels of the EFL teachers show significant differences in terms of their years of teaching experience?

4a. Is there a significant correlation between the dimensions of EL and the burnout levels of teachers?

4b. How do the dimensions of EL affect the dimensions of burnout?

**1.5. Overview of Methodology**

The present study adopts a quantitative research design. The data was collected from 179 EFL teachers who work at the preparatory schools of two foundation (n=120), and three state universities (n=59) through the Turkish version of the Emotional Labour Scale (ELS; Diefendorff, Croyle, & Gosserand, 2005) and the Maslach Burnout Inventory Educators Survey (MBI-ES; Maslach et al., 1986). The former was adapted to Turkish by Basım and Beğenirbaş (2012) and the latter by Girgin (1995). Since the participants of the study were all native speakers of Turkish, Turkish adaptations of the research instruments were used to avoid language barrier.

A confirmatory factor analysis was run so that the construct validity of the research instruments for the pilot study could be determined. Kaiser-Meyer-Olkin (KMO) values for the ELS and the Maslach Burnout Inventory (MBI) were .756 and .916, respectively, which proves the sample for the factor analysis was meritorious. According to Barlett test, value of 0,000 was obtained for both instruments, and this

shows that the data is normally distributed. Besides, it denotes the existence of high level of correlation between the items under the same construct.

With the aim of exploring the relationship between EL and burnout along with their dimensions, Pearson correlation analysis was performed since the scores were normally distributed. The regression analysis was conducted to see if EL and its dimensions could be used as predictors of burnout. Besides, in order to find whether EL and burnout levels of the participants differ according to the type of institution in which they were employed and their years of teaching experience, independent samples t-test and one-way ANOVA tests were used.

**1.6. Significance of the Study**

Teaching is a profession that requires several roles or identities. A teacher sometimes acts like an actor or actress, making the classroom a stage for his or her play, and performs his or her role to draw the attention of the students of the 21st century, who are known as technology natives, and have developed quite different interests than those who design their educational environment. Sometimes, a teacher becomes a politician and tries to solve a conflict between student(s) and teacher or student(s) and students(s) in the class. Whatever role the teacher takes in the classroom, he or she invests in emotional work to fulfil these roles.

Although teaching is an emotionally laden occupation, research into teachers' emotion and feelings has long been neglected. One reason for this is that scholars have long regarded emotion as something irrational and impossible to be measured or investigated due to its abstract nature. Another reason is relatively less research was conducted focusing on teachers' emotions in particular (Mercer & Kostoulas, 2018). However, the neglect for teachers' emotions cost money and other resources to the schools, universities, and governments in substantial amounts when they witnessed

that teachers had left the job long earlier than expected due to burnout (Kissling, Mendel, & Förstl, 2014).

Feeling burnt out is a serious threat to teachers' professional productivity as teachers are supposed to listen to their students, give them advice, and show them affection regardless of their own feelings. Kinman, Wray, and Strange (2011) emphasized the fact that the profession of teaching is much more stressful than any other jobs that require human interaction. In addition, Schaufeli and Salanova (2014) stated that among all professions, teaching is a profession which is liable to burnout the most. Leaving aside their own negative emotions, teachers are expected to guide students in the best way they can and show patience to problematic students. In time, the hardships and challenges teachers confront inside and outside the classroom cause accumulation of negative feelings, and they start to feel emotionally exhausted.

There are various factors for the EE and burnout such as lack of resources and administrative support, paperwork overload, and obligation to regulate one's emotions. The regulation of emotion at a workplace is EL, and teachers have been subject to this phenomenon during their professional lives.

Although empirical findings show the relationship between EL and burnout, there is not sufficient research on this relation within the field of education at both national and international level. In Turkey, educational researchers started to show interest in EL as early as 2007, and to date, only five dissertations, to the best of my knowledge, have scrutinized EL and its relationship with burnout among teachers (e.g., Aytekin-Uysal, 2007; Cingöz, 2018; Daban, 2018; Erken, 2018; Özbingöl, 2013). To the best of my knowledge, there has not been any research which has investigated EL within the field of ELT in Turkey. Besides, EL has been an issue quite underexplored within the context of EFL and ESL at international level (e.g.,

Ghanizadeh & Royaei, 2015; Gkonou & Miller, 2017; King, 2016; Loh & Liew, 2016).

Teaching English requires constant interactions with the students, especially during this period when communicative language teaching dominated language classes. To stimulate the use of the second language (L2) in the classes, language teachers are expected to show empathy and caring to their students. This can bring fulfilment and satisfaction to the teachers, yet it also leads to EL when the caring is shown excessively (Gkonou & Miller, 2017).

Considering the fact that teachers of foreign language go through emotional burden as much as the teachers of other disciplines and even more due to their specific emotional burdens such as the need to deal with language anxiety - especially for nonnative speakers- and cultural conflicts with the subject being taught, finding out if there exists a relationship between EL and burnout levels of ELT teachers is of paramount importance (Ghanizadeh & Royaei, 2015). In addition, the following conclusions drawn from the review of the situation increase the significance of EL studies in the field of ELT;

a) the number of the foundation universities in Turkey will increase, so more ELT teachers will be hired at these institutions.

b) preparatory classes serve as the showcase of universities, where customers (parents and students) will weigh the quality of the education, and determine whether to continue to study at that university or not.

c) teachers or instructors, who are already laden with several roles and identities, will have more roles, which will make them more vulnerable to emotionally originated problems like EL.

d) ELT teachers will be exposed to more EL as the market has become more competitive.

e) more cases of EL related burnout will come out.

f) educational leaders will recognize the significance of EL in response to the accumulation of information from the market, and they will act to find ways to alleviate its impacts.

These conclusions also make this study invaluable in the field of ELT as it will take the initiative in Turkey to explore how EL and burnout are correlated. If it stirs some amount of interest among the scholars who would possibly conduct more research into EL of ELT teachers, the results of these prospective research will not only contribute to the well-being of students and teachers but it will also contribute to the improvement of the education quality.

The study will investigate EL and burnout among EFL teachers with respect to the institution type in which they are employed and their years of teaching experience. In this study, the institution type of the teachers is considered a significant factor since the two different types of universities, state and foundation, admit students in different ways. Although both state and foundation universities admit students with respect to their university entrance exam, students with very low scores can be enrolled to foundation universities as they are also required to pay a substantial amount of tuition fees, which puts them in the place of customers. For this reason, the administrators may expect the teachers in foundation universities to display different behaviours than those working at state universities.

In addition to the different institution types, the levels of EL and burnout are assumed to be significantly different when their years of teaching experience is taken into account. Furthermore, the previous literature provides several results that suggest

both burnout and EL levels differ significantly in terms of service length. According to the previous literature, as teachers get more experienced, it becomes easier to control and guide their emotions since older and more experienced teachers are more aware of the challenges they might confront at work (Cingöz, 2018; Polatkan, 2016).

## 1.7. Limitations of the Study

There are certain limitations of the current study. Initially, it was carried out adopting only a quantitative method to find answers to the research questions. Further studies can employ qualitative means of data collection such as interviews and open-ended questionnaires to obtain a clearer insight into the participants' perceptions of EL and burnout.

Second, the sample was limited to 179 ELT instructors teaching at the preparatory schools at five universities located in Istanbul, where either 30% or 100% of the courses are taught in English. Also, the responses were collected electronically during the spring term of 2019, and it is assumed that the participants gave honest responses. Therefore, the results of the study are valid only for preparatory schools of university setting of that period. Hence, the findings cannot be generalized to other EFL/ESL school contexts such as secondary schools, private language courses or universities where medium of instruction is Turkish.

## 1.8. Definitions of the Terms

*Emotional Regulation*

It is defined as the process through which individuals react to situations in a way that social and cultural conventions accept. In other words, it is control over exhibiting appropriate emotions for any given situation so that spontaneous reactions can be prevented (Gross, 1998).

*Emotional Labour*

EL is the regulation of emotions to form a behavioural display of gestures and mimics which can be observed publicly, and it occurs when *emotional display rules* (EDRs) established by the employee's workplace force him or her to show appropriate emotions or suppress the undesired ones. It differs from emotional regulation in that EL takes place only within the work setting (Hochschild, 1983).

*Emotional Display Rules*

According to Grandey (2000), EL is essential for service organizations because employees in these organizations have to display desired emotions as mandated by rules and norms. These norms which an organization enforces are called EDRs. EDRs are defined as behaviour patterns suggesting which emotions are considered convenient in particular work environments and which are not (Ashforth & Humphrey, 1993).

*Surface Acting*

SA is an emotion control mechanism in which employees suppress undesired emotions and exhibit desired ones so that the organizational goals are fulfilled (Hochschild, 1983).

*Deep Acting*

DA is a situation whereby employees adjust their displayed emotions to the expected ones during an interaction with customers or students by putting themselves into the shoes of these service recipients (Hochschild, 1983).

*Naturally Felt Emotions*

NFE denotes to the emotions that are really felt. The employees neither try to fake their emotions nor make an effort to develop empathy (e.g., Brotheridge & Grandey, 2002; Diefendorff et al., 2005; Wharton, 1993).

*Emotional Dissonance (Emotional Mismatch)*

It is the situation in which true feelings of a person contradict the displayed emotion which is created based on organizational demands. It is the discrepancy between the emotion that is expressed and the emotion that is actually experienced (Morris & Feldman, 1996).

*Burnout*

Burnout, a phenomenon which frequently takes place among those who perform professions considered "people work" such as teaching and health care service, is a syndrome of feeling physically, mentally, and emotionally exhausted due to frustration and job stress (Maslach, 1982, 2003; Maslach & Jackson, 1981).

*Emotional Exhaustion*

EE is the situation wherein employees feel overextended and exhausted emotionally along with depletion in their resources, so they may experience difficulties in carrying out their services (Maslach, 1982; Maslach & Jackson, 1981).

*Depersonalization*

DP is an employee's development of a cynical, negative, indifferent, uncaring, and detached attitude towards his or her customers or students (Maslach, 1982; Maslach & Jackson, 1981).

*Reduced Personal Accomplishment*

RPA is a kind of feeling or perception of incompetence or ineffectiveness in one's profession (Maslach, 1982; Maslach, 1993; Maslach & Jackson, 1981).

# CHAPTER 2

# REVIEW OF LITERATURE

## 2.1. Theoretical Background of EL

The term of EL was first invented by Hochschild (1983) as displaying or concealing emotions in the interest of organizational goals, especially within organizations running service-oriented businesses. When Hochschild conceptualized the term, she referred to jobs requiring high volume of client-employee interaction during which employees are obliged to behave in such a way that is defined by rules of the organizations, and these rules were termed as “feeling rules”. The main purpose of these rules is to help the organization achieve its desired performance by means of constraining emotional expressions of employees (Diefendorff & Gosserand, 2003). These implicit or explicit rules dictate an employee both to show appropriate or organizationally desired emotions and to withhold the undesired ones (Diefendorff, Richard, & Croyle, 2006). They also allow employees, managers and colleagues to observe the behaviours of others. Therefore, institutions can easily check whether the rules they have defined are followed. Hochschild (1979, 1983) suggested that complying with the rules imposed by the workplace requires some sort of effort, and sometimes causes contradictions with employees` real feelings, which could, in return, bring about detrimental effects. She highlighted that the experience of EL can cause the employee to “be estranged or alienated from an aspect of self” because of emotional mismatch, which is the contradiction or conflict between employees’ genuine feelings and those they are expected to display (Hochschild, 1983, p. 7; Zapf, 2002).

In her study, Hochschild (1983) used a metaphor of a play in which she described the work setting as a stage at which employees are actors and customers are

the audience. In this play, the employee controls and manages his or her feelings to please the customer just as actors manage their impressions to attract and please the audience. The management of emotion is for the sake of organizational goals, and it is done for a value. Therefore, she argued that management of emotions can be regarded as EL only when it is done for a wage. At this point, she distinguished emotional regulation from EL in that the former suggests that the emotion management does not take place due to the norms or rules set by an organization, but by social and cultural conventions.

The principal argument of Hochschild is that some effort is required during the act of managing emotions, which can cause negative effects on the employee in the long run. When employees modify their displayed emotions according to the rules of the organization, even if it contradicts what he or she really feels, it means the emotion of the employee is exchanged like a product, and it turns into a commodity. The commoditization of such a personal thing as emotion negatively affects the employee. Due to the unpleasant nature of displaying unfelt emotions and making effort for it, she related EL to job stress, turnover, and burnout.

Hochschild came up with two ways of dealing with EL, SA and DA. The first one, SA, is faking one's real emotions to disguise negative ones or exhibit emotions that employees do not really feel. SA is the way service providers such as teachers try to change their outward appearances and control the body language in a way that the organization demands. In SA, when an employee feels frustrated or annoyed, he or she sometimes must suppress the real emotions, and express fake ones (Grandey, 2003). For example, when a teacher is submitted an essay full of errors, the usual feeling for this would be anger or frustration; however, as the teacher knows reflecting those negative emotions to the student is not approved by the school

administration, he or she has to hide these feelings and continues to motivate the student calmly and smiling. As for DA, it involves internalizing the emotions to be displayed so that the expressed feeling is consistent with the expected one. While displaying DA, an employee understands the customer's feeling and develops empathy for him or her. For instance, a teacher showing empathy for a student who has shown low performance repeatedly, and with this understanding, the teacher develops more constructive feelings rather than anger towards the student. This approach is usually developed as the teacher becomes more familiar with the school environment and underlying reasons for students' unaccepted behaviours or failures through experience, which enables the teacher to develop more empathy towards the students.

Ashforth and Humphrey (1993) later added another strategy which is termed as NFE or *genuine emotions*. The reason for suggesting another strategy is that service providers do not always act by masking or moderating their emotions through SA or DA; instead, they may also experience and display the expected emotions genuinely or spontaneously. Performing SA or DA may cost some amount of effort; this can usually be high in SA and low in DA, yet when it comes to NFE, employing this strategy may cost employees little or no emotional burden as the feeling is natural.

Unlike Hochschild, Ashforth and Humphrey (1993) did not suggest that complying with the organization's or company's norms or rules brings detrimental effects to employees. They believe these emotions displayed at work are not internalized and they cannot be considered genuine feelings; they are mandated just to facilitate service transaction and quality. For this reason, they suggested replacing Hochschild's term *feeling rules* with EDRs, which dictates employees to act, talk, and

get dressed in accordance with organizations` expectations. They discussed that using EL strategies, SA, DA, and NFE can decrease the emotional stress and burden that service providers experience at work, and it can increase the service quality for the organization. However, they did not ignore the fact that over exposure to SA can lead to emotional dissonance, which can in turn bring about EE.

According to Morris and Feldman (1997), EL is defined as "the effort, planning, and control needed to express organizationally desired emotions during interpersonal transactions" (p. 987). They based the sources of EL on three factors: a) *frequency of interaction* which suggests that the more frequent employee is supposed to contact with people at a workplace, the more the organization regulate the way the emotions are displayed, b) *duration of interaction* which is based on the idea that the longer employees are exposed to human interaction at work, the more likely they develop EL. That is because employees spending shorter time of interactions with the customers do not have to regulate their feelings much because their interaction involves only saying "Good morning!" or "Have a nice day!". Nevertheless, teachers dedicate all their working time to communicating with their service recipients, namely students. Finally, c) *emotional dissonance* which suggests that, as discussed earlier, the greater the extent of difference between genuinely felt emotions and organization`s requirements is, the more demanding it becomes for the employee.

Taking each dimension of EL into consideration separately, it can be seen that SA and DA have led to different results. Hochschild (1983) stated that EL is positively correlated with EE. In line with this, SA results in emotional dissonance, which causes job stress, EE and DP. However, DA does not cause EE and DP; on the contrary, it allows the individual to cope with them. In a study with 562 service providers from different sectors - military officers, debt collectors, and nurses, Morris

and Feldman (1997) found that SA increases EE and reduces job satisfaction. In another study by Brotheridge and Grandey (2002), EL and burnout scores of 238 service workers from different sectors were calculated via the ELS (Brotheridge & Lee, 1998) and the MBI (Maslach & Jackson, 1986). Their study also indicated that SA is positively correlated with EE and DP.

**2.2. Theoretical Background of Burnout**

Freudenberger (1974) was the first to introduce the concept of burnout, and he defined it as the state of exhaustion of an individual's internal resources stemming from, loss of power and failure owing to overloading or unmet requests. According to Maslach (1993, 2003), "burnout is a psychological syndrome that occurs in the long term as a reaction against stress-increasing factors in the workplace". Maslach and Jackson (1981) suggested that burnout is comprised of three dimensions: EE, DP, and RPA.

EE is the state in which individuals go through feelings of depleted emotional resources and not being competent to provide service to others. For the individual who is loaded with disappointment, resentment, tension, and annoyance, the necessity to go back to work the following day is a major concern. Also, the symptoms of EE can be counted as extreme and prolonged tiredness, energy loss, and feeling of being emotionally worn-out. Therefore, it is usually regarded as the most critical one of all the burnout dimensions (e.g., Maslach, 1982; Maslach & Jackson, 1981; Sweeney & Summers, 2002)

The second one is DP, which occurs when an individual begins to develop negative attitudes towards clients – students in a school context – resulting from his or her depleted emotional resources. The characteristics of DP are usually distancing

from the students or clients, being indifferent to them, and viewing them as objects, not persons (Maslach, 1982, 2003).

The third dimension is RPA through which individuals feel that they lack competency to carry out their job, and they end up in a state of negative evaluation of themselves (Maslach & Jackson, 1981). Consequently, the individual begins to feel a general inadequacy and failure in his or her work or in relationships with people he or she interacts with (Cordes & Dougherty, 1993).

Burnout mostly affects teachers and other professionals who are engaged in a high degree of interaction with people (Evers, Tomic, & Brouwers, 2005). Educational researchers have been interested in burnout as it leads to serious problems in teaching and learning process, and among the most common reasons for burnout are large classes, role ambiguity, role conflict, and EL (Hochschild, 1983; Friedman, 1995). Burnout emerges as the ultimate phase of a problematic psychological and mental state after having been exposed to an extensive and long-term job stress. It is different from fatigue that fades after a certain period of time and may recur at different phases of working life. Factors causing burnout are generally divided into two groups, work-related and non-work-related factors. In this context, factors such as job satisfaction and role conflict are the work-related factors of burnout. On the other hand, personality, family structure and relations, social support, lifestyle, and life goals are the non-work-related factors of burnout (Friedman, 1995).

Empirical research shows that burnout can result in negative outputs at various levels: Personal/individual, organizational, and service levels. At individual level, burnout may result in different negative physical and mental health problems (Komala and Ganesh, 2007). People with burnout syndrome are incapable of coping with chronic emotional stress at work. Individuals usually suffer from personal distress,

discontent, physical exhaustion, insomnia, drug use, and alienation from their service recipients, i.e. students (Lloyd and King, 2004).

On the other hand, at organizational and service levels, reduction in the quality of service or attention to customers can be among its detrimental effects of burnout. Thus, the customers experience dissatisfaction due to poor quality service, which, in the end, contributes to the weakening of the competition in the market (Komala and Ganesh, 2007).

The research of Lastovkova et al. (2018) aimed to draw more attention to the seriousness of burnout. According to the research, among EU countries, already 9 countries have acknowledged burnout as an occupational disease. In Germany, Kissling et al. (2014) stated that annual average number of burnout related sick leave was 0.67 in 2004, yet it rose up to 9.1 in 2011, and in the Netherlands, the proportion of burnout related sick leave was 15%, bringing about a huge amount of cost, 1.7 billion Euros in 2005.

Within the educational context, teacher burnout also results in the same consequences for both individuals (teachers) and organizations (schools). Early retirement due to stress, exhaustion, and depression are mainly caused by burnout (Bauer et. al, 2006). In Cephe's (2010) study, 37 ELT teachers working at the prep program of a state university were given the Teacher Burnout Scale (Richmond, Gorham & Wrench, 2001). Twelve of the participants who scored high on burnout were interviewed. According to the results, the participants attributed their high level of burnout to administrative issues. Cephe pointed out that administrative support and in-service trainings could help ease the effects of burnout.

In their quantitative study with 492 novice teachers who taught different subjects at different secondary schools, Gavish and Friedman (2010) found that the

burnout levels of the newly recruited teachers were higher than the senior ones. They suggested that novice teachers were usually unfamiliar with the realities of their work environments and organizational situations. This could lead to being unable to integrate with their schools, and in the end, it might prevent them from working effectively and collaboratively with the other members of the school.

Kulavuz (2006) scrutinized burnout and its relationship with the participation in professional learning activities among EFL teachers employed at the PRPS and PRPF. The sample group consisted of 227 EFL teachers. According to her study, two types universities did not differ significantly in EE and DP, yet the levels of RPA of the participants from foundation universities were significantly lower than those of state university teachers, so foundation university teachers consider themselves more competent successful. Besides, the findings showed a negative correlation between RPA and participation in professional learning activities. The results were contrary to Kulavuz's expectations that foundation universities would have higher levels of burnout. She attributed these unexpected results to several factors. First, EFL teachers at state universities do not have as many opportunities to participate in the professional development activities as do the ones working at foundation universities. Another reason is that the learning environment is more enriched at foundation universities. These factors caused the teachers at state universities to have higher scores of RPA, and higher levels of burnout compared to foundation university teachers.

**2.3. The Relationship Between EL and Burnout**

In view of the previous literature, the dimensions of burnout such as EE can be predicted with the help of the dimensions of EL, especially SA. Zapf, Vogt, Seifert, Mertini and Isic (1999) found that SA, an important cause of emotional dissonance, is

correlated with lower well-being at work setting, which can be dubbed as EE. When compared with employees performing DA, those engaged in SA show increased levels of EE. Moreover, suppressing negative emotions, a key acting in EL process, has a positive correlation with EE (Kim, 2008).

While SA, faking emotions at work, was linked with EE, DA was found to be positively correlated with RPA (Brotheridge & Grandey, 2002). This finding supported Hochschild's (1983) research that suggests DA can produce positive results for the employee and customer.

In another study, EL and its relationship with burnout were examined by Erickson and Ritter (2001). They sent questionnaires to 780 residents of a county in Ohio, the USA. They were selected from those who worked at different service jobs, and who earned higher than the county's average annual income. They defined faking emotions or SA as inauthenticity, and in their study, inauthenticity was found to be positively correlated with EE. Also, their findings showed that DA and authenticity or NFE helped the employee combat stress and burnout.

Furthermore, Grandey (2003) scrutinized the EL's relationship with EE among 131 university administrative assistants. They were sent the ELS developed by Grandey herself and EE subscale (Maslach & Jackson, 1981). She found a positive correlation between SA and EE, but DA had a negative correlation with it.

Oral and Köse (2011) conducted a study on physicians employed in state and private hospitals in Manisa province, and found that SA led to an increase in EE and DP. In the same study, DA was found to be negatively correlated with DP. Basım and Beğenirbaş (2012) found that DA showed a negative significant relationship with RPA.

The studies investigating EL and its relationship with burnout indicate that the correlation of each EL dimension to the dimensions of burnout is different. Generally, SA is positively associated with EE and DP, yet the correlation of DA to each burnout dimension is negative.

### 2.3.1 EL and burnout among teachers from different fields.

Teachers are required to create a positive atmosphere in their classrooms by expressing positive and enthusiastic emotions with a view to increasing their students' motivations to learn regardless of how they really feel or what they go through (Schutz & Zembylas, 2009). As a result, teachers feel obliged to suppress or regulate their personal feelings in school environment, and this takes a lot of effort and labour. Mackenzie (2012) states that masking emotions is quite difficult and takes a great deal of effort, which brings about emotional dissonance. Emotional dissonance and EL leave teachers burnt out and too weak to handle classrooms' works efficiently.

Despite the negative aspects of EL, studies show that it can also have some positive effects on teachers. Zembylas (2004) listed the benefits of EL as increase in job satisfaction, self-esteem, and psychological well-being. With teachers' positive attitudes at schools, learners feel more self-esteemed. If teachers establish a harmony between their efforts to show caring to their students and their personal emotions which they exhibit in the classroom, this will contribute a lot to learners' success at school (O'Connor, 2008). However, Zembylas also stated that long exposure to SA can generate stress and EE.

Yao et al. (2015) intended to find out the relationship between EL and burnout in their study with 703 elementary and high school teachers in China. Their findings showed positive correlation of SA to EE, yet DA was not correlated with EE; therefore, SA can act as a predictor of EE. Moreover, according to the findings,

teachers' perception of school environment is positively related to DA, but has a negative relation to SA.

Youngmi (2016) carried out a study to explore how burnout and EL are correlated. A quantitative study was administered to 152 South Korean middle school teachers who had been working as teachers at least for one year. The results of the study showed that SA was positively correlated with DP and EE. Besides, DA was positively correlated only with EE. Emotional consonance – the harmony between displayed emotions and expected ones – was negatively correlated with EE.

Crawford et al. (2018) investigated EL demands among academics working at universities in Australia through a qualitative study. The setting of the Australian universities has gone through several changes which enable students with different sociocultural backgrounds to get a higher education. To make the higher education more inclusive, disadvantaged groups from diverse ethnic and socioeconomic backgrounds are given chances to study at universities. Crawford et al. reported that the participants, teachers, were forced to develop a role which makes them more supportive and empathetic, and they found that the engagement with these students brought them an emotional cost, paving the way to EL, which may pose risks of burnout. However, the study showed that these teachers received care and support from the society, and this moderated the relationship between EL and burnout.

### 2.3.2. Research on the relation between EL and burnout in the field of ELT.

EL has been an issue underexplored within the field of ELT. The studies from the related literature in the field of ELT are presented below.

In a quantitative study conducted on 164 English instructors working at 10 universities in China, Zhang and Zhu (2008) found a positive correlation between SA

and all the three burnout dimensions; in contrast, NFE and DA were negatively correlated with EE, DP, and RPA. As for the job satisfaction, the correlation between SA and burnout dimensions was found to be negative, yet DA and NFE were positively correlated with all job satisfaction subscales. The results put forward the argument that SA can lead to burnout. Also, based on the results, the instructors were given the suggestion that they should resort to DA and NFE strategies as they are found to cause an increase in job satisfaction.

In an exploratory study, King (2016) aimed to examine teachers' beliefs and perceptions about the EL in teaching EFL, especially in terms of how their emotions are shaped at work. Furthermore, the study intended to discover the teachers` actual classroom experiences affecting the participants` emotions as well as various methods they resorted to manage their emotions. He used a semi-structured interview so as to obtain the data. The participants of the study were five expatriate teachers teaching English to undergraduate students at a private university in Japan. Their experiences ranged from nine to twenty-five years. The findings of King's study put emphasis on the emotional demands that ELT profession requires; as language teachers, they were supposed to interact with the students constantly as the communicative language teaching method suggests. As teachers of EFL, the participants pointed out that they regularly experienced the need to regulate their negative emotions at the work setting. The most common feelings that they wanted to conceal were irritation, frustration and anger. The participants also pointed out that they were expected to show more enthusiasm and be entertaining.

Besides, the participants complained about their divided identities; one they possess in the classroom and the other one in their real lives. This difference naturally leads to emotional dissonance. The findings also reveal that ignoring the problems

like divided identities which ELT teachers, especially those working at private institutions, go through may cause dissatisfaction and burnout. This study has given a great deal of insight into how ELT teachers' working atmosphere is affected by emotions and EL.

Loh and Liew (2016) carried out a qualitative study on 26 EFL and literature teachers from a wide range of schools in Singapore. Their years of experience ranged from one to 20, and they had taught at diverse schools and at diverse levels before the study was conducted. The participants were asked more than 40 semi-structured interview questions which were related to what they had gone through emotionally during their teaching careers. According to the study, examination-oriented structure of Singapore educational system forced teachers to neglect their real feelings and passions about teaching, and employ a way to meet the objectives defined by the school administrations for the success of the students in the examinations. The study also showed that younger teachers felt frustrated when they encountered the dilemma in which they were to make a choice between what they valued and what the expectations of the administrations were. When they were unable to cope with such a struggle, they became emotionally exhausted. The study both reflected the emotional nature of teaching and drew attention to the need for action by educational stakeholders to confront the potential costs related to EE.

Ghanizadeh and Royaei (2015) attempted to detect the relationship between emotional regulation, EL, and burnout in their quantitative study on 153 EFL teachers working at different language schools in Iran. The findings revealed that all the dimensions of EL were significantly correlated with burnout. The teachers who resort to DA turned out to be more successful in preventing burnout, yet it was also

suggested that teachers avoid too much use of suppression as it can lead to emotional dissonance, and thus ending in burnout.

Another study on EFL teachers in Greece, Gkonou and Miller (2017) employed a qualitative research design with semi-structured interview questions. The participants were working at a private language school. They aimed to see the ways in which these teachers handle language anxiety of their students, and whether they experience EL while dealing with the students' language anxiety. The participants found themselves engaged in an *ethics of care* to confront the language anxiety. Noddings (1998, 2017) described ethics of care as an obligation of teachers to care for their students and she considered it a fundamental element of teaching, which serves as a bridge to construct an effective relation with the students. The teachers in the study adopted a strategy that allowed them to intervene depending on their students' emotional needs. This created an environment in which they were constantly expected to decide on the best reaction to the students' anxieties, and these reactions sometimes were different from what they really felt. Gkonou and Miller also found that other issues such as burdensome schedules and problems related to the syllabus contribute to the emotional burden of their caring efforts, resulting in EL. They point out that as long as the efforts of teachers result in the success of students' learning process, the negative emotional burden on teachers go unnoticed. Sacrificing teachers' emotional well-being for the objectives of the school ends in EL and burnout in the long term.

In another qualitative study conducted with 13 EFL university teachers in the USA, Benesch (2018) sought to find an answer to how teachers could adjust themselves to the implicit or explicit display rules of the university they work. Their responses to plagiarism were analysed, and it turned out that the responses did not

correspond with the institution's implicit display rules. The study suggested that these rules should be more explicit and clear.

In addition, Kim and Kim (2018) conducted a research with three EFL teachers, each of whom works at different types of institution in South Korea – a franchise language course, a private school, and a public school. The study aimed to explore the emotional challenges which an ELT teacher may encounter. Within this context, EL and its effects on EE were also investigated. The results suggested that the ELT teachers who participated in the study usually suppressed their negative feelings upon confronting a student with a low level of attention. At the same time, the participants declared that they felt an obligation to exaggerate the favourable emotions with a view to motivating their students to speak in the class. These emotional investments are particular to language teachers, which makes EL studies more important in the field of ELT.

### 2.3.3 Research on the relation between EL and burnout in Turkey

The interest in EL research has seen a dramatic increase in the last 3 years. Mumcu and Eser (2017) published a study examining MA and PhD dissertations published in a period between 2007 and 2017 in Turkish Higher Education Council, YÖK database. From 2007 up to 2016, the total number of the studies on EL was 34. In 2016, 11 dissertations were published in YÖK database. In 2017, the figure reached up to 26, 11 of which are PhD dissertations (YÖK, 2019). However, within EFL context, to the best of my knowledge, no studies had been conducted prior to this study so as to investigate the effects of EL on EFL teachers or its relation to burnout.

Aytekin-Uysal (2007) launched the first study carried out in Turkey to investigate burnout and EL relationship among 199 elementary school teachers. Three instruments were used in the study in order to gather data. Teacher Emotional Labour

Scale (TELS; Çukur, 2009) was used to assess EL level with its four subscales: Automatic emotional regulation, DA, SA, and *emotional deviance* which means voluntarily disobeying the display rules imposed by the organisation. For burnout levels of the teachers, MBI (Maslach & Jackson, 1981), and in order to assess job satisfaction, Job Satisfaction Scale (Ünsal & Türetgen, 2005) were used. The participants were also delivered a demographic information form, and a diary in which they could write down their positive and negative feelings at certain times of the day for a week. The findings showed no correlation between the variables and the participants' demographic features. In addition, the diary accounts revealed that happiness was the most commonly felt emotion among the positive ones, while the most common negative emotion was sadness. The results also showed that burnout level increased upon applying automatic emotional regulation (naturally felt emotions), while emotional deviance showed a negative correlation with the burnout levels. Also, DA and SA were not found to be correlated with burnout dimensions.

Özbingöl (2013) aimed to determine the impacts of EL on academics' burnout, intention to leave, and job satisfaction. She used EDRs survey developed by Grandey (1999) to see how organizations enforce their employees to act in a certain way even though they do not actually feel in that way. The participants were 310 academics from six public and six private universities. The results demonstrated a negative correlation between DA and burnout, but a positive correlation between DA and SA.

Erken (2018) explored the relationship between burnout and EL levels of high school teachers in her MA study. Sampling consisted of 262 state school teachers in İstanbul. The findings demonstrated that high school teachers mostly exhibited NFE. In addition, male high school teachers exhibited more SA and DA in comparison to their female counterparts. When the female teachers' levels of NFE were compared

with those of their male counterparts, no significant difference was revealed. Considering burnout, their levels of personal accomplishment and DP were low, while the level of EE was high. When the levels were compared according to gender, male teachers displayed less EE compared to female teachers. However, concerning personal accomplishment and DP, there was not any significant difference between two genders. The relationship between SA and EE was significant and positive. As the SA levels of high school teachers increased, their EE levels increased, too. In addition, the results indicated that the correlation between RPA and NFE was negative.

In her study with 302 public secondary school teachers of various subjects, Daban (2018) found that NFE level of secondary school teachers was higher than their levels of SA and DA. She also examined whether their EL and burnout levels differed in terms of gender and marital status. For gender variable, DA and NFE levels did not show any significant differences, while in SA, male teachers' levels were found to be significantly different from those of female teachers. With respect to burnout, EE levels of the male participants were not significantly different from their female colleagues, yet DP and personal accomplishment levels differed significantly. Male teachers showed higher levels of RPA and DP. In terms of marital status, SA, DA, and NFE levels did not differ significantly.

Cingöz (2018) studied the relationship between teachers' EL behaviours and their burnout for his MA dissertation. The participants were 539 secondary and high school teachers working in Eskisehir. He found that teachers' EL perceptions were medium-level and they differed significantly with regard to gender, marital status, age, subjects they teach, experience, and institution type variables. Of all EL dimensions, DA was the only one to be found significantly different in terms of

service length. More experienced participants exhibited higher levels of DA. With regard to burnout, only EE and RPA levels were significantly different. Moreover, more experienced teachers' EE and RPA levels were higher than their less experienced colleagues. In terms of institution type, only SA showed a significant difference. High school teachers resorted to SA more frequently than the teachers at secondary schools. Regarding burnout, EE did not show a significant difference according to the school types, yet DP and RPA scores were significantly different. High school teachers' DP and RPA levels were higher.

With regard to the correlation between dimensions of EL and burnout, SA and DA were positively correlated with EE and DP. NFE had a weak negative correlation with RPA. In addition, DA and NFE were discovered to be positively correlated with DP and RPA. Also, their naturally felt emotion levels were negatively correlated with EE and DP, but it had a positive correlation with RPA.

Çukur (2009) developed and validated an instrument called TELS to measure EL that teachers experience due to their students, co-workers, and supervisors. Unlike the previous instruments, TELS was developed to assess only teachers' EL perceptions. Initially, the researcher benefited from the findings of the previous qualitative studies so as to determine the critical events in a teacher's life such as being blamed for low grades, experiencing discrimination, and getting a good and bad news related to students. Anger, joy, disappointment, surprise, and irritation were stated by teachers as usual reactions to those events. With the aim of writing the statements for the instruments, 15 graduate students was chosen as the focus group, and then, the instrument was piloted with 190 public high school teachers in Muğla. The findings revealed that adding emotional deviance category to the current scale increases the predictive validity of EL measures for burnout, EE, and satisfaction. The

author concluded that including EL labour research in teaching, which is still at its infancy, especially in Turkey. Emotional deviance as another dimension which was not included in previous studies could bring a different point of view than masking, internalizing, and behaving naturally behaviours. It is not adjusting oneself to the display rules; rather bypassing the display rules to avoid emotional dissonance.

Akın, Aydın, Erdoğan, and Demirkasımoğlu (2013) sought to find out if EL was a predictor of burnout for 370 primary school teachers in Ankara, Turkey. They explored how two factors, gender and school type (private or state) are correlated with EL and burnout. They administered the scales they developed and named DA scale, SA scale and genuine emotions scale along with MBI. According to the findings, the participants mostly resorted to NFE when they interacted with their students. Female teachers used DA and SA strategies more often than male teachers.

Basım, Beğenirbaş, and Yalçın (2013) conducted a quantitative study with 798 teachers from elementary and secondary schools, all of whom were working at state schools. The data was collected through the ELS, EE subscale of MBI, and the Big Five Inventory (Benet-Martinez & John ,1998). They found that the correlation between all the dimensions of EL and EE was significant. As the level of SA increased, EE level increased as well; however, DA and NFE had a negative correlation with EE, which suggests the level of EE decreased as the levels of DA and NFE increased. As a result, their study showed that SA could predict EE.

Having looked at the previous literature, it can be deduced that although studies on EL started a few decades ago, educational scientists' interest in the concept is relatively new. One view is that educators regarded emotion as something that cannot be measured due to its abstract nature. However, with Hochschild's (1983) study proving the emotional nature of teaching or Hargreaves' (1998) study which put

the teachers at the centre of emotionally originated issues at work settings, the number of the research investigating EL and its relationship with burnout began to rise. This increase gained a momentum after the publication of first instrument ELS (Brotheridge & Lee, 1998) which could be used to assess EL. This was followed by other scales to assess the levels of EL. This also enabled researchers to see how EL and burnout are related.

These studies paved the way for the educational stakeholders to view EL or other emotional issues as a significant matter to be handled. For example, the previous literature presents the results of several studies suggesting that SA could predict EE and DP. These studies also show that DA can reduce the magnitude of burnout. Despite the increased amount of research on these phenomena, the studies carried out specifically in the field of ELT are rather limited. More importantly, by the current study, there had not been any research regarding EL among EFL teachers employed at universities or other school contexts in Turkey. Therefore, there exists a significant gap in the field. With the objective of filling this gap, the current study attempts to examine the burnout and EL levels of EFL teachers in two different contexts. The following chapter gives information about the methodology of this study.

# CHAPTER 3

# METHODS

## 3.1. Introduction

This section presents information related to the setting, data collection and analysis, and the participants of the current study.

The purpose of the study was to investigate the EL and burnout levels of teachers of English language teaching at the PRPS and PRPF and how the dimensions of EL are correlated with the dimensions of burnout. In this respect, the research questions listed below were addressed:

1a. What are the EL levels of Turkish EFL teachers working at the PRPS and PRPF?

1b. Are there any significant differences in the EL levels of these two groups of EFL teachers?

2a. What are the burnout levels of Turkish EFL teachers of the PRPS and PRPF?

2b. Are there any significant differences in the burnout levels of these two groups of EFL teachers?

3. Do the EL and burnout levels of the EFL teachers show significant differences in terms of their years of teaching experience?

4a. Is there a significant correlation between the dimensions of EL and the burnout levels of teachers?

4b. How do the dimensions of EL affect the dimensions of burnout?

## 3.2. Participants and Setting

Eight-hundred-twenty EFL teachers working at the preparatory schools of the universities in İstanbul (YÖK, 2020) constitute the sample of the study, and 179 teachers from two PRPF and three PRPS consented to take part in the study. The

margin of error due to the sample size is 6.48% at a 95% confidence level. Demographic characteristics of the participants are presented in Table 1.

Table 1

*Demographic characteristics of the participants*

| | Variables | Foundation | | State | | Total | |
|---|---|---|---|---|---|---|---|
| | | N | % | N | % | N | % |
| **Gender** | Female | 97 | 80.8% | 44 | 74.6% | 141 | 78.8% |
| | Male | 23 | 19.2% | 15 | 25.4% | 38 | 21.2% |
| **Age** | Below 35 | 52 | 43.3% | 18 | 30.5% | 70 | 39.1% |
| | 35-50 | 46 | 38.3% | 36 | 61.0% | 82 | 45.8% |
| | 50 and above | 22 | 18.3% | 5 | 8.5% | 27 | 15.1% |
| **Years of Teaching Experience** | less than 5 years | 10 | 8.3% | 1 | 1.7% | 11 | 6.1% |
| | 5-10 years | 13 | 10.8% | 13 | 22.0% | 26 | 14.5% |
| | 10-15 years | 29 | 24.2% | 15 | 25.4% | 44 | 24.6% |
| | 15-20 years | 21 | 17.5% | 10 | 16.9% | 31 | 17.3% |
| | 20-25 years | 29 | 24.2% | 9 | 15.3% | 38 | 21.2% |
| | 25 and above | 18 | 15.0% | 11 | 18.6% | 29 | 16.2% |
| **BA Major** | English /American Language and Literature | 58 | 48.3% | 38 | 64.4% | 96 | 53.6% |
| | English Language Teaching | 50 | 41.7% | 19 | 32.2% | 69 | 38.5% |
| | Linguistics | 2 | 1.7% | 1 | 1.7% | 3 | 1.7% |
| | Translation | 3 | 2.5% | 1 | 1.7% | 4 | 2.2% |
| | Other | 7 | 5.8% | 0 | 0.0% | 7 | 3.9% |
| **Highest degree of qualification** | MA | 57 | 47.5% | 28 | 47.5% | 85 | 47.5% |
| | MA student | 11 | 9.2% | 6 | 10.2% | 17 | 9.5% |
| | PhD | 3 | 2.5% | 6 | 10.2% | 9 | 5.0% |
| | PhD Candidate | 7 | 5.8% | 6 | 10.2% | 13 | 7.3% |
| | No graduate studies | 42 | 35.0% | 13 | 22.0% | 55 | 30.7% |
| **Years of Experience in the current institution** | below 5 years | 51 | 42.5% | 15 | 25.4% | 66 | 36.9% |
| | 5-10 years | 28 | 23.3% | 7 | 11.9% | 35 | 19.6% |
| | over 10 years | 41 | 34.2% | 37 | 62.7% | 78 | 43.6% |
| **TOTAL** | | **120** | **67.0%** | **59** | **33.0%** | **179** | **100.0%** |

As shown in Table 1 given above, 67% ($n$ = 120) of the participants were working at foundation universities, whereas 33% ($n$ = 59) were employed at state universities. 78.8% ($n$ =141) of the participants were female, while 21% ($n$ = 38) were male. At foundation universities, while 80.8% ($n$ =97) of the participants were female, only 19.2% ($n$ = 23) of them were male. On the other hand, at state universities, the

proportion of the female teachers to the total participants was 74.6% (*n* = 44), but 25.4% (*n* = 15) of the participants from the state universities were male.

Of all the participants, 45.8% (*n* = 82) were between the ages of 35 – 50, while 39% (*n* = 70) were younger than 35 years old. On the other hand, 15% (*n* = 27) were above the age of 50. With regard to the participant distribution by age in these two types of institutions, at foundation universities, 38.3% (*n* = 46) were between the ages of 35 – 50, while 43.3% (*n* = 52) were younger than 35 years old. Finally, 18.3% (*n* = 22) were above the age of 50. As for the participants from the state universities, 61% (*n* = 36) were between the ages of 35 – 50, while 30.5% (*n* = 18) were younger than 35 years old, and 8.5% (*n* = 5) were above the age of 50.

As for the teaching experience of these participants, 14.5% (*n* = 26) had 5-10 years of teaching experience, while 24.6% (*n* = 44) and 17.3% (*n* = 31) had 10-15 and 15-20 years of experience, respectively. Those with 20-25 and above 25 years of experience constituted 21.2% (*n* = 38) and 16.2 % (*n* = 29) of all the participants, respectively. Only 6.1% (*n* = 11) of them were with less than five years of experience. When distribution is made according to the institution type, at foundation universities, 10.8% (*n* = 13) had 5-10 years of teaching experience, while 24.2% (*n* = 29) and 17.5% (*n* = 21) had 10-15 and 15-20 years of experience, respectively. Those with 20-25 and above 25 years of experience constituted 24.2% (*n* = 29) and 15% (*n* = 18) of all the participants, respectively. The teaching experience of 8.3% (*n* = 10) was less than five years. On the other hand, at state universities, 22% (*n* = 13) had 5-10 years of teaching experience, while 25.4% (*n* = 15) and 16.9% (*n* = 10) had 10-15 and 15-20 years of experience, respectively. Those with 20-25 and above 25 years of experience constituted 15.3% (*n* = 9) and 18.6% (*n* = 11) of all the participants,

respectively. Only 1.7% (*n* = 1) of the participants working at the PRPS was with a teaching experience less than five years.

Regarding the fields of study, 64.4% (*n* = 38) of the participants working at state universities and 48.3% of those working at foundation universities had a bachelor's degree in English or American Language and Literature, and 32.2% (*n* = 19) of the teachers working at the PRPS and 41.7% (*n* = 50) of the participants from PRPF had graduated from English Language Teaching departments of the universities. In summary, the majority of the participants held bachelor degree in English or American Language and Literature.

With respect to their degree levels, the proportion of those with master's degrees to the total participants was 47.5% for both state and foundation universities, (*n* = 28 and *n* = 57, respectively). 22% (*n* = 13) of the ELT teachers from the state universities and 35% (*n* = 42) of those working at foundation universities were not involved in graduate studies.

Furthermore, 62.7% (*n* = 37) of the participants from the state universities and 34.2% (*n* = 41) of those from foundation universities had 10 or more years of experience at their current institutions, and 25.4% (*n* = 15) of the participants from the state universities and 42.5% (*n* = 51) of those from foundation universities had 1ess than 5 years of experience at their current institutions.

At the foundation universities and one of the state universities in the current study, the medium of instruction was English. At the other state university, 10 programs were run in English while in two programs, only 30% of their courses were taught in English. For the rest of the programs, the medium of the instruction was Turkish.

The foundation universities and state universities are different in that students have to pay a substantial amount of money to be admitted to a foundation university, while admission to a state university is free. According to the Council of Higher Education (YÖK), a foundation university is defined as a higher educational institution established by nonprofit foundations with the aim of carrying out scientific research, education, publishing, and consultancy. The law does not entitle them to make revenue, but obliges them to spend the payment from students on their main duties aforementioned above.

Preparatory language classes are compulsory for students who are admitted to the departments where minimum 30% of the total classes are taught in English. Students are obliged to complete preparatory classes successfully in order to study in the departments they are admitted to as the medium of the instruction for some or all of the courses in that program is English. Students go through an intensive language education which lasts a full academic year (two semesters), and students are taught only English for minimum 20 hours a week.

Students can skip these classes on condition that they pass a proficiency test held by the institution or have a passing score on a national or international proficiency test such as Test of English as a Foreign Language (TOEFL). Otherwise, they are obliged to continue these classes for two semesters, with the option of taking the proficiency test again after the first semester to move on to their own departments (YÖK, 2019). In the case of repeated failure, they are to choose a program similar to the previous one or another program to which they can be admitted based on their university entrance score. It is the university senate that decides how many times a student can repeat the preparatory class.

Teachers working at the preparatory classes are obliged to teach minimum 15 hours a week and maximum 24 hours a week. If the teacher has the consent and the institution is in need, the number of the hours a teacher will teach can rise up to 30 hours a week.

## 3.2. Data Collection Procedure

### 3.2.1. Instruments

In order to gather data, a consent letter giving information about the objectives and the possible benefits of the present study was sent to the participants via email along with the hyperlink to the online form of the instruments (see Appendix A). The instruments were ELS (Diefendorff et al., 2005) which was adapted into Turkish by Basım and Beğenirbaş (2012), and MBI-ES (Maslach et al., 1986) adapted into Turkish by Girgin (1995). The participants also filled in a demographic information form which included questions regarding age, gender, educational background, the type of institution in which they work, and their years of teaching experience in total and at the current institution (see Appendix B).

#### *3.2.1.1. Emotional Labour Scale*

The ELS developed by Diefendorff et. al. (2005) and adapted into Turkish by Basım and Beğenirbaş (2012) consists of 13 items. It has three subscales: SA (6 statements), DA (4 statements), and NFE (3 statements). These statements were placed on a Likert scale with 5 points ranging from “never” (*point 1*) to “always” (*point 5*). On this scale, higher scores indicate higher EL level (see Appendix C).

*Surface Acting*

Diefendorff et al. (2003) constructed SA subscale by adapting two items from Kruml and Geddes' (2000) Emotive Dissonance scale and five items from Grandey's (2005) SA scale. In addition to these seven items, Diefendorff et al. (2005) added two

more items; however, these two items were removed after confirmatory factor analysis (CFA). The reliability coefficient for the other items was **α** = .91 in the primary sample and **α** = .92 in the cross-validation sample. In the Turkish adaptation of the ELS (**α** = .838 - .844), one item was also removed after the CFA by Basım and Beğenirbaş (2012). Hence, their version of the scale included six items (statements 1 – 6) for this subscale, and the alpha coefficient of reliability was found to be **α** = .92.

*Deep Acting*

In the original instrument, DA subscale was formed by three items adapted from Grandey's (2003) DA scale and four items adapted from Kruml and Geddes' (2000) Emotive Effort scale. According to Kruml and Geddes, emotive effort emerges when one makes effort to display appropriate emotions, as in DA. However, having carried out CFA, Diefendorff et al. (2005) removed three of the four items from Kruml and Geddes' Emotive Effort scale. As for the internal consistency of the remaining four items, it was **α** = .82 in the primary sample and **α** = .85 in the cross-validation sample. In the Turkish adaptation of the scale (**α** = .879 - .863), the same four items (statements 7,8,9 and 10) were found to be grouped together by their factor loadings under the construct of DA as a result of the CFA. Basım and Beğenirbaş (2012) found the internal consistency reliability of this subscale **α** = .91.

*Naturally Felt Emotions*

This subscale is composed of three items (statements 11,12, and 13), two of which were adapted from Kruml and Geddes (2000) and one item was added by Diefendorff et al. (2005). None of the items were removed after the application of the CFA. The coefficient reliability was **α** = .75 in the primary sample and **α** = .83 in the cross-validation sample. The same three items were found to be grouped under the

construct of NFE in the Turkish adaptation (**α** = .825 - .860) of the scale, as well after the CFA. Besides, the alpha coefficient of this subscale was found to be **α** = .88.

In the current study, after the piloting of the sample data for its initial reliability and validity check (see section 3.2.2), the data collected from all participants were tested for its reliability, too. The following table shows the Cronbach's alpha values of the total scale and its subscales along with the values found by Diefendorff in the original study and by Basım and Beğenirbaş in the adapted version of the instrument.

Table 2

*Reliability of ELS and its Subscales*

| **Scale and subscales** | **Item no.** | **Cronbach's Alpha of the original scale** | **Cronbach's Alpha of the adapted scale** | **Cronbach's Alpha of the current study** |
|---|---|---|---|---|
| **Emotional Labour** | 1-13 | - | .800 - .801 | .756 |
| Surface Acting | 1-6 | .91 | .838 - .844 | .923 |
| Deep Acting | 7-10 | .82 | .879 - .863 | .919 |
| Naturally Felt Emotions | 11-13 | .75 | .825 - .860 | .888 |

As shown in the table, in the current study, the coefficient alpha for ELS and its subscales are all above .70, which shows their reliability (e.g., Cortina, 1993; Nunnaly, 1978).

#### *3.2.1.2 Maslach Burnout Inventory-Educators Survey*

Maslach Burnout Inventory-Educators Survey was developed by Maslach et al. (1986) based on the original Maslach Burnout Inventory (Maslach & Jackson, 1981). The MBI-ES consists of 22 items with three subscales, EE, DP, and RPA. The MBI-ES is not different from the MBI except the replacement of the word 'recipients'

with ‘students’ in some statements since students are considered service recipients of teachers. The reason for this replacement was to provide consistency and clarity in the interpretation of the statements. Moreover, the procedures and key for MBI can also be used for MBI-ES.

MBI-ES was first translated into Turkish by Girgin (1995). The translation process was completed through two groups, both of which included ELT teachers, medical doctors, and psychologists. One group translated the instrument into Turkish, and the other group back-translated the Turkish version into English.

The back translated version was compared with the original instrument, and two items (5 and 10) were revised by another group of medical doctors, who were competent in English, as the items were found irrelevant to the original ones. In the end, the Turkish translation of MBI-ES was affirmed to be consistent with the original instrument. Same as the original scale, the adapted version is made up of 22 items in total with three subscales, EE (statements 1, 2, 3, 6, 8, 13, 14, 16, and 20), DP (statements 5, 10, 11, 15, and 22), and RPA (statements 4, 7, 9, 12, 17, 18, 19, and 21). A 6-point Likert scale, ranging from “never” (*point 0*) to “always” (*point 6*), was used to gather the participants' responses (see Appendix D). Higher scores in the subscales of EE and DP denote higher level of burnout while higher scores of personal accomplishment will correspond to lower degree of burnout because the items under this dimension are positively worded. Therefore, the items 4,7,9,12,17,18,19, and 21 under this dimension were reverse coded as it was easier to be interpreted and reported. For this reason, the term *reduced personal accomplishment* was preferred in this study. The scores of each subscale are calculated and three separate burnout scores are found for each participant instead of a total score. The lowest and the highest possible scores that could be obtained on the

EE, DP, and RPA subscales range from 0 – 54, 0 – 30, and 0 – 48, respectively. (see Appendix E for the scoring key of MBI-ES). The scores obtained by respondents are interpreted as follows:

Table 3

*Cut-off Points for Burnout*

| **Subscales** | **Level** | **Scores** |
|---|---|---|
| Emotional Exhaustion | Low | 0 – 16 |
| | Moderate | 17 – 26 |
| | High | 27 – 54 |
| Depersonalization | Low | 0 - 8 |
| | Moderate | 9 – 13 |
| | High | 14 - 30 |
| Reduced Personal Accomplishment | Low | 0 - 30 |
| | Moderate | 31 – 36 |
| | High | 37 - 48 |

Hence, the higher the scores obtained on these subscales are, the higher the burnout level of the participants is.

The following table shows the Cronbach's alpha values of the total scale and its subscales along with the values found by Maslach et al. (1986) in the original study and by Girgin (1995) in the adapted version of the instrument.

Table 4

*Reliability of Burnout Scale and its Subscales*

| Scale and subscales | Item no. | Cronbach's Alpha of the original scale | Cronbach's Alpha of the adapted scale | Cronbach's Alpha of this study |
|---|---|---|---|---|
| **Burnout** | 1-22 | - | - | .916 |
| EE | 1-2-3-6-8-13-14-16-20 | .90 | .87 | .914 |
| DP | 5-10-11-15-22 | .79 | .63 | .785 |
| RPA | 4-7-9-12-17-18-19-21 | .71 | .74 | .801 |

Internal consistency coefficients of MBI were reported to be .89, .77, and .74 for the EE, DP, and PA subscales respectively (Maslach & Jackson, 1981) based on the scores from a sample of human service personnel. Similarly, Cronbach's alpha values, .90, .79, and .71, were obtained for EE, DP, and PA subscales of MBI-ES, respectively with a sample of elementary school teachers. In the current study, as shown in the table, Cronbach alpha values of .90, .78, and .80 were obtained for its subscales and .91 for the total scale. In other words, the reliability of the data in the current study is quite high (e.g., Cortina, 1993; Nunnally, 1978).

### 3.2.2. Pilot Study

Before the actual implementation of the instruments, piloting for reliability checks was done with the responses of the 81 participants. According to the results of the pilot study, the reliability value of the ELS was revealed to be .78 and that of the burnout scale was found to be .93. The reliability values of the main data were already given in tables 2 and 4 in the previous section. Next, the validity of the instruments was checked through a factor analysis. Following the factor analysis, ELS was found to be composed of three constructs as SA, DA and NFE in accordance with the

original instrument (see Appendix F). Likewise, the confirmatory factor analysis of MBI-ES also yielded three constructs as EE, DP and RPA in accordance with the previous literature (see Appendix G).

### 3.3. Data Analysis and Interpretation

The data analysis was carried out using SPSS version 22 on Windows platform. Before running any statistical analysis to answer the research questions of the study, the data was checked for normal distribution. According to Tabachnick and Fidell (2013) and George and Mallery (2010), in studies conducted with Likert-type scales, the kurtosis and skewness values yield more accurate results than other normality tests like Kolmogorov-Smirnov, and Shapiro-Wilk. If the kurtosis and skewness values are between +2.0 / - 2.0, the data is normally distributed, and parametric tests are used for statistical analysis. In the current study, kurtosis and skewness values of the data in each subscale in both instruments were shown in the following table.

Table 5

*Descriptive Statistics for the Scales and Subscales Used in the Study*

| **Scales and Subscales** | **N** | **Skewness** | **Kurtosis** |
|---|---|---|---|
| **Emotional Labour** | 179 | .110 | -.517 |
| Surface Acting | *179* | *.361* | *-.609* |
| Deep Acting | *179* | *-.041* | *-1.057* |
| Naturally Felt Emotions | *179* | *-.763* | *.191* |
| **Burnout** | 179 | .581 | -.321 |
| Emotional Exhaustion | *179* | *.455* | *-.462* |
| Depersonalization | *179* | *.884* | *.180* |
| Reduced Personal Accomplishment | *179* | *.521* | *.194* |

Since the skewness and kurtosis values of the scales and their subscales were between +2.0 / -2.0, the independent samples T-test, One-way ANOVA variance test, Pearson correlation and regression analyses were used in the study.

# CHAPTER 4

# FINDINGS

This section presents the findings of the study in relation to EFL teachers' EL and burnout levels, how the subscales of EL and burnout correlate, and how the dimension of EL affect the dimensions of burnout. Besides, the findings for the research questions whether there is any difference in the EL and burnout levels of teachers in terms of their institution type and years of experience are also given in this section.

## 4.1. Findings on the EL Levels of the Participants

For the first research question (1a), "*What are the EL levels of Turkish EFL teachers working at the PRPS and PRPF?"* the means and the standard deviations of the scores obtained through the ELS were calculated and presented in Table 6.

Table 6

*EL levels of the participants*

| Scale and subscales | N | $\bar{X}$ | SD |
|---|---|---|---|
| **Emotional Labour** | 179 | 2.9708 | .60652 |
| Surface Acting | 179 | 2.5633 | 1.05055 |
| Deep Acting | 179 | 2.7919 | 1.17932 |
| Naturally Felt Emotions | 179 | 4.0242 | .85316 |

The table shows that the means of NFE is the highest, while the means of SA is the lowest. That is to say, the participants experience NFE ($M$ = 4.02, $SD$ = .85) more frequently than SA ($M$ = 2.56, $SD$ = 1.05) and DA ($M$ = 2.79, $SD$ = 1.18). These findings indicate that EFL teachers working in university preparatory schools mostly display genuine emotions, and they resort to SA and DA strategies less.

For the research question 1b, "*Are there any significant differences in the EL levels of these two groups of EFL teachers?"* the independent samples t-test was performed. The values of the T-test analysis are given in Table 7.

Table 7

*Comparison of EL Level in terms of Institution Type with T-test*

| **Subscales** | **Groups** | **N** | **X̄** | **SD** | **T** | **P** |
|---|---|---|---|---|---|---|
| Surface Acting | Foundation | 120 | 2.5722 | 1.05735 | .161 | .872 |
| | State | 59 | 2.5452 | 1.04535 | | |
| Deep Acting | Foundation | 120 | 2.6688 | 1.14457 | -2.009 | **.046** |
| | State | 59 | 3.0424 | 1.21871 | | |
| Naturally Felt Emotions | Foundation | 120 | 4.0250 | .87198 | .018 | .986 |
| | State | 59 | 4.0226 | .82086 | | |

The results of the test reveal a significant difference with a $t(177)= -2.009$, $p = .046$ value ($p < .05$) between the scores obtained by state university teachers ($M = 3.04$, $SD = 1.22$) and those obtained by foundation university teachers ($M = 2.67$, $SD = 1.14$) in DA subscale of the instrument. In other words, teachers working at foundation universities have a lower DA level than state university teachers. On the other hand, the analysis showed no significant difference between the two groups of teachers with respect to the other two subscales ($p > 0.05$). As seen from the table, SA and NFE levels of foundation and state university teachers are close to each other. As a result, it can be inferred that EFL teachers working at state university preparatory schools make more effort to feel the emotions they are required to display than the teachers working at foundation universities.

### 4.2. Findings on the Burnout Levels of the Participants

For the research question 2a, "*What are the burnout levels of Turkish EFL teachers working at the PRPS and PRPF*?", scores of the participants who answered the burnout questionnaire were calculated taking the cut-off points into consideration (see Table 3). Table 8 shows the number and percentages of the participants who obtained low, moderate and high scores on the burnout instrument. High scores for all subscales indicate high burnout level.

Table 8

*Burnout levels of the participants*

| **Subscales of Burnout** | **Low** **N (%)** | **Moderate** **N (%)** | **High** **N (%)** |
|---|---|---|---|
| Emotional Exhaustion | 53 (29.6%) | 65 (36.3%) | 61 (34.1%) |
| Depersonalization | 105 (58.7%) | 46 (25.7%) | 28 (15.6%) |
| Reduced Personal Accomplishment | 178 (%99.4) | 1 (%.6) | - |

As seen in Table 8, out of 179 participants, 65 (36.3%) and 61 (34.1%) received a score revealing a moderate and high level of EE respectively. 105 (59%) received a score showing a low level of DP, while 46 (26%) and 28 (16%) received a score showing their moderate and high levels of DP. Almost all of the participants obtained a score showing their low level of RPA. Among these, EE has been the dimension of burnout most frequently experienced by the participants at moderate and high levels.

For the research question 2b, "*Are there any significant differences in the burnout levels of these two groups of EFL teachers?",* burnout levels of EFL teachers

working at the PRPF were compared to the burnout levels of those working at the PRPS. The values revealed by T-test analysis are given in Table 9.

Table 9

*Comparison of Burnout Level in terms of Institution Type with T-test*

| Scales and Subscales | Groups | N | X̄ | Sd | T | P |
|---|---|---|---|---|---|---|
| Emotional Exhaustion | Foundation | 120 | 22.058 | 11.058 | -2.077 | **.039** |
| | State | 59 | 25.779 | 11.679 | | |
| Depersonalization | Foundation | 120 | 6.958 | 5.7590 | .969 | .334 |
| | State | 59 | 6.101 | 5.1182 | | |
| Reduced Personal Accomplishment | Foundation | 120 | 12.633 | 5.9746 | -1.092 | .276 |
| | State | 59 | 13.694 | 6.3876 | | |

According to the T-test results displayed in Table 9, DP and RPA levels of EFL teachers do not have a statistically significant difference in terms of institution type ($p > 0.05$). As seen from the table, DP and RPA levels of foundation and state university EFL teachers are close to each other. However, the results of the test reveal a significant difference with a $t(177)= -2.077$, $p = .039$ value ($p < .05$) between the scores obtained by state university teachers ($M = 25.78$, $SD = 11.68$) and those obtained by foundation university teachers ($M = 22.06$, $SD = 11.06$) in EE subscale. Accordingly, EFL teachers working in the foundation universities have a lower EE level than state university EFL teachers, which indicates that EFL teachers working in the state universities feel more tired or exhausted while performing their duties compared to the ones working in the foundation universities.

### 4.3. Findings on the Burnout and EL Levels of the Participants in terms of Experience

For the third research question, *"Do the EL and burnout levels of the EFL teachers show significant differences in terms of their years of teaching experience?"*, EL levels of foundation and state university EFL teachers were compared with one-way ANOVA test in terms of years of experience in Table 10.

Table 10

*Comparison of EL Levels in terms of Experience with ANOVA test*

| Subscales | Groups | N | X̄ | Sd | F | P | Multiple Comparison (TUKEY) |
|---|---|---|---|---|---|---|---|
| Surface Acting | 10 years and below (a) | 57 | 2.7865 | 1.067 | 2.013 | .114 | - |
| | 11-15 years (b) | 34 | 2.4069 | 1.006 | | | |
| | 16-20 years (c) | 35 | 2.6762 | .922 | | | |
| | 21 years and more (d) | 53 | 2.3491 | 1.107 | | | |
| Deep Acting | 10 years and below (a) | 57 | 2.9474 | 1.093 | 2.924 | **.035** | **a-b** |
| | 11-15 years (b) | 34 | 2.2647 | 1.114 | | | |
| | 16-20 years (c) | 35 | 2.8643 | 1.121 | | | |
| | 21 years and more (d) | 53 | 2.9151 | 1.278 | | | |
| Naturally Felt Emotions | 10 years and below (a) | 57 | 3.7661 | .932 | 4.038 | **.008** | **a-d** |
| | 11-15 years (b) | 34 | 4.1471 | .809 | | | |
| | 16-20 years (c) | 35 | 3.9238 | .859 | | | |
| | 21 years and more (d) | 53 | 4.2893 | .704 | | | |

According to the results demonstrated in Table 10, there is a statistically significant difference in the DA, $F(3, 175) = 2.92$, $p = .035$, and NFE, $F(3, 175) = 4.04$, $p = .008$. Teachers with 10 or fewer years of experience ($M = 3.77$, $SD = .93$) have statistically lower level of NFE than teachers with 21 or more years of experience ($M = 4.29$, $SD = .70$). Besides teachers with 10 or fewer years of experience ($M = 2.95$, $SD = 1.09$) have statistically higher level of DA than teachers with 11-15 years of experience ($M = 2.26$, $SD = 1.11$). In addition, SA levels of EFL teachers do not differ statistically in terms of their years of teaching experience ($p < 0.05$). These results indicate that the least experienced group is the one who shows

NFE the least (*M* = 3.76) and DA the most (*M* = 2.95). Besides, teachers with 11-15 years of experience exhibit lower levels of DA than the teachers belonging to the other experience groups.

Burnout levels of the EFL teachers participating in the study were compared through one-way ANOVA test in terms of experience. The values pertaining to the results of the analysis are given in Table 11.

Table 11

*Comparison of Burnout Levels in terms of Experience with ANOVA test*

| **Subscales** | **Groups** | **N** | **X̄** | **Sd** | **F** | **P** | **Multiple Comparison (TUKEY)** |
|---|---|---|---|---|---|---|---|
| Emotional Exhaustion | 10 years and below (a) | 57 | 26.438 | 12.85 | 2.808 | **.041** | **a-d** |
| | 11-15 years (b) | 34 | 21.676 | 10.32 | | | |
| | 16-20 years (c) | 35 | 23.828 | 10.63 | | | |
| | 21 years and more (d) | 53 | 20.566 | 10.12 | | | |
| Depersonalization | 10 years and below (a) | 57 | 8.526 | 6.33 | 6.067 | **.001** | **a-d** **b-d** |
| | 11-15 years (b) | 34 | 7.705 | 5.66 | | | |
| | 16-20 years (c) | 35 | 6.114 | 5.14 | | | |
| | 21 years and more (d) | 53 | 4.396 | 3.84 | | | |
| Reduced Personal Accomplishment | 10 years and below (a) | 57 | 14.491 | 6.56 | 2.268 | .082 | - |
| | 11-15 years (b) | 34 | 12.411 | 5.08 | | | |
| | 16-20 years (c) | 35 | 13.228 | 6.58 | | | |
| | 21 years and more (d) | 53 | 11.566 | 5.65 | | | |

According to the results of the analysis presented in Table 11, there is a statistically significant difference in EE, $F(3, 175)= 2.80$, $p = .041$, and DP, $F(3, 175)= 6.07$, $p = .001$, subscales in terms of experience. In other words, teachers who have experience 10 years or below (*M* = 26, *SD* = 12.8) have significantly higher level of EE than those who have experience 21 years or more (*M* = 20.5, *SD* = 10.1). Similarly, the same group of teachers (*M* = 8.52, *SD* = 6.33) have statistically higher level of DP than teachers with more than those with 21 or more years of experience (*M* = 4.39, *SD* = 3.84). This latter group has statistically lower level of DP than teachers with 11-15 years of experience (*M* = 7.70, *SD* = 5.66). However, there is no statistically significant difference in the RPA with regard to the teachers' years of

experience ($p > 0.05$). The results show that the teachers with 21 or more years of experience display lower levels of burnout.

### 4.4. The Relation between the Subscales of EL and Burnout

For the research question 4a, *"Is there a significant correlation between the dimensions of EL and the burnout levels of teachers?",* Pearson correlation test was conducted. The values pertaining to the results of the analysis are displayed in Table 12.

Table 12

*Correlation between EL and Burnout*

| Subscales | SA | DA | NFE |
|---|---|---|---|
| Emotional Exhaustion | .463** | .105 | -.469** |
| Depersonalization | .435** | .143 | -.424** |
| Reduced Personal Accomplishment | .267** | .039 | -.454** |

*** shows significance at 99% confidence level*

The results presented in Table 12 indicate that all the dimensions of burnout are positively correlated with SA (EE, $r(177) = .46$, $p < .01$, DP, $r(177) = .43$, $p < .01$, RPA, $r(177) = .27$, $p < .01$). However, there is a negative correlation between NFE and all the dimensions of burnout (EE, $r(177) = -.47$, $p < .01$, DP, $r(177) = -.42$, $p < .01$, RPA, $r(177) = -.45$, $p < .01$) In other words, as the level of EE, DP and RPA increases, SA level increases as well, yet NFE level decreases. However, there is no statistically significant relationship between the dimensions of burnout and DA ($p > 0.05$). As a result, it can be deduced from the table that as the level of burnout increases EFL teachers display more SA and less NFE.

For the research question 4b, *"How do the dimensions of EL affect the dimensions of burnout?",* multiple regression test was conducted. The values pertaining to the results of the analysis are displayed in Tables 13-14-15.

Table 13

*The effect of EL on Emotional Exhaustion*

| **Model 1 Dependent Variable:** | **Unstandardized Coefficients** | | **Standardized Coefficients** | | |
|---|---|---|---|---|---|
| **EE** | **B** | **Std. Error** | **Beta** | **T** | **Sig.** |
| (Constant) | 32.354 | 7.232 | - | 4.474 | .000 |
| Surface Acting | 3.206 | 1.062 | .296 | 3.018 | **.003** |
| Deep Acting | -.831 | .682 | -.086 | -1.218 | .225 |
| Naturally Felt Emotions | -3.719 | 1.249 | -.279 | -2.978 | **.003** |
| Sig. | | | 0.000 | | |
| F | | | 20.394 | | |
| Adjusted $R^2$ | | | .246 | | |

The results of the analysis which aimed to examine the effect of EL on EE with multiple regression method were shown in Table 13. According to the values presented in the table, SA (B = .30, $t(175) = 3.02$, $p < .001$), and NFE (B = -.28, $t(175) = -2.98$, $p < .001$) affect EE. In other words, there is a positive relationship between SA and EE as shown before; yet, the relationship between NFE and EE is negative. On the other hand, DA does not have an effect on EE. EL also explains a significant proportion of variance in EE ($R^2 = .25$, $F(3, 175) = 20.39$, $p < .001$). All in all, the table indicates that EFL teachers' SA and NFE affect the level of EE, whereas DA does not.

The results of the analysis which aimed to examine the effect of EL on DP with multiple regression method are shown in Table 14.

Table 14

*The effect of EL on Depersonalization*

| **Model 2 Dependent Variable: Depersonalization** | **Unstandardized Coefficients** | | **Standardized Coefficients** | | |
|---|---|---|---|---|---|
| | **B** | **Std. Error** | **Beta** | **T** | **Sig.** |
| (Constant) | 9.267 | 3.636 | | 2.549 | .012 |
| Surface Acting | 1.487 | .534 | .281 | 2.785 | **.006** |
| Deep Acting | -.137 | .343 | -.029 | -.401 | .689 |
| Naturally Felt Emotions | -1.496 | .628 | -.230 | -2.382 | **.018** |
| Sig. | | | 0.000 | | |
| F | | | 16.035 | | |
| Adjusted $R^2$ | | | .202 | | |

As the results presented in Table 14 indicates, SA (B = .28, $t(175) = 2.78$, $p$ <.001), and NFE (B = -.23, $t(175) = -2.38$, $p < .001$) affect DP. While SA affects DP positively, NFE has a negative relationship with DP level. With regard to DA, it has been found to have no effect on DP. EL also explains a significant proportion of variance in DP ($R^2 = .20$, $F(3, 175) = 16.03$, $p < .001$). As can be inferred from the table, while EFL teachers' SA and NFE affect the level of DP, DA has been found to have no effect on it.

The results of the analysis which aimed to examine the effect of EL on RPA with multiple regression method are shown in Table 15.

Table 15

*The effect of EL on Reduced Personal Accomplishment*

| **Model 3. Dependent Variable** | **Unstandardized Coefficients** | | **Standardized Coefficients** | | |
|---|---|---|---|---|---|
| **Reduced Personal Accomplishment** | **B** | **Std. Error** | **Beta** | **T** | **Sig.** |
| (Constant) | 30.936 | 3.999 | | 7.735 | .000 |
| Surface Acting | -.545 | .587 | -.094 | -.927 | .355 |
| Deep Acting | -.357 | .377 | -.069 | -.947 | .345 |
| Naturally Felt Emotions | -3.866 | .691 | -.539 | -5.598 | **.000** |
| Sig. | | | 0.000 | | |
| F | | | 16.155 | | |
| Adjusted $R^2$ | | | .203 | | |

As the results in Table 15 indicates, NFE (B = -.54, $t(175) = -5.60$, $p < .001$) affects RPA negatively. However, DA and SA do not have an effect on RPA. EL also explains a significant proportion of variance in RPA ($R^2 = .20$, $F(3, 175) = 16.15$, $p < .001$). As a result, NFE levels of EFL teachers affect the RPA levels; however, DA and SA have been found to have no effect on it.

# CHAPTER 5

# DISCUSSION & CONCLUSION

In this section, conclusions drawn from the results of the current study will be discussed by comparing and contrasting the aspects mentioned in the previous literature. Furthermore, pedagogical implications which stakeholders in educational contexts can benefit from and recommendations for future research will also be presented.

## 5.1. Summary

The relationship between EL and burnout has been investigated in different fields to a great extent, yet within the educational context, it has been underexplored. From the review of the literature, the current study revealed that few studies have been carried out in order to investigate EL and its relationship with burnout within the ELT context. When it comes to the EFL studies in Turkey, to our best knowledge, no studies have been conducted yet. For this reason, this study was conducted to fill a significant gap in the literature.

The current study aimed to determine the EL and burnout levels of EFL teachers and to find if these levels differ significantly in terms of their institution types and years of experience. In addition, the correlation between EL and burnout levels of EFL teachers was investigated. Finally, the question whether dimensions of EL affect the dimensions of burnout was also examined.

In order to obtain data, an online questionnaire was e-mailed to the teachers working at the prep schools of state and foundation universities in Istanbul, and it was filled out by 179 participants. Sixty seven percent ($n$ = 120) of those participants work at foundation universities, whereas the other 33% ($n$ = 59) work at state universities.

**5. 2. Discussion of the Key Findings**

*Research Question 1a. "What are the EL levels of Turkish EFL teachers working at the PRPS and PRPF?"*

The participants from preparatory schools at these two types of universities displayed NFE more frequently than the other two dimensions of EL, DA and SA. There are also some studies in the literature with similar results. For example, Daban (2018) and Yılmaz, Altınkurt, Güner and Şen (2015) found NFE was the most commonly experienced dimension of EL among the primary and secondary school teachers, followed by DA, and according to their study, SA was the least experienced of all three dimensions. However, Aytekin-Uysal (2007) found results different from the current study. Her study suggested that the participants showed DA the most. Display of DA is a usual outcome for teachers since they internalize the rules of the contexts they are in (Ashforth & Humphrey, 1993).

The reasons why SA is the least exhibited dimension of all three can be attributed to different factors for these two types of institutions. For teachers working at state universities, the salary is not a factor to be influenced by their performances. At these universities, the running of the department or the whole university is not dependent on tuition fees from the students. Therefore, the students may not be seen as customers. Furthermore, the job security at a state university is relatively higher. As a result, state university teachers do not seem to feel the need to fake their emotions, so their genuine feelings and the ones they show at schools are usually in harmony.

As for the foundation universities investigated in this study, they are among the best and the most well-established foundation universities, where the display rules have become clearer. Even if foundation universities may regard their students as

their customers and expect their teachers or academics to behave accordingly, the issues related to the possible discrepancy in the teachers' real feelings and EDRs of the institutions can be tackled with the support of the administration. Despite the lack of such a strong job security as in state university teachers and the perception of students as customers, teachers working at foundation universities were not found to be susceptible to SA thanks to the probable support from their supervisors. These findings can be explained by the previous literature which shows the positive effects of clearer display rules imposed by the administration. For instance, Morris and Feldman (1997) stated that clearer display rules of the organization help employees adjust themselves to the work settings and alleviate the burden of EL.

*Research Question 1b. "Are there any significant differences in the EL levels of these two groups of EFL teachers?"*

Although no significant difference was found between state university teachers and foundation university teachers in terms of their SA and NFE scores, their DA scores were significantly different. DA levels of the teachers working in foundation universities have been found to be significantly lower than their state university counterparts, which means that teachers of state university preparatory schools tended to embrace the emotions they were expected to display more compared to the teachers working at foundation universities. This finding is also consistent with Özbingöl's (2013) study which found that state university academics showed more DA. This could be because of the difference in the student profile of these two types of universities. The universities in Turkey admit students through a competitive university entrance exam, and studying at a state university is free of charge. However, the foundation universities can admit students with really low scores from the exam as they have to pay huge sums of tuition. Therefore, students at state

universities are assumed to be more motivated to study and eager to learn English, which helps the teacher to establish a positive relationship with the classroom, and thanks to this positive relationship, feeling empathy for the students is not really difficult. For this reason, employing DA strategy may be more common among state university teachers.

*Research Question 2a. "What are the burnout levels of Turkish EFL teachers working at the prep schools of state and foundation universities?"*

The findings revealed that 34,1% (n=61) and 36.3% (n=65) of the participants obtained a score showing a high and moderate level of EE respectively, and 16% (n=28) and 25.7 % (n=46) of them obtained a score indicating a high and moderate level of DP respectively. None of the participants, however, obtained a score showing a high and moderate level of RPA except one participant. This showed that most of the EFL teachers experienced EE, yet they did not think that they lacked accomplishment in their professions. An explanation for this was given in the study of Cephe (2010), who investigated the burnout levels of EFL teachers at universities, and found out that the main sources of the teachers' burnout were the administrative variables and extra work the teachers were expected to carry out. They did not feel professionally unsuccessful; nevertheless, they were overwhelmed by the extra work imposed by the institution without any administrative support, which may result in the experience of EE and DP. Also, the universities having participated in the current study are among the most distinguished universities in Turkey; that's why, they employ EFL teachers who really stand out in their fields. Accordingly, RPA level could be lower than the other two dimensions of burnout. The quality of the universities also brings extra responsibilities and work compared to other universities; however, this can be lessened with administrative support or incentives to encourage

teachers. Teachers working at the universities where they lack some kind of administrative support are likely to feel EE and DP more.

*Research Question 2b. "Are there any significant differences in the burnout levels of these two groups of EFL teachers?"*

When the levels of burnout were compared in terms of the teachers' institution types, a statistically significant difference was found between two groups of teachers only in EE. Prior to the current study, it was expected that foundation university teachers would exhibit more EE due to their less motivated students, who are admitted to the foundation universities with lower university entrance exam scores. However, in this study, state university EFL teachers experienced a higher level of EE than their counterparts at foundation universities. This unexpected result is in line with the study of Kulavuz (2006) who also found that state university EFL instructors experienced more EE than the foundation university teachers. She attributed this to the improved educational resources at foundation universities. Another reason can be due to the shortage of teaching staff. The state schools are dependent on the Higher Educational Council (YÖK) and the current government's budget allocations when they want to hire a teacher. Therefore, even if the PRPS are in need of more teachers, the number of teachers they can hire is limited to the budget allocated by YÖK, which results in the shortage of teaching staff. Despite this shortage, YÖK has continued to increase the admission quota of the departments in the last decade, which has continuously made the classrooms more crowded. Moreover, retired, dismissed or resigned teachers are not replaced immediately. This also caused the increase in the teaching loads of the teachers working at state universities. State university teachers are obliged to teach minimum 12 hours per week, but the administration can rise it up to 24 hours per week if necessary, which is the usual case. This also adds up to

dissatisfaction and stress at the workplace, which might also lead to EE. Girgin (2010) discovered a positive correlation between teaching loads and EE. According to her, over 20 hours a week could lead to EE.

Another possible cause can be the instability at administration level of the preparatory schools. At one of the state universities in which the current study was applied, there had been several different directors in a decade, none of whom had a degree from a language related department. According to the study of Cephe (2010), administrative variables played vital roles in preventing burnout among ELT teachers working at universities. Loh and Liew (2016) and Crawford et al. (2018) sustained this view, stating that the level of EE increases when teachers lack the right administrative support. What's more, the other state university is among the top universities in the country, and not only the administration but also the students are demanding. This can create extra stress on teachers due to the need to be efficient while teaching to such challenging students.

On the other hand, the reasons why teachers working at foundation universities experienced less EE can be due to the fact that the three universities in which this study was carried out were among the best foundation universities in the country. Unlike the PRPS, those of the foundation universities in the study are administered by ELT teachers. Newly recruited teachers are given organizational support from their first day, and they are usually observed in the classes for their professional improvements.

This finding contradicts with Özbingöl's (2013) study which compared EL and burnout levels of academics working at state universities and those working at foundation universities. She found that foundation university academics felt EE more frequently than the academics at state universities. However, the participants of

Özbingöl's study were not ELT teachers; they were academics from other departments. The conditions for ELT teachers at state universities were not valid for the academics or instructors from other departments, which could explain the reason why the findings of the current study did not match with those of Özbingöl.

*Research Question 3. "Do the EL and burnout levels of the EFL teachers show significant differences in terms of their years of teaching experience?"*

The results of the analysis showed a statistically significant difference between DA and NFE dimensions of the ELS. EFL teachers who had 21 or more years of experience displayed NFE more than the teachers with 10 or fewer years of experience. These findings showed that the teachers with 21 or more years of experience tended to show their genuine feelings more frequently while performing their teaching duties compared to the teachers with 10 or fewer years of experience. This finding is also supported by the studies of Hochschild (1983), Kruml and Geddes (2000), Barry and Cassidy (2013), and Cingöz (2018). They also found that experienced teachers employed less SA, and showed more NFE.

With regard to burnout levels, the findings revealed that the EFL teachers with 10 or fewer years of experience had higher level of EE than those with 21 or more years of experience. Besides, the teachers with 15 or fewer years of experience had a higher level of DP than the teachers with 21 or more years of experience. The findings revealed that experienced teachers had lower levels of burnout, and they were found to have lower levels of RPA, which means that they tended to perceive themselves more successful in their professions when compared to less experienced teachers notwithstanding the difference was not statistically significant ($p = .082$). According to the study of Girgin (1996), experienced teachers felt EE less as they got used to the realities of their work. Gavish and Friedman (2010) and Hultell et al.

(2013) also found that novice teachers were more vulnerable to burnout since they started their careers with high expectations, most of which later contradicted with the realities of the working life, so their study also suggested that the experienced teachers had lower levels of burnout.

*Research Question 4a. "Is there a significant correlation between the EL levels and burnout levels of teachers?"*

The results showed a positive correlation between the dimensions of burnout (EE, DP, RPA) and SA dimension of the ELS. This was an expected result as the discrepancy between what a teacher actually feels and what he/she is expected to exhibit at school is likely to cause stress and burnout. Teachers make efforts to conform to the behavioural etiquette required during the interactions with the students, parents, and administrators, and if they have not internalized these display rules, this will make them perform SA leading to stress and burnout.

Zhang and Zhu (2008) also found that SA is positively correlated with EE and DP. This suggests that if a teacher finds himself/herself in a conflict with his/her own feelings and the organizational behavioural rules or display rules, he/she becomes susceptible to burnout. The positive correlation between SA and EE and DP was also found in the studies of Kim (2008), Brotheridge and Grandey (2002), and Zapf et al. (1999).

In addition, according to the results of the current study, there was a negative significant difference between NFE and all the burnout dimensions. The findings of Cingöz's (2018) study also showed that NFE was negatively correlated with the burnout dimensions. Ashforth and Humphrey (1993) stated that employees do not always feel the need to modify their own feelings, and behave as they really feel. In this way, they claimed that NFE dimension of EL did not lead to stress or burnout.

Nonetheless, a significant relation between DA and burnout dimensions was not found in the current study, which does not fall in line with the studies of Yao et al. (2015) and Youngmi (2016), whose research showed that employing DA can help alleviate the effects of burnout. Internalization of the feelings to be displayed at work prevents teachers from developing mismatch between their real feelings and the rules imposed at their workplaces, which saves them from experiencing burnout. According to Youngmi and Yao et al., DA occurs when teachers employ empathy for their students. In this way, they are able to construct better and healthier interactions with the students, and conflicts in their feelings diminish to a minimum level. The reason why DA did not have a significant correlation to the dimensions of burnout could be because the most frequently displayed dimension of EL among the participants of the current study was NFE, and when teachers perform NFE the most, they do not need to modify their feelings.

*Research Question 4b. "How do the dimensions of EL affect the dimensions of burnout?"*

The regression analyses conducted in the study revealed that SA was found to affect EE positively. The fact that the teachers who employ SA experience EE is an expected result. This is because while performing SA, teachers either suppress a negative feeling they have or force themselves to exhibit unwanted emotions. Either way yields inconsistency in teachers' emotions and requires emotional efforts; eventually, the teacher may feel emotionally exhausted because of the efforts or the inconsistency that they experience.

As stated in the current study, SA also had a positive effect on DP. When SA is performed, a great deal of effort is made to adjust one's behaviours to the working environment. During this process, teachers may alienate themselves first from their

own genuine emotions, and later from their professions and students. This kind of detachment may bring serious health and career issues. Those who cannot handle this phenomenon have excessive stress and usually want to give up their professions during the early years of their career.

As far as the cost and damage of burnout is concerned, it is vital that researchers or other stakeholders in education foresee burnout in order to take necessary actions. With this regard, it is a critical finding that SA could be used as a predictor of EE and DP.

On the other hand, SA did not have any effect on RPA. The current study suggested that even if a teacher felt emotionally exhausted, he or she did not necessarily feel incompetent. This may be because the participants of the study work at top-level universities in Turkey, and their recruiting process is tough and selective. Thus, they are assumed to have already proved their competence, and their perception of personal accomplishment is naturally high.

Besides, the study revealed that NFE had a negative effect on RPA level, which is also unsurprising because the more a teacher is able to behave consistently with his or her own feelings, the less incompetent he or she feels at work. With respect to the results of ANOVA test, teachers with 21 or more years of experience displayed NFE more, and also, their RPA levels were lower. It can be deducted that teachers who can express their genuine emotions more frequently feel competent and confident at their professions, as well.

The results from the previous literature are diverse. For example, Youngmi (2016) also found a result similar to the current study; SA had a positive effect both on EE and on DP. She pointed out that DA and NFE did not have any impact on burnout. Also, Yılmaz et al. (2015) concluded that both SA and NFE affected EE and

DP positively. In another study conducted by Cingöz (2018), only NFE was found to have an impact on the dimensions of burnout, yet SA and DA did not have any effects on burnout.

In summary, the ELT teachers participating in this study performed NFE the most and SA the least. Among all dimensions of burnout, EE has been felt most frequently at moderate (36%) and high levels (34%). The correlation analysis showed that while SA was positively correlated with all the dimensions of burnout, the correlation between NFE and burnout was negative. In addition, state university ELT teachers having participated in this study experienced EE more than the teachers at foundation universities. This was attributed to the structural and administrative problems of these universities. This study also investigated whether EL could be a predictor of burnout through regression analyses. The results showed that SA had a positive effect on EE and DP. It was also found that as NFE increased, RPA levels of the participants decreased.

Implications for this study are given in the following section.

**5.3. Implications**

In the light of the findings of this study, valuable teaching implications can be offered. First of all, EL should be investigated in the field of ELT as it can act as an antecedent of burnout which has several damages to teachers and schools (e.g., mental and physical health problems and intention to leave their jobs earlier in their careers). The positive correlation between SA and EE can imply a warning for administrators of schools to act immediately so that they can support their teachers with in-service trainings or modify their behavioural rules which the teachers are expected to obey.

Teaching English requires interaction between students and teachers in order that an atmosphere where the learning process can take place smoothly is created. To

achieve this, teachers should be allowed to feel free apart from some basic emotional and behavioural patterns since limiting teachers too much will prevent them from creating effective educational environments. When too many display rules or behavioural restrictions are imposed on teachers, they will not be able to remain autonomous in the class or outside the class where they still have to keep contact with their students. Javadi (2014) stated that "teacher autonomy" was negatively correlated with burnout. Considering the role of EDRs in teaching, the excessive limitations will possibly lead to a dilemma not only between what they want to teach and what they have to teach but also between how they want to react and how they are forced to react; hence this will increase the likelihood of emotional stress and discouragement in their teaching careers. This is more likely to arise among teachers who have just embarked on the teaching profession.

Language teachers are also expected to create an atmosphere in the class in which learners can comfortably and actively participate in the classroom activities, which is an important component of language teaching. Therefore, teachers usually act as a facilitator in the classroom who motivate and guide their students under many circumstances, and this usually requires a great deal of effort by the teacher. The practice of communicative language teaching, in this sense, puts extra emotional burden on language teachers. Trying to be communicative and to encourage learners to be interactive in the class makes it hard for teachers to create that atmosphere. All these require emotional investment by teachers. No matter what mood the teacher is in, he or she is expected to be motivating, entertaining, and instructive at the same time. These characteristics sometimes conflict each other; that's why, a teacher should be able to create the harmony while taking on one or more of these roles at the same time. However, this emotional harmony can also contradict the teacher's own

personal emotional state which manifests itself as SA, and this conflict, if it exists for longer periods, can be destructive by leading to burnout. This situation is usually common among novice teachers who have experiences from one to five years. Their unfamiliarity with the realities of the school environment and inexperience in regulating their emotions could resent and frustrate them, which results in alienation from their work settings, especially from their students. This case is also consistent with the results of the current study: Both at foundation and state universities, newly recruited teachers or teachers with 10 or fewer years of experience turned out to be affected by SA more, and performing SA is known to bring about EE. In order to avoid such paradoxes in the minds of teachers, the schools or other stakeholders should define display rules to such an extent that their inexperienced teachers will not feel limited and caught in between what they want to do and what they have to do. This dilemma in the teachers' minds can also be prevented by encouraging DA. Therefore, institutions can give support to their teachers to replace SA behaviours with DA. If given sufficient administrative support, novice teachers can employ more DA which is known to reduce the impacts of EE and DP. Directorates at preparatory schools can implement some programs for professional developments of their teachers. These programs could also contribute to teachers' emotional well-beings. Besides, creating a positive organizational climate within the preparatory schools is important in preventing and dealing with burnout. Teachers' emotional well-being is of the utmost importance if the institutions are to achieve their goals such as increasing their students' success. The study of Kim and Kim (2018) also showed that administrative support helped teachers combat with emotional issues. They proposed pre-service or in-service training for ELT teachers so as to manage their emotions.

Another strategy to follow in order to fight against these emotional problems is administrative or peer observations in the classroom which can also be instrumental in teachers' career development. Such a program seems to be functioning at the foundation universities in this study. Whenever a new teacher starts working at these universities, he or she is assigned one or two experienced teachers, who should observe them during the class twice or three times a term. In this way, any problem which could emerge is quickly handled via support from other managing departments. This should also be applied at the state universities, where EE turned out to be higher.

In addition, this study suggested that the PRPS, as in the PRPF in our study, should be administered by EFL professionals. The administrators who are unfamiliar with the everyday problems of preparatory schools and EFL teachers could undermine the quality of the education. Teaching a language is different from teaching other subjects in many ways. First of all, the teacher is supposed to be resourceful; he or she combines the points to teach with the current developments in the changing world to make his or her lessons more vivid and effective. In addition, learners should be given more autonomy to feel free to practice the target language. The realities of a language class and classes of other lessons may differ to a certain extent. That's why, someone with a degree from a different field of study may not really comprehend how a language class is run. He or she may find it difficult to understand what a language teacher can go through in his or her career. From this point of view, an administrator from a different field may not contribute effectively to the well-being of a language teaching environment; on the contrary, they might cause deterioration in the quality of school environment. In Istanbul, no PRPS has a director from the field of ELT. With all the problems which language teachers already have, expecting an engineer to improve the quality of language teaching would not be reasonable. Accordingly, state

institutions should decide to assign EFL professionals to the administrative posts at the PRPS.

All in all, with more research and knowledge on EL, teacher trainers may find it necessary to develop a curriculum for the teacher candidates which can also cover the strategies to deal with different emotional and behavioural challenges at different working environments. Benesch (2018) suggested that teacher training institutions should include EL and EDRs into their curricula so that newly recruited teachers could manage their emotions when they come across such emotional problems.

### 5.4. Limitations and Suggestions for Further Studies

This study is limited to EFL teachers working at five universities located in İstanbul; therefore, the most noteworthy limitation is the sample size. Future studies may get better results if they are applied to larger sample groups (e.g., all universities in İstanbul or all major universities throughout Turkey). As ELT also covers other types of institutions such as language schools, the study can also be extended to such contexts. Moreover, the universe of the research can be expanded to investigate the burnout levels and EL behaviour of academics in other provinces or different fields.

In addition, the present study was carried out with a quantitative research method. The findings can be attributed to several reasons, yet in the discussion part, aforementioned possible explanations are subjective, and based both on the data obtained in this quantitative study and on my own teaching experience at university preparatory classes. It is suggested that future studies include qualitative elements such as interviews so as to get more comprehensive information regarding the real nature of EL and its effects.

Besides, this study focused on two demographic variables, type of institutions and years of teaching experience. A wider variety of demographic variables such as

teaching loads and work load outside the classroom like evaluating essays and administrative duties should be included in the future studies so as to gain better insight into EL behaviours and burnout levels.

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# APPENDICES

## Appendix A. Consent Form

Yükseköğretim Kurumlarında Çalışan İngilizce Öğretmenlerinin "Duygusal Emek ve Tükenmişlik Seviyeleri Arasındaki İlişki

Değerli Meslektaşım,
Aşağıda, Diefendorff (2005) tarafından geliştirilip, Basım ve Beğenirbaş (2012) tarafından Türkçe uyarlaması yapılan Duygusal Emek Ölçeği (Emotional Labour Scale) ile Maslach et al. (1986) tarafından geliştirilip, Girgin (1995) tarafından Türkçe uyarlaması yapılan Maslach Tükenmişlik Envanteri Eğitimciler Anketi (Maslach Burnout Inventory – Educators Survey) bulunmaktadır. Bu anketler, yükseköğretim kurumlarında çalışan İngilizce öğretmenlerinin duygusal emek seviyeleri ile tükenmişlik seviyeleri arasındaki ilişkiyi araştırmak için kullanılacaktır. Elde edilecek verilerin sadece bu çalışmanın kapsamında kullanılacağı ve sonuçların, kimlik bilgilerinizi açığa vurmadan yorumlanacağı konusunda sizi temin ederim. Araştırma ile ilgili sorularınız varsa aşağıdaki iletişim bilgilerinden her zaman bana ulaşabilirsiniz.

İşbirliğiniz ve desteğiniz için şimdiden teşekkür ederim.

Pınar ERGÜL BAYRAM
pergul.yeditepe@gmail.com

Devlet ve vakıf üniversitelerinin hazırlık okullarında çalışan İngilizce öğretmenlerinin duygusal emek ve tükenmişlik seviyelerini incelemek için yapılan bu araştırmaya ilişkin yukarıda belirtilen bilgileri okudum ve bu çalışmaya katılmaya gönüllüyüm.

İsim:
İmza:
Tarih:

**Appendix B. Demografik Veri**

**1. Adınız - Soyadınız (Zorunlu değil):** …….

**2. E-posta adresiniz (Zorunlu değil):** …….

**3. Yaşınız:** …….

**4. Cinsiyetiniz**: ( ) Kadın ( ) Erkek

**5. Lisans Dereceniz:**

( ) İngiliz / Amerikan Dili ve Edebiyatı

( ) İngilizce Öğretmenliği

( ) Dilbilim

( ) Çeviribilim

Diğer …….

**6. Eğer lisans dereceniz İngilizce Öğretmenliği dışında bir alanda ise, pedagojik formasyonunuz var mı?**

( ) Evet ( ) Hayır

**7. Lisansüstü dereceniz varsa, hangi seviyede?**

( ) Yüksek Lisans

( ) Doktora

( ) Yüksek Lisans Öğrencisi

( ) Doktora Öğrencisi

( ) Lisansüstü çalışmam yok

**8. Şu an çalıştığınız kurum:**

( ) Devlet Üniversitesi

( ) Vakıf Üniversitesi

**9. Öğretmenlik mesleğindeki tecrübeniz (Yıl olarak):** …….

**10. Şu anki kurumunuzdaki öğretmenlik tecrübeniz (Yıl ve ay olarak):** …….

## Appendix C. Duygusal Emek Ölçeği (Emotional Labour Scale)

Lütfen aşağıdaki ifadeleri dikkatlice okuyunuz ve size en çok uyan sıklığı (Hiçbir zaman – Her zaman) ifade eden 1 ila 5 arası rakamsal değeri işaretleyiniz.

Hiçbir Zaman= 1 Nadiren= 2 Bazen= 3 Çoğu Zaman= 4 Her Zaman= 5

| | Hiçbir zaman | Nadiren | Bazen | Çoğu zaman | Her zaman |
|---|---|---|---|---|---|
| 1. Öğrencilerle uygun şekilde ilgilenebilmek için rol yaparım. | 1 | 2 | 3 | 4 | 5 |
| 2. Öğrencilerle ilgilenirken iyi hissediyormuşum rolü yaparım. | 1 | 2 | 3 | 4 | 5 |
| 3. Öğrencilerle ilgilenirken bir şov yapar gibi ekstra performans sergilerim. | 1 | 2 | 3 | 4 | 5 |
| 4. Mesleğimi yaparken hissetmediğim duyguları hissediyormuşum gibi davranırım. | 1 | 2 | 3 | 4 | 5 |
| 5. Mesleğimin gerektirdiği duyguları sergileyebilmek için sanki bir maske takarım. | 1 | 2 | 3 | 4 | 5 |
| 6. Öğrencilerime, gerçek hissettiğim duygulardan farklı duygular sergilerim. | 1 | 2 | 3 | 4 | 5 |
| 7. Öğrencilere göstermek zorunda olduğum duyguları gerçekten yaşamaya çalışırım. | 1 | 2 | 3 | 4 | 5 |
| 8. Göstermem gereken duyguları gerçekte de hissetmek için çaba harcarım. | 1 | 2 | 3 | 4 | 5 |
| 9. Öğrencilere göstermem gereken duyguları hissedebilmek için elimden geleni yaparım. | 1 | 2 | 3 | 4 | 5 |
| 10. Öğrencilere sergilemem gereken duyguları içimde de hissedebilmek için yoğun çaba gösteririm. | 1 | 2 | 3 | 4 | 5 |
| 11. Öğrencilere sergilediğim duygular samimidir. | 1 | 2 | 3 | 4 | 5 |
| 12. Öğrencilere gösterdiğim duygular kendiliğinden ortaya çıkar. | 1 | 2 | 3 | 4 | 5 |
| 13. Öğrencilere gösterdiğim duygular o an hissettiklerimle aynıdır. | 1 | 2 | 3 | 4 | 5 |

## Appendix D. Maslach Tükenmişlik Ölçeği Eğitimciler Anketi (MBI-ES)

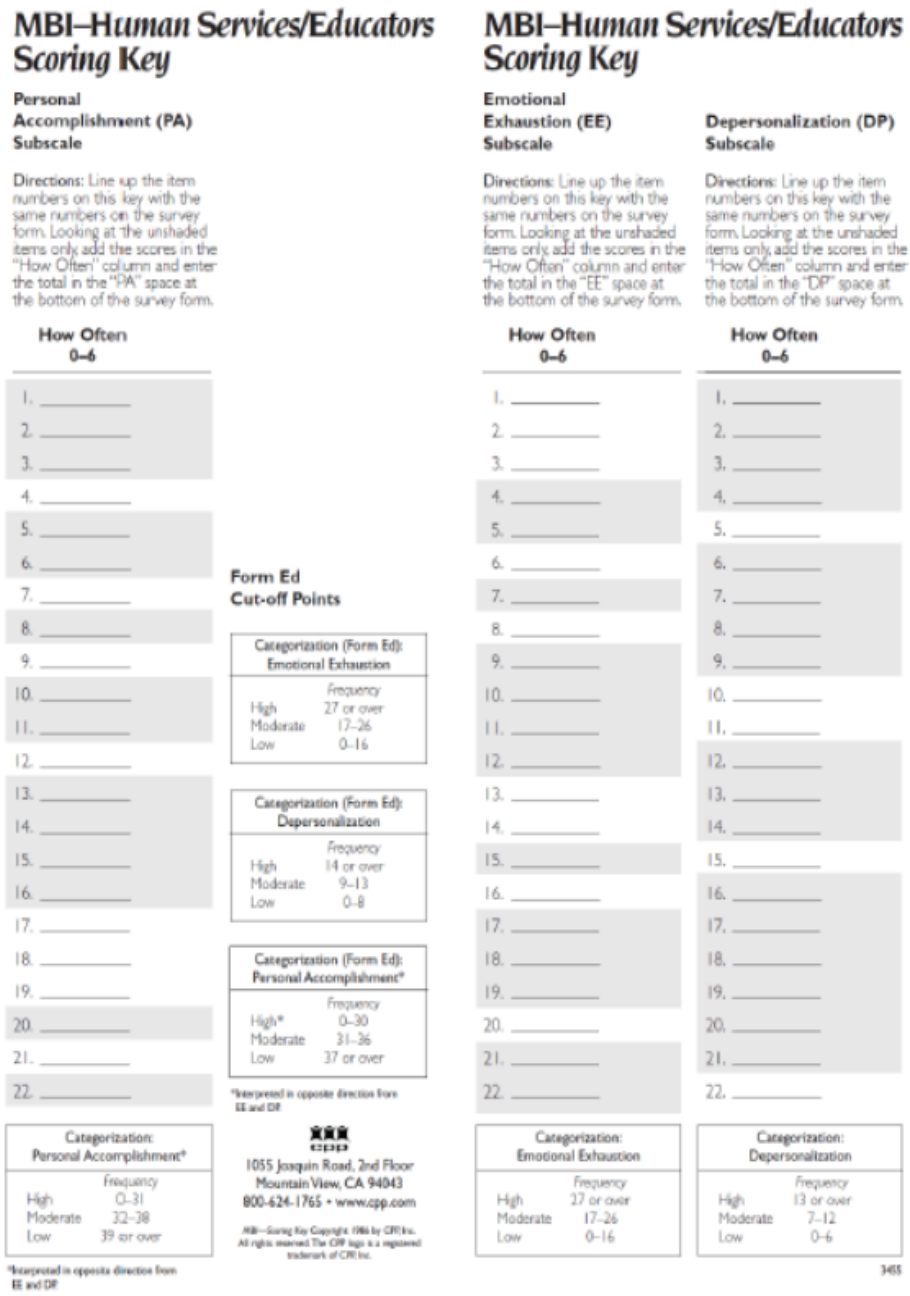
Lütfen aşağıdaki ifadeleri dikkatlice okuyunuz ve size en çok uyan sıklığı (Hiçbir zaman – Her zaman) ifade eden 1 ila 6 arası rakamsal değeri işaretleyiniz.

Hiçbir Zaman=0 Çok Nadiren=1 Nadiren=2 Bazen=3 Genellikle=4 Çok sık=5 Her zaman=6

| | Hiçbir zaman | Çok nadiren | Nadiren | Bazen | Genellikle | Çok sık | Her zaman |
|---|---|---|---|---|---|---|---|
| 1. İşimden duygusal olarak uzaklaştığımı hissediyorum. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. İş gününün sonunda kendimi bitkin hissediyorum. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Sabahları uyanıp diğer bir iş günü ile karşılaşmak zorunda olduğumda kendimi yorgun hissediyorum. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Öğrencilerimin neler hissettiklerini kolayca anlayabilirim. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Bazı öğrencilerime kişiliği olmayan nesneler gibi davrandığımı hissediyorum. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Bütün gün insanlarla çalışmak benim için gerçekten gerginliktir. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Öğrencilerimin sorunları ile çok etkin biçimde ilgilenirim. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. İşimin beni tükettiğini hissediyorum. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. İşim yolu ile diğer insanların yaşamlarını olumlu yönde etkilediğimi hissediyorum. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Bu mesleğe girdiğimden beri insanlara karşı daha katı oldum. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Bu mesleğin duygusal olarak beni katılaştırmasından endişe duyuyorum. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Kendimi çok enerjik hissediyorum. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. İşimin beni hayal kırıklığına uğrattığını hissediyorum. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. İşimde çok sıkı çalıştığımı hissediyorum. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. Bazı öğrencilere ne olduğu umrumda değil. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. Doğrudan insanlarla çalışmak bende aşırı gerginlik yapıyor. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. Öğrencilerime rahat bir atmosfer kolayca oluşturabilirim. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. Öğrencilerimle yakın olduğum bir çalışmadan sonra kendimi neşeli hissederim. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. Bu meslekte birçok değerli işler başardım. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. Kendimi çaresiz hissediyorum. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 21. İşimde duygusal sorunlarla soğukkanlılıkla ilgilenirim. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| 22. Öğrencilerimin bazı sorunlarından dolayı beni suçladıklarını hissediyorum. | 0 | 1 | 2 | 3 | 4 | 5 | 6 |

## Appendix E. MBI-ES Scoring Key

MBI SCORING KEY



**MBI–Human Services/Educators Scoring Key**

**Personal Accomplishment (PA) Subscale**

Directions: Line up the item numbers on this key with the same numbers on the survey form. Looking at the unshaded items only, add the scores in the "How Often" column and enter the total in the "PA" space at the bottom of the survey form.

| | How Often 0–6 |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |
| 11. | |
| 12. | |
| 13. | |
| 14. | |
| 15. | |
| 16. | |
| 17. | |
| 18. | |
| 19. | |
| 20. | |
| 21. | |
| 22. | |

| Categorization: Personal Accomplishment* | |
|---|---|
| | Frequency |
| High | 0–31 |
| Moderate | 32–38 |
| Low | 39 or over |

*Interpreted in opposite direction from EE and DP

**Form Ed Cut-off Points**

| Categorization (Form Ed): Emotional Exhaustion | |
|---|---|
| | Frequency |
| High | 27 or over |
| Moderate | 17–26 |
| Low | 0–16 |

| Categorization (Form Ed): Depersonalization | |
|---|---|
| | Frequency |
| High | 14 or over |
| Moderate | 9–13 |
| Low | 0–8 |

| Categorization (Form Ed): Personal Accomplishment* | |
|---|---|
| | Frequency |
| High* | 0–30 |
| Moderate | 31–36 |
| Low | 37 or over |

*Interpreted in opposite direction from EE and DP

CPP
1055 Joaquin Road, 2nd Floor
Mountain View, CA 94043
800-624-1765 • www.cpp.com

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**MBI–Human Services/Educators Scoring Key**

**Emotional Exhaustion (EE) Subscale**

Directions: Line up the item numbers on this key with the same numbers on the survey form. Looking at the unshaded items only, add the scores in the "How Often" column and enter the total in the "EE" space at the bottom of the survey form.

| | How Often 0–6 |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |
| 11. | |
| 12. | |
| 13. | |
| 14. | |
| 15. | |
| 16. | |
| 17. | |
| 18. | |
| 19. | |
| 20. | |
| 21. | |
| 22. | |

| Categorization: Emotional Exhaustion | |
|---|---|
| | Frequency |
| High | 27 or over |
| Moderate | 17–26 |
| Low | 0–16 |

**Depersonalization (DP) Subscale**

Directions: Line up the item numbers on this key with the same numbers on the survey form. Looking at the unshaded items only, add the scores in the "How Often" column and enter the total in the "DP" space at the bottom of the survey form.

| | How Often 0–6 |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |
| 6. | |
| 7. | |
| 8. | |
| 9. | |
| 10. | |
| 11. | |
| 12. | |
| 13. | |
| 14. | |
| 15. | |
| 16. | |
| 17. | |
| 18. | |
| 19. | |
| 20. | |
| 21. | |
| 22. | |

| Categorization: Depersonalization | |
|---|---|
| | Frequency |
| High | 13 or over |
| Moderate | 7–12 |
| Low | 0–6 |

3455

## Appendix F. Factor Analysis of the ELS

| Factor name | Items | Factor Loadings | Factor Extraction (%) |
|---|---|---|---|
| Surface Acting | SA4 | .775 | 29.545 |
| | SA1 | .754 | |
| | SA3 | .732 | |
| | SA6 | .704 | |
| | SA2 | .698 | |
| | SA5 | .683 | |
| Deep Acting | DA9 | .731 | 24.432 |
| | DA7 | .721 | |
| | DA10 | .708 | |
| | DA8 | .665 | |
| Naturally Felt | NFE12 | .694 | 20.765 |
| Emotions | NFE13 | .656 | |
| | NFE11 | .629 | |
| | | TOTAL | 74.742 |
| | Measure of Sampling Adequacy Bartlett Test | | .887 |
| | | Chi-square | 2543.21 |
| | | Df | 88 |
| | | Sig. | .000 |

## Appendix G. Factor Analysis of the MBI-ES

| Factor name | Items | Factor Loadings | Factor Extraction (%) |
|---|---|---|---|
| Emotional Exhaustion | EE6 | .761 | 27.329 |
| | EE8 | .743 | |
| | EE3 | .721 | |
| | EE1 | .711 | |
| | EE2 | .701 | |
| | EE20 | .698 | |
| | EE14 | .674 | |
| | EE16 | .663 | |
| | EE13 | .632 | |
| Reduced Personal Accomplishment | RPA17 | .742 | 25.311 |
| | RPA4 | .721 | |
| | RPA7 | .701 | |
| | RPA12 | .671 | |
| | RPA21 | .642 | |
| | RPA18 | .621 | |
| | RPA9 | 611 | |
| | RPA19 | .601 | |
| Depersonalization | DE15 | .711 | 21.981 |
| | DE22 | .701 | |
| | DE5 | .651 | |
| | DE11 | .612 | |
| | DE10 | .601 | |
| | | TOTAL | 74.621 |
| | Measure of Sampling Adequacy Bartlett Test | | .891 |
| | | Chi-square | 2214.54 |
| | | Df | 88 |
| | | Sig. | .000 |

# Appendix H. Author's Consent to Use the Turkish Version of ELS

**Re: Duygusal Emek Ölçeği** pergul.yeditepe/Archive

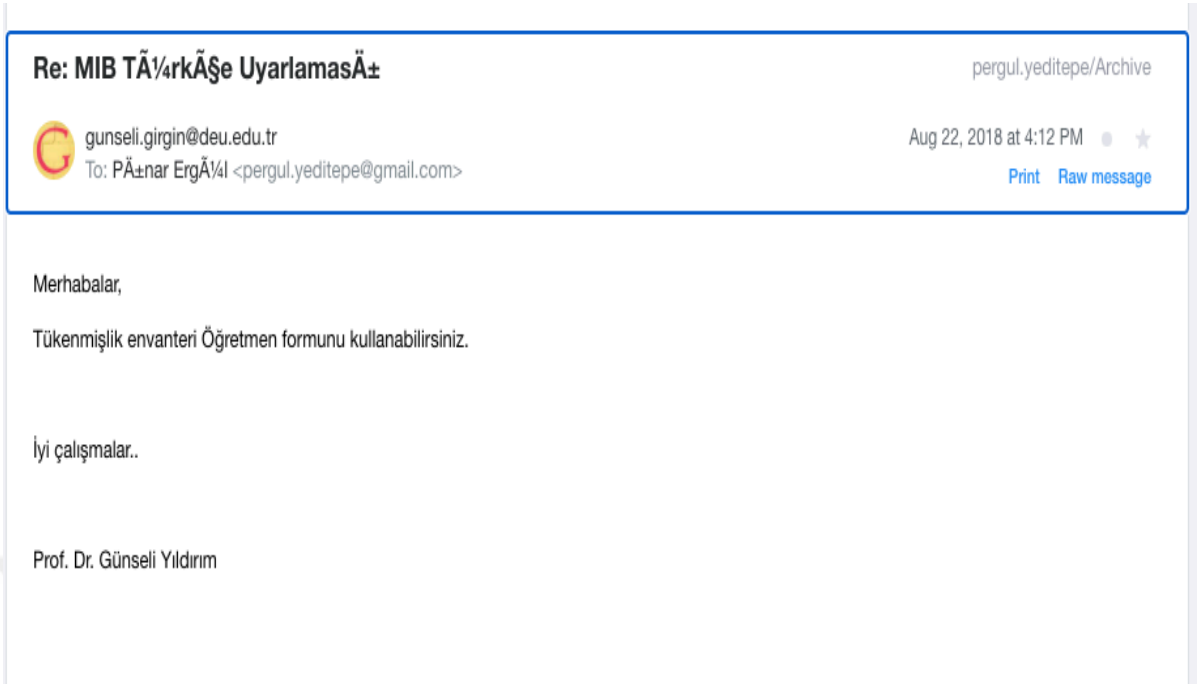
nbasim@baskent.edu.tr Sep 1, 2018 at 12:34 AM
To: Pınar Ergül <pergul.yeditepe@gmail.com>

Ölçeği tabii ki kullanabilirsiniz. Kolaylıklar dilerim.
Prof. Dr. H. Nejat Basım

2018-08-31 12:37, Pınar Ergül yazmış:
> Merhabalar hocam,
>
> Türkçe'ye uyarlamış olduğunuz Duygusal Emek Ölçeğini izniniz
> olursa "Devlet ve Özel Üniversitelerde Çalışan İngilizce
> Öğretmenlerinin Tükenmişlik Seviyeleri ile Duygusal Emek
> Seviyeleri Arasındaki İlişki" konulu yüksek lisans tez
> çalışmamda kullanmak istiyorum.
>
> Şimdiden çok teşekkürler.
> İyi çalışmalar--
>
> PINAR ERGÜL
>
> INSTRUCTOR
> ENGLISH PREPARATORY PROGRAM
> YEDITEPE UNIVERSITY
> 26 AĞUSTOS YERLEŞIMI, KAYIŞDAĞI CAD.
> 34755 ATAŞEHIR - İSTANBUL/ TURKEY
> PHONE: +90 (216) 578 0000 [1]
> --
> This message has been scanned for viruses and
> dangerous content by MAILSCANNER [2], and is
> believed to be clean.
>
> Links:
> ------
> [1] tel:%2B90%20%28216%29%20578%200000

> [2]
http://www.mailscanner.info/

## Appendix I. Permission to Use the Adapted Version of MBI-ES



Re: MIB TÃ¼rkÃ§e UyarlamasÄ±

pergul.yeditepe/Archive

gunseli.girgin@deu.edu.tr
To: PÄ±nar ErgÃ¼l <pergul.yeditepe@gmail.com>

Aug 22, 2018 at 4:12 PM
Print Raw message

Merhabalar,

Tükenmişlik envanteri Öğretmen formunu kullanabilirsiniz.

İyi çalışmalar..

Prof. Dr. Günseli Yıldırım