



Learned Resourcefulness and Burnout Levels of English Teachers

Gülten Genç¹

¹İnönü University, School of Foreign Languages, Turkey

ARTICLE INFO

Article History:

Received 04.07.2015

Received in revised form

01.10.2015

Accepted 21.12.2015

Available online

01.01.2016

ABSTRACT

The aim of this study was to examine the relationships between some individual characteristics, learned resourcefulness and burn out on the one hand and the relationships between burn out and learned resourcefulness on the other. The participants in this research included 163 English teachers teaching in the schools located in Malatya. The participants were asked to anonymously fill out a questionnaire involving three parts which respectively investigated their background, burnout level and learned resourcefulness (Rosenbaum's Learned Resourcefulness Scale and Maslach Burnout Inventory). The findings indicated that more than half of the teachers possess moderately high level of learned resourcefulness and they are experiencing burnout at moderate level in three aspects of MBI. In addition, the analysis suggested an inverse relationship between learned resourcefulness and the three burnout subscales: as learned resourcefulness increases, emotional exhaustion, depersonalization and lack of personal accomplishment decrease. Furthermore; the independent variables (age, gender, and marital status) were not found to be significant in learned resourcefulness and any of the burnout dimensions. "The school type" is the only variable which was found to be significant in the three burnout sub-dimensions. Results are discussed in the light of current literature and suggestions were provided.

© 2016 IJPES. All rights reserved

Keywords: Teachers' burn out, learned resourcefulness, English language teachers

1. Introduction

The professional life of a teacher today has many more complex and demanding factors than teachers experienced in the past. As some of the most crucial parts of the education process teachers today have greatly extended roles and a broader range of possibilities both in the classroom and in the wider school community. Those roles and responsibilities force the teachers themselves to be challenging and innovative in their job. As a result, all teachers are expected to develop their own capacity to strengthen education, psychology, theory and practice of learning; to be customized to improve the teaching skills.

Many teachers are feeling overwhelmed by the challenges that face them daily in their teaching careers. Teachers can feel stressed from trying to meet the needs of their students and the expectations of parents and administrators. If teachers do not feel that they have the tools or resources to meet those needs and demands then they can feel frustrated, angry, which causes stress levels to increase drastically. High levels of stress can lead to a feeling of burn-out in their teaching profession (Canter, 1994).

1.1. The Burn out Theory

The most widely researched definition of burnout was developed by Maslach (1982), which defines burnout as having feelings of exhaustion, depersonalization, and lack of personal accomplishment. Using the Maslach definition for teaching, burnout has been linked to environmental factors such as lack of support from families, society, the

¹Corresponding author's address: İnönü University, School of Foreign Languages, Malatya, Turkey

e-mail: gulten.genc@inonu.edu.tr

<http://dx.doi.org/10.17220/ijpes.2016.01.001>

government, and administration, in addition to personal factors such as low efficacy, internal attributions for failure, and neuroticism (Luk, Chan, Cheong and Ko, 2010). Other researchers suggest the burnout encompasses two overall components – exhaustion and disengagement –which more appropriately reflect a job-demands/job-resources model (Demerouti, Bakker, Nachreiner and Schaufeli, 2001). Regardless of the definition, burnout is likely to result from when teachers feel exhausted, depersonalized, disengaged, and out of options for changing teaching and learning outcomes (Skaalvik and Skaalvik, 2009).

The five stages of burnout— honeymoon, fuel shortage, chronic symptoms, deep depression, and hitting the wall— possess distinct characteristics (Veninga and Spradley, 1981). People who have experienced burnout usually recognize the symptoms; acknowledgement is a key element of prevention. Stage one, the honeymoon, begins with high job satisfaction, energy, and efficiency. Stage two, fuel shortage, is marked by fatigue, trouble sleeping, and inefficiency at work. The third stage, chronic symptoms, reveals exhaustion, illness, anger and depression. Without interventions, stage three can escalate to stage four, deep depression. The deep depression stage is characterized by severe self-doubt and obsession with personal problems. The fifth and final stage, hitting the wall, results in the end of a career. With increased levels of responsibility, higher expectations, and greater accountability, teacher morale is eroded (Botwinik, 2007).

A person experiencing burnout suffers from a sense of emotional and physical depletion and no longer believes that the pressures or stressors from work are tolerable (Patterson, Collins and Abbott, 2004). Additionally, burnout victims believe that all their efforts are unappreciated and unnoticed by colleagues and superiors, thus leaving them feeling hopeless and worthless.

The burnout syndrome appears to be a response to chronic, everyday stress (rather than to occasional crises). The emotional pressure of working closely with people is a constant part of the daily job routine. What changes over time is one's tolerance for this continual stress, a tolerance that gradually wears away under the never-ending onslaught of emotional tensions (Maslach, 2003).

1.2. Burn out in Educational Settings

In educational settings, a diminished sense of personal accomplishment can convince educators that their efforts to meet the students' needs have failed. Most teachers want to make a difference in students' lives (Cochran-Smith, 2006). Burned out teachers believe that their exerted efforts neither make a difference nor matter. The outlook devalues the educator's perception of accomplishment and instills a feeling that giving up is the only option (Grayson and Alvarez, 2008). When a person suffers from a sense of diminished personal accomplishment, elevated levels of emotional exhaustion and depersonalization manifest and multiply. While suffering from extreme exhaustion, people experiencing burnout can begin to detach and alienate themselves from peers and become quite cynical about work and home life (Johanns, 2007). Maslach and Leiter (1997) termed this action of detachment, *depersonalization*. Teachers experiencing this aspect of burnout can demonstrate cynicism through negative comments or actions towards colleagues and students. Cynical behaviors manifest as mental and physical distancing from all stimuli the victim encounters (Grayson and Alvarez, 2008). The third pattern Maslach noted was the highest stage of burnout. In this stage, victims experience a diminished sensation of personal accomplishment (Maslach, 1982). When teachers believe that they cannot meet their goals, the work they produce is substandard. When they think that goals are unattainable, they risk suffering as a casualty of chronic stress and share feelings of emotional exhaustion; they have lost the ability to recover from the constant stress and pressure of daily activities. In the field of education, veteran teachers realize that "they can no longer give of themselves as they were able to earlier in their career" (Schwab, 1983). Emotionally exhausted teachers compare the sensation to a tired feeling that intensifies over time, eventually draining the affected teacher of all emotional resources (Grayson and Alvarez, 2008).

According to Maslach and Leiter (1997), the chronic erosion of feelings and skills over time is not as striking as an immediate crisis. Consequently, people assume that burnout is no big deal, and they misjudge the risks. When burnout does set in, people tend to keep working, even if not as well as before, so there are no serious threats to general productivity. When teachers experience the condition of burn out it can have a devastating effect on not only the teachers themselves, but also on the students, schools, and education as a whole. Maslach and Leiter (1997) claim that burnout is not a trivial problem but an important barometer of a major social dysfunction in the workplace. As such, burnout deserves serious attention. The emotional and financial costs are too high for it to be ignored or dismissed any longer.

Professionals in the fields of education, social work, and law enforcement tend to show the highest levels of burnout (Maslach, 1982). High levels of burnout inflict both physiological and psychological harm. Burnout victims suffer from problems with self-confidence, low self-esteem, and clinical depression (Grayson and Alvarez, 2008). Haberman (2004) asserted that 20% of the respondents claimed that they personally drank too much alcohol, and 15% of that group labeled themselves alcoholics. In medical terms, 25% reported suffering from ailments such as high blood pressure,

insomnia, depression, and gastrointestinal complications. Özdemir (2007) emphasized that many victims of burnout isolate themselves instead of seeking out social support. In addition to weakening the physical and mental health of educators, burnout can also affect a teacher's reaction to student behavior, ability to teach, and professional commitment.

1.3. Handling Teacher Burn Out

Teacher burnout is related to several factors (Botwinik, 2007; Kokkinos, Panayiotou and Davazogou, 2005; Lau, Yuen and Chan, 2005; Sanbul, 2003). According to Manassero, Garcia-Buades, Torrens, Ramis, Vazquez, and Ferrer (2006), extreme workload, student behavior, lack of the administrative support, excessive testing, overcrowded classrooms, and job dissatisfaction all contribute to burnout among educators.

Eradicating burnout is unlikely; however, identifying the elements that cause burnout may prevent the syndrome from developing. Wood and McCarthy (2002) affirm that preventing burnout is preferable to treating the syndrome. Generally, a person under stress relies upon internal coping mechanisms. However, when coping mechanisms fail, burnout can result. Educators believe that their hard work does not make a difference; therefore, there is no reason to care, and invest time, energy, or effort on students or the teaching profession.

Teacher burn out has a drastic impact on the whole school system involving the staff, administration, students, parents, and families. The result tremendously affects the person's health and organizational climate creating a hostile work environment which leads to decreased productivity and fractured relationships. Diminished productivity of teachers at school setting is forcing the authorities and educators to understand the reasons and find ways to cope with teachers' burn out. Interventions for reducing burnout include professional development, stress management, support groups, mentoring, and reorganization of the work environment (Cheek, Bradley, Parr and Lan, 2003). However, this research proposes a new way of overcoming burn out: learned resourcefulness.

1.4. Learned resourcefulness

Rosenbaum (1990) described learned resourcefulness as "an acquired repertoire of behavioral and cognitive skills with which the person is able to regulate internal events such as emotions and cognitions that might otherwise interfere with the smooth execution of a target behavior". Learned resourcefulness consists only of skills and behaviors that are learned and does not include intelligence, social or motor skills. Rosenbaum stressed that individuals can learn self-control or self-management skills and behaviors through modeling, conditioning or instruction.

The four individual tendencies of learned resourcefulness include the use of cognitive strategies, problem solving skills, the ability to delay immediate gratification, and the belief in the ability to perform. Cognitive strategies are defined as an individual's ability to recognize real or imagined change. The perception and interpretation of change occurs automatically without conscious effort (Rosenbaum, 1990). Problem solving skills are defined by Rosenbaum (1990) as "...constellations of complex skills which are evoked by many situations but also have the quality of providing the basis for additional learning" (p. 9). Problem solving is not a personality trait, but a set of learned behaviors in constant interaction with the social and physical environment of the individual. Delay of immediate gratification is accomplished when an individual engages in anticipatory self-regulation. Anticipatory self-regulation is initiated when certain information is recalled that disrupts the progress of a planned or habitual behavior (Rosenbaum, 1988). Belief in the ability to perform is defined as confidence to execute necessary behaviors or control various emotions. The ability to perform is fostered by the successful practice and use of cognitive strategies, problem solving skills, and the successful delay of gratification (Rosenbaum, 1990). Each of the four aspects of those behaviors can be learned and could contribute to the coping skills of the individuals.

Behaviorists have studied the effects of self-statements as a factor in helping an individual change their physiological responses to situations as well as their thoughts about events (Haaga and Davison, 1986; Mischel, 1983; Reynolds and Stark, 1983; Rosenbaum and Jaffe, 1983). Self-verbalizations or self-statements can be successfully used to reduce a potentially devastating experience to one that can be handled appropriately.

Results of some recent studies carried out about learned resourcefulness indicating that high resourcefulness was related to fewer depressive symptoms (Huang, Sousa, Tu and Hwang, 2005), better engagement in academic self-control behaviors (Kenneth and Keefer, 2006) and better ability to deal effectively with academic stress (Akgün and Ciarrochi, 2003) caused the researcher to handle learned resourcefulness as a possible way to cope with teacher burn out.

In Turkey, the Ministry of Education has a strong interest in promoting language learning and improving language teaching methods since it is in the process of the preparation to become a member of the European Union. Moreover, as emphasized in the previous literature (Pasquale, 2011; Fatemi, Ghadi and Fayyaz, 2015), foreign language teachers are expected to have cultural sensitivity and raise the cultural awareness of their students since they interact with different cultures and to decide to what extent they should teach the target culture. Consequently, all the English teachers are

expected to integrate themselves in this process which sometimes puts an extra burden on the shoulders of English teachers. From a theoretical standpoint, this research was designed to help clarify whether high levels of learned resourcefulness lead teachers to overcoming burn out and regaining their enthusiasm towards teaching.

The present study sought specifically to extend previous research on coping ways of burn out that might be used by teachers. Based on the previous empirical studies on learned resourcefulness as coping mechanisms to enhance teachers' occupational well-being and satisfaction, it was anticipated that developing learned resourcefulness levels would be associated with teachers' well-being and alleviate them from burn out. The aim of this study was to examine the relationships between some individual characteristics, learned resourcefulness and burn out on the one hand and the relationships between burn out and learned resourcefulness on the other. So, the research focused on the following research questions:

- 1-What is the learned resourcefulness level of teachers and what are the affecting factors?
- 2-To what extent are teachers showing signs of burnout and what are the factors of teacher burnout?
- 3- What, if any, is the relationship between teacher burnout and learned resourcefulness?

2.Method

2.1. Research Design: The research design chosen for the study was a quantitative design. The correlation research method identifies relationship among variables. The relationship between teachers' burn out and their learned resourcefulness are at the heart of this study. The independent variables for the research questions are age, gender, marital status and the type of the school participants are working.

2.2. Participants: The participants (may also be referred to as "teachers") in this research included randomly selected 163 English teachers teaching in the schools located in the city center of Malatya. The age of the teachers ranged from 24 to 55 with the mean of 32.0 (SD=7.254) and 77% were between 26 and 44 years of age. Women made up 27.49 % of the sample and 72.51 % of the participants were men. 35.0% of the entire group were single (divorced or widow), whereas 64.4% of them were married.

2.3. Research Instruments (Validity and Reliability): The participants were asked to anonymously fill out a questionnaire involving three parts which respectively investigated their background, burnout level and learned resourcefulness. The first part of the questionnaire about teachers' burn out was originally developed by Maslach, Jackson and Schwab (1996). It consisted of 22 items and was originally developed to evaluate three aspects of burn out: Emotional Exhaustion, Depersonalization, and Personal Accomplishment. The Emotional Exhaustion subscale, consisting of nine items (1, 2,3,6,8,13,14,16 and 20), describes feelings of being emotionally overextended and exhausted by one's work. Depersonalization subscale, consisting of five items (5, 10, 11, 15, and 22), describes unfeeling and impersonal responses to coworkers or recipients of services. The Personal Accomplishment subscale, consisting of eight items (4, 7,9,12,17,18,19 and 21), describes feelings of competence and success towards one's achievements. Lower mean scores on the Personal Accomplishment correspond to greater degrees of burn out, while higher mean scores on the Emotional Exhaustion and Depersonalization subscales correspond to greater degrees of experienced burnout (Zalaquett and Wood, 1997). Internal consistency of the instrument was estimated by Cronbach's alpha. The adaptation of the scale into Turkish was carried out by Ergin (1992). The original form of the scale consisted of a seven-point rating scale but the Turkish version of the scale was composed as a five-point rating scale. The reliability coefficients for the subscales for this study were as follows: Emotional Exhaustion: .779; Depersonalization: .739; and Personal Accomplishment: .773.

The second part of the questionnaire about learned resourcefulness was originally developed by Rosenbaum (1980) and adapted for Turkish use by Siva and Dağ (1991). The original version of the questionnaire consists of 36 Likert-type items using a 6-point scale indicating the extent to which participants evaluate the item as characteristics of themselves. A higher composite score indicates greater resourcefulness. Test-retest reliability was reported as .86 and alpha coefficients ranged from .78 to .86. Siva (1991) also developed a new scoring system with a 5-point Likert scale in which the highest and the lowest possible total score changed between 36 and 180, higher scores indicating high resourcefulness. In the present study, the Cronbach-alpha coefficient value for the overall reliability analysis of the instrument was found as .811 which shows a satisfying level of reliability beyond the minimum desirable level of reliability as stated by Pallant (2005): "Ideally, the Cronbach alpha coefficient of a scale should be above .7" . The third part of the questionnaire was a combination of open-ended and multiple-choice items concerning the participant's age, gender, marital status, the type of the school they are working for, the faculty that they graduated from and the years of teaching experience. Questions about demographic variables are asked at the end of the instrument. Asking these questions at the end of the instrument can increase response rates (Dillman, 2000).

2.4. Procedure: The questionnaires sought information about the levels of burn out and learned resourcefulness of English teachers. The researcher herself explained the purpose of the study to the English teachers and participation in the study was entirely voluntary. The questionnaires were given in the participants' native language.

2.5. Data Analyses: According to the nature of the research, the study used descriptive statistics (frequencies, range, means, and standard deviations), t-test and ANOVA as the statistical analysis methods. All collected data were coded and computerized using the SPSS software and the alpha level for the tests was set at .05. After calculating each participant's burn out and learned resourcefulness scores, their scores were compared to the variables selected for the study and each other.

3.Results

The study sought to determine if a relationship exists between teacher burn out, and learned resourcefulness levels. The study also examined if relationships exists between burnout rates, learned resourcefulness levels and some variables such as age, gender and marital status. Analyzed data and results of the study will be presented based on the research questions in the following paragraphs.

Learned resourcefulness levels of the participants were identified by assigning participants to high and low groups based on the median score (median = 3.60, mean =3.63, SD =0.46) obtained from the SCS (Table 1). Participants whose scores were above the median were considered as High Resourceful; participants whose scores were below the median were evaluated as Low Resourceful individuals. As the questionnaire was a 5-likert scale survey involving 36 questions with 5.00 as the highest score and 1.00 as the lowest score, it is clear that the highest score that can be obtained from the whole questionnaire is 180 while the lowest one is 36. Median score of the participants has been found to be 3.60 and the number of the teachers obtaining at least 3.60 was 93 (57 %). Seventy teachers (43%) obtained less than 3.60 and can be interpreted to have relatively low level of learned resourcefulness than the rest of the participants. This result also indicates that more than half of the participants possess moderately high level of learned resourcefulness.

As mentioned before, Maslach Burnout Inventory evaluates three aspects of burnout as Emotional Exhaustion (9 items), Depersonalization (5 items) and Personal Accomplishment (8 items). Each aspect of burnout requires a separate subscale and the scale does not create a composite score (Norton, 2004). Therefore, cutoff points were determined for each of the subscale to categorize the levels of burnout as high, moderate and low groups. Responses were analyzed in order to determine low, moderate, or high levels of Emotional Exhaustion, Depersonalization, and Personal Accomplishment. Means and standard deviations for the three burnout subscales are presented in Table 2.

When the cut-off points and mean scores are taken into account for the first sub-scale of the Maslach Burnout Inventory, low level of Emotional Exhaustion can be defined as a score between 9-20; moderate level between 21-32, and high level 33 and over. For the next subscale of the Inventory; low level of Depersonalization can be defined as a score between 5-11; moderate level between 12-17, and high level 18 and over. As for Personal Accomplishment subscale, it should be noted that the Personal Accomplishment subscale was scored in the opposite direction so that the lower the score, the higher the level of burnout. For this subscale, the mean score between 8-17 is considered high; 18-27 is considered moderate and 28 and over is low level of burnout. As it is revealed in Table 1, teachers' burnout levels in the all three subscales are at moderate level. The mean score of the teachers for Emotional Exhaustion (23.35) subscale is between 21-32; for Depersonalization (12.94) subscale it is between 12-17 and for the Personal Accomplishment (18.28) subscale it is between 18-27.

When the scores of the teachers are handled on the basis of this classification, it is quite clear that English teachers have a moderate level of Emotional Exhaustion, Depersonalization, and Personal Accomplishment.

Table 1: Range of Burnout Scores and Learned Resourcefulness

VARIABLES	Min.	Max	M	SD
Emotional Exhaustion	9	45	23.35	0.67
Depersonalization	5	25	12.94	0.77
Personal Accomplishment	8	40	18.28	0.66
Learned Resourcefulness			3.63	0.46

Regarding the effects of age on teachers' learned resourcefulness and three burnout levels, (emotional exhaustion, depersonalization, and personal accomplishment) three Spearman correlations were conducted. Firstly, it was seen that age (r: 0.128; p: 0.131) wasn't statistically significant in the learned resourcefulness levels of teachers. Secondly, the correlation between age and Emotional Exhaustion (r: 0.020; p: 0.806); Depersonalization (r:-0.003; p: 0.971); and Personal Accomplishment was not strong or significant, (r:-0,020; p: 0.810), suggesting that no relationship exists between age and three burnout subscales. The results are summarized in Table 2.

Table 2: Spearman Correlations between Burnout Scores-Learned Resourcefulness and Age

BURNOUT SUBSCALES	r	p
Emotional Exhaustion	0.020	0.80
Depersonalization	-0.003	0.97
Personal Accomplishment	-0.020	0.81
Learned Resourcefulness	0.128	0.13

As for the other independent variables such as gender, marital status and school type are concerned; the Independent Sample T-test was conducted to assess the relationship between those variables and learned resourcefulness levels of the teachers. As can be seen in Table 3, it has been found out that none of the independent variables such as gender (p: 0.224), marital status (p: 0.621) and the school type (p: 0.405) of the teachers significantly correlated with the learned resourcefulness levels of the English teachers (Table 3).

Table 3: Mean Score, Standard Deviation and Range of Learned Resourcefulness Scores in terms of Marital Status, Gender and School Type

	N	%	Mean	Std. Dev	t/F Value*	P
GENDER					-1.22	0.22
Female	36	27.4	3.56	0.54		
Male	95	72.5	3.67	0.41		
MARITAL STATUS					-0.47	0.62
Married	53	35.4	3.60	0.43		
Single	91	64.5	3.64	0.48		
SCHOOL TYPE					-0.83	0.40
Public	134	93.7	3.62	0.47		
Private	12	6.29	3.75	0.48		

In order to look into male and female teachers’ difference in their burnout levels, an independent-measures t test was applied to data and the results indicated that there wasn’t a statistically significant difference between male and female with respect to their Emotional Exhaustion (0.439); Depersonalization (0.118) and Personal Accomplishment (0.186) levels as it is indicated in the Table 4.

When the correlation between teachers’ marital status and their burnout levels are considered, it was found that there is not any significant difference. That is, the results of t-tests demonstrate that significance levels are 0.304 for Emotional Exhaustion, 0.929 for Depersonalization and 0.836 for Personal Accomplishment subscales. The results are presented in Table 4.

With regard to the type of school that the teachers are working at currently, a statistically significant difference was found between the schools with respect to the three subscales with the significance level of 0.045 for Emotional Exhaustion; 0.010 for Depersonalization and 0.041 for Personal Accomplishment. Results for statistical tests in order to determine the relationship between the school type and the three burnout levels suggest that teachers working for public schools have higher levels of Emotional Exhaustion and Depersonalization but lower level of Personal Accomplishment than those of the teachers working for private schools (Table 4).

Table 4: Mean Score, Standard Deviation and Range of the Three Burnout Scores in terms of Marital Status, Gender and School Type

		N	Mean	Std. Dev	t/F Value*	P
EMOTIONAL EXHAUSTION	Married	55	2.52	0.6	1.03	0.30
	Single	95	2.64	0.66		
	Female	40	2.62	0.67	0.766	0.43
	Male	97	2.53	0.66		
	Public	138	2.63	0.65	2.02	0.04*
DEPERSONALIZATION	Private	10	2.18	0.79		
	Married	54	2.15	0.62	0.839	0.92
	Single	98	2.26	0.75		
	Female	39	2.28	0.72	1.57	0.11
	Male	102	2.06	0.76		
PERSONAL ACCOMPLISHMENT	Public	140	2.19	0.76	2.596	0.01*
	Private	11	1.58	0.62		
	Married	56	2.28	0.62	0.206	0.83
	Single	98	2.26	0.64		
	Female	42	2.33	0.60	1.329	0.18
	Male	99	2.18	0.64		
	Public	141	2.30	0.66	2.05	0.04*
	Private	11	1.88	0.43		

Lastly, Pearson R correlations were conducted to assess if relationships exist between learned resourcefulness and the three burnout scores (Emotional Exhaustion, Depersonalization, and Personal Accomplishment). As can be seen in Table 5, the study indicated significant inverse (negative) correlations between the learned resourcefulness levels of the teachers and their burnout levels ((Emotional Exhaustion, Depersonalization, and Personal Accomplishment). An inverse relationship is a negative correlation; as one variable increases, the other variable decreases. A Pearson R correlation is a bivariate measure of association that also determines the strength of the relationship between two variables. Thus, the strength of the relationship between learned resourcefulness and the tree burnout subscales is assessed as well. The correlation between learned resourcefulness and Emotional Exhaustion was significant, ($r = -0.319$ P: 0.010), suggesting that an inverse relationship exists, so as learned resourcefulness increases, emotional exhaustion will decrease and vice versa. This is a relatively high but moderate negative r score. The correlation between learned resourcefulness and Depersonalization was significant as well ($r = -0.294$; p: 0.0001), suggesting that an inverse relationship exists, so as learned resourcefulness increases, depersonalization will decrease and vice versa. This is a stronger negative r score. Similarly, the correlation between learned resourcefulness and Personal Accomplishment was found significant ($r = -0.219$; p: 0.0001), suggesting that an inverse relationship exists, so as learned resourcefulness increases, lack of Personal Accomplishment will decrease and vice versa. This is a moderate negative r score. The results are revealed in Table 5.

Table 5: Pearson R Correlations between Learned Resourcefulness and Three Burnout Scores

BURNOUT SUBSCALES	EMOTIONAL EXHAUSTION		DEPERSONALIZATION		PERSONAL ACCOMPLISHMENT	
	r	p	r	p	r	p
Learned Resourcefulness Scores	-0.319	0.010*	-0.294	0.0001*	-0.219	0.0001*

4. Discussion, Conclusion and Suggestions

The literature review and the findings of this study have been compared and synthesized to draw the results and ascertain the conclusions of this research. The results of this study indicate that English teachers have a moderate level of Emotional Exhaustion, Depersonalization, and Diminished Personal Accomplishment. The literature for Emotional Exhaustion symptoms indicates that teachers feel exhausted and overextended, emotionally and physically. Teachers may feel drained and have difficulty unwinding from work. According to the literature, teachers that show signs of Depersonalization blame their students, exhibit signs of cynicism, and have a cold or distant attitude toward work and people on the job. Lastly, in the literature review in the area of personal accomplishment indicated a teacher showing these symptoms would feel ineffective and have a sense of inadequacy. Teachers may lose the ability to have confidence in making a difference in students' lives (Farber 1991; Maslach and Leiter, 1997; Maslach et al, 2001). Since the teachers in the present study are exhibiting "moderate" levels of burnout, they may have some of the above-mentioned symptoms, but definitely not to the extent of being labeled as "high". However, this could reveal an area of concern for the schools and other stakeholders (administrators, students, parents) in the future. Even the fact that reduced personal accomplishment exacerbates overall teacher morale and teachers' ability to cope productively and positively on the job, it seems that teachers are struggling with the factors causing burnout in terms of three dimensions. This result concurs with some research in the literature conducted in Turkey and abroad. Tortop's study (2012) revealed that physics teachers are experiencing low level of Emotional Exhaustion and Depersonalization while they are having a moderate level of Personal Accomplishment. Budak and Sürgevil (2005) also concluded that academicians in Turkey have low level of burnout. According to Mowers (2010) teachers are experiencing low level of Depersonalization and Personal Accomplishment but medium level of Emotional Exhaustion. Besides, the source of literature may provide a wide range of studies indicating that teachers are experiencing burnout at different levels and at least in one of the subdimensions. Based on the fact that high burnout level determined in any one of the three burnout areas is enough in order for burnout exists, (Maslach and Leiter, 1997) it wouldn't be wrong for one to think that teaching itself may be leading teachers to burnout and teachers need professional guidance before choosing teaching as a job and professional help on the job. However, as Akbaba (2004) pointed out, the reality that decision about the job in Turkey is mostly made by chance causes burnout to be inevitable which is another handicap of Educational Settings and makes the professional help on the job essential for teachers.

Similarly, several studies which specially focused on burnout experienced by EFL teachers at schools and universities (Cephe, 2010; Özkanel and Arkan, 2010; Mukundan and Khandehroo, 2010 and Öztürk, 2013) also revealed the results that are in accordance with the results of the present study indicating that EFL teachers have different levels of burnout. Regarding the relationship between independent variables and teachers' burnout levels, it was clear that there were not any significant differences between the three burnout levels in terms of three subdimensions and the independent variables; age, gender and marital status. The only variable which had a significant relationship with the three of burnout levels Emotional Exhaustion, Depersonalization, and Personal Accomplishment of the teachers was the "school type". Some of these findings of this research supported what was cited in the literature review. Some research (Kirilmaz et al.2003; Hipps and Malphin, 1991; Freed, 1994; Özer, 1998) showed that there are no significant differences between male and female teachers in any sub-dimension of the burn-out scale. However, according to some others (Yavuz, 2009; Budak and Sürgevil 2005; Ergin, 1992; Pines,1997) no significant difference was determined between male and female teachers in the subdimensions of burnout. As for age, it is also possible to encounter studies in the literature having contradictory results. Although there are some studies (Seferoğlu et al. 2014; Koruklu, et al.2012, Maslach, et al., 2001) revealing that age is a significant predictor of teachers burnout, studies (Mclauchlan, 2010; İkiz, 2010; Aydoğan, et al.2009, Budakand Sürgevil, 2005) indicating results similar to the present study in general concluded that, age is not

among significant predictors of burnout. Another finding of the research which shows that marital status of the teachers is not a significant factor on three burnout levels is also in line with some of the studies in the literature (Gold, Bachelor, 2001; Farber, 1984, Budak and Sürgevil, 2005, Tümkeya, 1996) However, previous research study results revealed contradicting results in terms of marital status. Most literature sources reported that singles (versus unmarried; both divorced and widow) are more likely to experience burnout than married people (Özdemir, 2007; Goutas, 2008; Izgar, 2013). As a matter of fact, both results seem to make sense. Marriage, on the one hand, is among social support factors and could prevent teachers from burnout by raising their tolerance level as aforementioned studies indicated but on the other hand, unsatisfied marriage could lead to excessive stress and burnout as Wolpin, et al. (1991) suggested. Therefore, it should be noted that marital status ought to be accepted as individual factors depending on the satisfaction of the relationship (Girgin, 1995). Finally, the result of the present study suggested that teachers may experience burnout in some ways regardless of their marital status, age and gender. Those factors are not predictors of teacher burnout so long as teachers encounter unfavorable conditions in the workplace and are not incapable of coping with them.

However, there are significant differences between three burnout levels and the type of school that the teachers are working. It seems that teachers working for public schools have higher levels of Emotional Exhaustion and Depersonalization but lower level of Personal Accomplishment than those of the teachers working for private schools. In Turkey, unfortunately the income levels and social rights of the teachers working in public and private schools are not similar. In addition, public schools usually have uncomfortable working conditions and poor, unclean and unsafe work environment. So this finding is not surprising at all for the researcher. School type has also been found as a significant factor in some other studies as well. Karahan (2011) and Yavuz (2009) also reported that school type is among the predictors of teachers burnout. Literature review exhibited that teachers working in elementary and secondary school differed significantly in terms of burnout (Karahan, 2011). At this point, it should be noted that aforementioned characteristics of public schools which were claimed to explain as possible reasons of teachers' burnout by the researcher may not be sufficient and some other factors such as organizational climate and the relations with administrators and other teachers ought to be concerned.

The study indicated significant inverse (negative) correlations between the learned resourcefulness levels of the teachers and their burnout levels (Emotional Exhaustion, Depersonalization, and Personal Accomplishment). It can be concluded that as learned resourcefulness increases, Emotional Exhaustion, Depersonalization and lack of Personal Accomplishment will decrease and vice versa. This might be interpreted that having high learned resourcefulness is connected to a strong sense of one's skills as a teacher. Teachers with high learned resourcefulness try to do their job as best as they can to help their students (Gibson and Dembo, 1984) and tend to maintain a positive attitude towards their job. Additionally, if teachers have high learned resourcefulness, they feel successful in their jobs as well. Recommending strongly that teaching and developing learned resourcefulness as one means to alleviate burnout, this finding is parallel with some others in the literature (Keinan and Melamed, 1987; Naisberg-Fennig et al. 1991; Cilliers, 2003, Yürür, 2011).

In conclusion, in this study an attempt was made to determine the relationship between burnout and learned resourcefulness and some factors affecting them, and related to the findings some results were drawn and interpreted. Related to the results, some suggestions could be generated. Thus, the study will conclude with recommendations for educational policy makers, further study and research which may benefit teachers and their profession.

Besides considering measures to prevent burnout, learned resourcefulness skills of teachers ought to be increased through training programs developed and carried out by authorities. Since acquisition of learned resourcefulness skills might be possible through education, these skills should also be integrated into the curriculum. However, more research must be conducted to determine the other possible factors such as culturally specific issues on teachers' burnout and experimental studies on learned resourcefulness might be carried out to examine the effects of the program on developing the skills. In addition, this study was a quantitative survey study that gathered data from the teachers working in one province. Further research should be conducted in other provinces or regions of the country using different data collection techniques to provide detailed information about how teachers feel about the symptoms and reasons of burnout.

References

- Akbaba, S. (2004). Psikolojik sağlığı koruyucu rehberlik ve psikolojik danışma. Pegem A Yayıncılık. Ankara.
- Akgün, S., & Ciarrochi, J. (2003). Learned resourcefulness moderates the relationship between academic stress and academic performance. *Educational Psychology*, 23(3), 287-294.
- Aydoğan, İ., Doğan, A.A., Bayram, N. (2009). Burnout Among Turkish High School Teachers Working in Turkey and Abroad: A Comparative Study. *Electronic Journal of Research in Educational Psychology*. 7(3), 1249-1268.

- Botwinik, R. (2007). Dealing with teacher stress. *The Clearing House*, 271-272.
- Budak, G., & Sürvegil, O. (2005) Tükenmişlik ve Tükenmişliği Etkileyen Faktörlerin Analizine İlişkin Akademik Personel Üzerinde Bir Uygulama. *D.E.Ü.İ.İ.B.F. Dergisi*, 20, (2):95-108.
- Canter, L. (1994). *The high-performing teacher: Avoiding burnout and increasing your motivation*. Santa Monica: Lee Canter & Associates.
- Cephe, P. T. (2010). A study of the factors leading English teachers to burnout. *Hacettepe University Journal of Education*, 38, 25-34.
- Cheek, J. R., Bradley, L. J., Parr, G., & Lan, W. (2003). Using music therapy techniques to treat teacher burnout. *Journal of Mental Health Counseling* 25(3), 204-217.
- Cilliers, F. (2003). Burnout and Salutogenic Functioning of Nurses. *Curations*, 26 (1), 62-74.
- Cochran-Smith, M. (2006) Teacher Education and the Need for Public Intellectuals, *The New Educator*, 2(3), 181-206, doi:10.1080/15476880600820136
- Demerouti, E., Bakker, A.B., Nachreiner, F., & Schaufelt, W.B. (2001). The job demands resources model of burnout. *Journal of Applied Psychology*, 86(3), 499-512.
- Dillman, D. A. (2000). *Mail and internet surveys. The tailored design method*. New York: John Wiley & Sons.
- Ergin C., (1992). "Doktor ve Hemşilerde Tükenmişlik ve Maslach Tükenmişlik Ölçeğinin Uyarlanması", VII: Ulusal Psikoloji Kongresi, 22 - 25 Eylül, Hacettepe Üniversitesi, VII. Ulusal Psikoloji Kongresi Düzenleme Kurulu ve Türk Psikologlar Derneği Yayını, Ankara.
- Farber, B.A. (1984). Stress and Burnout in Suburban Teachers. *Journal of Educational Research*, 77(6), 325-331.
- Farber, B. (1991). *Crisis in education: Stress and burnout in the American teacher*. San Francisco: Jossey-Bass.
- Fatemi, M. A., Ghadi, S.A. and Fayyaz, A. (2015). The Relationship between Iranian EFL teacher's job burnout and their cultural intelligence. *Greener Journal of Educational Research*, 5, (4), 120-126.
- Freed, E.H. (1994). *The Relationship of Social Support, Occupational Stress, Burnout, and Job Satisfaction Among Special Education Teachers*. Temple University.
- Gibson, S., & Dembo, M. H. (1984). Teacher Efficacy: A Construct Validation. *Journal of Educational Psychology*, 76(4), 569-582.
- Girgin, G.,(1995). "İlkokul Öğretmenlerinde Meslekten Tükenmişliğin Gelişimini Etkileyen Değişkenlerin Analizi ve Bir Model Önerisi (İzmir İli Kırsal ve Kentsel Yöre Karşılaştırması), Yüksek Lisans Tezi, Dokuz Eylül Üniversitesi, İzmir.
- Gold, Y. & Bachelor, P. (2001). Signs of Burnout are Evident for Practice Teachers during the Teacher Training Period. *Education*, 108,(4), 546-555.
- Goutas, L. J. (2008). Burnout. *The Journal of the European Medical Writers Association*, 17(3), 135-138.
- Grayson, J. L., & Alvarez, H. K. (2008). School climate factors relating to teacher burnout: A mediator model. *Teaching and Teacher Education*, 24(5), 1349-1363.
- Haaga, D. A., Davison, G.C. (1986). Cognitive Change Methods. In F.H Kanfer & A. P. Goldstein (Eds..) *Helping People Change*. New York: Pergamon Press.
- Haberman, M. (2004). Teacher burnout in black and white. Retrieved February 14, 2009, from: [Ednews.org: http://www.ednews.org/articles/584/Teacher-Burnout-in-Black-and-White/Page_1.html](http://www.ednews.org/articles/584/Teacher-Burnout-in-Black-and-White/Page_1.html)

- Hipps, E.S., Malphin, G. (1991). The relationship of locus of control. Stress related to performance based accreditation and job stress burnout in public school teachers and principals. Paper presented at Annual Meeting of The American Educational Research Association, Chicago, IL.
- Huang C., Sousa V. D., Tu S., & Hwang M. (2005). Depressive Symptoms and Learned Resourcefulness among Taiwanese Female Adolescents. *Archives of Psychiatric Nursing*, 19, 133-140.
- Izgar, H. (2013). Okul yöneticilerinde tükenmişlik [Burnout at school directors]. Ankara: Nobel Yayın Dagitim.
- İkiz, E. (2010) Psikolojik danışmanların tükenmişlik düzeylerinin incelenmesi. *Kırşehir Eğitim Fakültesi Dergisi*, 11(2), 25-43.
- Johanns, K. (2007). *How to avoid burnout*. Retrieved June 3, 2009, from Education Matters: A Publication of the Association of American Educators: <http://www.aeteachers.org/newsletters/july07.pdf>
- Karahan, Ş., Balat, G.U. (2011). Özel eğitim okullarında çalışan eğitimcilerin öz-yeterlik algılarının ve tükenmişlik düzeylerinin incelenmesi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 29 (1), 1-14.
- Keinan, G. and Melamed, S. (1987) Personality Characteristics and Proneness to Burnout: A Study among Internists. *Stress Medicine*, 3(4): 307-315. <http://dx.doi.org/10.1002/smi.2460030412>
- Kenneth, D. J. & Keefer, K. (2006). Impact of learned resourcefulness and theories of intelligence on academic achievement of university students: An integrated approach. *Educational Psychology*, 26(3), 441-457.
- Kirilmaz, A.Y., Celen, U., Sarp, N. (2003). İlköğretimde çalışan bir öğretmen grubunda Tükenmişlik Durumu araştırması" [A study on teacher burnout with a group of primary school teachers]. *İlköğretim-online* 2(1) 2-9.
- Kokkinos, C. M., Panayiotou, G., & Davazogou, A. M. (2005). Correlates of a teacher appraisals of student behaviors. *Psychology in the Schools*, 79-89.
- Koruklu, N., Feyzioğlu, B., Kiremit, H. Ö., Aladağ, E. (2012). Teachers' Burnout Levels in terms of Some Variables. *Educational Sciences: Theory & Practice*, 12(3):1823-1830.
- Lau, P., Yuen, M., & Chan, R. (2005). Do demographic characteristics make a difference to burnout among Hong Kong secondary school teachers? *Social Indicators Research*, 77,491-516.
- Luk, A.L., Chan, B.P.S., Cheong, S.W., & Ko, S. K.K. (2010). An exploration of the burnout situation on teachers in two schools in Macau. *Social Indicators Research*, 95(3), 489-502.
- Manassero, M. A., Garcia Buades, E., Torrens, G., Ramis, C, Vazquez, A., & Ferrer, V. A. (2006). Teacher burnout: Attributional aspects. *Psychology in Spain* 70(1), 66-74.
- Mclauchlan, K. A. (2010). The Influence of Selected Factors on Teacher Burnout among Middle School Teachers. Unpublished Dissertation, Northcentral University Prescott Valley, Arizona.
- Maslach, C. (1982). *Burnout: The cost of caring*. Englewood Cliffs, NJ: Prentice-Hall.
- Maslach, C., Jackson, S.E., (1985), The Role of Sex and Family Variables in Burnout. *Sex Roles*, 12, 7-8.
- Maslach, C., Jackson, S.E., & Schwab, R.L. (1996). Maslach Burnout Inventory – Educators Survey (mbi-es). In C. Maslach, S.E. Jackson, & M.P. Leiter, MBI Study (3d ed). Palo Alto, CA: Consulting Psychologists Press.
- Maslach, C, & Leiter, M.P. (1997). The truth about burnout: How organizations cause personal stress and what to do about it. San Francisco: Jossey-Bass.
- Maslach, C, Schaufeli, W.B., & Leiter, M.P. (2001). Job burnout. *Annual Review of Psychology*, 52(1), 397-422.
- Maslach, C. (2003). Burnout: the cost of caring. Malor Books. Cambridge, MA.

- Mischel, W. (1983). Alternatives in the Pursuit of the Predictability and Consistency of Persons: Stable Data that Yield Unstable Interpretations. *Journal of Personality*, 51, 578-604.
- Mowers, E. N. (2010) Teacher Burnout in North Dakota. A Dissertation submitted to the Graduate Faculty of the North Dakota State University. Fargo. North Dakota.
- Mukundan, J. &Khandehroo, K. (2010).Burnout among English teachers in Malaysia.*Contemporary Issues in Education Research*, 3 (1), 71-76.
- Naisberg-Fennig, S., Fennig, S., Keinan G., Elizur, A., (1991). Personality Characteristics and Proneness to Burnout: A Study among Psychiatrists. *Stress Medicine*. 7(4): 201-205.
- Norton, K. (2004) Re-thinking acute psychiatric inpatient care. *International Journal of Social Psychiatry*; 50(3), 274–284.
- Özdemir, Y. (2007). The role of classroom management efficacy in predicting teacher burnout. *International Journal of Social Sciences*, 3(4), 357-363.
- Özer, R. (1998). Rehber öğretmenlerde tükenmişlik düzeyi, nedenleri ve çeşitli değişkenlere göre incelenmesi. Yayınlanmamış Yüksek Lisans Tezi. Karadeniz Teknik Üniversitesi, Sosyal Bilimler Enstitüsü, Trabzon.
- Özkanal, Ü. &Arıkan, N. (2010).Investigation of burnout among instructors working at ESOGU preparatory school. *English Language Teaching*, 3 (1), 166-172, doi: <http://dx.doi.org/10.5539/elt.v3n1p166>
- Öztürk, G. (2013). Job Burnout Experienced by Turkish Instructors of English Working at State Universities. *International Online Journal of Educational Sciences*, 5 (3), 587-597.
- Pallant, J., 2005. SPSS survival manual: a step by step guide to data analysis using SPSS for windows (Version 12). 2nd ed. Maidenhead: Open University Press.
- Pasquale, M. (2011). Out of the Heart: Being a Culturally Intelligent Teacher. *Journal of Christianity and Foreign Languages*, 12, 45–66.
- Patterson, J. H., Collins, L., & Abbott, G. (2004). A study of teacher resilience in urban schools. *Journal of Instructional Psychology*, 31(1), 2-11.
- Pines, A. M. (1997). "Gender Differences in Burnout: Israelis' Responses to the Intifada", *European Psychologist*, 2(1),28-34.
- Reynolds, W.M., Stark, K.D. (1983). Cognitive Behaviour Modification: The Clinical Application of Cognitive Strategies. In M. Presley & J.R. Levin (Eds.), *Cognitive Strategy Research: Psychological Foundations*. New York: Springer-Verlag.
- Rosenbaum, M. (1980). A schedule for assessing self-control behaviors: Preliminary findings. *Behaviors Therapy*, 11, 109-121.
- Rosenbaum M., & Jaffe Y. (1983). Learned helplessness: The role individual differences in learned resourcefulness. *British Journal of Social Psychology*, 22, 215-225.
- Rosenbaum, M. (1988). Learned resourcefulness, stres, and self-regulation. In S.Fisher ; J. Reason (Eds.). *Handbook of life stres, cognition, and health* (s.483-496). Chichester, UK:John Wiley ; Son.
- Rosenbaum, M. (1990). The role of learned resourcefulness in the self-control of hselth behavior. In M. Rosenbaum (Eds.). *Learned resourcefulness: On coping skills, self-control, and adaptive behavior* (s. 3-30). New York: Springer Publishing Co.
- Sünbül, A. M. (2003). An analysis of relations among locus of control, burnout and job satisfaction in Turkish high school teachers. *Australian Journal of Education* 47(1), 58-72.
- Schwab, R. L. (1983). Teacher burnout: Moving beyond "psychobabble". *Theory Into Practice*, 22, 21-26.

- Seferoğlu, S. S., Yıldız, H., Yücel, Ü. A., (2014). Teachers' Burnout: Indicators of Burnout and Investigation of the Indicators in terms of different Variables. *Education and Science*. 39 (174) 348-364.
- Siva, A. N. (1991). İnfertilitede stresle başetme, öğrenilmiş güçlülük ve depresyonun incelenmesi. Yayınlanmamış doktora tezi, Hacettepe Üniversitesi, Ankara.
- Skaalvik, E.M., & Skaalvik, S. (2009). Does school context matter?: Relations with teacher burnout and job satisfaction. *Teaching and Teacher Education*, 25(3), 518-524.
- Tortop, H.S (2012). The Relation of Physics Teachers' Leadership with Burnout Levels and Attitudes towards Change: Turkey Case. *IJGE: International Journal of Global Education*, 1(4), 19-25.
- Tümkiye, S. (1999). Öğretmenlerin Tükenmişlik Düzeyleri ve Kullandıkları Başa Çıkma Davranışları. *Türk PDR (Psikolojik Danışma ve Rehberlik) Dergisi*, 11, 26-35.
- Veninga, R. L., & Spradley, J. P. (1981). *The work stress connection: How to cope with job burnout*. New York: Little, Brown and Company.
- Wolpin, J., Burke, R. J., & Greenglass, E. R. (1991). Is job satisfaction an antecedent or a consequence of psychology burnout? *Human Relations*, 44(2), 193-209.
- Wood, T., & McCarthy, C. (2002). Understanding and preventing teacher burnout. ERIC Document ED477726.
- Yavuz, M. (2009). "An investigation of burn-out levels of teachers working in elementary and secondary educational institutions and their attitudes to classroom management" *Educational Research and Reviews* Vol. 4 (12), pp. 642-649.
- Yürür, Ş. (2011). Öğrenilmiş Güçlülük, Kıdem ve Medeni Durumun Duygusal Tükenmedeki Rolü: Kaynakların Korunması Teorisi Kapsamında Bir Analiz. *Atatürk Üniversitesi İktisadi ve İdari Bilimler Dergisi*, 25(1), 107-126.
- Zalaquett, C. and Wood, R. (Eds.)(1997). *Evaluating Stress: A Book of Resources*. Blue Ridge Summit, PA: Scarecrow Press.