



HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education
English Language Teaching Program

THE RELATIONSHIP BETWEEN ENGLISH TEACHERS' EMOTIONAL
INTELLIGENCE AND THEIR BURNOUT LEVEL

Gizem DURHAN

Master's Thesis

Ankara, (2019)

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İNGİLİZCE ÖĞRETMENLERİNİN DUYGUSAL ZEKALARI VE YIPRANMA
DÜZEYLERİ ARASINDAKİ İLİŞKİ

Gizem DURHAN

Master's Thesis

Ankara, (2019)

Acceptance and Approval

To the Graduate School of Educational Sciences,

This thesis / dissertation, prepared by **GIZEM DURHAN** and entitled "The Relationship between English Teachers' Emotional Intelligence and their Burn-out Level" has been approved as a thesis for the Degree of **Master** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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This is to certify that this thesis/dissertation has been approved by the aforementioned examining committee members on 12.10.2019 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Master's Thesis** in the **Program of English Language Teaching/Foreign Language Education** by the Board of Directors of the Graduate School of Educational Sciences on/...../.....

Prof. Dr. Ali Ekber ŞAHİN
Director of Graduate School of Educational Sciences

Abstract

This study aimed to investigate the relationship between emotional intelligence and burnout. Additionally, English as a foreign language (EFL) teachers' emotional intelligence and their levels of burnout were investigated as separate constructs in terms of specific demographic variables. In the methodology, quantitative research design was adopted and a correlational research was conducted. The participants were 166 English teachers among which are 129 females and 37 males. Participants work in public school in Giresun, Turkey. Ages of the participants ranged from 24 to 30 and their years of experience ranged from 1 year to 30 years. Assessing Emotions scale was utilized to measure English teachers' emotional intelligence, Teacher Burnout Scale was utilized to measure their level of burnout, and the correlation of the two constructs was analyzed. The findings of this study revealed that participants have high level of emotional intelligence and low level of burnout. Managing one's emotions, managing other's emotions, and utilizing emotions correlated negatively with participants' burnout level. Moreover, further investigation indicated that emotional intelligence could predict burnout. The findings of this study can be used to raise English teachers' emotional awareness and to take precautions to minimize teacher burnout.

Keywords: emotion, emotional intelligence, burnout syndrome, English teachers

Öz

Bu çalışmanın ana amacı duygusal zekâ ve mesleki tükenmişlik kavramları arasında bir ilişki olup olmadığını araştırmaktır. Buna ek olarak çalışmaya katılan İngilizce öğretmenlerinin duygusal zekâları ve tükenmişlik seviyeleri belirli demografik değişkenler açısından ayrı ayrı yapılar olarak ele alınıp mevcut durum betimlenmiştir. Araştırma yöntemi olarak niceliksel araştırma yöntemi benimsenmiştir ve korelasyon araştırması yürütülmüştür. Yapılan bu çalışmaya Giresun ilindeki devlet okullarında çalışan 129 kadın ve 37 erkek olmak üzere 166 İngilizce öğretmeni katılmıştır. Katılımcıların yaşları 23 ile 54 arası ve mesleki deneyimleri 1 ile 30 yıl arası değişmektedir. Katılımcıların duygusal zekâlarını ölçmek için Duygusal Zekâ ölçeği, tükenmişlik seviyelerini ölçmek için Öğretmen Tükenmişlik ölçeği kullanılmıştır. Elde edilen veriler sayesinde bu iki kavram arasındaki ilişki araştırılmıştır. Araştırma bulgularında katılımcıların genel anlamda yüksek duygusal zekâ düzeyine ve düşük mesleki tükenmişlik düzeyine sahip oldukları sonucuna varılmıştır. Yapılan detaylı araştırma sonucunda, duygusal zekânın mesleki tükenmişliği öngörebileceği sonucuna varılmıştır. Araştırmadan elde edilen sonuçlar, İngilizce öğretmenlerinin duygusal farkındalıklarını artırmak için çalışmalar yapılmasında ve tükenmelerini en aza indirgeyecek tedbirler alınması konusunda kullanılabilir.

Anahtar Kelimeler: duygu, duygusal zekâ, tükenmişlik sendromu, İngilizce öğretmenleri

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Symbols and Abbreviations

EI: Emotional intelligence

EFL: English as a foreign language

PE: Perception of emotion

MOE: Managing one's emotions

MO: Managing other's emotions

UE: Utilizing emotions

Chapter 1

Introduction

Different philosophers, psychologists, scientists and dictionaries have attempted to describe the term “intelligence” since the very early times. Defining intelligence is complicated for the reason that human intelligence includes different aspects. To illustrate, intelligence can simply be defined as the general mental ability to understand, learn, and apply knowledge. It can be used as an umbrella term for different mental abilities. It can be narrowed down to academic performance or it can be said that each type of intelligence is equally important. To illustrate the differences of the intelligence, different definitions are summarized below.

- The definition of intelligence was given in Oxford dictionaries as “the ability to acquire and apply knowledge and skills”.
- Gardner defines intelligence simply as “the capacity to solve problems or to fashion products that are valued in one or more cultural settings” (Gardner&Hatch, 1989, p. 5).
- Wechsler (1944, p.3) argues that intelligence is the ability to act on purpose, to think logically, and to interact successfully with the environment.

As a result of the indefinite nature of intelligence, different theories have been put forward. Psychometric theories attempted to clarify the structure of intelligence and believed in using mental tests to measure the intelligence. Charles E. Spearman (1927) discovered that people with high score of mental ability tests also had a tendency to do well on other tests. From his factor analysis, he concluded that two types of factors were the basis of individual differences in test scores. The first factor was general factor which was necessary for performance in any tasks related to intelligence. The second factor was more task-specific. A different point of view was developed by L.L. Thurstone (1938) and he elaborated the types and suggested that there were seven factors which were shown in the figure 1 below:

Table 1

Seven Intelligence Factors

Verbal comprehension	Verbal fluency
Number	Spatial visualization
Inductive reasoning	Memory
Perceptual speed	

Another theory of intelligence was put forward by Robert J. Sternberg (1985). He put forward the Triarchic Theory of Intelligence and categorized the intelligence into three aspects which were analytic, creative, and practical intelligences. Analytic intelligence was related to academic achievement. Creative intelligence was related to creating new ideas in new situations. Practical intelligence was related to adapting the environment.

Later, Howard Gardner (1983) proposed the multiple intelligences and claimed that human beings possess different distinct intelligences each of which are equally important and stated that we all understand and learn in different ways. Multiple Intelligences proposed by Gardner include:

Table 2

Multiple Intelligence Types

Linguistic	Logical-mathematical
Spatial-visual	Musical
Bodily-kinesthetic	Interpersonal
Intrapersonal	existential

Emotional intelligence first emerged in the literature in 1960s. Early studies that focused on emotional intelligence and how to measure it are often attributed to Wechsler, Thorndike, and Binet, who were much engaged in psychometrics (Fancher, 1985). Emotional intelligence has been conceptualized in different ways, and this has given rise to an increase of research that offers conflicting and confusing accounts. Salovey and Sluyter (1997) state that emotional intelligence should be different from traits and talents. It is better to consider EI as ability instead. They approach the emotional intelligence as ability and categorized the skills of EI into four-branches (ability model). Each branch of the model is considered as an umbrella term to include different competencies.

1. perceiving emotions (branch 1)
2. using emotions to facilitate thought (branch 2)
3. understanding emotion (branch 3)
4. managing emotions (branch 4)

To clarify, perceiving emotions requires detecting emotions from people's faces and understanding one's own emotions. To use emotions to facilitate thought requires being aware of one's emotions and the awareness to use emotions as a motive for particular thoughts and actions. To understand emotions requires understanding the signals of emotions and thinking of the possible reasons behind the emotions. Finally, managing emotions requires controlling the emotions to take positive actions (Salovey&Sluyter, 1997, p.8)

Petrides and Furnham (2000, 2001) approach emotional intelligence as a trait and proposed "trait model". They argue that trait and ability model of EI do not differentiate in theory. The distinction exists in measurement of the emotional intelligence. Specifically, trait model of emotional intelligence is measured through self-reports while the ability model of EI is measured according to performance (Petrides&Furnham, 2006, p.553). Trait emotional intelligence is defined as "a constellation of emotion-related self-perceptions and dispositions." by Petrides and Furnham (2003, p.40.) In the trait model, they focus on the self-perception of emotions and self-perception is assessed by self-reports.

Goleman (1998) proposed a mixed-model of EI that is defined through skills and competencies. It focuses on five important dimensions: (1) self-awareness (recognizing one's emotions, goals, motivations etc.), (2) self-regulation

(controlling emotions), (3) social scale (managing relations), (4) empathy (understanding the feelings of the others), and (5) self-motivation (being able to motivate oneself).

Bar-on (2000) also proposed a model of Emotional-Social Intelligence that differentiates between Emotional intelligence and social intelligence. With this model, Bar-on distinguishes emotional intelligence and social intelligence. Bar-on states that “emotional-social intelligence is a cross-section of interrelated emotional and social competencies, skills and facilitators that determine how effectively we understand and express ourselves, understand others and relate with them” (2006, p.3)

The common ground of the different definitions and models of emotional intelligence is that it enables us to understand how we feel, control our emotions in a positive way, and facilitate relationships with people. It can also be deduced that emotions are at the heart of our behaviors and social relationships. This is the same while teaching as teaching is a job that requires social and emotional interaction with students, administration, colleagues, and parents. Gkonou and Mercer (2017) clearly identify why emotional intelligence is important to study among English teachers. The first reason is the impact of Communicative Language Teaching (CLT). The main focus of CLT is on interaction, communication, and teaching environment. Considering the fact that CLT is a learner centered approach, the needs, interests and psychology of learners which are closely related to the emotional intelligence are important in language teaching. The second reason is the need for intercultural skills and empathy in the teaching process. Considering the globalization of the world due to technological innovations and the fact that culture and language is inseparable, teaching intercultural skills and empathy have become necessary. The last reason is the aiming to promote intercultural and communicative competence of learners.

As for burnout, it has been very popular among researchers ever since it emerged in the 1970s. Schaufeli, Leiter, and Maslach (2009, p. 205) resemble it to “the draining of energy” and define it as “the extinguishing of a candle.” Similarly when employees start to feel unmotivated toward their job, they gradually lose their energy. According to Schaufeli, Leiter and Maslach (2001), the concept of burnout is attributed to Freudenberg (1974) who borrowed a colloquial meaning in an illegal drug scene where devastating effect of chronic drug abuse was in

question. He coined the term to mean the volunteers in St Mark's Free clinic in New York who started to feel less motivated, emotionally exhausted and less committed to their jobs.

In an independent study, Maslach and Schaufeli (1993) found out that human resources employees also felt unmotivated toward their job. They used the term burnout to explain this psychological state. Maslach, Jackson, and Leiter (1996) gave the meaning of burnout as "a state of exhaustion in which one is cynical about the value of one's occupation and doubtful of one's capacity to perform" (p.20).

According to the article written by Maslach, Schaufeli, and Leiter (2001), the research studies about burnout have been in two stages: The pioneering phase and the empirical phase. In the pioneering phase, the studies aimed to explain the phenomenon. First examples of research studies came from Freudenberger (1974) with healthcare workers and Maslach et al. (1976) with human resources workers. Their attempts affected the clinical and social psychological perspectives in burnout research studies. Therefore, some research studies considered the term as an illness and focused on symptoms and reason of burnout while other studies focused on the correlational studies of burnout. In the empirical phase, research studies began to become more systematic, instruments were used to measure burnout, and a larger population was addressed. Maslach Burnout Inventory (MBI) was developed in 1981. Maslach, Schaufeli, and Leiter (2001) stated that "burnout was accepted as a type of job stress and it was interrelated with job satisfaction and organizational commitment" (p.401).

Finally, my teaching experience has led me to focus on burnout and emotional intelligence. In my 3 years of experience, I worked in three different types of schools. I have witnessed and experienced problems in communication with students, colleagues, and administration. I have worked with both tired and depressed teachers and happy and motivated teachers even at the same school. I sometimes lose my motivation. I have observed how motivation or will of the teachers affect their quality of teaching. To take an action, I decided to conduct a research on the burnout to understand how it affects English teachers and on emotional intelligence to find out their level of EI. With the findings of this study, solutions for burnout may be organized or necessary precautions can be taken to

prevent its reasons. Moreover, in-service trainings can be arranged to enhance teachers' emotional intelligence.

Statement of the Problem

The present study includes two main concerns about English teachers which were their perceived emotional intelligence and burnout level. Therefore, particular sections of this study were detailed separately. Starting with the positive impacts of having high emotional intelligence, it is known that having high emotional intelligence makes a significant contribution in teachers' professional life. Teachers with high EI are more aware of their emotions, they have more self-confidence, they perform more effectively, and they set more determined goals. These facts were reported by Asrar-ul-Haq, Anwar, and Hassan (2017) in their research about the effect of emotional intelligence on teachers' performance. Gkonou and Mercer (2017) summarize that emotionally intelligent teachers are better at coping with the emotional demand of the classroom and creating better classroom environment; experience low levels of teacher stress and high levels of job satisfaction. Knowing the fact that having high emotional intelligence is a positive trait, the emotional intelligence level of English teachers in Giresun was investigated. On the other hand, burnout has become a serious problem among teachers. The reason can be that teaching requires a great amount of effort both inside and outside of the classroom. Having strong feelings of burnout affects teachers' effectiveness, psychology and physiology. Perceived burnout level of English teachers in Giresun was investigated in this study in order to describe the case in the eye of English teachers. This study was conducted with teachers only in Giresun, Turkey due to convenience of sampling. Considering that teaching is an emotional job and emotionally intelligent teachers are expected to better cope with the job burnout, the main aim of this study was to detect the relationship between emotional intelligence and burnout if any.

Aim and Significance of the Study

As shown in the second chapter of this research, there are different research studies focusing on different aspects of both emotional intelligence and burnout. Some researchers studied the emotional intelligence level of students, teachers, and other occupations in terms of different demographic variables (Ezzi, Azouzi, Jarboui, 2016; Tosun, 2017; Todres, Tsimitsou, Stephenson, Jones, 2010;

Sakallıoğlu, 2017). Some researchers investigated the burnout level of different occupations and the causes of the job burnout (Acun, 2010; Bakır, Özer, Özcan, Çetin, Turan, 2010; Maraşlı, 2005; Toplu, 2012). Other researchers studied the correlation between burnout and other constructs such as happiness, creativity, and depression (Bakker & Oerlemans, 2016; Ghanizadeh & Jahedizadeh, 2016; Özipek, 2006; Tosun, 2017; Turan, 2015;). Cephe (2010) studied that burnout levels and reasons of English teachers. Gkonou and Mercer (2017) studied that emotional and social intelligence among English teachers. This study has shed a light on the emotional intelligence and burnout levels of English teachers in Giresun. Considering the fact that no previous study has been conducted on English teachers, their burnout level, and their emotional intelligence level, this study is the first in Turkey context to determine of emotional intelligence and burnout levels of English teachers. The results of this study can also be used for further studies that will seek the relationship between emotional intelligence and burnout constructs.

Research Questions

This study focused on emotional and burnout levels of English teachers in Turkey and the relationship between emotional intelligence and burnout. To clarify the concerns of the study, the following major research question were investigated:

- 1) What is the emotional intelligence profile of English teachers who participated in this study?
- 2) What is the burnout level of English teachers who participated in this study?
- 3) Is there a relationship between English teachers' emotional intelligence and burnout levels?
- 4) Is there a significant difference in emotional intelligence and burnout levels of EFL teachers by
 - a. age?
 - b. gender,?
 - c. years of teaching experience?
 - d. type of school the work in?

Assumptions

Contrary to positive sciences, it is not possible to control every aspect in a research in social studies. Assumptions on instruments, participants, or honesty can be necessary before carrying out a research. Before this study was carried out, several assumptions had to be made. In this study, it is assumed that:

1. Emotional intelligence and burnout constructs can be measured through scales.
2. The measurement instruments used to collect data are reliable and valid enough.
3. The participants will provide honest and sincere responses to the questions and or statements in the measurement instruments.
4. Findings of this study reflect the real scores of participants' emotional intelligence and burnout levels.

Prior to explaining the research methodology and findings of this study, assumptions mentioned above had to be clarified for the readers. By setting clear assumptions for a research, it will enable any reader to draw conclusions from this particular study more correctly.

Limitations

The first limitation of this study was the place it took place. Due to the convenience of sampling, the participants of this study were the teachers in Giresun, Turkey. Different cities or broader context need to be investigated to generalize the findings of this study. The second limitation was that the participants of this study work in Ministry of Education in Turkey. Therefore, the results of this study cannot be generalized to the teachers who work for other institutes and schools. The instruments of this study were based on self-report. The answers were open to any social and psychological bias from the participants. Considering that widely used and reliable scales were applied in this research, piloting was not conducted. However, this study was vulnerable to mistakes in procedural part.

Definitions

It is stated earlier that this study aimed to investigate the relationship between emotional intelligence and burnout concepts, and to describe the emotional intelligence and burnout levels of English teachers who participated in this study. Before explaining theoretical and conceptual developments of these concepts, Definitions of emotional intelligence and burnout needs to be further clarified.

Emotional Intelligence “involves the ability to perceive accurately, appraise, and express emotion; the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge; and the ability to regulate emotions to promote emotional and intellectual growth” (Salovey & Sluyter, 1997, p.10).

Burnout Syndrome “is a psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with other people in some (Maslach, Jackson, and Leiter, 1996, p.192).

Chapter 2

Literature Review

The literature review is offered in two main sections. The first section presents theoretical and conceptual development of emotional intelligence, definitions and various models, conceptualizations, approaches, methods of measuring, and the role of emotional intelligence and related studies in various fields including education (Petrides & Furnham, 2000, 2003) with greater emphasis on second language (L2) learning (Aki, 2006; Asrar-ul Haq, 2017; Ergün, 2011; Bakker & Oerlemans, 2016; Bora, 2012; Badagbo, 2018; Datskiv, 2017; Imai, 2010; Lopez, 2011; Öz, Demirezen, & Pourfeiz, 2015; Sucaromana, 2012; Tosun, 2017; Zadorozhna, Datskiv, & Levchyk, 2018). The second part presents the theoretical and conceptual development of burnout phenomenon, complexity of the construct and its overall nature, its measurement, and studies carried out so far to investigate the burnout with specific reference to L2 learning field (Alavinia & Ahmadzadeh, 2012; Sakallioğlu, 2017).

The main objective was to provide more insights on our appreciation of emotional intelligence and burnout phenomenon by special reference to the various theoretical and conceptual developments. Each section also covers some main empirical studies, e.g. Esmaeeli, Khalili Sabet, & Shahabi 2018; Humaira, 2018; Vaezi & Fallah, 2011, carried out on the emotional intelligence and burnout and their effects on various aspects of human life confirmed by substantial research in various fields.

Emotion

Emotions are at the center of the life. Humans make decisions with their emotions and emotions are basically our response to the environment. Therefore, answering the question "what is emotion?" or, put differently, defining emotion is a far more complex task. Chaplin and Krawiec (1979) put forward that the controversy over providing a proper definition of emotional processes among researchers had been the main reason for failure to develop a satisfactory theory of emotion. The term emotion is a very broad and multi-dimensional concept and has been subject of inquiry since 19th century and has not lost its importance in the field yet.

Emotion was literally defined by Oxford Dictionary as "a strong feeling deriving from one's circumstances, mood, or relationships with others". Elaborating on the earlier definition of emotion, Britannica defines it as "a complex experience of consciousness, bodily sensation, and behavior that reflects the personal significance of a thing, an event, or a state of affairs." However, researchers have put forward many different definitions or conceptualizations of emotion and related concepts. Hockenbury and Hockenbury (2007), for instance, defined emotion as "a complex psychological state that involves three distinct components: a subjective experience, a physiological response, and a behavioral or expressive response" (p.117).

Kleinginna and Kleinginna (1981) compiled 92 definitions of emotion and put them into 11 different categories. Kleinginna and Kleinginna (1981) put forward a thorough definition of emotion as "a complex set of interactions among subjective and objective factors" (p.355). These factors "(a) give rise to affective experiences such as feelings of arousal, pleasure/displeasure; (b) generate cognitive processes such as emotionally relevant perceptual effects, appraisals, labeling processes; (c) activate widespread physiological adjustments to the arousing conditions; and (d) lead to behavior that is often, but not always, expressive, goal directed, and adaptive." (Kleinginna & Kleinginna, 1981, p. 355)

Regarding teaching profession, emotions seem to affect every aspect of the teaching and learning process. They influence memory, attention as well as affective, motivational, and cognitive aspects of teachers (Heydarnejad, Fatemi Hosseini, & Ghonsooly, 2017). Heydarnejad et al. (2017) found that positive emotions highly correlated with student-centered styles, while negative emotions highly correlated with teacher-centered styles. From sociological and social-psychological perspectives, Hargreaves (1998) empirically stipulated the relationship between emotions and teaching profession, claiming that teaching;

- is an emotional practice;
- involves emotional understanding along with learning;
- is a form of emotional labor (p.838).

Hargreaves (2001) also asserts teaching, especially language teaching, is an emotion-driven process and, therefore, teaching knowledge and skills as well

as emotional practices of the teachers are not mutually exclusive; rather, they are supplementary and work in tandem during teaching and learning processes.

Emotional Intelligence

Emotional intelligence, according to Brackett, Rivers, and Salovey (2011), is an outcome of cognition and affect, which concern the interactive effect of cognitive and emotional processes to enhance thought and rapid evolution in intelligence models as an array of mental abilities influenced by Gardner's (1983) Multiple Intelligence Theory (MIT). Gardner's MI theory accelerated the emergence of EI theory. As a matter of fact, the intrapersonal intelligence concerning with one's perception of his/her own emotions and interpersonal intelligences which refers to understanding other peoples' emotions served as a framework to construct emotional intelligence. Emotional intelligence, therefore, can be considered, in this sense, as the offshoot of Gardner's MI theory, especially intrapersonal and interpersonal intelligences.

Brackett and Mayer (2003) underscore the difference between emotions and intelligence and maintain that Mayer and colleagues have always claimed that emotions and intelligence are different concepts and assert that emotions relate to "signals about relationships", while intelligence concerns "abstract reasoning" (p.1155). According to Brackett and Mayer (2003), Mayer and colleagues further argue "the correct definition of EI involves the ability to reason with emotions and of emotions to enhance reasoning" (p.1155). Put differently, emotional intelligence plays a mediation role between emotions and intelligence, centering primarily on the affective aspects of intrapersonal and interpersonal intelligences.

Mayer and Salovey (1990) introduced the notion of emotional intelligence as a tentative proposal. They refer to emotional intelligence as "the ability to monitor one's own and others' feelings, to discriminate among them, and to use this information to guide one's thinking and action" (p.189). Emotional intelligence originally consists of a set of interrelated mental abilities and entails an individual's "ability to reason validly with emotions and with emotion related information, and to use emotions to enhance thought" (Mayer, Caruso, & Salovey, 2016, p.296).

Mayer and Salovey (1990) differentiated EI from traits such as extraversion and self-confidence since they believed that those traits are an individual's preferences as social skills rather than being an ability to discover other persons'

feelings or thoughts. Later on, however, they revised the original definition of EI and defined it as being able to perceive and generate emotions with the aim of assisting thoughts and understanding emotions, and to manage emotions to “promote emotional and intellectual growth” (Mayer & Salovey, 1997, p. 35). Recently, Mayer et al. (2016) argue, “there is the possibility that emotional intelligence seamlessly operates as part a broader personal or social intelligence, or a combined socio-emotional-personal intelligence” and that emotional intelligence is likely to be “partly distinct from both personal and social intelligences” (p.298).

The new conceptualization of emotional intelligence consisted of four distinct yet related branches or dimensions, namely “perceiving”, “using”, “understanding”, and “managing” emotions (Mayer, Caruso, & Salovey, 2000; Mayer, Roberts, & Barsade, 2008; Mayer & Salovey, 1997; Mayer, Salovey, & Caruso, 2008). The first dimension of emotional intelligence, perceiving emotions, is concerned with identifying and recognizing emotions “in the self and others” (Brackett et al., 2011). Brackett et al., (2011) contend that one’s “ability to discriminate between honest and false emotional expressions in others is considered an especially sophisticated perceiving ability” (p.91). Mayer et al. (2016) maintain that, indeed, perceiving emotions branch begins first with identifying emotions existing in an individual’s “physical states, feelings, and thoughts” and “proceeding to such developmentally advanced tasks” (p.293).

The second aspect of emotional intelligence, i.e. using emotions, is concerned with “the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem solving” (Salovey & Grewal, 2005, p.281). In other words, using emotions enables an individual to focus on evidence from the milieu or people nearby (Brackett et al., 2011). In recent conceptualization of emotional intelligence, Mayer et al. (2016), argue that using emotions enables a person to “elect problems based on how one’s ongoing emotional state might facilitate cognition” (294).

The third aspect of emotional intelligence, i.e., understanding emotions, concerns with understanding and analyzing what emotions mean and their antecedents (Brackett et al., 2011). Perceiving emotions also pertains to a person’s capacity to “comprehend emotion language and to appreciate complicated relationships among emotions” (Salovey & Grewal, 2005).

Furthermore, Mayer et al. (2016) add 'emotional appraisal' and 'emotional forecasting' to the original conceptualization of this branch and maintain that these concepts "have experienced increased research attention and that have been directly related to emotionally intelligent reasoning" (p.293).

The fourth aspect of emotional intelligence, managing emotions or "reflective regulation of emotions", entails the capability to monitor, regulate, and adjust emotional responses both in ourselves, e.g. the experience of losing control of our emotions temporarily, sometimes embarrassingly, (Pourfeiz, 2014) and others (Akbari & Tavassoli, 2011; Aliakbari, & Abol-Nejadian, 2013; Brackett et al., 2011; Mayer et al., 2016; Mayer et al., 2008; Pourbahram & Hajizadeh, 2018; Salovey & Grewal, 2005). Managing emotions also concerns with one's ability to "experience a range of emotions while making decisions about the appropriateness or usefulness of an emotion in a given situation" (Brackett et al., 2011, p.91). As such, managing emotions is often used by most emotionally intelligent politicians in order to appeal to the audience emotions and arouse their feelings.

Schutte, Malouff, Hall, Haggerty, Cooper, and Golden (1998) also proposed a four dimensional model of emotional intelligence, more or less similar to Salovey and Mayer's (1990) EI model. Schutte et al., (1998) state that 'experience and expression' of emotions are manifestations of intelligence. Like Salovey and Mayor (1990), they offered a model with four subcomponents, namely "perception of emotions", "managing one's own emotions", "managing others' emotions" and "utilization of emotions". My conceptualization of emotional intelligence in the current research study was mainly grounded on Schutte et al.'s (1998) and Shutte, Malouff and Bhullar's (2009) EI model.

The emotional intelligence concept became popular by the publication of Goleman's book, *Emotional Intelligence: Why it can Matter More than IQ*, in 1995. Goleman's book greatly influenced later conceptualizations of emotional intelligence. Goleman (1995) introduced an integrated model of EI consisting of twenty-five competencies which were categorized into five groups (Boyatzis, Goleman, & Rhee, 2000) and had both cognitive and emotional sides to it. Goleman's integrated model of EI took the hot debate on theoretical structure of the EI into a new edge and gave rise to a theoretical structure of personality, linking it to job performance theory.

Goleman (1995, 1998) views EI as 'emotional competence' and defines it as an EI-based learned capability that results in exceptional job performance and as a set of competencies that principally entail self-control and self-motivation (Goleman, 1995). Drawing upon these conceptualizations of EI, Boyatzis et al. (2000) maintained that "emotional intelligence is observed when a person demonstrates the competencies that constitute self-awareness, self-management, social awareness, and social skills at appropriate times and ways in sufficient frequency to be effective in the situation" (p.345).

The EI construct, according to Goleman (1995, 1998), does not necessarily focus on problem solving features of intelligence. Rather, it is multifaceted and covers a set of positive attributes including "self-confidence", "conscientiousness", "self-awareness", "empathy", "social skills", and achievement motives untouched by available empirical evidence (Brackett & Geher, 2006). Other researchers (Bar-On, 1997a, 2000; Bar-On, Brown, Kirkcaldy & Thome, 2000; Bar-on & Parker, 2000; Petrides & Furnham 2001, 2003, 2006; Petrides, Pita, & Kokkinaki, 2007) also view EI as eclectic mixes of traits. Bar-On (1997a), for instance, defined emotional intelligence as "an array of noncognitive capabilities, competencies, and skills that influence one's ability to succeed in coping with environmental demands and pressures" (p.14).

Bar-On (2006) underscores the significance of these competencies and skills inherent in emotional intelligence and maintains that they "determine how effectively we understand and express ourselves, understand others and relate with them, and cope with daily demands" (p.14). Bar-On's (1997a) Emotional Quotient Inventory (EQ-i) is one of the most powerful tools developed to measure the trait type EI, which comprises five dimensions (Bar-on, 1997a, 1997b, 2004, 2006) along with 15 sub-dimensions. Alavinia and Ahmadzadeh (2012) summarize these dimensions as follows:

- 1. Intrapersonal, consisting of five subcategories of emotional self-awareness, assertiveness, self-regard, self-actualization, and independence*
- 2. Interpersonal, encompassing the three sub-skills of empathy, interpersonal relationship, and social responsibility*
- 3. Stress management, having as its subparts the two so-called categories of stress tolerance and impulse control*

4. *Adaptability, comprising the three divisions of problem solving, reality testing, and flexibility*

5. *General mood, entailing the two subscales of happiness and optimism”* (p.41).

Measures of Emotional Intelligence

Measuring emotional intelligence and choosing an appropriate method has been, and still continues to be, a controversial issue in scientific and educational areas. Scholars (Ciarrochi, Chan, & Bajgar, 2001; Ciarrochi, Chan, & Caputi, 2000; Ciarrochi, Chan, Caputi, Roberts, 2001; Freudenthaler & Neubauer, 2005; Muharlisiani, 2018; Petrides & Furnham, 2000a, 2000b, 2006; Papadogiannis, Logan, & Sitarenios 2009; Petrides, Furnham, & Mavroveli, 2007; Ruvalcaba-Romero, Fernández-Berrocal, Salazar-Estrada, & Gallegos-Guajardo, 2017; Schutte et al., 1998, 2009) often make a distinction between typical (trait) EI or ‘emotional self-efficacy’ which is measured through self-report questionnaires and ability EI or ‘cognitive-emotional ability’ which is measured through maximum-performance tests based on items with correct and incorrect answers (Petrides & Furnham, 2003; Petrides, Frederickson, & Furnham, 2004). Schutte et al., (2009) argue that although these two conceptualizations of emotional intelligent construct seem to be viewed as mutually exclusive by some scholars (Mayer, Salovey, & Caruso, 2000a, 2000b; Petrides & Furnham, 2003), both are “important and complementary dimensions of adaptive emotional functioning” (Schutte et al., 2009, p.120).

Petrides et al., (2004) state that trait emotional intelligence entails a “constellation of behavioral dispositions and self-perceptions concerning one’s ability to recognize, process, and utilize emotion-laden information” (p.278). Likewise, Dewaele, Petrides, and Furnham (2008), relating emotional intelligence to individual differences, maintain that trait emotional intelligence is concerned with “individual differences in emotion-related self-perceptions, such as emotion control, emotion expression, empathy, and adaptability” (p.913). Put differently, emotional self-perception is the key factor in trait EI and, essentially, as Rani and Thyagarajan (2018) rightly put it, trait EI “evaluates how an individual perceives their emotional abilities” (p.45) which, consequently, influence behavior and perceived cognitive and behavioral abilities of individuals in daily life. It is believed,

therefore, that individuals who possess higher levels of trait EI are more likely to regulate their emotional responses and actions over time and control their stress using their self-confidence and assertiveness (Petrides & Furnham,2001).

The ability EI, however, is viewed “as a cognitive ability” which pertains to “cognitive processing of emotional information” (Saklofske, Austin, & Minski, 2003, p.708) and concerns an individual’s “actual ability to recognize, process, and utilize emotion-laden information” (Petrides et al., 2004, p.278). As an ability-type construct, the ability EI uses maximum performance as its basis for collecting information and, thus, it should be measured by ability-type tests.

In their evaluation of emotional intelligence tests and scales, Papadogiannis et al., (2009, p.43), suggest two approaches to measuring EI. The first approach is a “mixed model” approach which generally uses self-report tools to measure a diversity of human attributes including “cognitive”, “personality” and “affective” attributes (Pourfeiz, 2014). One of the preeminent instrument in this approach is Bar-On’s (1997a, 2004) Emotional Quotient Inventory (EQ-i) which views emotional intelligence as “an array of interrelated emotional and social competencies, skills and behaviors that impact intelligent behavior” (Ruvalcaba-Romero et al., 2017, p.2). The Schutte et al.’s (1998, 2009) Self-Report Emotional Intelligence Test (Schutte and the Emotional Competence Inventory (ECI: Boyatzis et al. 2000; Boyatzis & Sala, 2004; Sala, 2002) which considers emotional intelligence “as an assortment of emotional and social competencies that contribute to managerial performance and leadership” (Ruvalcaba-Romero et al., 2017, p.2) are also two well-known and widely –used instruments used for measuring trait-type EI.

The second approach, according to Papadogiannis et al., 2009), is “the ability model” approach which measures both emotions and cognition together (Salovey, Mayer, Caruso, & Lopes, 2001) and is characterized as “the ability to perceive, understand, manage and use emotions to facilitate thinking” (Ruvalcaba-Romero et al., 2017, p.2). Mayer et al.’s (2002a, 2002b) Emotional Intelligence Test (MSCEIT) is the best-known instrument to measure ability-type EI.

To sum up, in line with the three different models of emotional intelligent discussed in previous section and current section, i.e. Mayer et al.’s (1990) cognitive or ability model, Bar-On’s (1997a, 1997b) noncognitive model, and Goleman’s (2006) integrated model which “views EI as an assortment of emotional

and social competencies that contribute to managerial performance and leadership” (Ruvalcaba-Romero et al., 2017, p.2), it can be concluded that three branches of best known emotional intelligence tests exist in the literature (Alavinia & Ahmadzadeh, 2012; Boyatzis et al., 2000; Bracket & Mayer, 2003; Mayer, Salovey, Caruso, & Sitarenios, 2003; Saklofskea et al., 2003), each using different types of scales, namely ability or maximum performance, “self-report, and observer or informant rating scales” (Alavinia & Ahmadzadeh, 2012,p.40), respectively. As stated earlier, our conceptualization of emotional intelligence mainly draws upon Schutte et al.’s (1998, 2009) model since the main objective is to measure trait-type emotional intelligence.

Empirical Studies on Emotional Intelligence

There has been a growing focus in exploring the role of emotional intelligence in educational, health and nursing, job performance, and L2 learning. Asrar-ul- Haq, Anwar, and Hassan (2017), for instance, investigated the impact of emotional intelligence on 166 teachers’ job performance in a Pakistani context. They used Salovey and Mayer (1990) model of EI as the conceptual framework. The results of the study showed that emotional intelligence greatly affected the teachers’ job performance. Furthermore, the findings showed that “emotional self-awareness”, “self-confidence”, “achievement”, “developing others” and “conflict management” dimensions positively and significantly related to teacher’s job performance.

Pourfeiz (2014) investigated the relationship among Multiple Intelligence profiles, Emotional Intelligence, Learning Styles and Academic Achievement among prospective English teachers in a Turkish context. The results revealed that nearly eight in ten (80.19%) of the participants had higher levels of emotional intelligence and that Perception of emotions (PE), managing one’s own emotions (ME), and utilization of emotions (UE) subscales of emotional intelligence significantly predicted academic achievement, totally accounting for 41.5% of variance observed in academic achievement of prospective English teachers. Additionally, the perception of emotions and utilization of emotions emerged as the strongest predictors of academic achievement.

Koçoğlu (2011) explored the relationship between Turkish EFL pre-service teachers’ (N=90) “sense of efficacy” and their emotional intelligence level. The

results showed a significant positive correlation between EI and Turkish EFL pre-service teachers' efficacy beliefs. They argued that pre-service EFL teachers' emotional intelligence profiles and their efficacy beliefs are prominent in teaching process. The findings further revealed that, compared with teachers with low efficacy and low EI, teachers with high efficacy beliefs and high EI capacities are more likely to participate in much more productive teaching strategies.

Razavi (2014) examined the relationship between teachers' emotional intelligence and their personality traits in an Iranian context. A total of 85 EFL teachers participated in the study and filled out The Big Five Inventory Personality Test (John & Srivastava, 1999) and Bar-On's (1997) EQ-I test. The findings of the study showed that problem solving subscale had the highest positive correlation with agreeableness, whereas it had the highest negative significant correlation with neuroticism. Esmaeeli, et al. (2018) investigated the relationship between emotional intelligence and speaking skills of 96 advanced Iranian EFL learners. The results showed a significant correlation between emotional intelligence and speaking score of advanced EFL learners.

Zadorozhna et al. (2018) investigated the development of 70 pre-service EFL teachers' emotional intelligence by means of reflection in Ukrainian context. The participants were asked to engage in reflective practice by means of three reflective tools – writing journals, reflective portfolios, and reflective classroom discussions. The results indicated that systematic reflection develops pre-service foreign languages teachers' emotional intelligence and that classroom discussions emphasized on the necessity of reflection in a foreign language (L2) classroom for personal and professional improvement. The findings also showed a significant relationship between the participants' emotional intelligence level and their reflective skills development.

Conceptual Development of Burnout

The term burnout was first coined by Freudenberger, an American psychiatrist, in 1974. Examining human service workers work experience and behavior, he noticed that human service workers show symptoms of exhaustion and lose their motivation and commitment after long and extensive stressful conditions. Therefore, an individual's 'lack of enough recourse to cope with work demands' (Khezerlou, 2012, p. 14) was the key factor resulting in burnout which

was then defined by Freudenberger as “the state of physical and emotional depletion resulting from conditions of work” (Freudenberger, 1974, p.160).

Maslach (1976), an American social psychologist, however, viewed burnout as an outcome of situational discrepancy between individual’s efforts and activities and the amount of intended benefit received by those they had planned to help. Put differently, burnout occurs when individuals, e.g. teachers, human service workers, feel their efforts has no benefit to the clients and, thus, due to lack of accomplishment, they start blaming either the clients or themselves for the failure. She, then, provides the first pre-eminent definition of burnout and defines it as “syndrome of emotional exhaustion and cynicism that occurs frequently among individuals who do ‘people-work’ of some kind” (Maslach, 1976, p.99).

Drawing upon the initial conceptualization of burnout construct, Maslach and Jackson (1981, 1985) offered one of the best-cited, widely accepted, and three dimensional conceptualization of burnout. They defined it as a “syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do “people work” of some kind” (Maslach and Jackson, 1985, p. 837). Indeed, emotional exhaustion (EE), depersonalization or cynicism (DP), and reduced personal accomplishment (PA), three pillars of burnout concept, construe it as a psychological syndrome both in teacher burnout and burnout in other professions. In their recent conceptualization of burnout, Maslach and Leiter (2016) also assert, “burnout is a psychological syndrome emerging as a prolonged response to chronic interpersonal stressors on the job” (p.103). They further argue that an “overwhelming exhaustion”, “feelings of cynicism and detachment from the job” and “a sense of ineffectiveness and lack of accomplishment” are three building blocks of burnout (Maslach & Leiter, 2016).

Other conceptualizations of burnout appeared in literature in subsequent years and all tried to approach this psychological issue from different perspectives. Although there is no consensus about definitions and conceptualizations of the construct, all new conceptualizations and definitions have something in common. They commonly consider burnout as a common psychological negative phenomenon or syndrome (Farber, 1984a, 1984b, 1991, 1999; Goutas, 2008; Haberman, 2004; Marek, Schaufeli, & Maslach, 2017; Maslach 1982; Pines, 1993). Farber (1991) claims that burnout is the outcome of a professional syndrome and it results from “individual’s perception of a significant discrepancy

between effort (input) and reward (output)” (p.24). Burnout, in this sense, pertains to “physical exhaustion and different psychological symptoms such as irritation and lower self-esteem” (Beusaert, Froehlich, Devos & Riley, 2016, p.350). Likewise, Schaufeli (2017) views burnout as “a psychological condition that is rooted in a specific historical and socio-cultural context” (p.125).

Gold and Roth (1993) identify burnout as an ongoing and gradual process emanated from individual’s unmet needs and unfulfilled expectations that eventually diminish their self-esteem. Pines and Aronson (1981) offered a dichotomous model of burnout and essentially made a distinction between ‘tedium’ which is caused by experiencing any kind of pressure and burnout which occurs as a result of a specific type of pressure, with emotional type as being the core. However, Pines and Aronson (1988) revised their model and suggested a three-dimensional model of burnout which consists of three constituents of a) physical exhaustion concerning low energy, enduring fatigue, and weakness or feebleness which may cause several health problems; b) emotional exhaustion concerning emotional vulnerability such as feelings of helplessness, desperateness, sense of alienation, and entrapment; and 3) mental exhaustion which concerns the development of negative, dissatisfactory, and often futile attitudes toward one’s self, work, and life itself (Alavinia & Ahmadzadeh, 2012; Khezerlou, 2012; Pines & Aronson, 1988).

Burnout, Depression, and Stress

Ever since the concept was introduced by Freudenberg in 1970s, there has been a plethora of fuzzy definitions of burnout in related literature. However, through time, vivid definitions of the construct offered by the scholars. Most scholars often make a distinction between burnout as a psychological negative syndrome and other overlapping psychological and affective concepts such as stress, depression, anxiety and so on. Depression and burnout are interrelated, have common backgrounds and may consequently contribute to each other. For instance, stresses intrinsic to job may lead to both depression and burnout. Schaufeli (2017) argues that exhaustion is the core symptom of burnout, which potentially links burnout with depression. In other words, exhaustion is a key and central factor both in burnout and depression. However, Farber (1991) argues that even though depression and burnout share overlapping antecedents, they are

triggered by different events. While depression is caused by intra-psychic events, burnout is the outcome of work conditions.

Bianchi and Schonfeld (2018), however, claim that burnout seems “to overlap with depression in terms of symptomatology and etiology” and that from etiological point of view, “unresolvable stress, which is thought to play a causative role in burnout, is critically involved in the development of depression” (p.532). They also state that burnout and depression “a) correlate highly with one another; b) cluster together; c) overlap in terms of nomological networks; and d) be underlain by a single latent dimension” (p.537). Additionally, Bianchi, Schonfeld, and Laurent (2019) claim that burnout construct seems to suffer from four main problems:

- “what constitutes a case of burnout is unclear,
- the basic conceptualization and operationalization of burnout are ill aligned,
- burnout is unlikely to be the specifically job-induced syndrome it has been posited to be,
- the discriminant validity of the burnout construct is unsatisfactory” (p. 36).

They further assert that these fundamental problems make burnout research questionable, impose bad effects on workers’ health, and prevent generating confident recommendations. Put differently, burnout construct, at present state of affairs, does not contribute to job-related health. However, depression may help job-related health experts to deal with burnout stalemate since it is “diagnosable” and, like burnout, it “can be studied dimensionally from both an individual and a social standpoint” (Bianchi et al., 2019, p.36). Likewise, evaluating a group of 92 research studies carried out to understand the nature and underlying factors of burnout, Schaufeli (2017) summarizes the relationship between depression and burnout as follows:

“1) symptoms of burnout and depression overlap, and most burned-out workers also exhibit depressive symptoms; 2) burnout and depression levels are moderately to highly correlated, particularly so far as the exhaustion component of burnout is concerned; 3) results regarding the causal link between burnout and depression are heterogeneous; 4) somatic

and biological levels of analysis seem to suggest some degree of distinctiveness; and 5) burnout and depression are found to differ in regard to their links to both job-specific (burnout), and to generic (depression), factors” (p.118).

Stress, according to Lloyd (2010), is a role- and job- based phenomenon and also byproduct of interaction between an individual and the environment. It is also a “condition of disequilibrium within the intellectual, emotional and physical state of the individual” (Gold & Roth, 1993, p. 17). Similarly, Montero-Marín et al., (2014) maintain that “Stress is the result of a relationship with the environment in which an individual interprets as being very important for his/her personal welfare, and whose demands or requirements exceed the available resources with which to cope with them” (p.233). They further add that stress may exist regardless of objectively sufficient resources due to either predisposition to stress or hypersensitivity caused by such factors as personality traits, behavior patterns, and also mistaken beliefs.

Considering cause and effect relationship, stress may result in burnout but burnout does not necessarily cause stress (Lazarus, 1993, 1999; Sinval, Queirós, Pasian, & Marôco, 2019). Besides, as stated earlier, burnout is a generally negative psychological syndrome and often with negative effects. Stress, however, may lead to both positive and negative effects. Sustained and prolonged stress, however, may cause sleeping problems, decreased attention, depression, burnout (Khezerlou, 2012) and loss of well-being and illness (Sorgaard et al., 2007).

A Focus on Teacher Burnout

Burnout is often regarded as an unbiased phenomenon ubiquitous in all professions, which can habitually touch all employees. Teacher burnout concerns decreased well-being caused by prolonged stress in workplace. Maslach and Jackson’s (1981) social-psychological model, consisting of emotional exhaustion, depersonalization, and reduced personal accomplishment dimensions, is generally used to characterize teacher burnout even though other models have also been introduced to the scientific research field in recent years, e.g. Richmond, Wrench, & Gorham (2001) and Richmond, Gorham, & Wrench (2009). Maslach and Jackson’s (1981) social-psychological model consists of three main dimensions: a)

emotional exhaustion, b) depersonalization, and c) reduced personal accomplishment.

Emotional exhaustion entails emotionally drained feelings and a lack in energy and psychological well-being. Stated otherwise, one feels being exhausted with one's work, experiences a feeling of being 'wornout', and has run out of teaching resources (Fivesa, Hammana, & Olivarez, 2007). Depersonalization concerns "detached" and negative attitudes toward the job itself as well as people, experiencing a feeling of uncaring toward clients and sub- and super-ordinates (Beausaert et al. 2016; Khezerlou, 2012). Khezerlou (2012) contends that depersonalization happens "when the teacher develops negative feelings and cynical attitudes towards his/her students and perhaps even the school community, and when he/she interacts with students less frequently" (p.22).

Reduced personal accomplishment, also known as professional inefficacy (Bresó, Salanova, and Schaufeli, 2007), entails a feeling of decrease in one's sense of proficiency and accomplishment (Beausaert et al., 2016; Khezerlou, 2012; Maslach & Leiter, 1997). In other words, teachers may negatively evaluate their activities and accomplishments and even their teaching profession, and as a result of this negative self-evaluation, they may develop in themselves a sense of demoralization, distress, and utter failure (Fivesa et al., 2007).

Burnout, more specifically teacher burnout, is by no means a single phenomenon that occurs with relatively consistent origin in all individuals regardless of underlying factors that may trigger and provoke it differently in different work conditions. According to Farber (2000b), there are three subtypes of burnout:

- "First, a 'wornout' subtype, wherein an individual completely gives up and no longer wants to continue his/her job due to too much stress and too little satisfaction.
- Second, a 'classic' or 'frenetic' burnout wherein an individual works hard in pursuit of sufficient gratification or accomplishment to cope with the stress experienced.
- Finally, an 'underchallenged' burnout, wherein an individual does not experience excessive stress per se; rather, monotonous and

unstimulating work conditions with insufficient rewards make him/her to experience a feeling of demoralization and failure” (p.678).

Farber (2000b), also maintains that it becomes difficult task for worn-out teachers to renew their sense of dedication and care. They don't respond to stress by working harder. Conversely, they try to cope with stress by working less hard, and, by so doing, they try to “balance the discrepancy between input and output by reducing their input” (Farber 2000b, p.678). Put another way, wornout teachers “act as if they believe that regardless of how hard they work, the results will be disappointing” (Farber, 2000b, p.678). He further argues that these teachers believe their actions will be of no help to achieve the intended goals. Montero et al. (2009) characterize the worn-out type under five subdivisions and state that:

“Worn-out workers present: "neglect", as a lack of personal involvement in work-related tasks, leading one to give up as a response to any difficulty; "lack of control", as the presence of feelings of desperation caused by absence of control over results; "lack of acknowledgement", when one feels the organization he or she works for does not acknowledge efforts and dedication; "difficulties", as a feeling of oppression owing to the lack of resources and difficulties preventing one from performing effective work; and "depression", as the presence of depressive symptomatology” (p.11).

Montero et al. (2009) clarify frenetic type burnout as “a category of subjects who are committed to their work, and who invest of an enormous amount of time and effort in his or her dedication to work” (p.24). They further argue that as a reaction to feelings of dissatisfaction, these subjects tend to increase their inputs. They feel high levels of exhaustion and spend long hours to cope with the problems, and maybe are involved simultaneously in different tasks (Montero-Marín et al., 2013; Montero-Marín et al., 2012), and, as Farber (1990) rightly puts it, "in response to frustration work increasingly harder" (p.35). Regarding teacher burnout, Farber (2000b) argues that when teachers with frenetic type of burnout face with "adversity and anticipated failure, these teachers often intensify their efforts and do everything possible to make classroom success more likely." (p. 682)

The underchallenged type of burnout concerns demotivated subjects who no longer show motivation and interest in their job, and, in fact, fulfill their work tasks reluctantly and superficially (Montero et al., 2009). Put differently, they are

“empty of challenges, motivation or desire for engagement” (Montero- Marín et al., 2009, p.7). According to Farber (1990), teachers with underchallenged type of burnout "perform their work perfunctorily, having lost interest in work they now find unchallenging" (p. 35), and also "feel stuck doing the same things every year and who, as a result, feel moribund, stale, left behind" (Farber, 1991, p. 122).

Sources of Burnout

As stated earlier, burnout is an ongoing process that develops through time and is triggered by so many different causes. It was also argued that burnout is not a single phenomenon; rather, it is a ‘multifaceted’ and ‘multi-factorial’ construct influenced by various internal (personal) and external (organizational) factors. Therefore, in order to better understand burnout, both internal and organizational factors should be taken into consideration though external or organizational factors such as workload, lack of social support, fringe benefits, bureaucracy, just to name a few, seem to gain upper hand in triggering burnout. Maslach and Leiter (2016) state that certain “situational and individual” factors lead to burnout, and, consequently, burnout gives rise to certain situational and individual upshots.

Apart from earlier models of burnout which mainly focused on the relationship between three dimensions of burnout occurring in sequential stages (Maslach, 1976; Maslach & Jackson, 1981, 1986), recent developmental models of ‘demands-resources’ center around demands-resources relationship and imbalances in workplaces. The Job Demands-Resources (JD-R) model proposed by Bakker and Demerouti (2007) posits that burnout arises due to the imbalance between persistent “job demands and inadequate resources available” to cope with and to decrease those demands (Bakker & Demerouti, 2007; Maslach & Leiter, 2016; Maslach, Leiter, & Jackson, 2016). The Conservation of Resources (COR) model offered by Hobfoll and Freedy (1993) postulates that burnout is the outcome of incessant threats to existing resources as well as an individual’s strive to maintain threatened resources. It is, indeed, claimed that “the loss of resources or even the impending loss of resources may aggravate burnout” (Maslach & Leiter, 2016, p.105).

Leiter and Maslach (2004) offered “an imbalance model of burnout”, referred to as “Areas of Worklife (AW) model” that structures professional stressors on the basis of “person-job imbalances”, or “mismatches” that take place

in six key areas of “workload, control, reward, community, fairness, and values” (Maslach & Leiter, 2016, p. p.105). Maslach and Leiter (2016) argue that incongruities in these six key areas potentially touch a person’s burnout level and this “experienced burnout level” in turn causes a variety of consequences including “job performance, social behaviors, and personal wellbeing” (p.105). Maslach and Leiter (2016) further assert that “the greater is the mismatch between the person and the job, the greater the likelihood of burnout; conversely, the greater the match, the greater the likelihood of engagement” (p.105).

In the same vein, Maslach, Schaufeli, and Leiter (2001) claim that burnout takes place due to a lack of fit, or mismatch, between demands and resources. Byrne (1999) claims that three categories of factors, i.e. background, organizational, and personality factors (John, & Srivastava, 1999), greatly affect burnout. Like burnout in other professions, therefore, sources of teacher burnout can be categorized into three factors, namely background/demographic variables, individual/personal characteristics, and organizational factors.

Ghanizadeh and Jahedizadeh (2015) provided a long list of burnout resources including “age, work pressure, lack of parental interest, reduced self-esteem, unpleasant classroom environment, student disrespect, role overload, teacher misjudgment, student misbehavior, lack of shared decision-making, pedagogical barriers, demonization, pupil’s lack of motivation, personality types, role conflict, lack of sociability, lack of received mindfulness intervention, lack of time to prepare lessons, number of students, and poor aspirations” (p.31).

Khezerlou (2012) makes a distinction between variables and factors in teacher burnout and argues that variables do not directly affect burnout, whereas factors exercise direct effect on burnout processes. Variables include such socio-demographic features as nationality, gender, age, marital status, education level, years of teaching experience, and employment status. Factors, however, are categorized into three main areas:

- Individual factors concerning “professional self-esteem, teacher self-efficacy, value incongruence, and competence self-evaluation”. (p.67)
- School-level factors encompassing workload, student misbehavior, oversized classes, mixed-ability classes, teaching materials, and social support

- Administrative factors concerning teacher autonomy, reward adequacy, fairness and fringe benefits

Empirical Studies on Burnout

Clarifying the burnout itself and with regards to education field, researches and studies about the concept of burnout are explained in this part. Over the past few decades, a significant body of research (Alavinia & Ahmadzadeh, 2012; Acun, 2010; Bakker & Oerlemans, 2016; Bakır, Özer, Özcan, Çetin, & Turan, 2010; Bianchi, Schonfeld, & Laurent, 2019; Cephe, 2010; Ghanizadeh & Jahedizadeh, 2016; Kaya, 2008; Khezerlou, 2012; Laurențiu, Sulea, & Iancu, 2017; Momenian, 2009; Montero et al. 2016, 2009, 2014; Özipek, 2006; Sinval, et al., 2019; Sonnentag, 2017; Toplu, 2012; Tosun, 2017; Turan, 2015) has investigated burnout in relation to various variables in L2 learning and teaching profession and other professions as well.

Bakker and Oerlemans (2016), for instance, examined the way enduring job burnout and engagement affect the impact of daily work activities on momentary need satisfaction and happiness. They used the day reconstruction method (DRM) to collect data from different occupations. They found that “time spent on (a) core work tasks; (b) administrative work tasks; (c) client interactions; (d) interactions with colleagues; and (e) meetings negatively related to need satisfaction on the task level for employees high (vs. low) in enduring burnout” (p.923). Their findings also showed that all these variables positively correlated “to need satisfaction on the task level for employees high (vs. low) in enduring work engagement” (p.923).

Khezerlou (2012) carried out a cross-cultural research to investigate the effect of individual, school-level, and administrative-level factors on burnout levels of Turkish-Iranian EFL teachers. The findings revealed that professional self-esteem, workload, and fairness appeared as the strongest predictors of EE, DP, and PA among Iranian teachers, while value incongruence, social support, and teacher autonomy emerged as the strongest predictors of EE, DP, and PA among Turkish EFL teachers. Additionally, administrative factors were found to be the main sources of burnout among Iranian teachers, whereas Turkish teachers reported school-level factors as the main cause of burnout.

Ghanizadeh and Jahedizadeh (2016) explored the association among teaching style, creativity, and burnout level of EFL teachers. They used Grasha's

Teaching Style Inventory, Maslach Burnout Inventory (MBI-ES), and the English Language Teacher Creativity Scale (ELT-CS). The findings revealed that teacher creativity influenced the participants' preferred teaching style and that teacher creativity significantly and positively predicted "facilitator" and "delegator" styles, while it negatively predicted "authority" and "expert". The findings also showed that three teaching styles. i.e. "model, facilitator, and delegator", greatly helped to prevent burnout, while "expert" and "authority" had no important role in predicting burnout. They further found that teacher burnout had a debilitating role in creativity among EFL teachers.

Rey, Extremera, and Pena (2016) investigated direct relationship among "emotional competence", "perceived stress", and "burnout" level of 489 Spanish teachers on one hand, and mediating role of perceived stress in relating emotional competence to teacher burnout symptoms, on the other. The findings showed significant correlation among emotional competence, perceived stress and teacher burnout symptoms in the expected pathway. The results of "mediational analysis" further revealed that perceived stress mediated, to some extent, the relationship between emotional competence and burnout dimensions. They concluded that higher levels of emotional competence can potentially enhance the ability to deal with burnout symptoms by decreasing perceived stress.

Tosun (2017) examined the relationship between emotional intelligence and burnout perceptions of classroom teachers in a Turkish context. Bar-On's emotional Quotient inventory (EQ-i) and Maslach and Jacksons' (1981) Burnout inventory (MBI) were employed to collect the data. She identified that emotional intelligence, stress management, interpersonal relations, and self-consciousness sub-dimensions appeared as the significant predictor of emotional exhaustion, depersonalization, self-accomplishment and self-failure.

Cephe (2010) carried out a study to explore teacher burnout among a group of English instructors to pinpoint the main factor(s) that lead to burnout among English instructors at a diversity of levels. First, he utilized a survey research model to discover the participants' (N=37) experiencing burnout and categorize them into various burnout levels. Next, he administered an interview with 12 instructors selected randomly suffering from four various levels of burnout. The findings indicated that the instructors unanimously believed that micro variables, i.e. administrative applications in the institution, were the major factor of their

burnout. Furthermore, they found that the instructors experiencing higher levels of burnout showed "Alienation to professional identity" conduct.

Alavinia and Ahmadzadeh (2012) explored the relationship between burnout and emotional intelligence of 75 high school EFL teachers in West Azerbaijan Province/ Iran. They used Maslach Burnout Inventory-Educators Survey (Maslach, Jackson, & Leiter, 1996) and Bar-On's (1997a, 1997b) EQ-i (1997a, 1997b), for data collection. The findings demonstrated that emotional intelligence correlated negatively with burnout and, thus, emerged as a potential predictor of burnout. Furthermore, they discovered that age and teaching experience positively correlated with emotional intelligence whereas age and teaching experience correlated negatively with teacher burnout.

Srivastava et al. (2019) examined the relationship between "employee silence" and "job burnout" and the potential mediating role of emotional intelligence in the "silence-burnout" relationship among 286 managers from four different states in India. Their findings revealed that there was a negative correlation between employee silence and job burnout and that emotional intelligence served as a mediator between employee silence and job burnout. Laurențiu et al. (2017) examined the "cross-lagged effects" between burnout and "work engagement" (WE). They found insignificant cross-lagged effects between burnout and work engagement on one hand, and significant mutual cross-lagged effects between "exhaustion" and "work engagement", at 12-month time lag, on the other.

Cohen and Abedallah (2015) used Schutte et al.'s (1998) scale to explore the relationship between emotional intelligence and burnout among primary school teachers. Their findings revealed negative relationship between emotional intelligence and dimensions of burnout, with strong correlation between emotion appraisal and depersonalization. Similarly, Karakuş (2013) found that emotional intelligence negatively affected burnout in females, while stress and anxiety partially determined burnout in males.

Emotional Intelligence and Burnout

It is believed that emotions greatly affect academic achievement (Petrides & Furnham, 2003) and that there is a significant association between positive academic emotions and positive learning experiences, while negative emotions are generally associated with negative experiences (Sinclair, Jang, Azevedo, Lau,

Taub, & Mudrick, 2018). Likewise, Öz et al. (2015) state that emotions are central to L2 achievement and maintain that “higher levels of emotional intelligence can serve as a driving force and motivation for language achievement” (p.417). They further argue that the higher the emotional intelligence profiles, the more positive attitudes towards L2 learning can be expected.

In the same vein, it is argued that burnout may exercise a strong influence on both teacher and student performance. Alavinia and Ahmadzadeh (2012, p.38) assert that “Not only does burnout have detrimental effects on the teacher’s general sense of well-being as well as on his/her instructional attempts”. That is to say, if the teachers are not prepared to cope with the harmful consequences of stressors, this might result in burnout, job dissatisfaction, and, finally, quitting the job. From an existential perspective, Pines (1993) relates burnout to emotions and perceives burnout as a “negative state of physical, emotional, and mental exhaustion that is the end result of a gradual process of disillusionment and is typically found among highly motivated individuals who work over long periods of time in situations that are emotionally demanding” (p.51).

It is also perceived that emotional intelligence has a great role in decreasing job-related stress and helps a lot to reduce negative moods levels and to develop positive emotional states (Mérida-López & Extremera, 2017; Zeidner, Matthews, & Roberts, 2012). It is also claimed that (Srivastava et al., 2019) workers with high emotional intelligence are more likely to use their understanding of their own emotions and others’ emotions to obtain and conserve resources. Srivastava et al. (2019) further assert that high-EI workers are more adept at avoiding conflicts and other circumstances that contribute to job burnout and “when experiencing stress, high-EI workers may choose more effective coping strategies, which contribute to positive mental health” (p.1050).

Teaching is often viewed as a high-risk profession since so many occupational risk factors impose great effects on educators’ health (Hakanen, Bakker, & Schaufeli, 2006; Mérida-López & Extremera, 2017). As stated earlier, teachers need lots of coping strategies to cope with a wide variety of intrinsic job-related stressors, both at school level and administrative level, such as workload, workplace stressors, social support, and problems that have to do with classroom management (Alarcon, 2011; Mérida-López & Extremera, 2017). Therefore, it seems reasonable to claim that teachers may witness high levels of

professional stress and burnout in their career (Laurențiu et al., 2017; Maslach, Schaufeli, & Leiter, 2001; Mérida-López & Extremera, 2017; Srivastava et al., 2019).

Regarding teacher burnout, teachers, more specifically English language teachers in EFL contexts, with high emotional intelligence may be well-equipped to deal effectively with a variety of stressors such as job uncertainty, overwork, demotivated students, and time limitation (Alavinia & Ahmadzadeh, 2012). Conversely, the teachers indifferent to their own emotions as well as others' and meanwhile do not have enough coping skills and strategies to manage diversity of stressors, they will be more prone to experience stress from a particular situation (Montero-Marín et al., 2016; Montero-Marín et al., 2013; Montero-Marín, Prado-Abril, Demarzo, Gascón, & García-Campayo, 2014). Put differently, they will feel more fragile and feeble in face of professional stress they are already experiencing, which, consequently, contributes to teacher burnout.

In line with our foregoing discussions and review of related literature, it seems feasible to claim that emotional intelligence has bearings on job satisfaction and that teachers' positive emotions like satisfaction and pleasure can develop self-confidence and self-efficacy beliefs in them, while their negative emotions, e.g. job insecurity, anxiety, stress, and desperateness might result in job-dissatisfaction and perhaps job burnout. It can be concluded, therefore, that teachers who have higher emotional intelligence are more capable to manage and control their job-related stress, and this will, in turn, contribute to lower their burnout level. In other words, as Colomeischi (2015, p.1072) puts it, "a good emotional intelligence of the teachers is negatively correlated with teachers' burnout dimensions". That is, the more emotional intelligent the teachers are, the less likely they are prone to experience burnout.

Additionally, recent research has shown a constant and significant link between emotional intelligence and various aspects of teaching profession such as attitudes toward learning an L2 (Öz et al., 2015) and also between one's emotional intelligence and work (Miao, Humphrey, & Qian, 2016). Even though some research studies (Brackett & Katulak, 2006; Carmeli & Josman, 2006; Cohen & Abedallah, 2015; Mérida-López & Extremera, 2017; Rey et al., 2016; Vesely, Saklofske, & Nordstokke, 2014) indicate that emotional intelligence, in one way or another, is related to teacher well-being, health, and lower levels of

burnout, few scholars have examined the relationship between emotional intelligence and burnout among teachers in general and English language teachers in particular.

As for scientific research on the relationship between emotional intelligence and burnout constructs in Turkey, despite of a growing interest to investigate burnout phenomenon in relation to a diversity of variables and factors (Baysal, 1995; Demir, 1997; Dursun, 2000; Dolunay, 2001; Kaya, 2008; Sunbul, 2003; Tumkaya, 1996; Turan, 2015; Yilmaz, Esentürk, & İlhan, 2018), few studies explored the relationship between emotional intelligence profiles and burnout syndrome at high school level teachers, especially English language teachers. Turan (2015), for instance, investigated the relationship between teachers' emotional intelligence and burnout levels in Istanbul and reported negative low and moderate relationship between burnout and emotional intelligence. Considering the probability of relationship between emotional intelligence and burnout (Colomeischi, 2015) and the scarce literature in the scientific research worldwide and especially in Turkey, the current research study aimed at bridging the research gap and provide empirical and meaningful insights into the scientific research in relation to the interaction of emotional intelligence and burnout constructs in the field of English language teaching (ELT).

Chapter 3

Methodology

This study investigated the burnout and emotional intelligence level of English teachers who work in Giresun, Turkey and analyzed whether there was a relationship between emotional intelligence and burnout. This chapter provides methodological information of the study. Participants and setting of the study were described. Data collection procedure, instruments and how the data was analyzed were explained in this chapter.

Before conducting the study, an approval from Ethics Committee of Hacettepe University was granted. The present study was conducted using a quantitative method of research design, more specifically correlational research. The aim of a correlational research is to describe the relationship between two concepts instead of testing a theory or hypothesis (Brink&Wood, 1998, p.161). Quantitative method of research design involves data collection procedures that result primarily in numerical data which is then analyzed primarily by statistical methods (Dörnyei, 2007). The advantage of using quantitative method of research approach is that the results provided are systematic, outcome-oriented, more objective and more generalizable. Dörnyei (2007) has listed the main characteristics of quantitative method of research design. In his book, he has stated that quantitative research design uses numbers and requires categorization of the results. This method of research focuses on variables rather than individual cases. In the data analysis part, quantitative method makes use of statistics which makes the results of quantitative research objective. Using numbers and statistics provide the researchers with more generalizable results of a research.

This study included several limitations. First of all, it was conducted with English teacher working in Giresun due to the convenience of sampling. The participants worked only in public schools in Giresun. Therefore, results cannot be generalized to English teachers in private schools and other institutions. Another limitation was that the instruments were based on self-reports which makes it open to social and psychological bias. Final limitation was that piloting study was not conducted in this study.

Setting and Participants

In this study, questionnaires were administered in Giresun according to convenience sampling techniques. The participants were 166 EFL teachers. Among the participants, 129 of them were females and 37 participants were males. The participants work in 9 different types of schools which were primary school, secondary school, Anatolian high school, vocational high school, Imam Hatip secondary school, Imam Hatip high school, social sciences high school, sports high school and science high school. All participants work for Ministry of Education in Turkey. That means teachers from private schools were excluded from this research. Their ages ranged from 23 to 54. Teaching experience years of the participants ranged from 1 year to 30 years. The characteristics of the participants regarding gender were given in Table 3 below.

Table 3

Descriptive Statistics for Gender Factor

variables	N	%	Mean	SD
Gender				
Female	129	77.7		
Male	37	22.3	1.22	.42

Data Collection

Before conducting the research, Ethics Committee Approval of Hacettepe University and permission to administer the scales in public school from National Education Directorate of Giresun were granted. To collect the quantitative data of this research Assessing Emotions scale and Teacher burnout scale were selected as the instruments of this research. Scales were administered according to the convenience and consent of the participants. 166 English teachers in different schools and counties completed the scales. The scales were analyzed with reference to the research questions of this study.

Instruments

Assessing Emotions scale by Schutte et al.(2005), Teacher burnout scale by Richmond et al., were administered in order to collect data in this research. Mackey and Gass (2015) state that “questionnaires allow researchers to gather information that learners are able to report about themselves” (p.102). Original versions of the scales were used without any changes in wording. Considering that widely used and reliable scales were applied in this research, piloting was not conducted.

Assessing Emotions Scale. This scale is based on Salovey and Mayer’s model of emotional intelligence (1990). Schutte and her colleagues developed the Assessing Emotions Scale in 1998 in the hope of measuring the level of emotional intelligence accurately. This self-report scale includes 33 items. It is designed in a Likert scale which means that respondents choose from *1 for I strongly disagree* to *5 for I totally agree for each item*. The Assessing Emotions scale has been divided into subcategories by different researchers such as Petrides and Furnham (2000), Ciarrochi et al. (2001), and Saklofske et al. (2003). In this research, the subscales suggested by Ciarrochi et al. were used. Schutte et al. (2009) summarized the subscales as the following:

Table 4

Assessing Emotions Scale and its Factors

Factors	Items in the Scale
Perception of Emotion (PE)	5, 9, 15, 18, 19, 22, 25, 29, 32, 33
Managing Own Emotions (MOE)	2, 3, 10, 12, 14, 21, 23, 28, 31
Managing Others’ Emotions (MO)	1, 4, 11, 13, 16, 24, 26, 30
Utilization of Emotion (UE)	6, 7, 8, 17, 20, 27

The scores of assessing emotions scale can be between 33 and 165. The test-retest reliability of the scale is 0.78 according to Schutte et al (1998).

Teacher Burnout Scale. This scale was developed by Richmond, Wrench, and Gorham in 2001. It includes 20 items and is designed in a Likert scale format. Respondents rate themselves as 1 for *I strongly disagree* to 5 for *I totally agree* for each item. This scale does not include subscales. The numbers given by the respondents are added as a total score. The scores of the respondents can be up to 80 points. The developers of the scale divided the scores as the following:

“20-35 means you have few burnout feelings;

36-55 means you have some strong feelings of burnout;

56-70 means you have substantial burnout feelings; and

71-80 means you are experiencing burnout.” (Richmond, Wrench, and Gorham, 2001)

The reliability of the scale was reported 0.85 by the developers.

Data Analysis

To address the research questions, the data has been computerized and IBM SPSS Statistics 21 has been used for statistical analysis. For the first and second research questions, descriptive statistics such as frequencies, percentages, and means were used to characterize the participants' perceived levels of emotional intelligence and burnout. Dörnyei states that “descriptive statistics help us summarize findings by describing general tendencies in the data and the overall spread of scores” (2007). For the third research question, the Pearson-Product moment correlation was calculated to identify whether there was any significant relation between teachers' perceived levels of emotional intelligence and burnout. For the fourth research question, Independent samples T-test and One way analysis of variance (ANOVA) were used to determine if difference in age, gender, years of teaching and type of school affected teachers' burnout level.

Prior to data analysis and in order to adopt proper tests for data analysis, in terms of parametric or non-parametric tests, the collected data were checked out for normal distribution. The results of Kolmogorov-Smirnov (KS) test of normality (Table 5), histogram (Figure 1), normal probability plots (Figure 2), and scatterplot (Figure 3) indicated that the data were normally distributed. As shown in Table 5, the p -value for all variables is larger than .05 ($p > .05$), indicating that the data are

distributed normally. Consequently, parametric tests were used for data analysis in the present research study.

Table 5

K-S Normality Test Results

		One-Sample Kolmogorov-Smirnov Test				
		PE	MOE	MO	UE	Burnout
N		166	166	166	166	166
Normal	Mean	40.10	36.86	31.96	25.22	32.65
Parameters	SD	4.84	4.40	3.73	2.77	11.16
Most Extreme	Absolute	.080	.079	.094	.101	.129
Differences	Positive	.061	.051	.058	.071	.106
	Negative	-.080	-.079	-.094	-.101	-.149
	Kolmogorov-Smirnov Z	1.034	1.012	1.214	1.302	1.758
	Asymp. Sig. (2-tailed)	.236	.257	.105	.067	.080

The actual shape of distribution is shown in the histogram. The scores here appear to be reasonably normally distributed. As illustrated in Figure 1, the bell-shaped curve means that the scores occur in the center, tapering out towards the extremes.

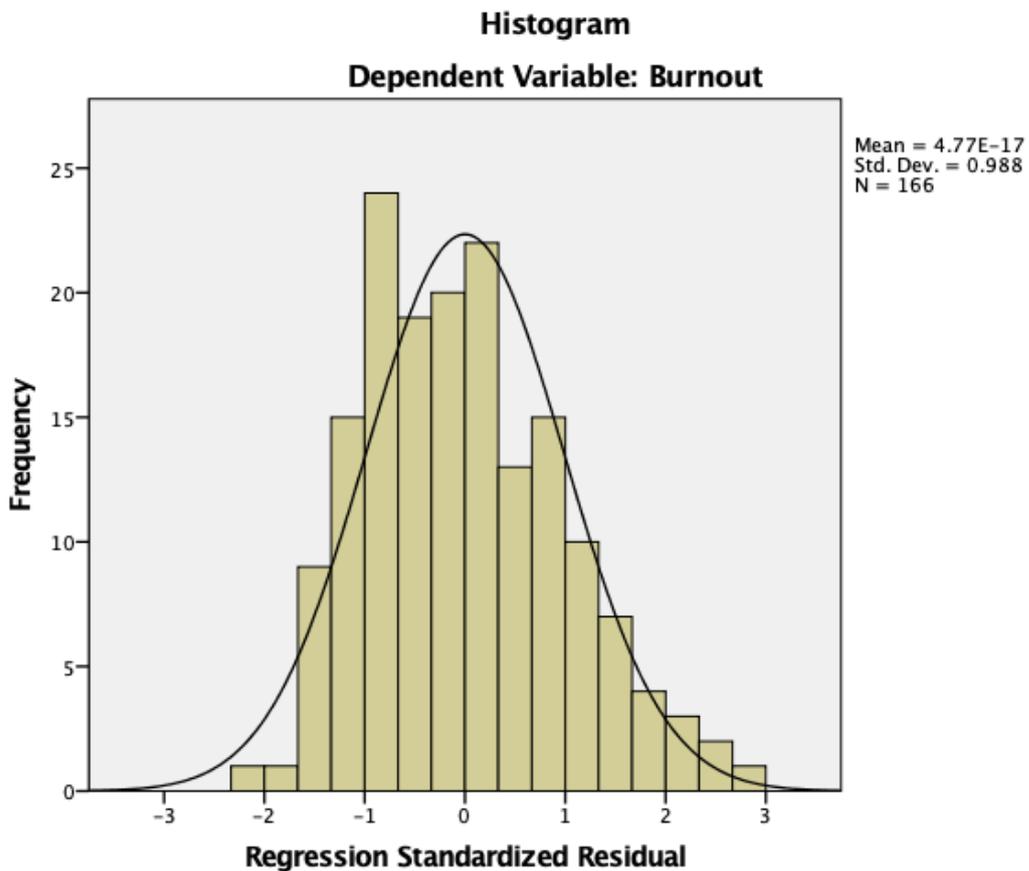


Figure 1. Histogram Graph of Standardized Residuals

The scrutiny of normal probability plot (P-P) also lends support to the normality of the data distribution. A reasonably straight diagonal line (Figure 2) lying from bottom left to top right confirms the approximately normal distribution of the data.

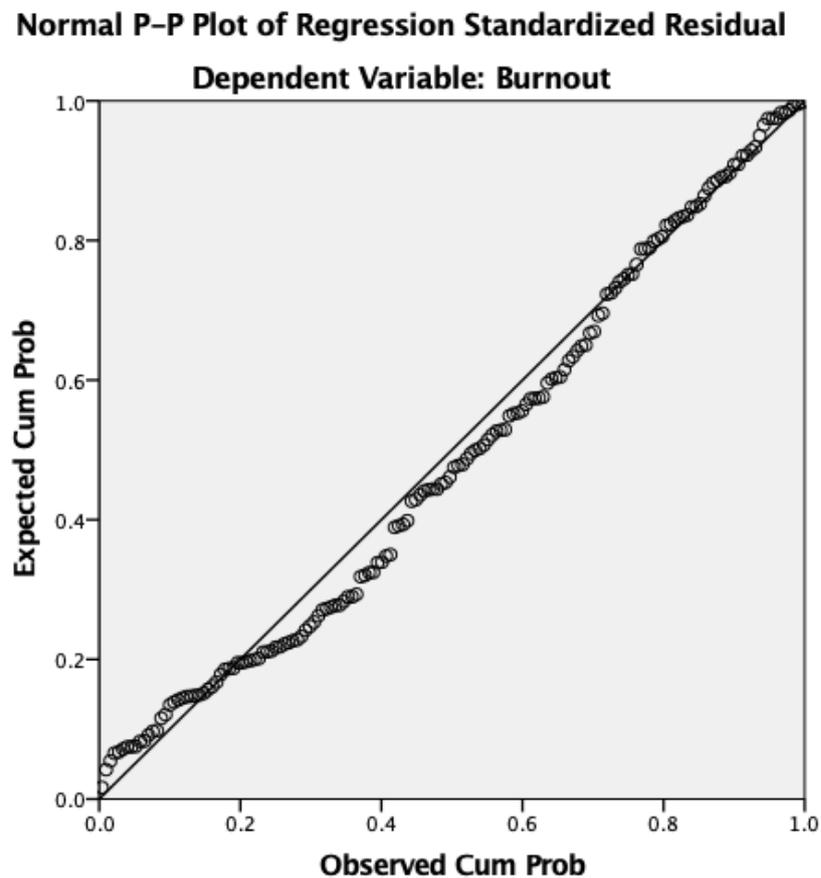


Figure 2. Normal Probability Plots for Normality of the Data

The scatterplot of the standardized residuals (Figure 3) show that the residuals are roughly rectangularly distributed and that most of the scores concentrated in the center along the zero point.

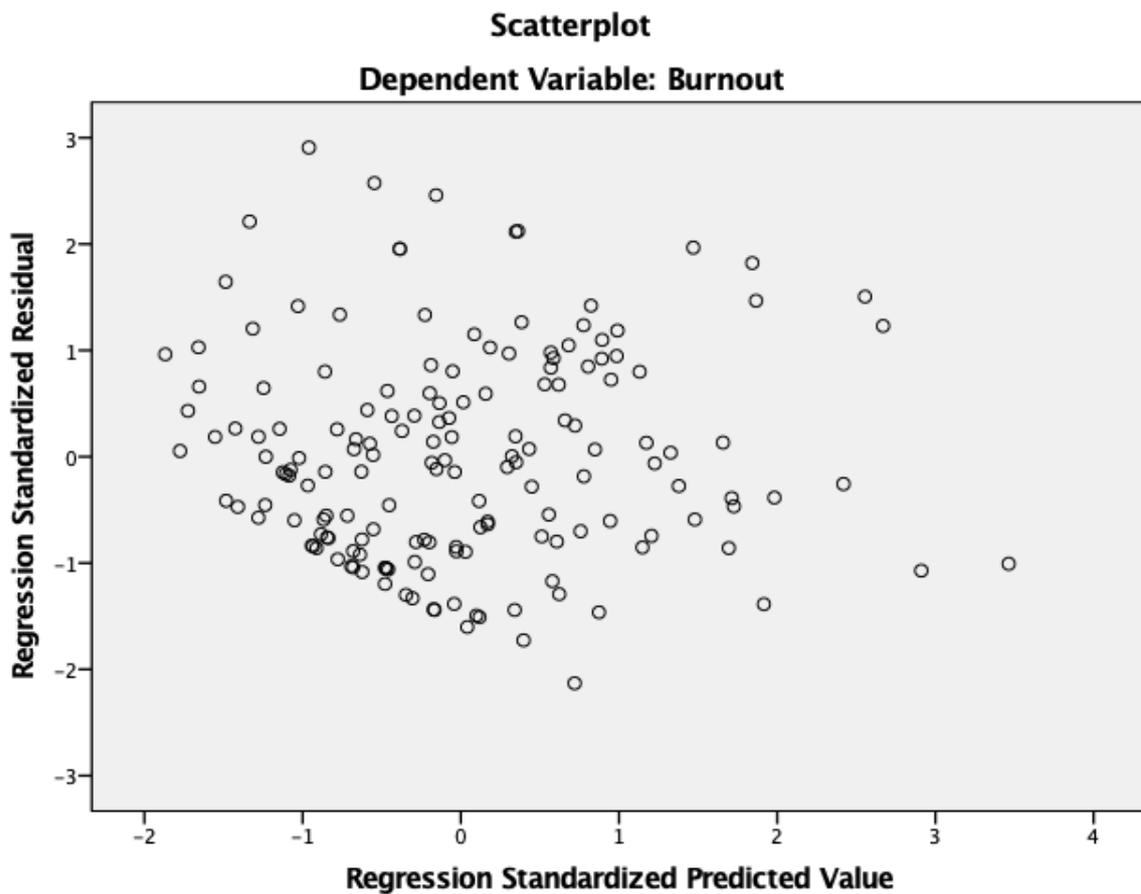


Figure 3. Scatter Plots for Normal Distribution of the Data

To begin with data analysis, Pearson Product Moment Correlation analysis was used to discover the possible relationship among the variables under inquiry. As a corollary to correlation analysis, standard multiple regression analysis was used to determine the predictive power of emotional intelligence as the predictor of burnout level of the participants. Next, an independent samples t-test was used to determine if there is a statistically significant difference between the participants' EI and their burnout level in relation to gender factor. Finally, to see if the participants' perceptions of emotional intelligence and their burnout level differ significantly in relation to demographic variables such as gender, age, years of experience, and school type, one-way analysis of variance (ANOVA) was conducted. Tukey's post hoc test also was conducted to discover the exact points of differences among the groups in significant variables.

Instrumentation:

The internal consistency reliability of emotional intelligence scale measured by Cronbach's alpha were $\alpha.77$, $\alpha.75$, $\alpha.61$, and $\alpha.62$ for perceptions of emotions, managing ones' emotions, managing other's emotions, and utilizing emotions,

respectively. The internal consistency reliability for burnout level was $\alpha.92$ in this research study.

Chapter 4

Findings

This chapter provides the results of data analysis based on the collected data and in the order of research questions formulated in chapter 2. However, before presenting the findings of descriptive and inferential statistics, descriptive statistics were run to provide the participants' characteristics in terms of age, years of experience, and the type of schools they are teaching at. The purpose is to provide clear-cut information about the participants. Then, the results of inferential statistics are presented in the order of research questions.

Table 6

Descriptive Statistics for Age Factor

Age	N	%	Minimum	Maximum	Mean	SD
23	1	.6				
24	1	.6				
26	2	1.2				
27	6	3.6				
28	21	12.7				
29	8	4.8				
30	9	5.4				
31	7	4.2				
32	10	6.0				
33	11	6.6				
34	11	6.6				
35	7	4.2				
36	12	7.2	23	54	34.68	5.75
37	8	4.8				
38	11	6.6				
39	4	2.4				
40	9	5.4				
41	8	4.8				
42	5	3.0				
43	6	3.6				
44	3	1.8				
45	1	.6				
46	1	.6				
49	2	1.2				
52	1	.6				

54	1	.6
Total	166	100.0

Results of descriptive statistics indicated that the participants ranged in their age from 23 to 54. The largest age group was the participants with 28 years of age (12.7), followed by those with 36 years old (7.2%), 33, 34, and 38 years old (6.6% each) accounting for the large proportion of the sample size (19.8%), age groups of 29, 37, and 41 (4.8 % each) accounting for 15.4% of the sample size, and age groups of 30 and 40 explaining 10.8% of the whole sample size. The characteristics of the participants with regard to their age factor have been provided in Table 6 below.

Table 7

Descriptive Statistics for Years of Experience

Years of experience	N	%	Minimum	Maximum	Mean	SD
1	1	.6				
2	7	4.2				
3	9	5.4				
4	7	4.2				
5	12	7.2				
6	10	6.0				
7	11	6.6				
8	11	6.6				
9	6	3.6				
10	11	6.6				
11	6	3.6				
12	7	4.2				
13	8	4.8	1	30	11.04	5.95
14	6	3.6				
15	9	5.4				
16	10	6.0				
17	8	4.8				
18	9	5.4				
19	2	1.2				
20	10	6.0				
21	2	1.2				
23	1	.6				
25	2	1.2				

30	1	.6
Total	166	100.0

The results of descriptive statistics for years of teaching experience (Table 7) showed that the participants ranged in their years of experience from minimum 1 year to maximum 30. The largest age group was participants with 5 years of experience (7.2%) followed by those with 7, 8, and 10 years of experience (6.6% each) accounting for 19.8 % of participants, and those with 9 years (5.4%), accounting for 16.2% of participants, and 8 years of experience (4.8%) accounting for 9.6% of the whole sample size.

Table 8

Descriptive Statistics for Types of School

Type of School	N	%	Minimum	Maximum	Mean	SD
1	18	10.8				
2	6	3.6				
3	69	41.6				
4	5	3.0				
5	9	5.4				
6	23	13.9				
7	4	2.4	1	10	3.74	2.00
8	2	1.2				
9	4	2.4				
Total	140	84.3				
Missing	26	15.7				
Total	166	100.0				

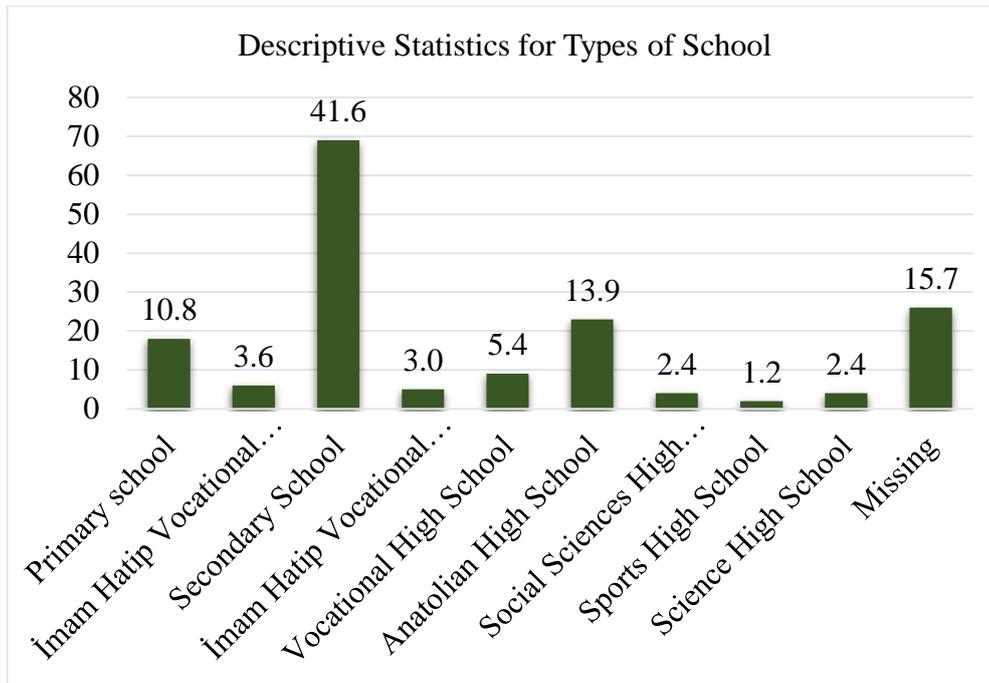


Figure 4. Percentages for Types of School Variable

The results of descriptive statistics for type of school (Table 8) indicated that the participants were from 9 different school types. The large proportion of the participants were from secondary school (41.6%), 13.9% were from Anatolian high school, and 10.8% were teaching at primary schools, together accounting for 66.3% of the whole sample size. Figure 4 illustrates the characteristics of participants from different types of schools in details.

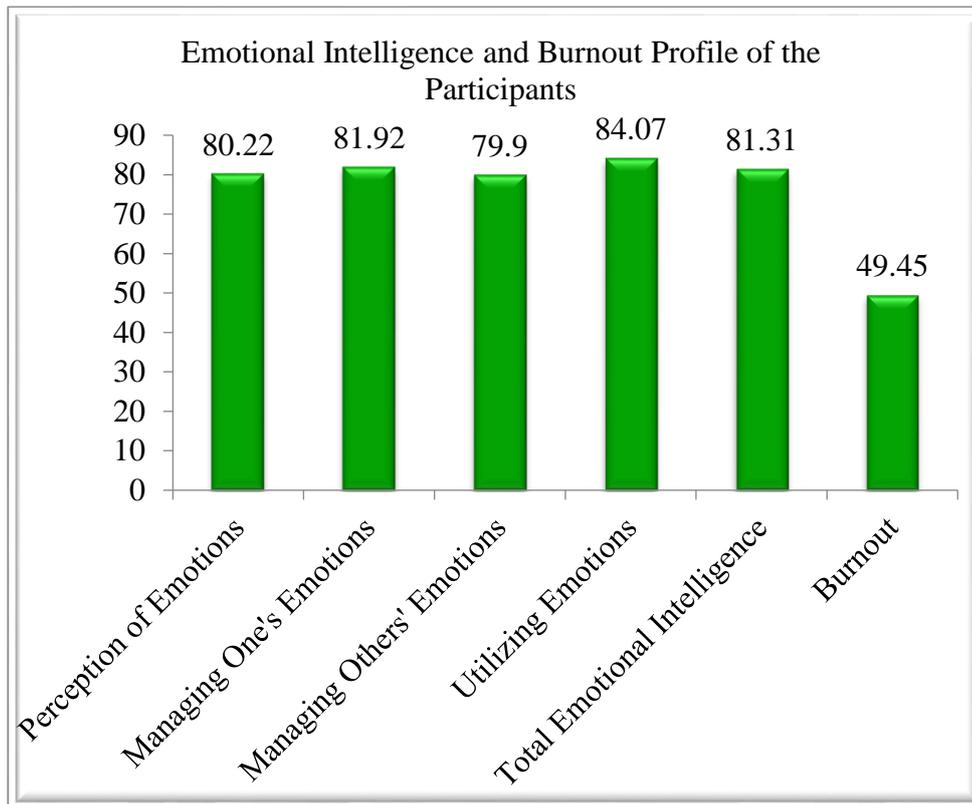


Figure 5. Perceived Emotional Intelligence and Burnout Level

Descriptive statistics were also run to discover the general profiles of the participants in relation to continuous variables under inquiry, i.e. emotional intelligence and burnout. Regarding the EI and its four components, the percentages were computed and it was found that, all in all, 81.31% of the participants reported having EI, which can be considered as a remarkably higher level of emotional intelligence. As illustrated in Figure 5, the participants had also high levels of emotional intelligence in all four components of emotional intelligence, one standard deviation above the total mean score in the scale, ranging from minimum EI (79.9%) in managing others' emotions to maximum EI (84.07%) in utilizing emotions. As for burnout variable, nearly 5 out of ten of the participants (49.45%) reported experiencing burnout, which is a relatively lower burnout level.

Table 9

Correlation to Coefficients for Emotional Intelligence and Burnout

Variables		1	2	3	4	5
1. PE	Pearson	1	.483**	.525**	.421**	-.130
	Correlation					
	Sig. (2-tailed)		.000	.000	.000	.094
	N	166	166	166	166	166
2. MOE	Pearson	.483**	1	.493**	.474**	-.180*
	Correlation					
	Sig. (2-tailed)	.000		.000	.000	.020
	N	166	166	166	166	166
3. MO	Pearson	.525**	.493**	1	.284**	-.384**
	Correlation					
	Sig. (2-tailed)	.000	.000		.000	.000
	N	166	166	166	166	166
4. UE	Pearson	.421**	.474**	.284**	1	-.321**
	Correlation					
	Sig. (2-tailed)	.000	.000	.000		.000
	N	166	166	166	166	166
5. Burnout	Pearson	-.130	-.180*	-.384**	-.321**	1
	Correlation					
	Sig. (2-tailed)	.094	.020	.000	.000	
	N	166	166	166	166	166

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

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

Pearson product moment correlation was conducted to discover the relationship between emotional intelligence perceptions of the participants and their burnout profile. Correlation coefficients, as shown in Table 9, revealed a statistically negative correlation between managing one's emotions component of emotional intelligence and burnout level of the participants, $r(166) = -.180$, $p < .05$. Similarly, managing other's emotions component of emotional intelligence correlated negatively with burnout level, $r(166) = -.384$, $p < .01$. Additionally, utilizing emotions component of emotional intelligence correlated significantly with burnout

level, $r(166) = -.321, p < .05$. However, there was no significant relationship between perception of emotions component and burnout level, $r(166) = -.130, p < .05$. The negative correlation between EI and burnout means that as one's managing of his/her own emotions, managing others' emotions, and one's using his/her emotions increase, their burnout levels tend to decrease.

The scrutiny of effect size indices showed that managing ones' own emotions slightly correlated with burnout level. However, the effect size indices for managing emotions and utilizing emotions were moderate. The effect size indices for slight, moderate, and strong correlation (Cohen 1988) are .29, .49, and .50+, respectively.

Table 10

Regression Analysis for Emotional Intelligence and Burnout

Model	Variables	Standardized Coefficients			ANOVA		
		β	t	Sig.	F	df	Sig.
1	PE	-.043	-.55	.583	25.04	161,4	.000
	MOE	-.223	-2.81	.006			
	MO	-.411	-5.35	.000			
	UE	-.561	-7.73	.000			

The standard multiple regression analysis was conducted to discover whether emotional intelligence can predict the burnout level of the participants. Emotional intelligence emerged as significant predictor of the burnout level. Managing others' emotions, managing emotions, and utilizing emotions explained 38% of variance in burnout level of the participants ($R^2 = .38$, Adjusted $R^2 = .37$). The findings also revealed that ANOVA model as a whole (Table 10) also appeared to be significant, $F(4,161) = 25.04, p < .01$. Furthermore, the scrutiny of standardized coefficients indicated that utilizing emotions appeared to be the strongest predictor of burnout ($\beta = .56, t = -7.73, p < .01$) followed by managing others' emotions ($\beta = -.41, t = -5.35, p < .01$) and managing one's own emotions ($\beta = -.22, t = -2.81, p < .05$).

Table 11

Gender, Emotional Intelligence and Burnout

Variables	Gender	N	Mean
PE	Female	129	5.90
	Male	37	5.81
MOE	Female	129	5.40
	Male	37	5.39
MO	Female	129	4.70
	Male	37	4.61
UE	Female	129	3.26
	Male	37	3.16
Burnout	Female	129	3.11
	Male	37	3.06

An independent samples t-test was run to see whether there is a difference between female and male participants' emotional intelligence and their burnout level. The findings (Table 11) revealed that females had higher mean scores in all components of emotional intelligence and burnout. However, the difference between females and males did not reach to a statistically significant difference among them.

Table 12

Difference between Age Groups in their Emotional Intelligence and Burnout

Variables		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
PE	Between Groups	12.56	25	.502	1.614	.044
	Within Groups	43.58	140	.311		
	Total	56.14	165			
MOE	Between Groups	6.61	25	.264	.862	.655
	Within Groups	42.92	140	.307		
	Total	49.53	165			
MO	Between Groups	6.77	25	.271	1.202	.248
	Within Groups	31.57	140	.226		
	Total	38.35	165			

UE	Between Groups	2.66	25	.107	.855	.666
	Within Groups	17.47	140	.125		
	Total	20.13	165			
Burnout	Between Groups	178.80	25	7.152	1.189	.259
	Within Groups	841.85	140	6.013		
	Total	1020.65	165			

Results of one-way analysis of variance (ANOVA), as given in Table 12, indicated that the participants differed significantly in their emotional intelligence and burnout level in relation to age factor only in perception of emotions component, $F(25,140) = 1.61$, $p < .05$, with a large effect size ($\eta^2 = .23$) calculated by eta-squared. The effect size indices (eta-squared) for small, moderate, and large effects are .01, .06, and .14, respectively (Cohen, 1988).

Table 13

Emotional Intelligence and Burnout Level in relation to Years of Teaching Experience

Variables		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
PE	Between Groups	12.416	23	.540	1.753	.025
	Within Groups	43.731	142	.308		
	Total	56.148	165			
MOE	Between Groups	7.485	23	.325	1.099	.354
	Within Groups	42.053	142	.296		
	Total	49.538	165			
MO	Between Groups	5.082	23	.221	.943	.542
	Within Groups	33.267	142	.234		
	Total	38.350	165			
UE	Between Groups	2.294	23	.100	.794	.735
	Within Groups	17.843	142	.126		
	Total	20.137	165			

Burnout	Between Groups	176.324	23	7.666	1.289	.185
	Within Groups	844.329	142	5.946		
	Total	1020.653	165			

Likewise, results of one-way analysis of variance (ANOVA) for years of experience, given in Table 13, showed that the participants differed significantly in their emotional intelligence and burnout level in relation to years of teaching experience factor only in perception of emotions variable, $F(23,142) = 1.75$, $p < .05$. The effect size calculated by eta-squared was large ($\eta^2 = .22$).

Table 14

Emotional Intelligence and Burnout Level in relation to School Type

Variables		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
PE	Between Groups	6.816	8	.852	2.84	.006
	Within Groups	39.363	131	.300		
	Total	46.180	139			
MOE	Between Groups	6.726	8	.841	3.23	.002
	Within Groups	34.060	131	.260		
	Total	40.785	139			
MO	Between Groups	2.816	8	.352	1.58	.137
	Within Groups	29.212	131	.223		
	Total	32.027	139			
UE	Between Groups	2.568	8	.321	2.97	.004
	Within Groups	14.144	131	.108		
	Total	16.712	139			
Burnout	Between Groups	105.591	8	13.199	2.39	.019
	Within Groups	723.275	131	5.521		
	Total	828.866	139			

One-way analysis of variance (ANOVA) was also conducted to compare the scores on the emotional intelligence and burnout level in relation to types of school. The findings, given in Table 14, showed that the participants differed significantly in their emotional intelligence and burnout level with regard to types of school in perception of emotions, $F(8,139) = 2.84$ with a large effect size ($\eta^2 = .15$), managing one's emotions, $p < .05$, $F(8,139) = 3.23$ with a large effect size ($\eta^2 = .16$), $p < .05$, utilizing emotions, $F(8,139) = 2.97$, $p < .05$ with a large effect size ($\eta^2 = .15$), and burnout level, $F(8,139) = 2.84$, $p < .05$ with a moderate effect size ($\eta^2 = .13$). However, the participants did not differ significantly in managing others' emotions component.

Table 15

Post Hoc Test Results for Emotional Intelligence and Burnout

Dependent Variable	(I) School type	(J) School type	Mean Difference (I-J)	Sig.
PE	1	9	1.35*	.001
	2	9	1.12*	.048
	3	9	1.05*	.008
	4	9	1.19*	.038
	6	9	1.05*	.015
	9	1	-1.35*	.001
		2	-1.12*	.048
		3	-1.05*	.008
		4	-1.19*	.038
		6	-1.05*	.015
MOE	2	8	1.50*	.627
		9	1.07*	.013
	6	8	1.21*	.041
	8	2	-1.50*	.013
		6	-1.21*	.041
	9	2	-1.07*	.038
	1	8	.83*	.025
		9	.60*	.032

	3	8	.80*	.025
		9	.57*	.027
UE	8	1	-.83*	.025
		3	-.80*	.025
	9	1	-.60*	.032
		3	-.57*	.027
	2	5	-4.20*	.025
Burnout	3	5	-2.67*	.043
	5	2	4.20*	.025
		3	2.67*	.043

Note: 1= Primary School; 2= Imam Hatip Vocational High School; 3= Secondary School; 4= Imam Hatip Vocational Secondary School; 5= Vocational School; 6= Anatolian High School; 7=Social Sciences High School; 8= Sports High School; 9= Science High School

Tukey's post hoc test was also conducted to find out the exact point of difference among the groups. The results of Tukey's post hoc test, Table 15, indicated that science high schools differed significantly from *Primary Schools, Imam Hatip Vocational High Schools, Secondary Schools, Imam Hatip Vocational Secondary Schools, and Anatolian High Schools* in PE. Significant mean difference was also found between *Imam Hatip Vocational High School, Sports High School, and Science High School* on one hand and between *Sports High School and Anatolian High School* on the other in MOE. Additionally, *Sports High School and Science High School* differed significantly from *Primary and Secondary schools* in UE. Finally, there were significant mean differences between *Vocational Schools, Imam Hatip Vocational High Schools, and Secondary Schools* in burnout level. However, no significant mean differences were detected among school types in MO. The exact mean differences are given in details in Table 15.

Table 16

Mean Differences among School Types

Variables	School Type	N	Mean
PE	1	18	6.18
	2	6	5.95
	3	69	5.89
	4	5	6.03
	5	9	5.64
	6	23	5.89
	7	4	5.67
	8	2	5.90
	9	4	4.83
	Total	140	5.88
MOE	1	18	5.34
	2	6	5.79
	3	69	5.45
	4	5	5.40
	5	9	5.08
	6	23	5.50
	7	4	5.59
	8	2	4.29
	9	4	4.72
	Total	140	5.40
MO	1	18	4.73
	2	6	4.44
	3	69	4.73
	4	5	4.93
	5	9	4.57
	6	23	4.76
	7	4	4.68
	8	2	4.76
	9	4	4.02
	Total	140	4.70
UE	1	18	3.32
	2	6	3.22
	3	69	3.29
	4	5	3.20
	5	9	3.18
	6	23	3.24
	7	4	3.15
	8	2	2.49
	9	4	2.72

	Total	140	3.24
Burnout	1	18	2.91
	2	6	1.31
	3	69	2.84
	4	5	2.72
	5	9	5.51
	6	23	3.29
	7	4	1.68
	8	2	.53
	9	4	4.44
	Total	140	3.00

The careful inspection of mean differences further indicated that primary school teachers had the highest mean score ($M=6.18$, $SD=.39$) among all other schools and that the lowest mean score was observed in teachers from science high schools ($M=4.83$, $SD=1.42$) in PE. As shown in Table 15, teachers from *Imam Hatip Vocational High School* reported higher mean score ($M=5.79$, $SD=.36$) than science high school teachers ($M=4.72$, $SD=1.03$) and sports high school teachers ($M=4.29$, $SD=.15$) in MOE. Moreover, compared with sports high school teachers ($M=4.29$, $SD=.15$), Anatolian high school teachers reported higher mean scores ($M=4.72$, $SD=1.03$) in MOE.

As for UE, primary school teachers had the highest mean score ($M=3.32$, $SD=.26$) while sports high school teachers had the lowest mean scores ($M=2.49$, $SD=.12$) among the schools in UE. Indeed, primary school teachers had higher means scores than both sports high school teachers and science high school teachers ($M=2.72$, $SD=.90$) in UE. Finally, teachers from *Imam Hatip Vocational High School* had lower mean scores ($M=1.31$, $SD=1.44$) than teachers from vocational school ($M=2.72$, $SD=2.54$) in burnout level, indicating they experience less burnout than their colleagues in vocational schools. Conversely, teachers from secondary schools reported higher mean scores ($M=2.84$, $SD=2.27$) than teachers from vocational school ($M=2.72$, $SD=2.54$) in burnout level. This means that teachers from secondary schools seem to feel much more than teachers from vocational school teachers.

The first and second research questions aimed to find out the general emotional intelligence and burnout profiles of EFL teachers who participated in this study. Descriptive statistics were conducted for the exploration of the first and second research questions. Findings revealed that 81.31% of the participants reported having EI, which can be considered as a remarkably higher level of

emotional intelligence. Participants scored above 79% in each components of EI. Participants reported experiencing burnout with 49.45%, which can be considered as low burnout level.

The third research questions aimed to discover the relationship between emotional intelligence and burnout. Pearson product moment correlation was conducted for this purpose. Findings were analyzed in terms of four components of emotional intelligence. Findings revealed a negative correlation between managing one's emotions, managing other's emotions, and utilizing emotions component of emotional intelligence and burnout level of the participants. However, no significant relationship was detected between perception of emotions component and burnout level. For further investigation, the standard multiple regression analysis was conducted to discover whether emotional intelligence can predict the burnout level of the participants. According to the findings, emotional intelligence can predict the burnout level. To elaborate, utilizing emotions appeared to be the strongest predictor of burnout.

The fourth research question aimed to discover if difference in age, gender, years of teaching and type of school affected teachers' burnout level. Independent samples t-test and one way analysis of variance (ANOVA) were used for this purpose. The findings revealed that females had higher mean scores in all components of emotional intelligence and burnout. However, the difference among genders was not statistically significant. In terms of age factor, participants differed significantly in their emotional intelligence and burnout level only in perception of emotions component. In terms of the years of experience, participants differed significantly in their emotional intelligence and burnout level only in perception of emotions variable. In terms of the types of school, participants differed significantly in their emotional intelligence and burnout level with regard to types of school in perception of emotions, managing one's emotions, utilizing emotions with large effect size and burnout level with moderate effect size.

Chapter 5

Conclusion and Suggestions

In this chapter, an overview of the study is presented. Afterwards, pedagogical implications are discussed and recommended for teachers and stakeholders. Finally, suggestions for further researches in terms of emotional intelligence, burnout, and their relationship with respect to previous studies are made.

Overview of the Research

The present study aimed to clarify the general emotional intelligence and burnout level among EFL teachers in a Turkish context and to investigate the relationship between emotional intelligence and burnout. 166 teachers who work in the Turkish Ministry of Education participated in this study. 129 of participants were female and 37 were males. The participants work in 9 different types of schools which are primary school, secondary school, Anatolian high school, vocational high school, Imam Hatip secondary school, Imam Hatip high school, social sciences high school, sports high school and science high school. All participants work for Ministry of Education in Turkey. The ages of the participants ranged from 23 to 54. To collect data, Assessing Emotions scales with 0,78 reliability and Teacher Burnout scales with 0,85 reliability were used. Teachers were asked to fill out Assessing Emotions and Teacher Burnout scales. The data were computerized and statistically analyzed using SPSS 21 program.

The findings related to the first research question revealed that the participants had a considerably high satisfactory level of EI profile. In a similar study with prospective English teachers in Turkey, Pourfeiz (2014) found out that nearly eight in ten of the participants had higher levels of emotional intelligence. It cannot be generalized, however; it can be stated that English teachers in Turkey generally report to have high levels of EI.

Third research question were analyzed separately in terms of four components of emotional intelligence which are perception of emotions, managing one's emotions, managing others' emotions, and utilizing emotions. Findings indicated a negative correlation between managing one's emotions, managing other's emotions, and utilizing emotions component of emotional intelligence and burnout level of the participants. However, perception of emotions component and

burnout level did not relate any significant relationship. In further investigation, it was found out that emotional intelligence can predict the burn out level. Correspondingly in their study, Rey, Extremera, and Pena (2016) concluded that high emotional competence may potentially increase the ability to cope with burnout symptoms.

The findings related to the fourth research question discovered that females had higher emotional intelligence and burnout scores than males. However, gender difference was not significant. Regarding age and years of teaching experience, as demographic variables, the participants differed greatly only in perceptions of emotions. Participants differed significantly in their emotional intelligence and burnout level in terms of the types of school in perception of emotions, managing one's emotions, utilizing emotions with large effect size and burnout level with moderate effect size. More specifically, it was reported that teachers in vocational school experience higher level of burnout than teachers in Imam Hatip vocational high school and teachers in secondary school experience higher level of burnout than teachers in vocational school. However, mere perception of emotions is not enough to explain this difference.

Drawing upon the findings of the current study, it can be concluded, therefore, that EI greatly influences burnout and can contribute to lowering burnout level in Turkish context and, thus, has the potential to influence and shape quality language teaching. These findings correspond to the previous studies investigating the emotional intelligence and burnout. To illustrate, Alavinia and Ahmadzadeh (2012) found out that emotional intelligence correlated negatively with burnout in their study among high school EFL teachers in Iran and West Azerbaijan. Moreover, Srivastava et al. (2019) conducted a study with the managers in India. They revealed that emotional intelligence served as a mediator between employee silence and job burnout.

With the results and findings of the study, promising ideas, actions, and suggestions have been provided. Theoretical and pedagogical implications are suggested for language teachers, researchers, curriculum designers, and educational policy makers.

Pedagogical Implications

In this part, there will be several suggestions with pedagogical purposes for teachers, curriculum designers and educational policy makers in the Turkish Ministry of Education. The suggestions are mainly about to inform about teacher burnout, what precautions to take to prevent teacher burnout, how emotional intelligence can be improved both for teachers and students.

The results revealed that English teachers who participated in this study experience lower burnout level. However, experiencing burnout can be threatening and demotivating if no precautions are taken. English teachers and Turkish Ministry of Education need to take responsibility in order to prevent teacher burnout. Turkish Ministry of Education needs to discover the reasons why teachers feel exhausted and eventually experience burnout and to take precautions to prevent it. If not, long lasting burnout causes teachers to feel unmotivated towards their job and even have health problems. Feeling unmotivated decreases teachers' productivity. On the other hand, teaching is not an individual job rather it is a national concern. Therefore, teachers feeling exhausted or unmotivated, experiencing burnout, and the reasons of their burnout should be considered in detail by the Ministry of Education in Turkey. Surveys investigating burnout can be administered not only on English teachers but also teachers of other subjects by the ministry. If the factors affecting teacher burnout is discovered, a change in administration, teaching process or even educational policy can be make according to their relatedness. Another point is that the results of this study showed teachers who work in different kind of schools differed in terms of burnout level. Teachers in different types of schools can be informed and supported with necessary in service trainings about teacher burnout.

On the other hand, teachers can take responsibility and try to prevent themselves from experiencing teacher burnout. To prevent it, they can keep themselves up-to-date by exploring new teaching methods and techniques, finding and creating new teaching materials, reading current studies and researches. However, teachers are not programmed only to teach. They should also nourish themselves psychologically by finding new hobbies, having fulfilling relationships, or doing just what makes them happy. Therefore, teachers first of all should be open for improvement, aware of themselves, their needs and wishes. Being aware

of oneself is closely related to emotional intelligence concept. Teachers with high emotional intelligence, will be more aware of their emotions and they will be more successful in dealing with work related exhaustion and stress. Therefore, following suggestions will be made with regards to emotional intelligence.

As for emotional intelligence, women showed higher level of EI in terms of each components of burnout which are perception of emotion, managing one's emotions, managing other's emotions and utilizing emotions. However, the difference in scores between male and female participants were not significant. Therefore, pedagogical implications are not necessary for gender differences in emotional intelligence. Another point worth mentioning is that English teachers showed particularly high scores of EI. English teachers in this study do have high levels of EI. However, it cannot be interpreted as all teachers have high level of emotional intelligence. Accepting that having teachers with high EI is certainly valuable for the quality of education, However, English teachers with moderate or low emotional intelligence should also be supported. As Hargreaves (2001, p.1057) stated language teaching is an emotion-driven process in terms of teachers and students. In service trainings to inform teachers of emotional intelligence and how teachers can benefit from EI in their private lives and careers; and to improve English teachers and other teachers' emotional intelligence can be organized by the Turkish Ministry of Education. On the one hand, in service trainings will not be effective alone. Prospective teachers of English language and even training of the teacher trainers need to be informed and supported with regards to emotional intelligence. To illustrate the need for prospective teachers of English language, Ünal and Altay (2013) found out that English language teacher candidates were not aware of the importance of nonverbal communication, had difficulty in expressing themselves with the support of nonverbal communication because of shyness or lack of self-confidence. They also had difficulty in supporting their teaching with nonverbal communication elements. Therefore, lectures on or at least including emotional intelligence can be administered on prospective teachers of English language.

On the other hand, it is not realistic to expect every adult to identify and manage their emotions successfully. Instead of waiting for a person to become an adult, have a job, and have in service trainings, earlier informative actions can be taken. Instead, a supportive program which consists of identifying emotions and

learning how to manage emotions efficiently can be implemented on children and teenagers.

Suggestions for Further Studies

In this part, recommendations for further studies will be discussed. The findings of this study will be mentioned, limitations of the study will be considered as new ideas for further researches, further and deeper investigations based on this research will be suggested.

To start with, the findings of this study revealed that the participants had relatively high level of emotional intelligence. However, the researcher was able to collect data only in Giresun, Turkey due to the convenience of sampling and only with the English teachers working for the Ministry of Education in Turkey. To be able to generalize the result of this study to broader populations and contexts, it is recommended that further studies can take place in different cities of Turkey. Collecting data from English teachers who work in private schools and even in higher education is also recommended to describe the level of EI in different contexts.

This study revealed the EI levels of English teachers in public schools in Turkey and sought out the relationship between emotional intelligence and burnout. In the study of Asrar-ul- Haq, Anwar, and Hassan (2017), they investigated how emotional intelligence affect teachers' job performance and the findings revealed that emotional intelligence improve teachers' job performance. Therefore, a similar study can be conducted in Turkey context to explore the relationship between emotional intelligence and other concepts. Findings of this study revealed that teachers in vocational school experience higher level of burnout than teachers in İmam Hatip vocational high school and teachers in secondary school experience higher level of burnout than teachers in vocational school. A qualitative research can be conducted to find out the reasons behind the burnout level differences among school types. In the study of Khezerlou (2012), administrative factors were reported to be the main reason of burnout by Iranian teachers, whereas school-level factors were reported to be the main reason of burnout by Turkish teachers. Similarly, a qualitative research which investigates the reasons behind the burnout level of English teachers can be conducted in further researches.

With regards to the relationship between emotional intelligence and language learning, there are studies and researches supporting this relationship. For example, Ateş (2019) discovered that the emotional intelligence decreased reading anxiety of students. It was also found out that emotional intelligence and reading comprehension skills of students showed a positive correlation. Similarly, Genç, Kuluşaklı, and Aydın (2016) explored a strong correlation between learning a foreign language and various dimensions of emotional intelligence. In another study, Soodmand Afshar and Rahimi (2016) discovered a positive correlation among reflective thinking, emotional intelligence, and speaking ability of students. Finally, the study of Abdolmanafi Rokni, Hamidi, and Gorgani (2014) claimed a significant relationship between the participants' emotional intelligence and their language achievement. Considering the studies in the literature supporting the positive link between emotional intelligence and language learning, students' emotional intelligence needs to be investigated, improved and taught to benefit from it in a most effective way through values education, integrating emotional intelligence into school subjects and counseling services of schools.

To sum up, the main aim of this study is to explore the relationship between burnout and emotional intelligence. It was aimed to describe the general burnout and emotional intelligence levels of English teachers who participated in this study. It was also aimed to find out if certain demographical factors played a role in teachers' emotional intelligence or burnout levels. At the end of data collection through scales from 166 participants who worked for the Turkish Ministry of Education, participants showed remarkably high emotional intelligence levels and lower burnout levels. It was found out that three components of emotional intelligence showed a negative correlation with burnout and it can be asserted that emotional intelligence can predict burnout. It was also explored that participants differed in burnout and different components of emotional intelligence in terms age, years of experience, and the type of school they worked in. Suggestions and pedagogical implications are recommended in a detailed way above for researchers, teachers, curriculum developers, and educational policy makers.

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APPENDIX-A: The Assessing Emotions Scale

Directions: Each of the following items asks you about your emotions or reactions associated with emotions. After deciding whether a statement is generally true for you, use the 5-point scale to respond to the statement. Please circle the “1” if you strongly disagree that this is like you, the “2” if you somewhat disagree that this is like you, “3” if you neither agree nor disagree that this is like you, the “4” if you somewhat agree that this is like you, and the “5” if you strongly agree that this is like you.

There are no right or wrong answers. Please give the response that best describes you.

- 1=strongly disagree
- 2=somewhat disagree
- 3=neither agree nor disagree
- 4=somewhat agree
- 5=strongly agree

1. I know when to speak about my personal problems to others.	1	2	3	4	5
2. When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.	1	2	3	4	5
3. I expect that I will do well on most things I try.	1	2	3	4	5
4. Other people find it easy to confide in me.	1	2	3	4	5
5. I find it hard to understand the non-verbal messages of other people.	1	2	3	4	5
6. Some of the major events of my life have led me to re-evaluate what is important and not important.	1	2	3	4	5
7. When my mood changes, I see new possibilities.	1	2	3	4	5
8. Emotions are one of the things that make my life worth living.	1	2	3	4	5
9. I am aware of my emotions as I experience them.	1	2	3	4	5
10. I expect good things to happen.	1	2	3	4	5
11. I like to share my emotions with others.	1	2	3	4	5
12. When I experience a positive emotion, I know how to make it last.	1	2	3	4	5
13. I arrange events others enjoy.	1	2	3	4	5
14. I seek out activities that make me happy.	1	2	3	4	5
15. I am aware of the non-verbal messages I send to others.	1	2	3	4	5
16. I present myself in a way that makes a good impression on others.	1	2	3	4	5
17. When I am in a positive mood, solving problems is easy for me.	1	2	3	4	5
18. By looking at their facial expressions, I recognize the emotions people are experiencing.	1	2	3	4	5

19. I know why my emotions change.	1	2	3	4	5
20. When I am in a positive mood, I am able to come up with new ideas.	1	2	3	4	5
21. I have control over my emotions.	1	2	3	4	5
22. I easily recognize my emotions as I experience them.	1	2	3	4	5
23. I motivate myself by imagining a good outcome to tasks I take on.	1	2	3	4	5
24. I compliment others when they have done something well.	1	2	3	4	5
25. I am aware of the non-verbal messages other people send.	1	2	3	4	5
26. When another person tells me about an important event in his or her life, I almost feel as though I experienced this event myself.	1	2	3	4	5
27. When I feel a change in emotions, I tend to come up with new ideas.	1	2	3	4	5
28. When I am faced with a challenge, I give up because I believe I will fail.	1	2	3	4	5
29. I know what other people are feeling just by looking at them.	1	2	3	4	5
30. I help other people feel better when they are down.	1	2	3	4	5
31. I use good moods to help myself keep trying in the face of obstacles.	1	2	3	4	5
32. I can tell how people are feeling by listening to the tone of their voice.	1	2	3	4	5
33. It is difficult for me to understand why people feel the way they do.	1	2	3	4	5

APPENDIX-B: Teacher Burnout Scale

This instrument measures the symptoms of teacher burnout. Burnout can lead to very aberrant behavior on the part of teachers-including resignation, emotional outbursts, and other apparently irrational behaviors. Expected alpha reliability estimates for this instrument are above .85. Face validity is good.

Directions: Complete the following measure and calculate your score. This measure is designed to determine how you currently feel about your job and its related aspects. There are no right or wrong answers. Work quickly and circle your first impression. Please indicate the degree to which each statement applies to you by marking whether you: Strongly Disagree = 1; Disagree = 2; Neutral =3; Agree =4; Strongly Agree = 5

- _____1. I am bored with my job.
- _____2. I am tired of my students.
- _____3. I am weary with all of my job responsibilities.
- _____4. My job doesn't excite me anymore.
- _____5. I dislike going to my job.
- _____6. I feel alienated at work.
- _____7. I feel frustrated at work.
- _____8. I avoid communication with students.
- _____9. I avoid communication with my colleagues.
- _____10. I communicate in a hostile manner at work.
- _____11. I feel ill at work.
- _____12. I think about calling my students ugly names.
- _____13. I avoid looking at my students.
- _____14. My students make me sick.
- _____15. I feel sick to my stomach when I think about work.
- _____16. I wish people would leave me alone at work.
- _____17. I dread going to school.
- _____18. I am apathetic about my job.
- _____19. I feel stressed at work.
- _____20. I have problems concentrating at work.

APPENDIX–C: Ethics Commitee Approval



T.C.
HACETTEPE ÜNİVERSİTESİ
Rektörlük

Tarih: 02.07.2018 12:52
Sayı: 35853172-300-E.00000112465

E.00000112465

Sayı : 35853172-300
Konu : Gizem DURHAN Hk. (Etik Komisyon İzni Hk)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 05.06.2018 tarihli ve 51944218-101.02.02/00000083320 sayılı yazı

Enstitünüz Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı tezli yüksek lisans programı öğrencilerinden **Gizem DURHAN**'ın, **Doç. Dr. Hüseyin ÖZ** danışmanlığında yürüttüğü "**İngilizce Öğretmenlerinin Duygusal Zeka ve Tükenmişlik Düzeyleri Arasında İlişki/ The Relationship Between English Teachers' Emotional Intelligence and Their Burn -Out Level**" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **18 Haziran 2018** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini saygılarımla rica ederim.

e-İmzalıdır
Prof. Dr. Rahime Meral NOHUTCU
Rektör Yardımcısı

APPENDIX-D: Declaration of Ethical Conduct

I hereby declare that...

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

28/07/2019



Gizem DURHAN

APPENDIX-E: Thesis Originality Report

22/07/2019

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of Foreign Language Education

Thesis Title: The Relationship between English Teachers' Emotional Intelligence and their Burnout Level

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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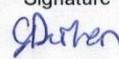
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I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Gizem DURHAN
Student No.: N15226458
Department: Foreign Language Education
Program: English Language Education
Status: Masters Ph.D. Integrated Ph.D.

Signature


ADVISOR APPROVAL

APPROVED

Assist. Prof. Dr. İsmail Fırat ALTAY



APPENDIX-F: Yayınlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarında (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir.⁽¹⁾
- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir.⁽²⁾
- o Tezimle ilgili gizlilik kararı verilmiştir.⁽³⁾

28/07/2019

 (İmza)

Gizem DURHAN

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

- (1) Madde 6.1. Lisansüstü teze ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.
- (2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3 şahıslara veya kurumlara haksız kazanç imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.
- (3) Madde 7.1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlerle ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

* Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.

