

## **An Investigation into Teacher Burnout in Relation To Some Variables**

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### **Abstract**

In organizations with intense human relations, due to reasons such as the business environment, the intensity of competition and the high number of expectations, employees could be expected to experience such negativeness as mental and emotional tiredness, anxiety, stress, and low performance. In other words, due to the reasons listed above, employees may experience a sense of burnout. Teaching is one of the professions in which intense relationships and related burnout are experienced. Therefore, research aims to describe the phenomenon of burnout experienced by teachers.

The aim of the study is to describe the perceptions of teachers about burnout levels. In this context, it was investigated whether there was a significant difference between teachers' perceptions of burnout levels according to gender, type of duty, branch, marital status, school type and child status.

The research is designed as mixed research (both quantitative and qualitative). “Maslach Burnout Inventory” were used in order to collect the quantitative data of the study, and semi-structured interview form were used to collect qualitative data of the study.

The research population consists of 3478 teachers working in the central Yenişehir district of Diyarbakır province. The sample size of the quantitative dimension was 460 for the 95% confidence level and 30 for the qualitative data.

In the study, arithmetic mean and standard deviation were used in the analysis of quantitative data, and in the evaluation of variables, for F values that are significant with t-test and ANOVA, Tukey HSD test was used to determine the source of the difference. The significance level of the statistical analysis was evaluated as 0.05. In the analysis of qualitative data, direct quotations are given.

Some of the results of the research can be summarized as follows:

1. Participant perceptions of the sub-dimensions of burnout according to gender variable are negative. Whereas in some studies, a significant difference was found between the participants' perceptions, there was no significant difference in other studies.
2. According to the type of task, sometimes teachers and sometimes managers have more burnout than the other.
3. There was no significant difference between teachers' perceptions according to the branch variable. However, a significant difference was found between teachers' perceptions of burnout in some sub-dimensions.
4. In respect to the marital status variable, participants' perceptions of burnout differed according to the sub-dimensions of burnout.
5. In respect to the school type variable, the participants' perceptions of burnout differed according to the sub-dimensions of burnout.
6. According to the child status variable, the participants' perceptions of burnout differed depending on whether they have children or not.

According to gender, type of duty, branch, marital status, school type, and child status variables, both quantitative and qualitative researches can be done in the primary, secondary and high schools to determine the reasons for the burnout of teachers and their solution offers.

**Keywords:** Teacher, Burnout, Teacher Burnout

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## INTRODUCTION

Employees in organizations where human relationships are experienced intensely are expected to suffer from problems such as mental and emotional exhaustion, anxiety, stress and underperformance caused by factors including co-workers, work environment, the severity of competition, multitude of expectations, etc. In other words, due to reasons listed above employees may experience burnout.

The term burnout, introduced in 1974 by clinical psychologist Freudenberger who studied on organizational stress for years (Tansel, 2015), awakened researchers' interest in the later years, and a plethora of studies were conducted upon this term. The term burnout was defined by Freudenberger as "people's failure to meet high demands caused by their excessive workloads", in other words, as emotional exhaustion (Freudenberger, 1974).

From the definition of burnout by Freudenberger (1974), it is prominent that burnout "refers to failure, exhaustion, loss of energy, in other words, the state of exhaustion that occurs as a result of unsatisfied desires by internal resources of the individual". This emphasizes the emotional exhaustion dimension of the term burnout. Burnout is an outcome that results from marks left on the individual's emotional life by occasions that are perceived to be unalterable. This is a "professional autism" (Storlie, 1979). Subsequently Maslach and Jackson defined the term burnout in a broader sense as the state resulting in a decrease in the sense of personal accomplishment along with an increase in individuals' emotional exhaustion and depersonalization (Maslach and Jackson, 1985).

According to the definition of Maslach, burnout refers to "emotional exhaustion, depersonalization and reduced personal accomplishment" observed in employees who are in intense relationships with others as part of their jobs. This three-dimensional definition is the most widely accepted definition of burnout (Cited by Sürgevil, 2006). According to Maslach, *Emotional exhaustion* occurs when an individual feels that his/her emotional resources gradually decrease psychologically (Cited by Akçamete, Kaner and Sucuoğlu, 2001). According to Maslach, Schaufeli & Leiter (2001), *Emotional Exhaustion* refers to the stress dimension of burnout, and is defined as loss of energy, and fatigue. Though emotional exhaustion is a stress-like reaction, it separates off from stress since it is addressed along with other dimensions of burnout, which are depersonalization and reduced personal accomplishment. According to Maslach, *Depersonalization* arises from a decrease in emotional resources of the individual, and refers to the individual's negative and cynic attitudes, unfavourable feelings and behaviours against his/her co-workers (Akçamete, Kaner and Sucuoğlu, 2001). Maslach, Schaufeli & Leiter (2001) suggest that *Depersonalization* is related to the interpersonal relationship dimension of burnout and refers to a decrease in the employee's sensitivity towards him/herself and people s/he works for, in other words, the individual's emotional and cognitive alienation from him/herself and people s/he works for. According to Maslach, *Reduced Personal Accomplishment* is described as depression, demoralization, avoiding interpersonal relationships, reduced productivity, failure to manage stress, the sense of failure, and low sense of self (Akçamete, Kaner and Sucuoğlu, 2001). Byrne (1994) suggests that *reduced personal accomplishment* occurs when individuals, who experience emotional exhaustion and keep their distance from work, fail to feel productive and successful enough.

In brief, burnout can be regarded as the concurrent experience of an individual's emotional exhaustion, depersonalization in interpersonal relationships and reduced personal accomplishment in terms of performance. Furthermore, there may be a mention about some clues and results of burnout.

Some physical and emotional disorders are symptoms of burnout. While pains such as ulcer, insomnia and migraine are among the examples of physical disorders, some emotional disorders include depression, pessimism and anger (Hock, 1988). Individuals experiencing burnout face problems such as health concerns, psychological problems, lack of self-confidence and growing negative attitudes towards their work (Cihan, 2011). In general among the results of burnout are neglecting and hindering work, alienation from the work environment, failure to go to work, going to

work late, the tendency to leave work early, breakdown in relationship at work or outside of work, domestic problems, underperformance, reduced organizational commitment, health problems, sudden anger, paranoia, reduced self-esteem, depression, insomnia, and use of alcohol and drugs ( Sürgevil, 2006; Karaman, 2009; Izgar, 2011).

Though the term burnout was first studied in the field of health in which human relationships are experienced intensely, recently it has been addressed in some areas of profession with intense human relationships such as teaching, policing and management (Gündüz, 2004).

Reviewing the literature, it is observed that the issue of burnout is experienced more particularly by employees who are employed in areas of profession which require intense communication and interaction (Oplatka, 2002; Hoyos & Kallus, 2005). The teaching profession is one of these areas. The origins of handing down human values and lifestyles to new generations, notably children, date back to ancient ages. Given that the focus of this profession called teaching is intense human relationships, it is likely to expect that practitioners of this profession experience exhaustion and fatigue.

As the teaching profession, which is not being practiced solely for financial purposes, involves emotion and effort, and is one of the value-centred and backbreaking professions, teachers are expected to experience burnout, though in various amounts (Yılmaz and Altinkurt, 2014). Considering the teaching profession in relation to human relationships, teachers tend to experience high level of burnout (Baltaş & Baltaş, 1993).

Among the prominent causes of burnout in the majority of teachers are the organizational culture and climate (Gold, 1985), teachers' loss of hope in their ideals, unwillingness and alienation from the profession due to factors such as obstructive school culture, organizational characteristics, gender, type of school, lack of physical infrastructure and resources, conflicts with the administration, education level, age, etc. (Friedman 1991; Şişman, 2004; Troman & Woods, 2000), teachers' belief related to losing the classroom management (Bardo, 1979), lack of co-deciding, and poor relations (Sparks, 1979).

There is a plethora of studies related to burnout levels of teachers and teacher candidates in literature. Among these are Durak & Seferoğlu, (2017); Wang, H., Hall, N.C. & Rahimi, S. (2015); Yılmaz, Altinkurt, Güner & Şen, (2015); Çelik & Yılmaz, (2015); Yılmaz, (2014); Seferoğlu, Yıldız & Yücel, (2014); Skaalvik & Skaalvik, (2010); Polat, Topuzoğlu, Gürbüz, Hotalak, Kavak, Emirikçi, & Kayış, (2009); Grayson & Alvarez, (2008); Kan, (2008); Cemaloğlu & Erdemoğlu-Şahin (2007); Ören & Türkoğlu, (2006). However, quantitative research techniques were used in these studies. This was regarded as a basis for doing mixed researches, in which only qualitative or both qualitative and quantitative researches are applied together, and thus the present study was conducted via a mixed research method.

This study aims to represent the perceptions of teachers regarding burnout levels. In this context, researchers are seeking answers for following sub-problems.

1. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Gender?
2. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Task Type?
3. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Branch?
4. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Marital Status?

5. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the School Type?

6. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Number of Children Owned?

## RESEARCH METHOD

A mixed research method was applied in the present study. A mixed research is an approach that is a combination of qualitative and quantitative methods or paradigms (Balçı, 2009, 44). In this method, researcher convincingly and meticulously collects and analyses both qualitative and quantitative data based on research questions and blends these two types of data through combination (integration) by placing one of the data types into the other or building one of them on the other respectively (Creswell & Plano Clark, 2015).

“Maslach Burnout Inventory” was applied to collect the quantitative data of the study. Turkish version of the inventory developed by Maslach and Jackson (1981) was created by Ergin (1992). “Maslach Burnout Inventory” includes three dimensions: 1. “Emotional Exhaustion”, (1,2,3,6,8,13,14,16 ve 20) 2. “Depersonalization”, (5,10,11,15 ve 22) and 3. “Reduced Personal Accomplishment”, (4,7,9,12,17,18,19 ve 21) (Karadağ, 2013). All items of the inventory composed of 22 items in total were scaled as 1- Never, 2- Very seldom, 3-Sometimes, 4- Frequently and 5- Always as a five point likert type. “Emotional Exhaustion” and “Depersonalization” sub-dimensions include negative statements while the “Reduced Personal Accomplishment” sub-dimension includes positive statements. Scores of all sub-dimensions are calculated separately in the inventory in which total score cannot be obtained (Cited by Erdemoğlu-Şahin, 2007).

The validity and reliability studies of the inventory were conducted by Çapri (2006). According to the validity and reliability studies conducted, Kaiser Meyer-Olkin (KMO) value of the inventory was found as 0,96 in the principal components factor analysis. Barlett Sphericity test was found significant in the study ( $\chi^2 = 8.703,07$ ;  $p < 0,01$ ). As a result of the factor analysis, it was found that the inventory was single factorial as it is in its original, yet that it was three dimensional and explained 53,96% of the total variance (variance explanation rates are 42,96%, 6,23%, 4,77% respectively). However, correlation results of the item test carried out related to the item validity and homogeneity of the inventory were found between  $r = 0,31$  and  $r = 0,76$ . The reliability of the inventory was calculated via Cronbach alpha internal consistency coefficient and test-retest reliability coefficient methods. Cronbach alpha internal consistency coefficient  $\alpha = 0,93$  was found as 0,83, 0,75 and 0,88 for sub-dimensions respectively. Cronbach alpha internal consistency coefficient  $\alpha = 0,78$  was found as 0,85, 0,76 and 0,79 for sub-dimensions respectively. According to the results of the validity and reliability analyses related to the inventory, the inventory was accepted as valid and reliable.

A semi-structured interview form was used to collect the qualitative data. An interview form composed of an open-ended question was prepared by researchers. As all dimensions, “Emotional Exhaustion”, “Depersonalization” and “Reduced Personal Accomplishment” included in Maslach Burnout Inventory referred to negative feelings and thoughts of teachers when practicing their profession within the interview form, teachers were asked “What are the negative feelings and thoughts that your job (teaching/administration) arouses in you?”. To provide the validity of the inventory, an interview form composed of a single question prepared by three domain experts in educational sciences was given, and the interview form was put into final form in line with the opinions and suggestions of domain experts. The interview form was applied to five teachers who were not included in the study group prior to the application. After the relevant question in the interview form was found to be clear and understandable, it was given to thirty teachers with various demographic properties, and those filled in by teachers were collected by researchers.

## Population and Sample

The population of the study is composed of totally 3478 teachers working in Yenisehir, Diyarbakir, during the spring term of the academic year of 2017-2018 (<https://yenisehir21.meb.gov.tr/>). The sample size of the quantitative dimension was found as 460 teachers according to the calculation made for a confidence level of 95%. Statistical data related to the sample are given in Table 1.

**Table 1. Data related to the quantitative sample and the qualitative study group**

Variables		N		%	
		Quantitative	Qualitative	Quantitative	Qualitative
Gender	Female	240	9	52,2	30
	Male	220	21	47,8	70
Task Type	Administrator	70	12	15,3	40
	Teacher	390	18	84,7	60
Branch	Class Teacher	150	13	33,6	43,3
	Branch Teachers	310	17	66,4	56,6
Marital Status	Married	200	17	43,4	56,6
	Single	249	13	56,6	43,4
School Type	Elementary	150	7	32,6	23,3
	Secondary	200	11	43,4	36,7
	High School	110	12	23,0	40
Number of Children	No child	316	12	68,7	40
	One Child	90	10	19,6	33
	Two or more children	54	8	11,7	27

## Analysis of Data

In the study, arithmetic mean and standard deviation were used to analyse the quantitative data. To assess the variables, t-test and ANOVA were used while Tukey HSD test, one of the multiple comparison tests to determine the source of the difference, was used for F values which were found significant. Significance level in the statistical analyses in the study was found as 0.05. Low points in the inventory related to sub-dimensions of “Emotional Exhaustion” and “Depersonalization” represented low burnout levels whereas low point related to the sub-dimension of “Reduced Personal Accomplishment” referred to high burnout levels.

To assess the qualitative data, participants were first given codes to ensure that they could be identified. To set an example, the fifth female participant was coded as KK5 (in which the first “K” stands for female and the second “K” stands for participant), the fifteenth participant class teacher was coded as KS15, and the twenty-eighth participant branch teacher was coded as KB28. In this way, information given by participants was used through direct quotation. Responses given to the question included in the semi-structured interview form were assessed based on sub-problems.

## FINDINGS

This section includes primarily findings related to the quantitative data and then findings related to the qualitative data obtained from participants.

### Quantitative Findings

While presenting quantitative findings, findings related to sub-problems were presented separately.

1. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Gender? Findings related to its sub-problem.

**Table 2: Statistics of the Gender Variable and T-Test Results**

Points	$\bar{X}$		SS		t	df	P
Gender	Female	Male	Female	Male			
Emotional Exhaustion	2,22	2,19	,73	,69	,329		,742
Depersonalization	1,82	1,88	,68	,63	-1.000	458	,316
Reduced Personal Accomplishment	3,67	3,78	,54	,63	-1,876		,061

\* p<.05

It is highlighted in Table 2 that the arithmetic mean of female participants' perceptions related to the sub-dimension "Emotional Exhaustion" depending on the "Gender" is  $\bar{x}=2,22$  while the arithmetic mean of male participants' perceptions is  $\bar{x}=2,19$ , and that the arithmetic mean of female participants' perceptions related to the sub-dimension "Depersonalization" is  $\bar{x}=1,82$  while the arithmetic mean of male participants' perceptions is  $\bar{x}=1,88$  and at the level of "Very Seldom". It is observed that the arithmetic mean of female participants' perceptions related to sub-dimension "Reduced Personal Accomplishment" is  $\bar{x}=3,67$  while the arithmetic mean of male participants' perceptions is  $\bar{x}=3,78$  and at the level of "Frequently". Besides, it is also seen that as the results of the t-test carried out for participant perceptions depending on the gender regarding sub-dimensions "Emotional Exhaustion", "Depersonalization" and "Reduced Personal Accomplishment" of burnout are  $t=,742, ,316$  and  $,061$  respectively and  $p>.05$ , there is not a significant difference among the perceptions of male and female participants related to the sub-dimensions of burnout depending on the gender.

2. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Task Type? Findings related to its sub-problem.

**Table 3: Statistics of the Task Type Variable and T-Test Results**

Points	$\bar{X}$		SS		t	df	P
Task Type	Teacher	Administrator	Teacher	Administrator			
Emotional Exhaustion	2,21	2,18	,71	,73	,290		,456
Depersonalization	1,85	1,87	,66	,65	-,263	458	,988
Reduced Personal Accomplishment	3,72	3,79	,56	,72	-,866		,089

\* p<.05

As seen in Table 3, the arithmetic mean of teachers' perceptions related to the sub-dimension "Emotional Exhaustion" of burnout depending on the "Task Type" is  $\bar{x}=2,21$  while the arithmetic mean of administrators' perceptions is  $\bar{x}=2,18$ , and that the arithmetic mean of teachers' perceptions related to the sub-dimension of "Depersonalization" is  $\bar{x}=1,85$  while the arithmetic mean of administrators' perceptions is  $\bar{x}=1,87$  and at the level of "Very Seldom". The arithmetic mean of teachers' perceptions related to "Reduced Personal Accomplishment" is  $\bar{x}=3,72$  while the arithmetic mean of administrators' perceptions is  $\bar{x}=3,79$  and at the level of "Frequently". Moreover, as the results of the t-test carried out for participant perceptions depending on the task type regarding sub-dimensions "Emotional Exhaustion", "Depersonalization" and "Reduced Personal Accomplishment" of burnout are  $t=,456, ,988$  ve  $,089$  respectively and  $p>.05$ , there is not a significant difference among the perceptions of participants related to the sub-dimensions of burnout.

3. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Branch? Findings related to its sub-problem.

**Table 4: Statistics of the Branch Variable and T-Test Results**

Points	$\bar{X}$		SS		t	df	P
Branch	Class	Branch	Class	Branch			
Emotional Exhaustion	2,13	2,24	,67	,72	-1,332		,448
Depersonalization	1,75	1,89	,59	,68	-1,919	458	,144
Reduced Personal Accomplishment	3,76	3,71	,50	,62	-,796		,048

\* p<.05

Table 4 demonstrates that the arithmetic mean of class teachers' perceptions related to the sub-dimension "Emotional Exhaustion" depending on the "Branch" is  $\bar{x}=2,13$  while the arithmetic mean of branch teachers' perceptions is  $\bar{x}=2,24$ , and that the arithmetic mean of class teachers' perceptions related to the sub-dimension "Depersonalization" is  $\bar{x}=1,75$  while the arithmetic mean of branch teachers' perceptions is  $\bar{x}=1,89$  and at the level of "Very Seldom". The arithmetic mean of class teachers' perceptions related to the sub-dimension "Reduced Personal Accomplishment" is  $\bar{x}=3,76$  while the arithmetic mean of branch teachers' perceptions is  $\bar{x}=3,71$  and at the level of "Frequently". In addition, it is also seen that as the results of the t-test carried out for participant perceptions depending on the branch regarding sub-dimensions "Emotional Exhaustion" and "Depersonalization" of burnout are  $t=,448$  ve  $,144$  and  $p>.05$ , there is no significant difference between the perceptions of class and branch teachers; however, as it is  $t=,048$  and  $p<.05$  related to "Reduced Personal Accomplishment", there is a significant difference between the perceptions of class and branch teachers.

4. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Marital Status? Findings related to its sub-problem.

**Table 5: Statistics of the Marital Status Variable and T-Test Results**

Points	$\bar{X}$		SS		t	df	P
Marital Status	Married	Single	Married	Single			
Emotional Exhaustion	2,10	2,27	,66	,73	-2,484		,145
Depersonalization	1,74	1,92	,58	,69	-2,657	458	,011
Reduced Personal Accomplishment	3,84	3,66	,57	,59	-3,106		,480

\* p<.05

Table 5 shows that the arithmetic mean of married participants' perceptions related to the sub-dimension of "Emotional Exhaustion" of burnout depending on the "Marital Status" is  $\bar{x}=2,10$  while the arithmetic mean of single participants' perceptions is  $\bar{x}=2,27$ , and that the arithmetic mean of married participants' perceptions related to the sub-dimension of "Depersonalization" is  $\bar{x}=1,74$  while the arithmetic mean of single participants' perceptions is  $\bar{x}=1,92$  and at the level of "Very Seldom". It is also observed that the arithmetic mean of married participants' perceptions related to the sub-dimension "Reduced Personal Accomplishment" is  $\bar{x}=3,84$  while the arithmetic mean of single participants' perceptions is  $\bar{x}=3,66$  and at the level of "Frequently". Moreover, as the results of the t-test carried out for participant perceptions depending on the marital status regarding sub-dimensions "Emotional Exhaustion" and "Reduced Personal Accomplishment" of burnout are  $t=,145$  and  $,480$  respectively and  $p>.05$ , there is no significant difference among teachers' perceptions related to these sub-dimensions depending on the marital status; however, as it is  $t=,011$  and  $p<.05$  for the sub-dimension "Depersonalization", there is significant difference between the perceptions of married and single participants.

5. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the School Type? Findings related to its sub-problem.



**Table 6: Statistics of the School Type Variable and One Way Anova Tests Findings**

Burnout Levels	N	$\bar{X}$	SS	Variance Source	Sum of Squares	sd	Mean of Squares	F	p	Difference	
Emotional Exhaustion	Elementary	150	2,15	,66	Intergrup In-Groups Toplam	2	,297	,581	,560	None	
	Secondary	200	2,23	,74		208,306	458				,512
	High School	110	2,23	,72		208,900	460				
	Total	460	2,21	,71							
Depersonalization	Elementary	150	1,75	,58	Intergrup In-Groups Total	2	1,039	2,390	,093	None	
	Secondary	200	1,90	,69		2,079	458				,435
	High School	110	1,90	,68		177,017	460				
	Total	460	1,85	,66		179,096					
Reduced Personal Accomplishment	Elementary	150	3,75	,51	Intergrup In-Groups Total	2	,132	,376	,687	None	
	Secondary	200	3,70	,61		,264	458				,351
	High School	110	3,75	,64		142,788	460				
	Total	460	3,73	,59		143,052					

\* p<.05

Table 6 highlights that the arithmetic mean of participants' perceptions related to the sub-dimension "Emotional Exhaustion" depending on the "School Type" is  $\bar{X}=2,15$  for participants working at elementary school,  $\bar{X}=2,23$  for participants working at secondary school and  $\bar{X}=2,23$  for participants working at high school, and that the arithmetic mean of participants' perceptions related to the sub-dimension "Depersonalization" is  $\bar{X}=1,75$  for participants working at elementary school,  $\bar{X}=1,90$  for participants working at secondary school and  $\bar{X}=1,90$  for participants working at high school and at the level of "Very Seldom" and that the arithmetic mean of participants' perceptions related to the sub-dimension "Reduced Personal Accomplishment" is  $\bar{X}=3,75$  for participants working at elementary school,  $\bar{X}=3,70$  for participants working at secondary school and  $\bar{X}=3,75$  for participants working at high school and at the level of "Frequently". Besides, as the results of One Way Anova Test conducted related to the school type are F=,581, 2,390 and ,376 respectively and (p values are ,560, ,093 and ,687 respectively) and p>.05, there is no significant difference among the perceptions of participants working at elementary, secondary and high school related to the sub-dimensions "Emotional Exhaustion", "Depersonalization" and "Reduced Personal Accomplishment" of burnout.

6. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Number of Children? Findings related to its sub-problem.

**Table 7: Statistics of the Number of Children Variable and One Way Anova Test Findings**

Burnout Dimensions	N	X	SS	Variance Source	Sum of Squares	sd	Mean of Squares	F	p	Difference	
Emotional Exhaustion	No Child	316	2,24	,72	Intergr oup In- Groups Total	2,597	,866	1,703	,166	Non e	
	One Child	90	2,13	,64		206,303	2				,508
	Two or More Children	54	2,08	,71		208,900	458				
	Total	460	2,15	,69		460					
Depersonalization	No Child	316	1,88	,68	Intergr oup In- Groups Total	1,850	,617	1,413	,239	Non e	
	One Child	90	1,76	,58		177,246	2				,437
	Two or More Children	54	1,75	,52		179,096	458				
	Total	460	1,79	,59		460					
Reduced Personal Accomplishment	No Child	316	3,68	,60	Intergr oup In- Groups Total	2,896	,965	2,796	,040*	Av ail abl e	
	One Child	90	3,89	,51		140,156	2				,345
	Two or More Children	54	3,82	,49		143,052	458				
	Total	460	3,79	,53		460					

\* p<.05

Table 7 highlights that the arithmetic mean of participants' perceptions related to the sub-dimension "Emotional Exhaustion" of burnout depending on the "Number of Children" is  $\bar{x}=2,24$  for participants with no child,  $\bar{x}=2,13$  for participants with one child and  $\bar{x}=2,08$  for participants with two or more children, and that the arithmetic mean of participants' perceptions related to the sub-dimension "Depersonalization" is  $\bar{x}=1,88$  for participants with no child,  $\bar{x}=1,76$  for participants with one child and  $\bar{x}=1,75$  and at the level of "Very Seldom". The arithmetic mean of participants' perceptions related to the sub-dimension "Reduced Personal Accomplishment" is  $\bar{x}=3,68$  for participants with no child,  $\bar{x}=3,89$  for participants with one child and  $\bar{x}=3,82$  for two or more children and at the level of "Frequently". Moreover, as the results of One Way Anova Test conducted related to the number of children are  $F=1,703$  and  $1,413$  respectively for the sub-dimensions "Emotional Exhaustion" and "Depersonalization" (p values are ,166 and ,239 respectively) and  $p>,05$ , there is no significant difference in these dimensions; however, as it is  $F=2,796$  and  $P=,040$  and  $p<,05$  related to the sub-dimension "Reduced Personal Accomplishment", there is a significant difference among participants related to this sub-dimension depending on the number of children. According to Tukey HSD test (Table 8) conducted to determine between which groups there is a significant difference, it is seen that the significant difference is between participants with no child and participants with one child and in favour of participants with one child.

**Table 8: Tukey HSD Test Results Related To the Sub-Dimension Reduced Personal Accomplishment of Burnout Depending On the Number of Children Variable**

Burnout	The Number of Children	Mean Difference	p
The sub-dimension Reduced Personal Accomplishment	1- No Child	-0,21	0,03*
	2- One Child		

\* p<.05

## QUALITATIVE FINDINGS

While presenting the qualitative data, the order of the quantitative data was taken as basis. In other words, findings were presented based on sub-problems.

1. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Gender variable? Findings related to its sub-problem.

The perceptions of female and male participants related to burnout depending on the Gender are negative and similar. To illustrate this, opinions of two participants among female and male participants were given directly. While KK28 coded female teacher stated her perceptions as *“It is sad for me to see that students are irrelevant and inattentive, and are affected by negative things around them, and I feel as if I fought on my own to change students’ behaviours and it makes me sad that I cannot communicate with their families”* while KE30 coded male teacher expressed himself as *“Mental and emotional exhaustion negatively influence their after-school activities, and lack of inspection and control at the school obstruct good things. Besides, it makes me upset to see the instability in the system.”*

2. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Task Type variable? Findings related to its sub-problem.

The perceptions of teachers and administrators related to burnout depending on the Task Type are similar and negative. To prove this, opinions of one of the teachers and administrators each were given directly. KÖ29 coded teacher expressed that *“it concerns me for the future that students are have no willingness and expectations for the future and that they do not enjoy studying. As there is lack of support by parents in understanding the meaning of life, I fail to show success I wish for and this worries me a lot”* while KY17 coded administrator stated that *“The stress arising from the work becomes a nuisance, reflects on my daily life, and I particularly experience intolerance against the noise after work.”*

3. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Branch? Findings related to its sub-problem.

The perceptions of class and branch teachers related to burnout depending on the Branch variable are negative. Besides, teachers and administrators share similar perceptions related to burnout. To reveal that they possess negative perceptions, their opinions were given directly. KS2 coded class teacher stated that *“When children are offended as I shout at them, I feel bad, and it makes me very sad to have the impression that teachers get well-paid”* while KB22 coded branch teacher expressed that *“Being away from my parents, having no time for myself, keeping up with cultural differences and striving to understand students with different languages are issues that exhaust me mentally and emotionally.”*

4. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Marital Status? Findings related to its sub-problem.

The perceptions of married and single teachers related to burnout depending on the Marital Status variable are negative; besides, negative perception is at a higher level in married teachers. To present their perceptions, opinions of one married and one single teacher were given directly. KE3 coded married teacher stated that *“Fear of being late in the mornings and disrespectful behaviours of students towards me are among some of the negative feelings I experience”* while KB27 coded single teacher expressed that *“Being criticized continuously and not being appreciated reduce my motivation and job satisfaction.”*

5. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the School Type? Findings related to its sub-problem.

The perceptions of elementary, secondary and high school teachers related to burnout depending on the School Type variable are similar and negative. Furthermore, the perceptions of high school teachers are slightly more negative. To set forth their perceptions, opinions of one of elementary, secondary and high school teachers were given directly. KI9 coded elementary teacher remarked that *“Among the negative feelings I am experiencing are disrespectful behaviours and negative demeanours of students and their parents”*, KO6 coded secondary school teacher pointed out that *“Having no feedback from studies, disloyalty to knowledge and science and unstable student profile make me feel bad professionally”* and KL14 coded high school teacher stated that *“As misdirection of students by insensible parents and their inefficiency cause distress and trivialize our profession, I am dispirited and discouraged and thus I do not want to do this job anymore.”*

6. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Number of Children? Findings related to its sub-problem.

The perceptions of teachers with no child, one child and two and more children related to burnout depending on the Number of Children variable are similar and negative. To put forward the perceptions, opinions of three teachers were given directly. KÇ8 coded teacher with no child expressed that *“I am vexed at seeing people do uncoordinated works and fail to fulfil their duties and get stressed”*, K1Ç18 coded teacher with one child said that *“I am disappointed at seeing that students do not understand what I teach them, their lack of interest in our language and getting nothing in return for our effort”* and K2Ç11 coded teacher with two or more children remarked that *“I feel humiliated in front of students and parents with what I am doing as part of job as I have to wear uniform and see that workmen double my salary.”*

## RESULT AND DISCUSSION

1. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Gender? Result and discussion related to its sub-problem.

According to the quantitative data, it was found that the perceptions of female and male participants related to the “gender” variable were different from those of female and male participants related to the sub-dimensions “Emotional Exhaustion”, “Depersonalization” and “Reduced Personal Accomplishment” of burnout but that this difference was not statistically significant. According to the qualitative data, it was determined that the perceptions of female and male participants related to burnout depending on the gender variable were similar and negative. Besides, the qualitative and quantitative data of the study overlap. Studies carried out by Çelik and Yılmaz (2015); Bilgen and Genç, (2014); Özşaker, (2013); Türkçapar, (2011); Yıldırım, (2007) and Pillay, Goddard and Wilss (2005) found that the difference between the perceptions of females and males related to burnout depending on the gender variable was not statistically significant. These findings overlap with the findings of this study. In addition, studies in the body of literature show that there is a significant difference between some sub-dimensions of burnout, and that there is no significant difference between some sub-dimensions of burnout. Among these studies are those carried out by Durakoğlu and Seferoğlu, (2017); Seferoğlu, Yıldız & Avcı-Yücel; (2014); Büyüközkan, (2012); Çağlar, (2011) Bayramoğlu, (2008); Evers, Tomic and Brouwers, (2004); Bibou-Nakou, Stogiannidou and

Kiosseoglou, (1999) and Sucuoğlu, Kuloğlu-Aksaz (1996). Considering these findings as a whole, it can be concluded that participants' perceptions related to the sub-dimensions of burnout depending on the gender variable are negative, and that while there is a significant difference among the perceptions of participants in some studies, there is no significant in some others. This result demonstrates that the teaching profession which involves intense human relationships exhausts teachers as practitioners of this profession in various amounts regardless of the gender.

2. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Task Type? Result and discussion related to its sub-problem.

According to the quantitative data, it was found that there was no significant difference among the perceptions of participant teachers and administrators in the sub-dimensions of "Emotional Exhaustion", "Depersonalization" and "Reduced Personal Accomplishment" of burnout depending on the "task type" variable. As regards the qualitative data related to the task type, it was determined that the perceptions of participant teachers and administrators were similar and negative. The qualitative and quantitative data of the study overlap. However, the study carried out Ersoy Yılmaz and Yazıcı & Yazıcı (2014) found that the perceptions of teachers related to burnout were higher than those of administrators in all the sub-dimensions of "Emotional Exhaustion", "Depersonalization" and "Reduced Personal Accomplishment". Yet this finding is remarkable as general view is that administrators who are in charge and have the responsibility of making important decisions tend to have burnout more intensely. Furthermore, the study by Başol and Altay (2009) found that administrators had more burnout than teachers. According to these findings, it can be concluded that teachers and administrators have more burnout at different times. Teachers may have more burnout due to the fact that they are not involved in decision-making sufficiently, spend most of their time at school with students, possess excessive course load, do not have the opportunity to have a healthy and effective communication with administrators and meet parents more. On the other hand, administrators may experience more burnout as they are in charge of anything at school, deal with issues from the very beginning to the end and cannot keep up with the legislation upon frequent legislative amendments.

3. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Branch? Result and discussion related to its sub-problem.

It was found from the quantitative data that there was a difference against branch teachers among the perceptions of participant class and branch teachers related to the sub-dimensions "Emotional Exhaustion" and "Depersonalization" depending on the "branch" variable but that the relevant difference was not statistically significant, and that there was a significant difference in favour of class teachers among the perceptions of class and branch teachers related to the sub-dimension "Reduced Personal Accomplishment". According to the qualitative data, it was determined that the perceptions of class and branch teachers related to burnout were negative and similar. The qualitative data of the study overlap the quantitative data. It was found in the study by Durakoğlu and Seferoğlu, (2017) that while there was a significant difference in some sub-dimensions of burnout, there was not any significant difference in some others. Besides, Seferoğlu, Yıldız and Yücel (2014) found that there was no significant difference among the perceptions of class and branch teachers related to burnout. These findings also overlap with the findings of this study. Considering all these findings as a whole, it can be concluded that there is no significant difference among the perceptions of teachers related to burnout in general depending on the branch variable, but that there is a significant difference among the perceptions of teachers in some sub-dimensions of burnout. This result reveals that teachers experience burnout, though in low levels, regardless of their branches, and that branch teachers experience this feeling more than class teachers in some sub-dimensions of burnout, which can be associated with puberty-and- adolescence-related psychological, sociological, socioeconomic and physiological changes experienced by students who are the target group of branch teachers.

4. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Marital Status? Result and discussion related to its sub-problem.

According to the quantitative data, it was found that there was no significant difference among the perceptions married and single participants related to the sub-dimensions “Emotional Exhaustion” and “Reduced Personal Accomplishment” of burnout depending on the marital status variable, but that there was a significant difference in favour of married participants among the perceptions of married and single participants related to the sub-dimension “Depersonalization” of burnout. According to the qualitative data, it was concluded that the perceptions of married and single participants related to burnout were negative, but that married participants had more negative perceptions. The qualitative and quantitative data of the study overlap in some aspects; however, they dissociate in some aspects. It was found in the studies carried out by Ergül, Saygın and Tösten, (2013); Çağlar, 2011; Cemaloğlu and Erdemoğlu-Şahin, (2007) and Beck and Gargiulo (1983) that the perceptions of teachers related to burnout depending on the marital status demonstrated a statistically significant difference. These findings overlap with the findings of this study in which the perceptions of participants change depending on the marital status variable. However, studies by Çelik and Yılmaz (2015); Bilgen and Genç, (2014); Bağcı and Karagül, (2013); Özben and Argun, (2012) and Pillay, Goddard & Wilss (2005) found that the difference among the perceptions of participants related to burnout depending on the marital status variable was not statistically significant. These findings overlap with the findings of this study that reveal that the perceptions of participants related to burnout do not change depending on the marital status variable (Emotional Exhaustion and Reduced Personal Accomplishment). With reference to all these findings, it can be concluded that the perceptions of participants related to burnout depending on the marital status variable differentiate depending on both the overall burnout and its sub-dimensions. However, these findings are sometimes statistically significant and sometimes they are not significant. This result can be due to the fact that married participants have more responsibilities due to their marriage; that teachers included in the sample possess different demographic properties, and that participants may have expressed their feelings more comfortably when filling in the semi-structured form.

5. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the School Type? Result and discussion related to its sub-problem.

According to the quantitative data, it was found that there was no statistically significant difference among the perceptions of participants working at elementary, secondary and high school related to the sub-dimensions “Emotional Exhaustion”, “Depersonalization” and “Reduced Personal accomplishment” of burnout depending on the school type variable. It was found from the qualitative data that though the perceptions of participant teachers working at elementary, secondary and high school related to burnout depending on the school type variable were negative and similar, the perceptions of high school teachers were more negative. The quantitative and qualitative data of the study broadly overlap. Seferoğlu, Yıldız and Yücel (2014); Türkçapar, (2011) and Başören (2005) found in their studies that there was no statistically significant difference among the perceptions of teachers related to burnout depending on the school type. These findings match up with the findings of this study. Çelik and Yılmaz (2015); Önal, (2010), and Cemaloğlu and Erdemoğlu-Şahin (2007) found out that while there was a statistically significant difference among the perceptions of teachers related to some sub-dimensions of burnout, there was not any statistically significant difference in some others. These findings also match up with the qualitative data of this study. Considering these findings as a whole, it can be concluded that the perceptions of participants related to burnout depending on the school type differentiated depending on the sub-dimensions of burnout. It can be inferred that this conclusion have occurred as factors such as students’ school-type-based changing levels of development, expectations, and socioeconomic and cultural status, etc. affect teachers at different levels.

6. Is there a significant difference among the perceptions of teachers related to burnout levels depending on the Number of Children? Result and discussion related to its sub-problem.

It was determined from the quantitative data that there was no statistically significant difference among the perceptions of participants related to the sub-dimensions “Emotional Exhaustion” and “Depersonalization” of burnout depending on the number of children variable while

there was a significant difference in favour of participants with no child or one child among the perceptions of participants related to the sub-dimension “Reduced Personal Accomplishment” of burnout. According to the qualitative data of the study, while the perceptions of teachers with no child, one child or two or more children related to burnout depending on the number of children variable were negative, the perceptions of participants with one child or more than one child were more negative. Besides, while the qualitative data of the study overlap with some parts of the quantitative data, there is no overlapping between the two in some other parts. In his study, Aslan (2009) found out that as the number of children owned by teachers increased, no change occurred in the sub-dimension “Emotional Exhaustion” and a decrease occurred in the sub-dimension “Depersonalization, and that the point averages of “Reduced Personal Accomplishment” increased. It was suggested in studies by Babaođlan (2007) and Ersoy Yılmaz, and Yazıcı & Yazıcı (2014) that the sense of accomplishment reduced in participants more than those having a child depending on general burnout and reduced personal accomplishment dimension. Considering these findings as a whole, it can be concluded that the perceptions of participants related to burnout differentiate depending on having a child or not. Prospects of teachers related to work and life may differ depending on having a child. In this sense, teachers who have children or have the responsibility of child rearing may be more tolerated against problems arising from work and life.

## CONCLUSION AND SUGGESTIONS

### Results

1- Participants have negative perceptions in all sub-dimensions of Emotional Exhaustion, Emotional exhaustion, Depersonalization and Self-Failure according to gender variable. However, in some studies about burnout, there was a significant difference between participants' perceptions; there was no significant difference in some studies.

2- There was no significant difference between the participant perceptions of Emotional Exhaustion, Desensitization and Personal Failure Sensation which are sub-dimensions of burnout according to duty type variable. However, in some different studies, some aspects of burnout are teachers; managers of some sizes also live more.

3- There was no significant difference between teachers' perceptions of burnout according to branch variable. In the sub-dimensions of Emotional Exhaustion and” Desensitization” of burnout, branch teachers experience more burnout. In the sub-dimension of Feeling of Personal Failure, class teachers live more sense of burnout.

4- There was no significant difference between the participants in the Emotional Exhaustion” and “Feelings of Personal Failure” sub-scale of burnout. The depersonalization sub-dimension of burnout is more common for the married than single

5- No statistically significant difference was found between the sub-dimensions of “Emotional Exhaustion“, “Sensation of Depersonalization” and “Feeling of Personal Failure” among the participant perceptions of primary school, secondary school and high schools regarding the school type variable.

6- There was no statistically significant difference between “Emotional Exhaustion” and “Desensitization” sub-dimensions of burnout according to the child status variable. However, in the sub-dimension of “Feeling of Personal Failure” of burnout, participants with a single child experience more burnout than those without children.

## Suggestions

1- According to gender, type of duty, branch, marital status, school type and child status variables, both quantitative and qualitative researches can be done in primary, secondary and high schools to determine the reasons and solutions for the burnout of teachers and managers.

2- It is possible that teachers and administrators may lead to burnout, school and class classes, socio-economic and cultural conditions of the students, parents' interest in education and so on. both qualitative and quantitative research can be done in primary, secondary and high schools where variables are investigated.

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