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A STUDY ON THE BURNOUT LEVEL OF PRIMARY SCHOOL TEACHERS*

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Abstract

This study aims to determine the burnout level of the primary school teachers in Elazığ in order to analyze the relationship among variables and to figure out solutions for the burnout problem by using Mann Whitney-U and Kruskal Wallis-H tests. The population of this research at descriptive type consists of 2218 teachers who teach at primary schools in Elazığ city center. This study reached to 316 teachers with stratified sampling method representing the population. It was observed that the execution forms of the task, marital status, the level of education, and the number of children the teachers have did not affect burnout levels of work time ($p>0.05$), but gender, work time, professional competence, communication, being appreciated, economic satisfaction, age and occupational level was significant ($p<0.05$). However, the low grades in emotional exhaustion (EE) and depersonalization (D), and the high grades in terms of personal accomplishment (PA) revealed that the teachers are in burnout at a low level.

Keywords: Depersonalization, Emotional Exhaustion, Personal Accomplishment, Maslach Burnout Inventory (MBI), Mann Whitney-U test, Kruskal Wallis-H test.

Introduction

Burnout is defined as tiredness, dullness, demoralization, dissatisfaction, incapability, aging, insensitiveness and decrease in occupational motivation. It is a process that emerges through giving appropriate or inappropriate reactions under stressful conditions (Sears et al. 2000: 56). Especially the performance of the teachers, who are responsible for the education of the young people in the society, is affected negatively. Decline in performance in teaching leads to decline in teachers' concerns about students, administrators, parents and her/his job, and also leaves negative impressions on the people who are contacted (Schwab et al. 1986: 630). Demographic, occupational and psychological variables were taken into consideration during the studies on burnout of a wide variety of educators including academicians, high, pre and primary school teachers (Sarros, 1988: 184; Tanner and Atkins, 1990: 22; Izgar, 2001: 335; Maslach et al. 2001: 397; Kırılmaz et al. 2003: 2; Gündüz, 2005: 152; Basım and Şeşen, 2006: 15; Barutçu and Serinkan 2008: 541; Gençay, 2008: 765; Karakelle and Canpolat, 2008:106; Dericioğulları et al. 2009: 84; Gezer et al. 2009: 1; Skaalvik and Skaalvik, 2009: 518; Polat et al. 2009: 217; Kutsal and Bilge, 2012: 283). These kind of studies have revealed that gender, age, total years spent in employment, motivations of teaching, educational system, willingness to work, being appreciated and supported in job, being able to reach to a deserved rank at job, the university of graduation, number of children, quality of educational institution, marital status, personal qualities of the teacher etc. have effects on burnout level of educators.

Teachers, who experience burnout because of these kind of factors, become reluctant to do daily activities and teach (Yıldırım, 2007: 1). In order to support teachers and create

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solutions, it is important to determine the factors that are effective on the level of burnout of teachers, who teach diverse groups of students.

For that reason, this study aims to determine the burnout level of teachers, who are in a critical position in the society, in order to offer suggestions through determining the factors effective on burnout level.

Material and Method

The data used in this study were obtained from a survey that was carried out on the primary school teachers in Elazığ. The socio-demographical characteristics of the participants and their data were collected by using a questionnaire developed by the researcher. The population of this research at descriptive type consists of 2218 teachers. This study reached 316 teachers with a stratified sampling method at 47 schools out of 62 primary schools representing the population.

Maslach Burnout Inventory (MBI) and Personal Information Form (PIF) was used for the measurement of burnout and the personal and professional characteristics (Maslach and Jackson, 1981: 99; Maslach and Jackson, 1985: 837). Descriptive statistics were presented as frequency and percentage. Mann Whitney-U and Kruskal Wallis-H tests were applied to the data. Furthermore, correlation analysis was used to determine the relationship among subdimensions. By analyzing validity and reliability in measure, differences at $p < 0.05$ were considered statistically significant.

Results and Discussion

The coefficients of reliability for EE, D, PA and GE are 0.829, 0.601, 0.670 and 0.834 respectively (Table 1). The analysis of validity was made after the analysis of reliability. The measures were found both valid and trustful. The reliability of the subdimension D was acceptable compared with the other subdimension. The lower reliability level compared with the other sizes could be explained with the questions that were incomprehensible for the participants as well as, with the material inadequateness (Table 1). Different studies have shown that the reliability of the subdimension D was lower than the others, and this strengthens the possibility of the situation being caused by the scale (Maslach and Jackson, 1985: 837). Acquired data (Table 1) promoted statements of other researchers (Gezer et al. 2009: 1; Üngüren et al. 2010: 2922).

Table 1: Reliability Analysis, Levels of Burnout and Correlations Among the Subdimensions

	Item Numbers	Cronbach- α Coefficients	Expected Values		r			
			(min-max)	$\bar{X} \pm SD$	EE	D	PA	GE
EE	8	0.829	0-30	11.14 \pm 5.47	1.000	0.464**	0.345**	0.882**
D	4	0.601	0-10	2.85 \pm 2.28	0.464**	1.000	0.323**	0.678**
PA	6	0.670	0-21	6.37 \pm 3.42	0.345**	0.323**	1.000	0.691**
GE	18	0.834	1-43	20.37 \pm 8.74	0.882**	0.678**	0.691**	1.000

It was seen that correlations varied between 0.678 and 0.882 when the subdimensions were compared with the GE level (Table 1). It was determined that there was a correlation, significant, in the same direction and low level, between EE ($r=0.464$, $p < 0.01$) and PA ($r=0.323$; $p < 0.01$) subdimensions when it was compared with D subdimension. Similarly, a correlation was determined between EE and PA ($r=0.345$, $p=0.01$) subdimensions. The high correlation between EE and GE subdimension attracts attention (Table 1).

Of the 316 teachers in the study, 59.5% were male, 40.5% were female, 32.0% aged between 36 to 42, 85.8% were married, 13.0% were single, and 1.3% were widowed or divorced. 56.3% of them had 1-2 children, 68.7% were faculty graduates, 46.2% worked at the same foundation for 7 years or more, 29.7% had seniority rights levels between 11-15 years and 82.3% had the responsibility of teaching 21-30 hours a week (Table 2). It can be said that the teaching profession was preferred by men and also a great majority was generated out of the middle aged group who have a regular life and have responsibilities outside the business life. However, frequency meters of teacher demographic properties in similar studies vary (Kırılmaz et al. 2003: 2; Polat et al. 2009: 217). The basic reason for this can be to the the number of

teachers used in the study, their age, marital status, level of education and professional seniority level.

Table 2: Demographic Properties of the Teachers Who Participated in the Study

Demographic Specialties	Number	(%)
Gender		
Female	128	40.5
Male	188	59.5
Age Groups		
22-28	42	13.3
29-35	68	21.5
36-42	101	32.0
43-49	56	17.7
50 and older	49	15.5
Marital Status		
Married	271	85.8
Single	41	13.0
Widowed/Divorce	4	1.3
Number of Children		
None	52	16.5
1-2	178	56.3
3 and more	86	27.2
Educational Level		
High school	3	0.9
Associate degree	60	19.0
Faculty	217	68.7
Postgraduate	36	11.4
Working Time		
1 year and less	40	12.7
1-3 years	66	20.9
4-6 years	64	20.3
7 years and more	146	46.2
Seniority		
5 years and less	41	13.0
6-10 years	38	12.0
11-15 years	94	29.7
16-20 years	50	15.8
21-25 years	39	12.3
26 years and more	54	17.1
Lessons weekly		
20 hours and less	34	10.8
21-30 hours	260	82.3
31 hours and more	22	7.0
Total	316	100.0

57.3% of the teachers stated that the number of employees was sufficient and 63.0% of them did not want to change their professions. The degree of vocational qualifications of 64.4% of them was very good. 74.7% of them had a good skill to communicate. 32.9% and 54.4% of them always and sometimes respectively got appreciation from their directors. The economic satisfaction degree, which was 56.6%, was mediocre (Table 3). A similar study by (Kırılmaz et al. 2003: 2) showed that teachers fondly worked in their professions and felt efficient. Furthermore, their operating environment was sufficient and they received appreciation in successful situations. It could be said that regarding their profession, their communication skills, the degree in which they received appreciation and the level of economic satisfaction degree varied.

Table 3: Some Remarks Related to Teachers' Job, the Factors Negatively Affecting Their Jobs and Received Educations

Some remarks related to their job		
Sufficient number of staff in corporation	Number	(%)
Yes	181	57.3
No	121	38.3

No idea	14	4.4
Opinion to change the job		
Yes	117	37.0
No	199	63.0
Sufficient degree		
High level	204	64.6
Intermediate	110	34.8
Low level	2	0.6
Communication Ability		
High level	236	74.7
Intermediate	76	24.1
Low level	4	1.3
Appreciation		
Always	104	32.9
Sometimes	172	54.4
Never	40	12.7
Economical Satisfaction		
High	21	6.6
Intermediate	179	56.6
Low	86	27.2
Total	316	100.0
The reasons negatively affecting their jobs		
Physical conditions	21	6.6
Lack of interest and economical insufficiency	34	10.8
Lack of material and technical equipment	21	6.6
Environmental	14	4.4
Injustices by manager	11	3.5
Lack of regulations	13	4.1
Crowded classes	24	7.6
Psychological status of the students	8	2.5
None	170	53.8
Total	316	100.0
Educations *		
No any kind of administrative education	205	64.9
Seminars arranged by Directorate of National Education	55	17.4
Administration programs in cooperation with the universities	15	4.7
Bachelor's degree education in the education administration sector	33	10.4
Post graduate education in the education administration sector	25	7.9

*Marked more than one opinion

The teachers who took part in the study pointed out that the factors which affected occupational work negatively were inconstant (2.5-53.8%). 53.8% of them said that there were no reasons which negatively affected their jobs. Lack of interest and economic insufficiency was 10.8%. It could be said that the teachers have to trigger the curiosity of the pupils. They have to organise activities that would incline the students to investigation. They have to keep the student's interests, expectations, proximate and distant targets in mind. Additionally, they have to encourage the parents to coach their children, help them understand the reasons for occurrences, draw their attention to the circumstances of the problems, and solve their own problems by themselves. These kind of activities provide the necessary help for the intellectual progresses of the children. It was predicated that 64.9% of the teachers in the study did not have any kind of administrative training (Table 3). It has to be kept in mind that educational programs for increasing administrative knowledge and success in behaviour management are required for the profession.

While there was a statistically significant difference between the exhaustion levels of the teachers and the gender in the D subdimension ($p < 0.05$), there was no statistically significant difference between EE and PA subdimensions ($p > 0.05$). It was noted that male teachers had more D experiences than female teachers (Table 4). The other researchers showed no correlation between the gender and the exhaustion (Sucuoğlu and Kuloğlu, 1996: 44; Izgar, 2001: 335; Maslach et al. 2001: 397), but some data concord to our study (Friedman, 1991:325; Kırılmaz et al. 2003: 2; Maslach and Jackson, 1981: 99). It can be said that, as the community associates the profession of teaching more with women, the situation of men having more D experiences is

something expected. The reasons behind women experiencing more exhaustion compared to men can be the higher level of responsibility, burnout in occupational life, being more emotional and caring more about the relationships between people.

No significant statistical difference between the exhaustion degree of teachers, who performed their profession themselves and the ones who did it vicariously ($p>0.05$), could be found. It was determined that the exhaustion level was higher at the EE and D dimensions for teachers performing their profession themselves and it was higher at the PA dimension for the ones who teach vicariously (Table 4). The findings in a similar study by (Sümer, 2007: 116) showed that there are significant differences among many directors who perform their profession themselves and their exhaustion grade was compatible to our findings. Performing their jobs vicariously may have been causing unsatisfying adaptation to the job and not enjoying it.

No significant difference between the marital status of the teacher and the degree of EE, D and PA ($p>0.05$) was found (Table 4). It was noticed that widowed/divorced persons had a higher incidence of EE, D and PA levels in comparison with married or single persons (Table 4). It was shown in relevant studies that single persons faced more EE and PA than married persons (Çokluk, 1999: 119; Izgar, 2001: 335) and that EE and PA points were available in concerning efforts (Yerlikaya, 2000: 84). In addition, it was found that single participants lived more EE and D compared to married ones (Maslach and Jackson, 1981:99; Maslach et al. 2001: 397). It can be said that the marital status cohere to other researchers when investigating the relation to exhaustion is concerned (Maslach and Jackson, 1981:99; Çokluk, 1999: 119; Izgar, 2001: 335; Maslach et al. 2001: 397). The reason of the more exhausting life of single and divorced participants when compared to married ones, could be based on the fact that the emotion of responsibility was not committed and that the approach to interrelation between people was different.

In reference to the weekly working hours of the teachers, significant differences between EE and D ($p<0.05$) were found, but it was not noted that by PA was statistically difference (Table 4). A difference was determined ($p<0.01$) in the dimension of DT, between teachers who worked 5–20 hours and teacher who worked 21-36 hours and more than 37 hours, and in the dimension of D between teacher who work between 5-20 hours and teachers working 37 hours or more. In similar studies there statistically significant difference between the operating time of educators and EE, D and PA were emphasized (Gençay, 2008: 765; Dericioğulları et al. 2009: 84). These circumstances may have originated from the heavier work load and the exhaustion risk of people who worked more.

The difference between the educational status of the teachers at the EE, D and PA subdimensions were not found significant ($p>0.05$). With an increase of the educational grade of the teacher an increase in the dimension of EE and PA was detected (Table 4). The basic reason for this can be explained by people, who live in a similar environment for a long time, obtaining the similar behaviours and that the reaction formats became common. Our research showed that the significant differences among the exhaustion level of school administrators and teachers were compliant with the results of (Izgar, 2001: 335), but there is an incompatibility with other studies (Maslach and Jackson, 1981: 99; Friedman, 1991: 325; Maslach et al. 2001: 397).

Table 4: Burnout Levels of Teachers with Respect to Some Variables and Correlations

Factor	Number	EE			D			PA		
		$\bar{X} \pm SD$	<i>p</i>	<i>r</i>	$\bar{X} \pm SD$	<i>p</i>	<i>r</i>	$\bar{X} \pm SD$	<i>p</i>	<i>r</i>
Gender										
Male	188	10.96±5.42	0.674	-	3.08±2.33	0.023*	-	6.29±3.71	0.272	-
Female	128	11.42±5.56			2.51±2.16			6.49±2.95		
Job position										
Principal	307	11.23±5.50	0.086	-	2.87±2.30	0.424	-	6.35±3.44	0.557	-
Vicarious	9	8.33±3.57			2.11±1.45			6.88±2.52		
Marital Status										
Married	271	11.25±5.35	0.279	-	2.78±2.19	0.199	-	6.36±3.44	0.913	-
Single	41	10.19±6.27			3.02±2.62			6.43±3.48		

Widowed/Divorced	4	14.00±4.08			5.50±3.31			6.50±1.29		
Working Times										
5-20 hours	34	8.52±5.43 ^b	0.012*	0.154**	2.17±1.86 ^b	0.044*	0.152**	6.91±3.99	0.221	-0.092
21-36 hours	262	11.41±5.41 ^a			2.85±2.27 ^b			6.38±3.33		
37 hours and more	20	12.15±5.36 ^a			3.95±2.64 ^a			5.25±3.47		
Educational Levels										
High School	3	9.00±7.54	0.064	0.147**	5.33±3.21	0.249	0.036	7.00±6.24	0.152	0.127*
Associate Degree	60	9.61±5.68			2.71±2.21			5.58±3.60		
Faculty	217	11.43±5.27			2.76±2.19			6.42±3.34		
Postgraduate	36	12.13±5.86			3.38±2.71			7.30±3.19		
Sufficient Degrees										
High Level	204	10.45±5.35 ^b	0.001*	0.164**	2.55±2.13 ^b	0.010*	0.171**	5.67±3.37 ^b	0.000*	0.308**
Intermediate	110	12.55±5.43 ^a			3.40±2.47 ^a			7.71±3.11 ^a		
Low Level	2	5.00±0.00 ^{ab}			3.50±0.70 ^{ab}			4.00±1.41 ^{ab}		
Communication Ability										
High Level	236	10.98±5.43	0.068	0.024	2.61±2.17 ^b	0.007*	0.178**	6.11±3.46 ^b	0.023*	0.135*
Intermediate	76	11.89±5.59			3.55±2.52 ^a			7.10±3.13 ^a		
Low Level	4	6.50±3.00			3.75±0.95 ^{ab}			8.00±4.76 ^{ab}		
Appreciation										
Always	104	9.76±5.45 ^c	0.000*	0.464**	2.50±2.26	0.078	0.345**	5.87±3.81 ^b	0.032*	0.226**
Sometimes	172	11.35±5.29 ^b			2.96±2.12			6.59±3.18 ^a		
Never	40	13.85±5.27 ^a			3.30±2.85			6.72±3.25 ^{ab}		
Economical Satisfaction										
High	21	9.42±6.15 ^{ab}	0.000*	0.464**	2.57±2.76	0.433	0.345**	7.90±4.14 ^a	0.029*	0.237**
Intermediate	179	10.16±5.12 ^b			2.78±2.20			5.91±3.15 ^b		
Low	86	12.93±5.54 ^a			3.05±2.14			6.77±3.63 ^{ab}		
Any	30	13.10±5.57 ^a			2.86±2.81			6.90±3.45 ^{ab}		
Children Number										
None	52	10.42±5.76	0.279	0.008	2.78±2.49	0.571	-0.021	6.15±3.35	0.851	0.003
1-2	178	11.52±5.39			2.94±2.25			6.48±3.42		
3 and more	86	10.81±5.45			2.69±2.22			6.26±3.49		
Ages										
22-28	42	10.16±5.64 ^{ac}	0.001*	-0.109	3.21±2.96	0.846	-0.012	6.66±3.38 ^{ac}	0.013*	-0.120*
29-35	68	12.35±5.58 ^a			3.02±2.21			6.94±3.33 ^a		
36-42	101	12.22±5.10 ^a			2.76±2.15			6.60±3.06 ^a		
43-49	56	10.87±5.25 ^{ac}			2.78±2.19			6.01±3.37 ^{ac}		
50 years and more	49	8.40±5.18 ^{bc}			2.57±2.08			5.26±4.11 ^{bc}		
Seniority										
5 years and less	41	10.39±5.29 ^{ab}	0.002*	-0.116*	3.19±2.75	0.791	-0.014	7.34±3.10 ^a	0.004*	-0.180**
6-10 years	38	12.86±5.57 ^a			3.15±2.41			7.34±3.45 ^a		
11-15 years	94	12.18±5.30 ^a			2.92±2.16			6.59±3.13 ^{ab}		
16-20 years	50	11.36±5.27 ^a			2.48±2.06			6.08±3.08 ^{ab}		
21-25 years	39	11.07±5.67 ^{ab}			2.64±2.13			5.38±4.02 ^b		
26 years and more	54	8.57±5.09 ^b			2.75±2.33			5.55±3.65 ^b		
Working times										
1 year and less	40	10.10±4.81	0.221	0.016	2.22±1.64	0.297	0.028	6.15±3.84	0.304	-0.041
1-3 years	66	11.65±5.56			3.24±2.55			6.90±3.35		
4-6 years	64	12.17±5.44			3.06±2.34			6.60±3.17		
7 years and more	146	10.76±5.57			2.76±2.25			6.08±3.68		

EE: Emotional Exhaustion, D: Depersonalization, PA: Personal Accomplishment, ^{a, b, c}: Each value is expressed as mean ± SD, Values with different letters in the same column are significantly different at p<0.05, *: p<0.05, **: p<0.01

It can be said that, when people amplify their level of education, their expectations also increase and the possibility of catching the burn out syndrome in a can rise in a situation in which expectations are fulfilled insufficiently.

It could be seen that the exhaustion generated significant differences in all three dimensions in terms of the comprehension levels in the sufficiency degree teachers in their occupation (p<0.05). It could be seen that people who had a medium level of sufficiency in their profession lived more EE and PA, people which had a weak level of sufficiency lived more D and people with an increasing level of sufficiency face an increase of exhaustion (Table 4). A significant variation between the level of sufficiency in terms of perception of the teachers the very good and medium level was found in three subdimensions (p<0.01). In similar researches it was noted that school directors in all three dimensions had significant differences and they

lived more EE and PA (Sümer, 2007: 116) compared to the teachers which had a medium degree of sufficiency. They showed differences in the dimensions of D and that in 82.1% of the administrators the occupation sufficiency was at a very good level and at a medium level in 17.9 % of them. It can be said that teachers, who perceive the occupation sufficiency very good, believe in themselves more than necessary and pay attention to the risks in their position, which ends with the possibility to catch the exhaustion syndrome increasing.

The success of teachers in communication was found to be statistically significant in view of D and PA ($p < 0.05$). The levels of D and PA was seen on teachers who had poor level of communication skills. The difference in this dimension was observed among the teachers whose communication skills were very good and mediocre (Table 4). Under these circumstances it can be said that the exhaustion degree decreased by communicating at a good level. Significant differences were seen among D, PA and EE regarding to administrators detection of teachers' communication skills which is inconsistent with our study's results (Sümer, 2007: 116).

A significant difference at the level of EE and PA ($p < 0.05$) was seen but no difference was observed in the dimension of D ($p > 0.05$) among the levels of appreciation of the teachers. The three groups of EE were found to be different from one another but a meaningful difference was seen at PA, only between the ones who got an appreciation every time and the ones who got an appreciation just occasionally ($p < 0.01$). At the dimension of EE, D and PA the lowest average of points was represented by teachers, who got an appreciation from superiors every time, and the highest average was represented by teachers, who never got an appreciation. The acquired results are different from the findings of other similar researches (Kırılmaz et al. 2003: 2; Sümer, 2007: 116).

It was emphasized that there are significant variations among the view point of the grade of economical satisfaction of the teachers ($p < 0.05$). The EE level was most seen at the group of people who are completely unsatisfied economically and the PA level at at ones who are very much satisfied (Table 4). While a difference was found at the dimension of EE, who were economically satisfied at a medium level and who were just a little bit or not satisfied, at the dimension of PA, the difference between the ones who were very satisfied in terms of economic level and who were satisfied at a medium level, was found to be significant, ($p < 0.01$). Additionally, it was determined that no statistical difference in the size of D was observed in terms of the view of economic satisfaction (Table 4). The results we acquired in Table 4, show differences between the dimensions of EE and PA, which is consistent with the dimension of D, but in contradiction with the findings of other researchers (Sümer, 2007: 116; Şanlı and Akbaş, 2009: 73). It can be concluded that money has the characteristics of a valid measure for success and respect and one cannot achieve success until all the needs are covered.

The difference between the number of children, which teacher is obliged to look after, and EE, D and PA was not found to be significant (Table 4). Our results were understood to be similar in DT and D dimensions to other studies although it is different in other dimensions (Izgar, 2001: 335; Barutçu and Serinkan, 2008: 541).

Out of the viewpoint of the level of EE and PA there was a significant difference in view of age ($p > 0.05$). From the viewpoint of D, no difference was seen ($p > 0.05$) (Table 4). At the subdimensions of EE and PA, while finding a significant variation between teachers in the age of 29-35 and 36-42 and at the age of 50 and older ($p < 0.01$). It was seen that teachers at the age of 29-35 have less exhaustion in all three sub dimensions when compared to the other age groups and teachers in the age of 50 and older have less exhaustion in all three sub dimensions when compared to the other age groups (Table 4). As the age of the teachers increase, PA points reduce ($p < 0.05$). The acquired results in Table 4 allowed us to determine the contradiction that there is no difference in EE and PA in terms of age (Maslach and Jackson, 1981: 99; Izgar, 2001: 335; Maslach et al. 2001: 397). the results are compatible with the reduction of the exhaustion points with the increasing age factor, and in contrast with the increase of burnout with the increasing age (Friedman, 1991: 325; Çokluk, 1999: 119). The reason for the lower level of exhaustion at older teachers can be explained with more experienced behaviour as a reaction to

events and a decrease in the expectations of the elderly people. Younger teachers have the highest level of expectations related to work and exhaustion occur as these expectations can not be fulfilled.

According to the pay seniority level rights of the teachers a significant difference was found in EE and PA ($p < 0.05$) but there wasn't any difference among the dimensions of D (Table 4). These acquired findings showed a compatibility to the findings in the D dimension from other researchers (Izgar, 2001: 335). Important differences were found among teachers who worked 6-10 years and 11-15 years and 26 years and more, at the subdimension of EE. Significant differences were emphasized at the size of PA among teachers who worked for 5 years and less and 21-25 years and 26 and more years (Table 4). It was noted that people with 6 to 10th level seniority rights have a higher exhaustion than the other groups. The seniority level rights were not significant in D and inversely proportional at the levels EE and PA (Table 4). Additionally there was a consistency with committed research (Gündüz, 2005: 152) in terms of the retrograde connection between the seniority level and the exhaustion grade. It could be said that teachers which started to work recently, although their expectations are lower, can keep up with the exhaustion, but by spending more energy with excitement at work, these people can be confronted with exhaustion earlier.

It is well known that education is not only a question of effective teaching or materials; it is also about designing a system which can work independently for the individuals and can be improved upon sustainably. A teacher cannot teach effectively unless he/she is supported both academically and administratively. For this reason, all the components of an educational system should aim for creating an effective atmosphere, in which teachers can perform their best, and a setting where learners can expand their horizons by investing in their skills and knowledge. Teacher burnout is an important problem that should be observed and analyzed carefully in order to come up with effective remedies. It was seen that at the EE level of the teachers, weekly working hours, profession sufficiency, getting appreciation from superiors, economical satisfaction, age and pay seniority level rights; at the D level, gender, weekly working hours, profession sufficiency and skill for making relationships and at the PA level professional sufficiency, having relationships, getting appreciation, economical satisfaction, age, and the professional seniority level affected the variables.

Researches about the burnout issue should continue to be conducted and changes in the burnout level with the time should be followed. According to the results, relevant precautions should be taken; introductory and informational seminars should be held. Teachers should be encouraged and supported for personal development and career expectations. Activities increasing the motivation and affinity at work should be carried out; teachers should make maximum effort to participate in these activities. Administrators and institutions that are in relation with pre-schools should seek the ways of annihilating or minimizing the effects of teachers' burnout; in order to increase the effectiveness of teachers when teaching, various arrangements and attempts of enhancement should be made.

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