

Relationship between the Levels of Teachers' Job Satisfaction and Burnout

Assoc. Prof. Dr. Yahya ALTINKURT Muğla Sıtkı Koçman University, Muğla, Turkey – yaltinkurt@gmail.com
Assoc. Prof. Dr. Kürşad YILMAZ Dumlupınar University, Kütahya, Turkey – kursadyilmaz@gmail.com
Dr. Ö. Kürşad KARACAGİL Dumlupınar University, Kütahya, Turkey – karacagil@gmail.com
Ress. Asst. Orhan KAHYA Muğla Sıtkı Koçman University, Muğla, Turkey – okahya1@gmail.com

PURPOSE

This research purposes to define the relationship between the level of teachers' job satisfaction and burnout.

To reach this aim, answers for the following questions are sought.

Sub purposes

- What are the levels of teachers job satisfaction and burnout?
- Do the levels of teachers job satisfaction and burnout show differences according to variables like:
 - ✓ Gender
 - ✓ Type of school
 - ✓ Subject Area
 - ✓ Seniority
 - ✓ Marital status
 - ✓ Income
- Is there a relationship between the levels of teachers job satisfaction and burnout?

METHOD

Model

The research was designed with the survey model.



METHOD

Universe and sample

The survey universe was comprised of 2248 teachers who work in primary, lower secondary and upper secondary schools located in Kutahya city center, in 2012-2013 academic year.

Disproportionate sampling method was used in determining the sample. The sample is calculated as 238 for reliability level of 95%. Considering possible missings, 550 teachers' participation in the research was decided. And 507 data collection tools are analysed. You can see the features of the samples in the following chart.

Type	Variable	F	%
Gender	Male	240	47.3
	Female	267	52.7
Type of School	Primary	167	33.0
	Lower Secondary	137	27.0
	Upper Secondary	203	40.0
Subject Area	Primary School Teacher	152	30.0
	Subject Teacher	235	46.3
	Vocational School Teacher	120	23,7
Seniority	5 years or less	106	20,9
	6-10 years	111	21,9
	11-15 years	101	19,9
	16-20 years	95	18,7
	21 years or more	94	18,6
Income	2500 TRY or less	55	10,8
	2501-3500 TRY	167	32,9
	3501-4500 TRY	162	32,0
	4501 TRY or more	123	24,3

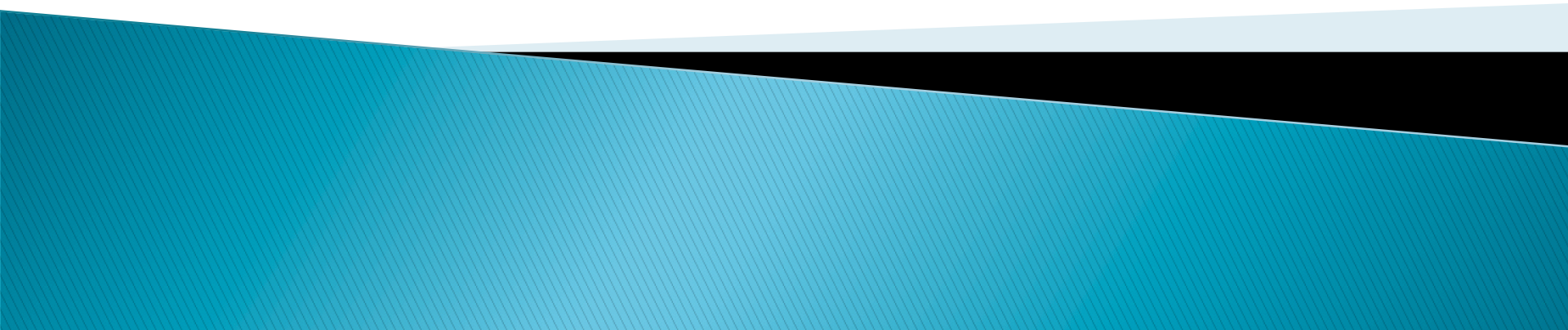
Data Collection Tools

The Job Satisfaction Scale

- ❑ Developed by Hackman and Oldham (1975), adapted to Turkish by Silah (2002).
- ❑ The scale was applied by Tasdan (2008) on teachers and analyzed in terms of validity and reliability.
- ❑ The scale is composed of 14 items, each and every which is provided and evaluated in five-level Likert type.
- ❑ The instrument can be answered in the range of “1-doesn't satisfy me at all- to -satisfies me very much” . The scale is one dimensional.
- ❑ High scores indicate greater level of teachers job satisfaction.

Data Collection Tools

Burnout Inventory

- ❑ Developed by Maslach and Jackson (1981), adapted to Turkish by Ergin (1993).
 - ❑ The inventory is composed of three scales as emotional exhaustion, depersonalization and personal accomplishment.
 - ❑ High scores indicate greater level of teachers burnout.
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Data Collection Tools

Burnout Inventory

□ Maslach Burnout Inventory is composed of 21 items in three dimensions. Each of the dimensions evaluates items with a score of 0-4.

□ Score meanings are:

0.00-0.79	very low level
0.80-1.59	low level
1.60-2.39	middle level
2.40-3.19	high level
3.20-4.00	very high level

Data Analysis

- Descriptive statistics, t-test for pair comparisons and ANOVA for three or more comparisons were used to define the levels of teachers' job satisfaction and burnout.
- Correlation analysis was used in order to define the relation between the levels of teachers' job satisfaction and burnout.

RESULTS

Results related to job satisfaction:

- The level of job satisfaction among school managers and teachers is not high level. Teachers job satisfaction level is close to “middle level” (M=3.17, S=0.68).
- According to job satisfaction scale, the participants get satisfied mostly when they “communicate and interact with their colloquies” and “have the chance to know their colloquies better”.
- On the other hand, they are least satisfied because of “the amount of income”, “promotion/rise and personal development opportunities”.

Results related to job satisfaction:

- The levels of job satisfaction among teachers and school directors show differences according to variables like *gender* and *subject* (primary school teacher, subject teacher, vocational school teacher).
- Participants' job satisfaction differs meaningfully according to variable of *type of school* [$F_{(3-503)}=6.46, p<0.05$].
- Job satisfaction level of teachers working in lower secondary school is less than the teachers working in primary and upper secondary schools.

Results related to job satisfaction:

- According to seniority variable, participants' job satisfaction level show statistical difference meaningfully . $F_{(4-502)} = 2.37, p < 0,05$].
- Participants with seniority of 21 or/and more have greater job satisfaction than the ones with 6-10 years and 16-20 years of seniority.

- Also, the research shows meaningful difference on the variable of income. The participants with an income of 4500 TRY are more satisfied than the others [$F_{(3-503)} = 3.51, p < 0,05$].

Results related to burnout levels:

- Burnout levels of the participants in the dimension of ;
- emotional exhaustion is “middle” (M=1.64, S=0.81),
- depersonalization is “low” (M=1.03, S=0.76),
- personal accomplishment is “low” (M=31.36, S=0.55)

Results related to burnout levels:

□ According to gender variable , male teachers were proved to be more burnout in all of the dimensions . However , this difference is statistically meaningful only in the dimension of depersonalization [$t_{(505)}=2.63; p<.05$].

Results related to burnout levels:

□ Emotional exhaustion [$F_{(3-503)} = 11.83, p < 0.05$] and depersonalization [$F_{(3-503)} = 8.01, p < 0.05$] levels of the teachers working in lower secondary and vocational schools are higher than the ones working in primary and upper secondary schools.

□ Burnout levels of the participants show differences according to the subject variable. Emotional exhaustion [$F_{(2-504)} = 10.41, p < 0,05$] level of the subject teachers are higher than primary and vocational school teachers.

Results related to burnout levels:

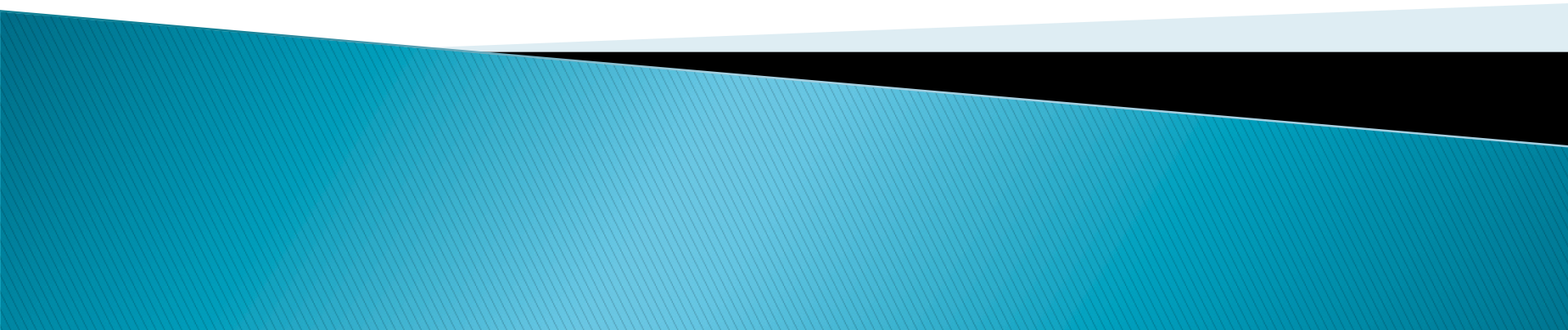
- Although participants with seniority of 6-20 years feel more burnout than the ones with 21 years or more seniority, the research shows no statistically meaningful result.
- Seniority vs Burnout



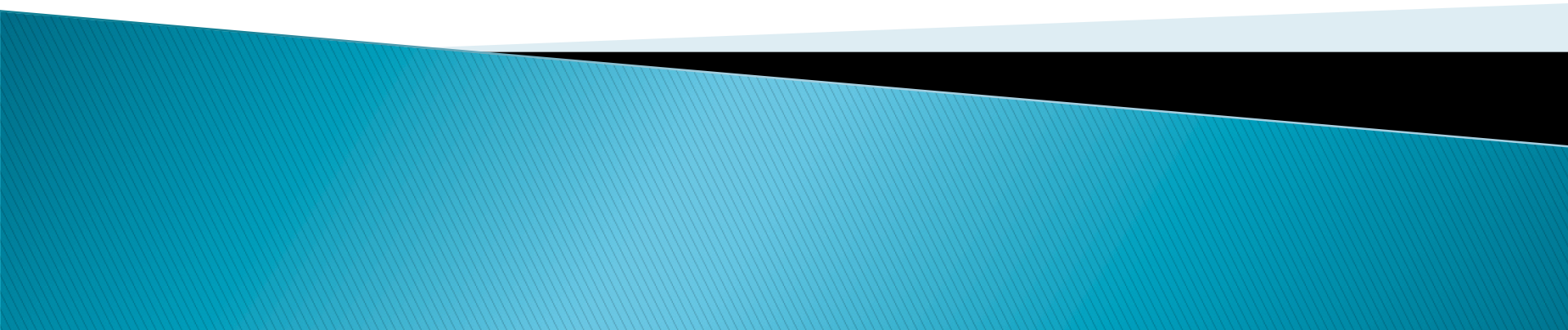
	Burnout		
	Emotional Exhaustion	Depersonalization	Personal accomplishment
1. Job Satisfaction	-0.40	-0.28	-0.20

RECOMMENDS

- Research results show that teachers get more satisfied out of interaction and cooperation with their colloquies.
- The related literature indicate that teachers working in state schools trust to their colloquies much more than they do to their directors.
- Although most of the participant teachers working in state schools have job security, their income is not high enough.
- The wage of a new-teacher in Turkey is almost half of the poverty level according to a research by Türk-iş (labor organization in Turkey).

- ❑ It is especially considerable that teachers working in lower secondary schools are less jobs satisfied and more burnout. In this regard, the factors affecting teachers' job satisfaction were re-analyzed to identify underlying reasons for this group.
 - ❑ Analyze results show that lower secondary school teachers are more negatively-affected than their colloquies in terms of attitude of supervisors, pressure by directors, loss of job status, uninterested behaviors of parents.
 - ❑ Also the problems experienced coming with-so called “reform” in education system, 4+4+4, may be factors for this situation.
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RECOMMENDS

- ❑ For teachers to fight against burnout, there could be held congresses or in-service trainings on the topics of stress management, burnout and its effects on their performances.
 - ❑ It also wouldn't be wrong to argue that application of a healthy performance evaluation system based on merit criteria will have a positive effect on teachers burnout and job satisfaction.
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Thank you!

yaltinkurt@gmail.com

kursadyilmaz@gmail.com

karacagil@gmail.com

okahya1@gmail.com