

DOES TEACHERS' JOB DISSATISFACTION CAUSE BURNOUT?

Öğretmenlerin İşte Tatmin Olmaması Tükenmişliğe Neden Olur Mu?

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ÖZET

The aim of this study is to examine the effects of teachers' psychological resilience and job satisfaction on their professional burnout levels. In this study, the data were collected by conducting a questionnaire to 260 teachers working in private schools in Mardin Province. The questionnaire consists of a 20-item Minnesota Satisfaction Questionnaire, a 22-item Maslach Burnout Inventory and a personal information form. After the data obtained from the questionnaires had been entered into the program, the validity analysis of the research was performed by using confirmatory factor analysis. In order to analyze the data in the study, correlation analysis and regression analysis were used. As a result, it was seen that job satisfaction affects burnout in a negative way. In the meantime, according to the results of the research, it was seen that job satisfaction also affects the sub-dimensions of burnout. While depersonalization and diminished personal accomplishment decrease with the increase of intrinsic satisfaction, emotional exhaustion decreases with the increase of extrinsic satisfaction.

Key Words: Job Satisfaction, Burnout, Teacher

ABSTRACT

Bu araştırmanın amacı; özel okullarda çalışan öğretmenlerin psikolojik sağlamlıklarının ve iş doyumlarının mesleki tükenmişlik düzeylerine etkisini incelemektir. Bu çalışmada veriler, Mardin ilinde özel kurum olarak faaliyet gösteren okullarda çalışan 260 öğretmene anket uygulanıp toplanmıştır. Anket 20 maddelik Minnesota İş Doyum Ölçeği, 22 maddelik Maslach Tükenmişlik Envanteri ve kişisel bilgi formundan oluşmaktadır. Anketlerden elde edilen veriler programa girildikten sonra araştırmanın geçerlilik analizi, doğrulayıcı faktör analizi kullanılarak yapılmıştır. Araştırmada verileri analiz etmek için korelasyon analizi ve regresyon analizi kullanılmıştır. Sonuç olarak, iş doyumunun tükenmişliği negatif olarak etkilediği görülmüştür. Bununla birlikte araştırma sonuçlarına göre iş doyumunun, tükenmişliğin alt boyutlarını da etkilediği görülmektedir. İçsel doyumun artması ile duyarsızlaşma ve kişisel başarıda düşme azalmakta; dışsal doyumun artması ile de duygusal tükenme azalmaktadır.

Anahtar Kelimeler: İş Tatmini, Tükenmişlik, Öğretmen

1. INTRODUCTION

The most important element for a society to reach the level of modern civilization is education. The structural features and purpose of the education system constitute the basis of catching up with contemporary civilization and ensuring social development. However, the fact that the structural feature and purpose of the education system are idealized does not mean anything by itself. The important thing is the quality of human input in this system. Human can render the most ideal system inoperable, as well as produce qualified products in a system containing the most unfavorable conditions (Celep, 2000, p.1). Today, the strains individuals are subjected to in all areas of life can disrupt their psychological balances and unleash the energy necessary for the continuation of life on the one hand, these strains can leave them helpless, defenseless and weak with a contradiction that can destroy all their energies on the other hand

(Otacioglu, 2008, p.104). Teaching is important because of its being a profession that gives people knowledge, skills, feelings, values and behaviors. The characteristics of the teacher, whose success in his/her profession depends on his/her physical, social and mental health, are in constant interaction with the conditions of his/her work life (Ozben & Argun, 2003, p.37). Teacher's ability to perform their profession effectively is directly proportional to their ability to perceive their talents and their self-confidence. However, the problems they face and have to struggle with may cause them not to be satisfied with their profession and feel burnout caused by the stress of the profession (Karahana & Uyanik-Balat, 2011, p.14). All teachers experience stress at their jobs. Most teachers successfully cope with work-related stress, for example through active problem solving, social and emotional support from colleagues, reorganization of the teaching situation, cooperation with parents, or changing teaching strategies. However, burnout can be the end point of failing to cope with chronic stress. Burnout is conceptualized as the result of prolonged professional stress, particularly among service workers, including teachers (Jennett, Harris, & Mesibov, 2003). Maslach (1999) claimed that work factors are more strongly associated with burnout than personality or background traits. Exhausted employees are characterized by high levels of fatigue and negative attitudes towards their jobs and are associated with absenteeism, turnover rate, low morale and low job satisfaction (Maslach, Schaufeli, & Leiter, 2001; Schaufeli, Leiter, & Maslach, 2008). The correlation between burnout and job satisfaction, stress, life satisfaction and quality of life is a natural consequence. The interrelatedness of these concepts can be seen in different reactions and attitudes in people's living conditions. It can be said that the life satisfaction and burnout levels of individuals working in institutions where stress factors are intense and job satisfaction cannot be achieved will be negatively affected. Burnout is a situation that should be prevented as it will have serious consequences for the organization and the individual (Avsaroglu, Deniz, & Kahraman, 2005, p.115). Teachers' burnout in their profession is closely related to job dissatisfaction (Chaplain, 1995; Sari, 2004) and is important not only for themselves but also for their families, students and schools (Mearns & Cain, 2003). Therefore, it is important to examine the correlations between teachers' burnout and job satisfaction. The aim of this study is to reveal this correlation.

2. CONCEPTUAL FRAMEWORK

2.1. Job Satisfaction

According to Locke's study in 1976, job satisfaction is expressed as a whole of positive attitudes formed due to the scope of the job and the work environment, or as a positive affective situation which is a reflection of the affective responses of a person to a particular situation and object (Gundogdu, 2013, p.9). Job satisfaction is the compatibility of a person's work-related values and needs with each other and the response of this compatibility in his/her job. It is stated that the higher this compatibility is, the higher the job satisfaction will be. In other words, job satisfaction can be defined as the pleasure felt by the employee or the affective satisfaction s/he has reached as a result of evaluating his/her work life (Ozgen, Ozturk, & Yalcin, 2005, p.19). Job satisfaction is closely related to the concepts of motivation, morale, identification with the job and finding the job attractive. Despite the fact that motives require effort towards a goal, job satisfaction indicates satisfaction depending on the job. In this respect, job satisfaction is the sense of pleasure felt by a person as a result of evaluating his/her work life (Koroglu, 2011, p.20).

Job satisfaction may be an individual-specific situation that differs from individual to individual. A job that provides satisfaction for one person may not provide satisfaction for another person. In other words, the feature and perception of a job that satisfies the employees is variable. In addition, the satisfaction of the job feature can change over time for the person and the same feature may not please him/her as time passes (Imamoglu, Keskin, & Erat, 2004, p.167). First of all, it is important to ensure the job satisfaction of both managers and employees in institutions that produce services such as education. Educators have characteristics that can affect the whole society (Yilmaz & Ceylan, 2011, p.277).

Job satisfaction can be considered in two different ways as intrinsic and extrinsic. Intrinsic job satisfaction is the individuals' beliefs that they are responsible for the events that affect their work life and the satisfaction they feel as a result (Kutani & Mesci, 2010, p.527). Extrinsic job satisfaction, on the other hand, can be explained as the satisfaction individuals feel as a result of their perception that external factors such as chance, fate and other people are determinants of events affecting their work life. It was observed that people with intrinsic satisfaction behave more actively in seeking and earning work-related rights than people with extrinsic satisfaction (Kutani & Mesci, 2010, p.527).

2.2. Burnout

Burnout was first defined by Freudenberger in 1974 as “being devastated, failure, loss of energy and power as a result of overburdening the individual, or a state of exhaustion in the individuals’ own spiritual world as a result of requests they cannot meet” and was expressed in three sub-dimensions as emotional exhaustion, depersonalization and diminished personal accomplishment (Freudenberger, 1974). Burnout is defined as a situation with symptoms such as physical exhaustion, hopelessness, disappointment, the development of an unfavorable self-concept, the development of negative behaviors towards the job, people working in the workplace, and life arising from long-term work in places where emotional desires are intense (Faded, 2010: 59). Burnout symptoms can manifest themselves as recurrent bouts of flu, headache, fatigue, poor self-esteem, difficulty in interpersonal relationships, substance use, inability to concentrate, and self-blame for problems (Leung, Siu, & Spector, 2000).

Burnout can be a process that develops gradually as a result of the increasing incompatibility between the needs of employees and those who demand the job. The low performance of an individual can affect the work environment and colleagues negatively, as well as those who demand the job can shape the individual’s performance (Dalkilic, 2014, p.88).

Maslach and Schaufeli (1993) concluded that the concept of burnout is three-dimensional. According to Maslach (1999), this three-dimensional model is not in contradiction with the one-dimensional approach. The multidimensional model combines one dimension (exhaustion) and expands it by adding two more dimensions: reaction to others (depersonalization) and self-reaction (diminished personal accomplishment). The first of these three dimensions expresses feelings of emotional exhaustion, overstrain, deprivation of one’s emotional resources, feeling exhausted and tired. Depersonalization refers to a negative, unemotional or excessively cynical approach to other people. Diminished personal accomplishment means a decrease in a person’s sense of competence and failure in his/her job (Maslach, Schaufeli, & Leiter, 2001). Considering the dimensions of burnout in terms of teachers, emotional exhaustion means the loss of energy resources of teachers who are thought to respond to students’ intense personal and social needs on a daily basis. In order to cope with emotional exhaustion, it is assumed that teachers develop negative and indifferent attitudes especially towards their students (depersonalization). Finally, exhausted teachers perceive themselves as less effective in their work, resulting in feelings of insufficient personal accomplishment (diminished personal accomplishment) (Horn, 1999).

2.3. Job Satisfaction-Burnout Correlation

Job dissatisfaction is often shown as a symptom of burnout (Bilge, 2006; Cherniss, 1980; Clark, 1985; Igodan, 1984; Kim, 2012; Maslach, 1982). In this sense, it is seen that many studies have been conducted to explain the correlation between job satisfaction and burnout.

As a result of a study conducted on 194 academicians working in state universities in Ankara, it was determined that the most important variable affecting all three dimensions of burnout is job satisfaction (Bilge, 2006, p.1151). As a result of a study that examined the correlation between job satisfaction, self-confidence and burnout on music therapists, it was found that high job satisfaction caused low burnout with a negative effect in all three sub-dimensions of burnout (Kim, 2012, p.66). In another study where the correlation between labor-force participation, effectiveness, job satisfaction and burnout was investigated on new teachers, a negative correlation was found between burnout and job satisfaction (Høigaarda, Giskeb, & Sundslie, 2012, p.347). In a study conducted on 226 midwives from 22 hospitals in which job satisfaction, burnout and intention to quit were examined, it was found that job satisfaction negatively affected the depersonalization and emotional exhaustion dimensions of burnout, while it did not have a significant effect on personal accomplishment dimension (Rouleau, Fournier, Philibert, Mbengue & Dumont, 2012, p.9). In the study conducted by Myhren, Ekeberg, and Stokland (2013, p.35) examining the correlations between job satisfaction, job stress and burnout of doctors and nurses working in intensive care units, a correlation was found between depersonalization and emotional exhaustion dimensions and job satisfaction while no correlation was found between personal accomplishment dimension and job satisfaction. Looking at all these studies, it is seen that job satisfaction and burnout interact. The correlation between them is a negative linear correlation. The increase in the level of burnout is seen as a decrease in the level of job satisfaction.

In addition, it is possible to come across many studies trying to explain the correlation between teachers' job satisfaction and burnout. In a study examining the correlations between emotion regulation ability, job satisfaction and burnout among middle school teachers, a correlation was found between emotional exhaustion, diminished personal accomplishment, depersonalization, and job satisfaction (Brackett, Palomera, Mojsa-Kaja, 2010). In a study on agriculture teachers it was found that there was a negative correlation between job satisfaction and burnout. This shows that there is a slight increase in the level of burnout felt by individuals when they are not satisfied with their job (Chenevey, Ewing, & Whittington, 2008). In a study conducted on physical education teachers in Greece, a negative correlation was found between emotional exhaustion, depersonalization and job satisfaction while a positive correlation was found between diminished personal accomplishment and job satisfaction (Panagopoulos, Anastasiou, & Goloni, 2014).

As a result of the literature review, the following hypotheses have been put forward within the scope of the study:

H1: Private school teachers' job satisfaction has an effect on their professional burnout.

H1a: Private school teachers' intrinsic satisfaction has an effect on their professional burnout.

H1b: Private school teachers' extrinsic satisfaction has an effect on their professional burnout.

H2: Private school teachers' job satisfaction has an effect on their emotional burnout.

H2a: Private school teachers' intrinsic satisfaction has an effect on their emotional burnout.

H2b: Private school teachers' extrinsic satisfaction has an effect on their emotional burnout.

H3: Private school teachers' job satisfaction has an effect on their depersonalization.

H3a: Private school teachers' intrinsic satisfaction has an effect on their depersonalization.

H3b: Private school teachers' extrinsic satisfaction has an effect on their depersonalization.

H4: Private school teachers' job satisfaction has an effect on their personal accomplishment.

H4a: Private school teachers' intrinsic satisfaction has an effect on their personal accomplishment.

H4b: Private school teachers' extrinsic satisfaction has an effect on their personal accomplishment.

3. METHOD

3.1. Research Model

In this study, it was aimed to reveal statistical results by associating the obtained data with other findings. For this reason, the full sample model, which is among the quantitative research methods, and the relational screening model were conducted in the study. With this study, the effects of the psychological resilience and job satisfaction of private school teachers on their professional burnout levels were tried to be described according to the teachers' evaluations through the conducted scales.

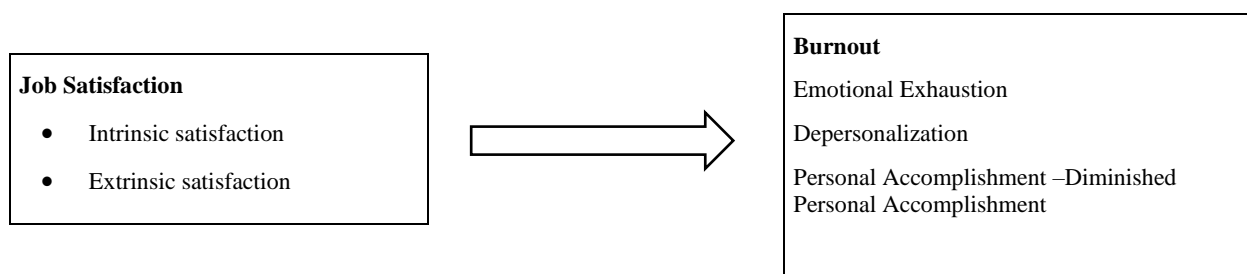


Figure 1. Research Model

3.2. The Population and Sample of the Research

The population of this research consists of teachers working in 10 private schools in Mardin Province in 2018-2019. As seen in Table 1, the number of teachers to be included in the study is 349 in total. Questionnaires and scales were conducted to a total of 295 teachers. After the missing and unanswered questionnaires had been removed, the data of a total of 260 teachers were analyzed.

Table 1. Private Schools in Mardin Province

Schools		Number of Teachers
1	Mardin Final Schools	49
2	Mardin Çözüm Akademi Schools	28
3	Mardin Bahçeşehir Schools	43
4	Mardin Private Çağın College	33
5	Mardin Private Damla College	31
6	Mardin Akkol College	41
7	Mardin Yüksel College	29
8	Mardin Sınav Schools	43
9	Mardin Birey Schools	25
10	Mardin Nesil Schools	27
Total		349

3.3. Data Collection Tools

In the study, the Minnesota Satisfaction Questionnaire (MSQ) developed by Weiss, Dawis, England, and Lofquist (1967) and the Maslach Burnout Inventory (MBI) developed by Maslach and Jackson (1985) were used to collect data.

3.3.1. Minnesota Satisfaction Questionnaire (MSQ)

Minnesota Satisfaction Questionnaire (MSQ) was developed by Weiss, Dawis, England and Lofquist in 1967. It was translated into Turkish by Baycan in 1985, and its validity-reliability studies were also carried out. The cronbach alpha coefficient for the overall scale is 0.77. There are no reverse-ended questions in the scale. Minnesota Satisfaction Questionnaire consists of 20 items that have characteristics determining intrinsic, extrinsic and general satisfaction level. It consists of a total of 20 items in five-point Likert type: 5: Extremely satisfied, 4: Satisfied, 3: Neither satisfied nor dissatisfied, 2: Not satisfied, 1: Extremely dissatisfied.

3.3.2. Maslach Burnout Inventory (MBI)

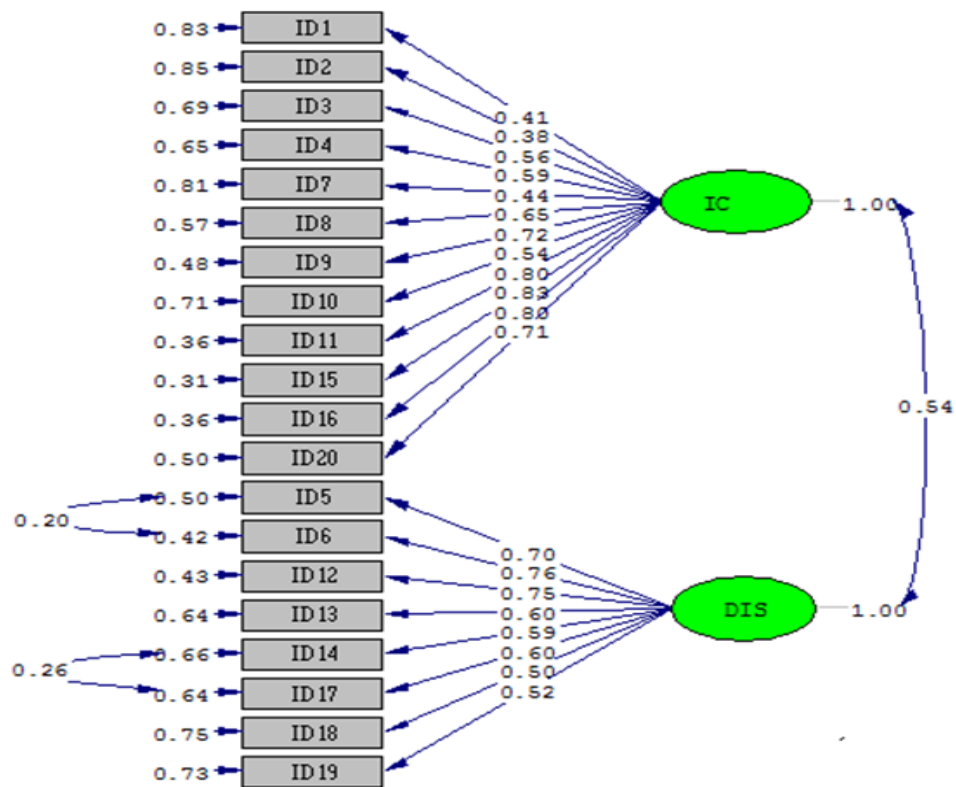
Maslach Burnout Inventory (MBI) is a three sub-dimensional (emotional exhaustion, depersonalization, and personal accomplishment) scale developed to detect and evaluate burnout. The scale developed by Maslach and Jackson (1985) was adapted to Turkish by Ergin (1992). The scale is originally a seven-point Likert type, however, it consists of 22 statements in five-point Likert type (5: Always, 4: Often, 3: Sometimes, 2: Rare, 1: Never) in its Turkish version. The Cronbach alpha coefficient for the overall scale was found to be 0.79.

3.4. Data Analysis

The data was based on the total scores obtained from the scales. After the data obtained from the questionnaires were entered into the program, the validity analysis of the research was performed by using confirmatory factor analysis. In order to determine the reliability of the data, "Cronbach's Alpha" value was used. Descriptive statistics (frequency, percentages) were calculated for the research sample. In order to determine the correlation between job satisfaction and professional burnout, correlation analysis was conducted. In order to determine the effect of job satisfaction on professional burnout, on the other side, regression analysis was used.

3.5. Validity and Reliability Analysis

Whether the construct validity and factor structure of the job satisfaction scale were compatible with the obtained data was determined by CFA. In the CFA analysis, a structure with a foreknown factor number was analyzed. Finally, the one-dimensional factor structure of the scale was confirmed, and it was seen that the factor loads of the items change between 0.38 and 0.83. Although goodness of fit values were provided in the scale, covariance was established in order to achieve better values.



Chi-Square=451.13, df=167, P-value=0.00000, RMSEA=0.081

Figure 2. Factor Structure of Job Satisfaction Scale

As seen in Figure 2, a 2-factor structure was confirmed through 20 items in the scale. Table 2 includes the perfect fit values and reasonable fit values in CFA and the findings obtained as a result of the research.

Table 2. Job Satisfaction CFA Findings

Index (Measures of Fit)	Perfect Fit Values	Reasonable Fit Values	Research Findings	Results
X ² /df	≤2	2 ≤ X ² /df ≤5	2.7	Reasonable
RMSEA	0.00 ≤ RMSEA ≤ 0.05	0.05 ≤ RMSEA ≤ 0.10	0.08	Reasonable
SRMR	0.00 ≤ SRMR ≤ 0.05	0.05 ≤ SRMR ≤ 0.08	0.06	Reasonable
NFI	0.95 ≤ NFI ≤ 0.100	0.90 ≤ NFI ≤ 0.95	0.92	Reasonable
IFI	0.95 ≤ NFI ≤ 0.100	0.90 ≤ NFI ≤ 0.95	0.95	Reasonable
CFI	0.95 ≤ CFI ≤ 0.100	0.90 ≤ NFI ≤ 0.95	0.95	Reasonable

When the goodness of fit values in Table 2 are examined, it is seen that the ratio of the obtained chi-square statistics to the degrees of freedom is (χ^2 / df) 2.7 ($\chi^2 = 451.13$ $df = 167$). It is also seen that the SRMR value is 0.06, the CFI value is 0.95, the RMSEA value is 0.08, the NFI value is 0.92, and the IFI value is 0.95. These results show that the scale reached reasonable fit values in its final form. The two-dimensional structure of the scale was verified in the model, and the scale items, factor loads and cronbach alpha coefficients are presented in Table 3.

Table 3. Factor Loads and Cronbach Alpha Coefficients of Job Satisfaction Scale

Questions	Factor Load	Cronbach Alpha
Job Satisfaction		0.89
Intrinsic Satisfaction		0.87
1. that my job keeps me busy	0.41	
2. that I have the chance to work alone in my job	0.38	
3. that I am able to do different things from time to time	0.56	
4. that my job gives me the chance to be a "respected" person in society	0.59	
7. that I can do things not contrary to my conscience	0.44	
8. that my job provides me job security	0.65	
9. that I have the ability to do things for others	0.72	

10. that I have the chance to tell others what to do	0.54
11. that I have the chance to do sth using my own abilities	0.80
15. that my job gives me the freedom to make my own decisions	0.83
16. that my job gives me the chance to use my own methods	0.80
20. with the feeling of success I feel for the work I do	0.71

Extrinsic Satisfaction

0.84

5. with my school administrator's attitudes towards employees	0.70
6. with my administrator's ability to make decisions	0.76
12. that the decisions about my job are put into practice	0.75
13. with the wages I get for my work	0.60
14. that I have the chance to be promoted	0.59
17. that the proper working conditions	0.60
18. that my colleagues are in harmony with each other	0.50
19. that I feel appreciated for a good job I do	0.52

When the Cronbach's alpha coefficient in Table 3 is examined, the findings show that the scale is highly reliable.

Whether the structure validity and factor structure of the Maslach Burnout Scale were compatible with the obtained data was determined by CFA. Items 4 ("I can easily understand what the people I meet due to my job feel") and 22 ("I feel that people I meet due to my job are blaming me for some of their problems"), of which validity coefficients are below the reasonable limits, were excluded from the scale (as their factor loads are below 0.3). Finally, the two-dimensional factor structure of the scale was confirmed, and it was seen that the factor loads of the items change between 0.36 and 0.87.

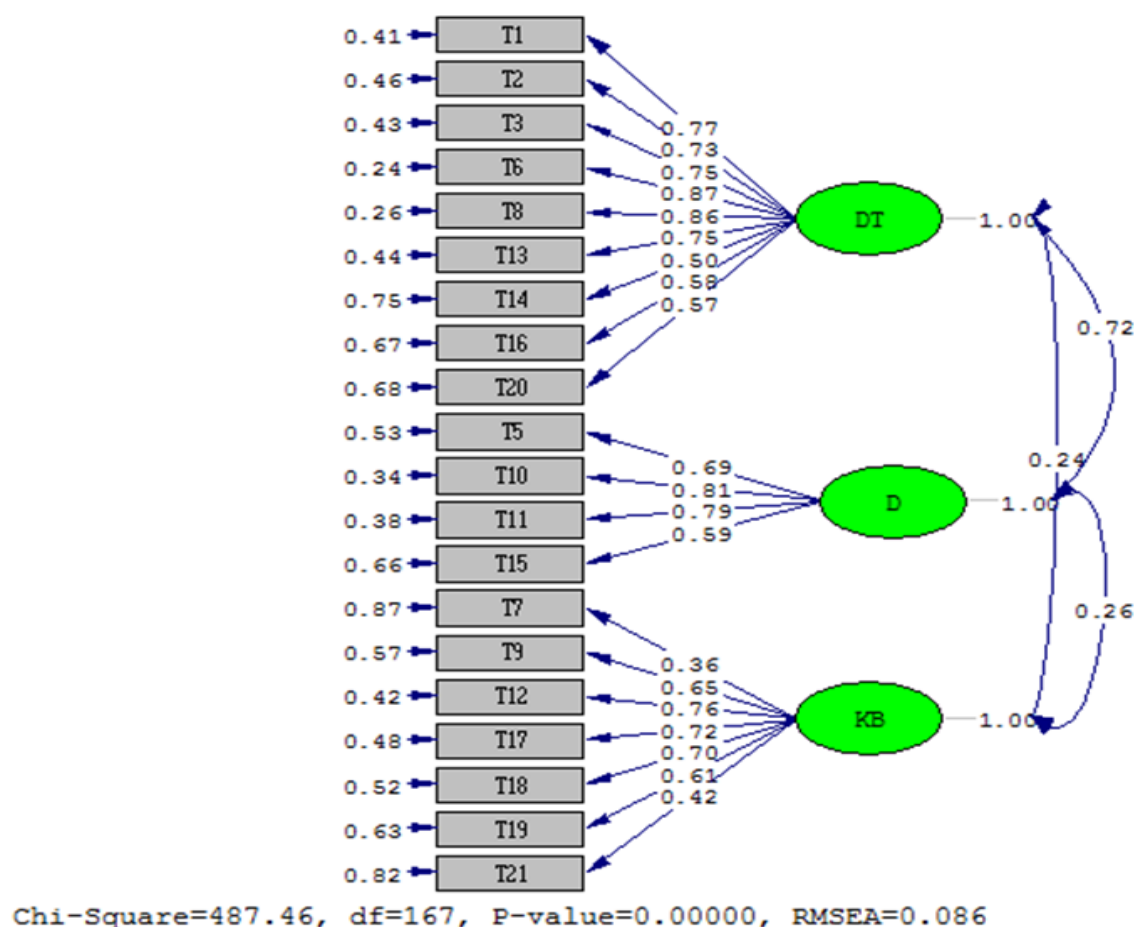


Figure 3. Maslach Burnout Scale Factor Structure

As seen in Figure 3, a 3-factor structure was confirmed through 20 items in the scale. Table 4 includes perfect fit values and reasonable fit values in CFA and the findings obtained as a result of the research.

Table 4. Maslach Burnout CFA Findings

Index (Measures of Fit)	Perfect Fit Values	Reasonable Fit Values	Research Findings	Results
χ^2/df	≤ 2	$2 \leq \chi^2/df \leq 5$	2.91	Reasonable
RMSEA	$0.00 \leq RMSEA \leq 0.05$	$0.05 \leq RMSEA \leq 0.10$	0.08	Reasonable
SRMR	$0.00 \leq SRMR \leq 0.05$	$0.05 \leq SRMR \leq 0.08$	0.08	Reasonable
NFI	$0.95 \leq NFI \leq 0.100$	$0.90 \leq NFI \leq 0.95$	0.92	Reasonable
IFI	$0.95 \leq NFI \leq 0.100$	$0.90 \leq NFI \leq 0.95$	0.94	Reasonable
CFI	$0.95 \leq CFI \leq 0.100$	$0.90 \leq NFI \leq 0.95$	0.94	Reasonable

When the goodness of fit values in Table 4 are examined, the ratio of the obtained chi-square statistics to degrees of freedom is (χ^2 / df) 2.91 ($\chi^2 = 487.46$ $df = 167$). It is also seen that the SRMR value is 0.08, the CFI value is 0.94, the RMSEA value is 0.08, the NFI value is 0.92, and the IFI value is 0.94. . These results show that the scale reached reasonable fit values in its final form. The two-dimensional structure of the scale was verified in the model, and the scale items, factor loads and cronbach alpha coefficients are presented in Table 5.

Table 5. Confirmatory Factor Loads and Cronbach Alpha Coefficients of Maslach Burnout Inventory

Questions	Factor Load	Cronbach Alpha
Burnout		0.87
Emotional Exhaustion		0.89
1. I feel I take a dislike to my job.	0.77	
2. I feel spiritually exhausted after returning from work.	0.73	
3. When I get up in the morning and have to face a new work day, I think I will not be able to handle this one more day.	0.75	
6. Dealing with people all day is very weary for me.	0.87	
8. I feel my job is exhausting me.	0.86	
13. I think my job is constraining me.	0.75	
14. I think I work a lot in my job.	0.50	
16. Working directly with people is stressful for me.	0.59	
20. I feel like I'm at the end of the road in my work.	0.57	
Depersonalization		0.69
5. I realize that I treat some of the people I meet due to my job as if they are not human.	0.69	
10. Ever since I started working on this job, I have been feeling tough with people.	0.81	
11. I am worried that this job will harden me emotionally.	0.79	
15. I feel that I do not care about the people I meet due to my job.	0.59	
Personal Accomplishment		0.79
7. I find very suitable ways for the problems of the people I meet due to my job.	0.36	
9. I believe that I contribute to people's lives thanks to my work.	0.65	
12. I am able to do many things.	0.76	
17. I create a comfortable atmosphere with the people I meet due to my job.	0.72	
18. I feel revitalized after working closely with people.	0.70	
19. I have had remarkable success in this job.	0.61	

4. FINDINGS

4.1. Frequency Distribution and Percentages Regarding the Demographic Characteristics of the Participants

As seen in Table 6, 54,6% (142) of the participants are male, 44,6% (116) are between the ages of 27-31, 52,3% (136) are married, 46,9% (122) are high school teachers, 61,9% (161) have 0-5 years of experience. 87,3% (227) of the participants stated that they chose their profession willingly.

Table 6. Frequency and Percentages Regarding the Demographic Characteristics of the Participants

		N	%
Gender	Female	118	45,4
	Male	142	54,6
Age	22-26	44	16,9
	27-31	116	44,6
	32-36	58	22,3
	37-41	32	12,3
	42+.	10	3,8
Marital Status	Single	124	47,7
	Married	136	52,3
Grade	Pre school	12	4,6
	Primary school	35	13,5
	Secondary school	91	35,0
	High school	122	46,9
Experience (Year)	0-5	161	61,9
	6-10	58	22,3
	11+	41	15,8
Did you willingly choose your profession?	Yes	227	87,3
	No	33	12,7

4.2. Correlation Analysis

The results of the correlation analysis conducted to examine the correlation between job satisfaction sub-dimensions and burnout sub-dimensions are shown in Table 7. Accordingly, there are negatively significant correlations between burnout ($r = -0.46$; $p < 0.01$), emotional exhaustion ($r = -0.37$; $p < 0.01$), depersonalization ($r = -0.31$; $p < 0.01$), personal accomplishment-diminished personal accomplishment ($r = 0.41$; $p < 0.01$) and job satisfaction. There are negatively significant correlations between burnout ($r = 0.40$; $p < 0.01$), emotional exhaustion ($r = -0.28$; $p < 0.01$), depersonalization ($r = -0.29$; $p < 0.01$), personal accomplishment - diminished personal accomplishment ($r = -0.41$; $p < 0.01$) and intrinsic satisfaction. Again, there are negatively significant correlations between burnout ($r = -0.398$; $p < 0.01$), emotional exhaustion ($r = -0.36$; $p < 0.01$), depersonalization ($r = -0.24$; $p < 0.01$), personal accomplishment-diminished personal accomplishment ($r = -0.29$; $p < 0.01$) and extrinsic satisfaction.

Table 7. Correlation Analysis and Averages

	JS	IS	ES	B	EE	D	DPA	AV.
Job Satisfaction	1	0.88**	0.84**	-0.46**	-0.37**	-0.31**	-0.41**	3.68
Intrinsic Satisfaction		1	0.48**	-0.40**	-0.28**	-0.29**	-0.41**	3.99
Extrinsic Satisfaction			1	-0.39**	-0.36**	-0.24**	-0.29**	3.25
Burnout				1	0.90**	0.80**	0.55**	2.33
Emotional Exhaustion					1	0.66**	0.23**	2.58
Depersonalization						1	0.25**	2.26
Diminished Personal Accomplishment							1	2

When the averages of the research variables are examined, it is seen that the intrinsic satisfaction (3.99) is higher than the extrinsic satisfaction (3.25). However, it is seen that the burnout level (2.33) of the teachers participating in the study is not very high. Looking at the average of the burnout sub-dimensions, it is seen that the highest average is emotional exhaustion (2.58), followed by depersonalization (2.26) and personal accomplishment (2), respectively.

4.3. Testing the Hypotheses

4.1. The Effect of Job Satisfaction on Burnout

Job satisfaction and its sub-dimensions, intrinsic and extrinsic satisfaction, were taken as independent variables, and burnout as dependent variable, and multiple regression analysis was performed. When the results of the multiple linear regression analysis are evaluated, it is seen in Table 8 that the model is significant ($F = 35.94$; $p = 0.00$). If the model is examined, it can be said that job satisfaction has an effect on burnout. There is a negative correlation between job satisfaction and burnout ($R = 0.46$). R^2 , which is

the dependent variable of job satisfaction and determines the degree of explaining burnout, was found to be 0.21. This result shows that 21.9% of the burnout variable can be explained by job satisfaction. According to the results of multiple linear regression analysis made in this sense, H1, H1a, H1b hypotheses were accepted.

Table 8. The Effect of Job Satisfaction Sub-Dimensions on Burnout

	Non-standardized Coefficients		Standardized Coefficients	t	P	Tolerance	VIF
	B	Std. Error	Beta				
Constant	4.04	0.21		18.86	0.00		
Intrinsic Satisfaction	-0.26	0.05	-0.28	-4.45	0.00	0.76	1.30
Extrinsic Satisfaction	-0.20	0.04	-0.26	-4.15	0.00	0.76	1.30

Dependent Variable: Burnout

R:0.46; R²:0.21; Adjusted R²:0.21; For the model, F: 35.94, p=0.00; D-W: 1.96

4.2. The Effect of Job Satisfaction on Emotional Exhaustion

Job satisfaction and the two of its sub-dimensions, intrinsic and extrinsic satisfaction, were taken as independent variables and emotional exhaustion as dependent variable and multiple regression analysis was performed. When the results of the multiple linear regression analysis are evaluated, it is seen in Table 9 that the model is significant (F = 21.95; p = 0.00). If the model is examined, it can be said that job satisfaction has an effect on emotional exhaustion. There is a negative correlation between job satisfaction and emotional exhaustion (R = 0.38). R², which is the dependent variable of job satisfaction and determines the degree of explaining emotional exhaustion, was found to be 0.14. This result shows that 14.6% of the emotional exhaustion variable can be explained by job satisfaction. According to the results of multiple linear regression analysis made in this sense, H2 and H2b hypotheses were accepted but H2a hypothesis was rejected.

Table 9. The Effect of Job Satisfaction Sub-Dimensions on Emotional Exhaustion

	Non-standardized Coefficients		Standardized Coefficients	T	p	Tolerance	VIF
	B	Std. Error	Beta				
Constant	4.27	0.29		14.39	0.00		
Intrinsic Satisfaction	-0.17	0.08	-0.14	-2.18	0.03	0.76	1.30
Extrinsic Satisfaction	-0.30	0.06	-0.29	-4.41	0.00	0.76	1.30

Dependent Variable: Emotional Exhaustion

R:0.38; R²:0.14; Adjusted R²:0.13; For the model: 21.95, p=0.00; D-W: 1.73

4.3. The Effect of Job Satisfaction on Depersonalization

Job satisfaction and two of its sub-dimensions, intrinsic and extrinsic satisfaction, were taken as independent variables and depersonalization dimension as dependent variable and multiple regression analysis was performed. When the results of the multiple linear regression analysis are evaluated, it is seen in Table 10 that the model is significant (F = 14.40; p = 0.00). If the model is examined, it can be said that job satisfaction has an effect on depersonalization. There is a negative correlation between job satisfaction and depersonalization (R = 0.31). R², which is the dependent variable of job satisfaction and determines the degree of explaining depersonalization, was found to be 0.10. This result shows that 10.1% of the depersonalization variable can be explained by job satisfaction. According to the results of multiple linear regression analysis made in this sense, H3 and H3a hypotheses were accepted but the H3b hypothesis was rejected.

Table 10. The Effect of Job Satisfaction Sub-Dimensions on Depersonalization

	Non-standardized Coefficients		Standardized Coefficients	t	P	Tolerance	VIF
	B	Std. Error	Beta				
Constant	4.01	0.33		11.97	0.00		
Intrinsic Satisfaction	-0.31	0.09	-0.23	-3.45	0.00	0.76	1.30
Extrinsic Satisfaction	-0.14	0.07	-0.13	-1.91	0.05	0.76	1.30

Dependent Variable: Depersonalization

R:0.31; R²:0.10; Adjusted R²:0.09; For the model, F: 14.40, p=0.00; D-W: 1.96

4.3. The Effect of Job Satisfaction on Diminished Personal Accomplishment

Job satisfaction and the two of its sub-dimensions, intrinsic and extrinsic satisfaction, were taken as independent variables and personal accomplishment dimension as dependent variable and multiple regression analysis was performed. When the results of the multiple linear regression analysis are evaluated, it is seen in Table 11 that the model is significant ($F = 29.02$; $p = 0.00$). If the model is examined, it can be said that job satisfaction has an effect on personal accomplishment. There is a negative correlation between job satisfaction and diminished personal accomplishment ($R = 0.31$). R^2 , which is the dependent variable of job satisfaction and determines the degree of explaining diminished personal accomplishment, was found to be 0.18. This result shows that 18.4% of the personal success variable can be explained by job satisfaction. According to the results of multiple linear regression analysis made in this sense, H4 and H4a hypotheses were accepted but the H4b hypothesis was rejected.

Table 11. The Effect of Job Satisfaction Sub-Dimensions on Personal Accomplishment

	Non-standardized Coefficients		Standardized Coefficients				
	B	Std. Error	Beta	t	p	Tolerance	VIF
Constant	3.72	0.23		16.19	0.00		
Intrinsic Satisfaction	-0.35	0.06	-0.35	-5.55	0.00	0.76	1.30
Extrinsic Satisfaction	-0.09	0.05	-0.12	-1.86	0.06	0.76	1.30

Dependent Variable: Personal Accomplishment

R:0.42; R^2 :0.18; Adjusted R^2 :0.17; For the model, F : 29.02, p =0.00; D-W: 2.02

5. CONCLUSION AND RECOMMENDATIONS

The aim of this study is to determine the effect of private school teachers' job satisfaction on their burnout levels. While the population of the study was composed of teachers working in 10 private schools in Mardin province in 2018-2019, the data obtained from 260 teachers were analyzed. In the study, Minnesota Job Satisfaction Scale (MSQ) and Maslach Burnout Scale (MBI) were used to collect data. Descriptive statistics, correlation analysis and regression analysis were used as well as confirmatory factor analysis to verify the validity of the scale. Correlation analysis was applied to the scales verified at the end of the confirmatory factor analysis and the correlations between job satisfaction and burnout were tried to be understood. When the correlation between teachers' job satisfaction sub-dimensions and burnout sub-dimensions was examined, negative significant correlations were found between the burnout and burnout sub-dimensions and all of the job satisfaction and job satisfaction sub-dimensions. This negative correlation between burnout and job satisfaction is in parallel with the literature (Avsaroglu & Mistan, 2018; Skaalvik & Skaalvik, 2009; Watts, 2013; Yuruten, 2019).

As a result of the regression analysis performed to test the hypotheses of the study, it was seen that job satisfaction negatively affected burnout. This result means that burnout will increase when teachers' job satisfaction decreases, and it is in parallel with previous studies (Ari, 2015; Brackett, Palomera, Mojsa-Kaja, 2010; Chenevey, Ewing, & Whittington, 2008; Fisher, 2011; Panagopoulos, Anastasiou & Goloni, 2014). However, according to the results of the research, it is seen that job satisfaction also affects the burnout sub-dimensions. While depersonalization and diminished personal accomplishment decrease with the increase of intrinsic satisfaction, emotional exhaustion decreases with the increase of extrinsic satisfaction. Research results show that teachers who are satisfied with their job will feel less burnout.

Job satisfaction, which is explained as the pleasure or positive emotional state achieved by an individual as a result of evaluating his/her work life, is a very important concept. Because the efficiency of education and the increase of the cultural level of the society is only possible if the teachers who have undertaken this task do their duties willingly. For this reason, it is very important to know and meet the needs of teachers, to improve their working conditions and to increase their job satisfaction (Adiguzel, Karadag, & Unsal, 2011: 50). Teachers' ability to perform their profession effectively is directly proportional to their ability to perceive their talents and their self-confidence. However, the problems they face and have to struggle with cause them not to be satisfied with their job and to experience the feeling of burnout caused by the stress of the profession (Karahan and Uyanik-Balat, 2011: 1). Teachers' achieving job satisfaction by taking pleasure in their work will affect their own lives as well as the students they train, so their power of

influence will gradually increase in this way. Otherwise, those who are not satisfied with their job will experience stress over time, suffer psychologically, and this may result in burnout. It is thought that teachers with high levels of burnout will not be very successful in calming students, showing tolerance to them and will contribute to problematic student behaviors. In addition, it should not be forgotten that burnout will cause poor performance and this may affect students, parents, school success and so the whole society.

As in many jobs in business life, it is possible to say that the greater the difference between expectations and realizations in the teaching profession, the greater the job dissatisfaction and burnout will be. In this sense, it is very important to provide a communication environment where teachers and school management can reveal their expectations from each other. With the awareness that teachers' professional burnout will be kept at a low level by increasing their job satisfaction, making the necessary improvements to meet the social and economic needs of teachers can be a good method to increase their job satisfaction and reduce their burnout levels. Improvements in the personal rights of teachers, meeting their self-development and training needs, improving their working environment, and determining their managers from competent people who have communication skills are some of these improvements. Again, appreciation of teachers by administrators and granting awards to successful teachers can also contribute to reducing burnout and increasing their job satisfaction. Teachers should be informed about job satisfaction and professional burnout through conferences, seminars and in-service trainings, and they should be enabled to develop these concepts. In this way, teachers will be able to communicate well with their students, parents, colleagues and environment they interact face-to-face, understand the others better, move forward sensitively about the upbringing of future generations and be in harmony with their colleagues.

The fact that the sample in the study was carried out only on teachers in schools in a certain province and therefore it revealed the generalization problem about other professions and even other teachers is the most important limitation of the study. In addition to this, the research was conducted with private school teachers. A similar study can be carried out by including teacher groups working in public schools. Therefore, increasing the sample size of the research, conducting the research in various professional groups and various school types (private-state) comparatively, and investigating the correlations between job satisfaction/ burnout issues and different subjects may be recommended for future studies.

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