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Job Satisfaction and Professional Burnout of Primary School Teachers

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ABSTRACT

Burnout also affects the organization in which individuals work, especially in professions that require face-to-face relations. Experiencing negativities in the person due to burnout causes the person's work-life performance to decrease and job satisfaction cannot be achieved. The present study aimed to reveal the correlations between primary school teachers' job satisfaction and professional burnout. The data of the descriptive study was collected using the "Job Satisfaction Scale" and the "Maslach Burnout Inventory". The research sample consists of 729 primary school teachers. Emotional exhaustion of teachers participating in the research and a negative significant relationship was found between job satisfaction levels of depersonalization sub-dimensions. As a result of the study, it was determined that teachers' professional burnout levels were low and their job satisfaction was high.

Key words: Burnout, Teacher, Job Satisfaction

1. INTRODUCTION

An important part of an individuals' life is work and study life. People spend most of their time at work or making work-related plans. Conditions such as interpersonal relations, competitive environment, and expectations of employees, which are the achievements of business life, make it inevitable for individuals to experience stress. Stress, which affects employees at all levels, can cause psychological disorders such as 'exhaustion symptoms' as well as reflecting on professional life in many different ways (Sabuncuoğlu ve Tüz, 2001). Individuals from different occupational groups may be exposed to high stress due to their professional structure and working conditions.

Nowadays, the teaching profession adversely affects the mental health of individuals and, accordingly, their professional lives, due to unique and intense stressful situations in the educational environment. Minimizing this risk is important to create productive and happy individuals in terms of individual, organizational and social aspects (Işıkhan, 2004).

Job satisfaction is a multidimensional concept defined in various ways related to the job of employees. People who cannot achieve job satisfaction often do not reach psychological maturity and experience disappointment. Displeasure with job satisfaction, alienation from work, low morale, low productivity may lead to the formation of unhealthy individuals, and therefore an unhealthy society. The process that develops as the relationships people experience at work become more difficult and the belief that things go wrong due to this leaves us face to face with an important phenomenon of the modern age (Karadağ et al.,2009).

Burnout is an exhaustion syndrome observed in the 1970s in the United States, especially in those working in sectors that serve people. The concept of burnout was initially started to be examined in healthcare professionals who interact with people face-to-face and intensely, then it was discussed as a subject of study in professions such as police and teaching, where there are similar interactions. It can be stated that the emergence and spread of burnout in teachers is due to the educational philosophy and studies that can change in parallel with various social, economic, and technological developments. Burnout, which causes people to be angrier, to reduce their performance to the lowest level, and to decrease their quality and competence at work, unfortunately, does not concern only that person. Apart from affecting the teachers' own life, it harms students, school personnel, parents,

the teachers' own family, and ultimately the society as a whole (Maslach and Zimbardo, 1982; Peker,2002). Therefore, the level of job satisfaction of teachers and what they think about their jobs are important in raising the level of education in schools (Balci,2019; Özdayı, 2013).

As teachers' satisfaction with their jobs increases, they will be more productive and contribute more to the survival and development of educational services. Necessary steps can be taken to make some arrangements according to the results obtained in line with revealing the factors that cause stress (Peker,2002; Kırılmaz vd.,2003).

Karacan (2012), one of the researchers who conducted studies on the burnout levels of teachers in the field of education, found that the burnout levels of those who chose the profession unwillingly were high. On the other hand, when Koçak examined the education administrators according to the gender variable, it was determined that female managers experienced significantly lower levels of emotional exhaustion than male managers (Koçak, 2009).

As a conclusion to be drawn from the literature review, studies have examined the burnout levels of educators generally according to their demographic characteristics. Studies examining burnout levels according to job satisfaction are limited. For this reason, to examine the job satisfaction and professional burnout levels of primary school teachers, the current study was conducted to reveal which variables teachers were satisfied with and stressed according to their descriptive characteristics. The study is important in terms of revealing teachers' job satisfaction and burnout status, as well as revealing their wishes and expectations.

2. METHODS

2.1. Population and Sample of the Study

The population of the study consists of 3758 primary school teachers in a city. The sample of the study consisted of 729 primary school teachers who were determined by a simple random method and met the criteria for inclusion in the study.

2.2. Data Collection Tools

Personal Information Form: The personal information form prepared by the researcher consists of 17 questions (such as gender, marital status, educational level, professional background, health problems, factors affecting the choice of profession, absenteeism, etc.).

Maslach Burnout Inventory: The Maslach Burnout Scale, which was developed by Maslach and Jackson (1981) and consists of 22 items, three sub-dimensions as "emotional exhaustion subscale", 9 items; "depersonalization subscale", 5 items, and "personal accomplishment subscale", 8 items. As the score obtained from all subscales of the scale increases, burnout increases (İçigen ve Uzut, 2012).

High burnout reflects high scores on emotional exhaustion and depersonalization subscales and low scores on the personal accomplishment subscale. Moderate burnout reflects moderate scores for all three subscales, while low levels reflect low scores on emotional exhaustion and depersonalization subscales and high scores on the "personal accomplishment" subscale. In scoring, three separate burnout scores are calculated for each person. The Cronbach's alpha internal consistency coefficient of the scale was found to be .93 (Capri, 2014). In the current study, Cronbach's alpha was found to be .90.

Job Satisfaction Scale: The scale was developed by Kuzgun, Sevim, and Hamamcı (1999). The 20-item Job Satisfaction Scale (JSS) was developed based on the "two-factor theory" to determine job satisfaction. In the trial form of JSS, there are 12 positive and 8 negative 5-point Likert-type items related to factor 1, the suitability of professional activities with the interests and skills of the individual, factor 2, taking responsibility, and opportunities for development and advancement. A high score indicates that the individual's job satisfaction is high (Öner, 2008). Cronbach's alpha for the entire scale was determined as .90. The internal consistency coefficient for the first factor was determined as .91 and for the second factor as .75 (Kuzgun ve Balcalı, 2005). In the current study, Cronbach's alpha was found to be .97.

2.3. Collection of the Data

The data were collected by the researcher through face-to-face interviews with primary school teachers. The Personal information form, the Maslach Burnout Inventory, and the Job Satisfaction Scale were used as data collection tools.

2.4. Data Analysis

The research data were analyzed in the SPSS (Statistical Package for Social Sciences) 22 package program. In the analysis of data, Pearson Correlation analysis was used to analyze the relationship between scales and sub-dimensions as well as descriptive statistical methods (mean, standard deviation, percentile distribution). The results were evaluated at the 95% confidence interval and the significance level of $p < 0.05$.

2.5. Ethical Principles and Limitations of the Study

Before starting the research, written and verbal permissions were received from the research center. To conduct the study, approval was obtained from the Clinical Research Ethics Committee of a University. During data collection, individuals signed the "Informed Consent Form" for the study. The principle of "Respect for Autonomy" was followed by stating that they are free to decide whether to participate in the study or not and leave whenever they want even after participating in the study, and the principle of "Confidentiality and Protection of Confidentiality" was followed by stating to the patients participating in the study that their information would be kept private.

3. RESULTS

In the direction of the data obtained in this part of the study, the findings and comments were discussed in order.

Table 1 here

According to Table 1, 50.9% of the teachers who participated in the study were "women" and 82.9% of them were "married". It has been determined that 71.1% of the teachers have been working for more than 10 years, 83.7% of them have chosen the teaching profession willingly, 82.3% of them did not think of leaving the profession, and 55.8% of them would choose the teaching profession again if possible.

Table 2 here

Table 2'de The averages of the Maslach Burnout Inventory and the Job Satisfaction Scale were determined.

Table 3 here

According to Table 3, a negative-significant correlation was found between the job satisfaction levels of the participating teachers and the subscales of emotional exhaustion and depersonalization.

Table 4 here

When the results of job satisfaction in Table 4 were examined, a statistically significant correlation was found between emotional exhaustion and gender, and according to the correlation between demographic characteristics and job satisfaction scale ($p < 0.05$). It has been seen that men's emotional exhaustion was less than women's, and their accomplishment was higher than women's.

When examined according to the marital status variable, the personal accomplishment and job satisfaction of singles were found to be higher than those of the married teachers. There was no statistically significant correlation between the depersonalization subscale and the marital status variable ($p > 0.05$).

There was no statistically significant correlation between professional seniority and Maslach Burnout Scales and Job Satisfaction Scale ($p > 0.05$).

Teachers who were considering leaving the profession had a higher perception of job satisfaction than other teachers.

The emotional exhaustion and personal accomplishment of those who thought about leaving the profession were found to be higher than those who did not want to leave the profession. There is a statistically significant relationship between the depersonalization subscale and the thought of leaving the profession ($p < 0.05$). Accordingly, those who thought about leaving the profession had a higher level of depersonalization.

Emotional exhaustion and personal accomplishment of those who did not want to choose the same job again were found to be higher than those who wanted to choose the same job again.

4. DISCUSSION AND CONCLUSION

The present study aimed to examine the relationship between job satisfaction and professional burnout of a group of primary school teachers.

When the findings of the study were examined, it was determined that there was a statistically significant correlation between gender and the job satisfaction scale. A negative correlation was found between gender and the

subscale of emotional exhaustion. Men seemed to be less emotionally exhausted than women. When the literature was examined, a similar study's results drew attention. Cemaloğlu and Erdemoğlu-Şahin stated in their study that female teachers experienced more emotional exhaustion than male teachers. In another study, it has been seen that there was a statistically significant difference in the dimension of emotional exhaustion in terms of the gender characteristic of teachers (Cemaloğlu ve Erdemoğlu Şahin, 2007). Accordingly, female teachers had a higher level of emotional exhaustion than male teachers (Çoğaltay vd., 2017). Barut and Kalkan found no difference between gender in the emotional exhaustion subscale, but the fact that women had higher burnout levels than men in the subscale of depersonalization and personal accomplishment supported the results of the present study (Barut ve Kalkan, 2002).

A statistically significant correlation was found between the emotional exhaustion subscale and the professional seniority. Accordingly, as professional seniority increased, emotional exhaustion decreased. When considering leaving the profession and choosing the same job again, and the burnout was examined, the emotional exhaustion of those who were considering leaving the profession was found to be higher. In the study, a statistically significant correlation was found between the depersonalization subscale and the thought of leaving the profession. Accordingly, the depersonalization subscale of those who thought about leaving the profession was higher. Cemaloğlu and Erdemoğlu-Şahin also found in their study that as the professional seniority increased, depersonalization and emotional exhaustion levels increased (Cemaloğlu ve Erdemoğlu Şahin, 2007).

When the teachers were examined according to their characteristics of choosing their profession willingly, it was seen that 83.7% of the participants chose the teaching profession voluntarily. When other studies on this subject were examined, 85% of teachers have chosen their profession willingly, similar to the present research in the study (Yılmaz ve Altunkurt, 2012). Findings on the reasons for teaching were found to be 70.2% for loving it, 11% for economic reasons, 6.9% for social reasons, and 11.9% for there was no other job. In the current study, 0.4% of the participants chose the profession because it has more leisure time and holidays, 7.4% of them chose it coincidentally, 2.7% of them chose it. They felt talented in the teaching profession, 4.5% of them chose it. After all, they thought that it was an ideal profession suitable for them, 3.8% of them chose it because it was a job that suited their family's wishes; 18.2% of them chose the teaching profession because they liked it. Other 416 people stated that there was more than one factor in choosing the teaching profession. It has been seen that the study of Yılmaz and Akbulut and the result of the present study support each other.

82.3% of the teachers participating in the research did not think of leaving the profession. In the study, the rate of those who did not plan to leave the profession was 75%. In this direction, it was supported that teachers did the profession willingly (Uras and Kunt, 2006).

When the correlation between the Maslach Burnout Inventory and the correlation between each subscale and the job satisfaction scale were examined, it was seen that there was a negative-significant correlation between the levels of job satisfaction and emotional exhaustion and depersonalization. This result was also a finding of the scales' status of being valid.

In the study, each subscale that makes up the Maslach Burnout Inventory is statistically significant with each other. Each subscale is also associated with the job satisfaction scale. This result is also a finding regarding the validity of the scale. Dolunay found that all subscales of the burnout inventory were related to each other (Dolunay, 2002).

As a result of the study examining burnout and job satisfaction, teachers' burnout levels were low. In this respect, it is important in terms of showing how the burnout levels of teachers are affected by demographic variables, gender, and marital status. In addition, the need for qualitative research in understanding the determinant effect of these two variables on the burnout level of teachers has also been brought up the agenda.

Since female teachers experience more emotional burnout than male teachers, arrangements should be made to enable socio-cultural activities that can provide more emotional support to female teachers in their professional lives.

The effects of gender and marital status variables on teachers' burnout should be examined through qualitative research.

Conflicts of Interest: The authors declare that they have no competing interests.

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TABLES

Table 1: The Distribution of Teachers Participating in the Study by Their (n=729)

Characteristics	N	%	
Gender	Female	371	50,9
	Male	358	49,1
Marital Status	Married	604	82,9
	Single	125	17,1
Professional Seniority	1*5 year/years	83	11,3
	6*10 years	128	17,6
	11 years and more	518	71,1
Whether the Profession Was Willfully Selected or Not	Yes	610	83,7
	No	119	16,3
The Factors That Influenced Selection of the Profession	Because I love this job	133	18,2
	Because I got the chance to take responsibility	12	1,6

	Because it's a job that suits my family's wishes	28	3,8
	Because it provides a lot of free time and holidays	3	0,4
	Because it is spiritually satisfying	14	1,9
	Because it's an ideal job for me	33	4,5
	Because the working conditions are suitable for me	26	3,5
	Because I feel competent in this profession	20	2,7
	Other (those who ticked more than one option)	460	62,8
Considering Leaving the Job	Yes	129	17,7
	No	600	82,3
Would you choose the same job again if you had the chance?	Yes	407	55,8
	No	322	44,2

Table 2: The Maslach Burnout Inventory and the Job Satisfaction Scale's Scores of the Teachers Participating in the Study (n=729)

Scales		X	SD
Maslach Burnout Scale	Emotional Exhaustion	18,57	5,03
	Personal Accomplishment	13,53	3,75
	Depersonalization	10,91	2,22
Job Satisfaction Scale		60,28	13,64

Table 3: The Correlation between Teachers' Maslach Burnout Inventory and Job Satisfaction Scale's Mean Scores

Maslach Burnout Inventory	Job Satisfaction Scale	
	r	p
Emotional Exhaustion	-,113**	,002
Personal Accomplishment	-,076*	,040
Depersonalization	-,113**	,002

** : The correlation is statistically significant at the 0.01 level (2-tailed). * : The correlation is statistically significant at the 0.05 level (2-tailed).

Table 4: The Comparison of Teachers' Maslach Burnout Inventory and Job Satisfaction Scale's

Characteristics	Maslach Burnout Inventory						Job Satisfaction Scale		
	Emotional Exhaustion		Personal Accomplishment		Depersonalization		Scale		
	X	p	X	p	X	p	X	p	
Gender	Female	18,97		13,25		10,76		60,15	
		4,83		3,58		2,17		13,38	,791
	Male	18,15	,027	13,82	,040	11,07	,054	60,42	
		5,12		3,90		2,27		13,93	
Marital Status	Married	19,48		13,38		10,95		59,91	
		4,95		3,68		2,16		13,44	,06
	Single	19,14	,530	14,38	,072	10,59	,618	61,51	
		5,24		4,06		2,57		14,24	
Professional Seniority	1-5 years/years	18,83		13,75		10,98		62,02	
	6-10 years	18,54		13,22		10,92		60,82	
	10 years and more	17,62	,195	13,32	,478	10,62	,651	59,86	,156
Considering Leaving the Job	Yes	21,94		15,97		11,51		61,70	
		4,98		4,14		2,44		13,86	,127
	No	17,83	,000	12,99	,000	10,77	,002	59,97	
		4,74		3,44		2,15		13,59	
Would you choose the same job again if you had the chance?	Yes	17,05		12,7		10,85		59,90	
		4,49		83,38		2,11		13,41	,401
	No	20,44	,000	14,4	,000	11,00	,367	60,76	
		5,07		93,98		2,36		13,94	