

RELATION BETWEEN JOB SATISFACTION OF PRİMARY SCHOOL TEACHERS AND LEVELS OF THE OCCUPATIONAL BURNOUT

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Abstract

The purpose of this study is to research relations between occupational burnouts of classroom teachers who work in the primary schools and levels of the occupational burnouts. The data was collected from 240 teachers who work in 10 elementary schools which are affiliated to the Ministry of National Education in Sürmene district of Trabzon in 2017-2018 academic year, to create correlational survey model. Job satisfaction mentioned in the research had been measured with the scale of Minnesota Satisfaction Questionnaire which was improved by Weiss, Dawis, England and Lofquist (1967) and adapted to Turkish by Baycan (1985) and occupational burnout had been measured with “Maslach’s Burnout Inventory” which was improved by Maslach and Jackson (1981). Furthermore “Personal Information Form” had been created to identify demographic variables. The research shows that, when we examine the job satisfaction and the occupational burnouts of the primary school teachers, emotional exhaustion has a negative significant relationship with endogenous satisfaction exogenous satisfaction and general satisfaction. The level of desensitization has a negative significant relationship with endogenous satisfaction exogenous satisfaction and general satisfaction. It can be seen that, The extent of desensitization has a negative significant relationship in medium level with endogenous satisfaction, exogenous satisfaction and general satisfaction. The regression results also show that the job satisfaction of the primary school teachers has a medium level and significant relation with occupational burnout level. This means, job satisfaction of primary school teachers were to form the forty six percent of the occupational burnout. When standardized (β) factor and t-scores were examined, it can be said that the job satisfaction of classroom teachers is a significant precursor of level of occupational burnout.

Keywords: Job Satisfaction, Occupational Burnout.

Sınıf Öğretmenlerin İş Doyumları ve Mesleki Tükenmişlik Düzeyleri Arasındaki İlişki

Öz

Bu araştırmanın amacı, ilkokullarda görev yapan sınıf öğretmenlerin iş doyumları ve mesleki tükenmişlik düzeyleri arasındaki ilişkilerinin incelenmesidir. İlişkisel tarama modelindeki araştırmanın evrenini 2017–2018 eğitim-öğretim yılında Milli Eğitim Bakanlığına bağlı Trabzon ili Sürmene ilçesinde 10 ilkokulda görev yapmakta olan 240 öğretmen oluşturmaktadır. Araştırmada iş doyumunu, Weiss, Dawis, England ve Lofquist (1967) tarafından geliştirilmiş olan ve Baycan tarafından (1985) Türkçeye uyarlanan Minnesota İş Doyum ölçeği ile, mesleki tükenmişlik ise, Maslach ve Jackson (1981) tarafından geliştirilen “Maslach Tükenmişlik Envanteri” ile ölçülmüştür. Ayrıca demografik değişkenlerin belirlenmesine yönelik “Kişisel Bilgi Formu” oluşturulmuştur. Araştırma sonucunda sınıf öğretmenlerinin iş doyumunu ile mesleki tükenmişlikleri arasındaki ilişkiye bakıldığında ise duygusal tükenme; iç kaynaklı doyum, dış kaynaklı doyum ve genel doyum ile orta düzeyde anlamlı negatif bir ilişkiye sahip olduğu görülmektedir. Duyarsızlaşma boyutu ise; iç kaynaklı doyum, dış kaynaklı doyum ve genel doyum ile orta düzeyde anlamlı negatif bir ilişkiye sahip olduğu görülmektedir. Ayrıca regresyon analizi sonucunda sınıf öğretmenlerinin iş doyumunu, mesleki tükenmişlik düzeyi ile orta düzeyde ve anlamlı bir ilişkiye

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sahip olduğu bulunmuştur. Buna göre sınıf öğretmenlerinin iş doyumunu, mesleki tükenmişlik düzeyinin % 46'sını açıklamaktadır. Standardize edilmiş (β) katsayısı ve t değerleri incelendiğinde Sınıf öğretmenlerinin iş doyumunu, mesleki tükenmişlik düzeyinin anlamlı bir yordayıcısı olduğu söylenebilir.

Anahtar Kelimeler: İş doyumunu, Mesleki Tükenmişlik

Introduction

In the growing and ever-changing world, people are always struggling during the process. During this struggle, they spend their whole energy due to the flowing life and in the event of a case where they lack of energy; they are to remain vulnerable and weak. Such weakness affects people's lives negatively and causes the person to feel burnouts. When we examine the occupations which contain the highest rate of emotional exhaustion, it can clearly be seen that it's the occupations which involves constant communication with others.

As we examine the occupations which have high levels of stress due to job terms, being a teacher has been seen as one of the jobs which can affect the person's health poorly and reduce the urge to stand against it. (Baltaş and Baltaş, 1998). One third of the teachers who live under intense work pressure and have responsibilities as required by education and training services are to demonstrate to live distress, stress, and emotional exhaustion (Boyle and others, 1995; Copel, 1991, Dick and Wagner, 2001; Akt:Cemaloğlu and Katabaşı, 2007).

When the relation between job satisfaction and occupational burnout has been examined, it is observed that the employees lose their initial organizational commitment and job qualifications when they can't deal with the stress of the workplace. The employees first face job dissatisfaction and secondly exhaustion (Otacıoğlu, 2008).

Job satisfaction, which is one of the most important subjects in management sciences, is quite hard to limit with one definition. When we examine the literature, this notion has been identified in various ways. Job satisfaction can be expressed as a person's general approach to their jobs (Kara, 2010; Yeğin, 2001; Angı, 2002). This general approach can be defined as a positive job satisfaction or if it's negative, it can be defined as job dissatisfaction.

When people who suffer from job dissatisfaction are examined, they can show various approaches such as not going to work. These kinds of negative approaches can be violating working hours for personal matters, taking long breaks, pretending to be busy without doing anything, talking about their private lives, not finishing their work on time or being aggressive towards people around them.

Variables, such as workplace management policies, the attitude of the institution are influential on employees' approaches (Sun, 2002). In addition, it is very important for employees to accomplish job satisfaction "to authorize", to be constructive in the face of mistakes made, the decisions taken by the employees as well as the decision-making process (Pascoe, Ali and Warne, 2002).

It's significant to know about the factors that affect job satisfaction in order to keep the employees busy and help them become competent during the process. It's stated that job satisfaction can be affected by demographical characteristics, age, sex, level of education as well as environmental and organizational factors, such as the employer's attitude, the work environment and co-workers (Sünter and Ark., 2006).

Among these factors, when it's about the leadership of the director, their duties are supporting the development of the staff as educators and leaders, creating professional learning circles to increase

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the performance of teachers, teaching network administration in order to develop the school and as a way of improving intelligence and idea, creating right and proper environment for the teachers to improve their talents and performances, helping teachers work with more experienced teachers in order to gain guidance and development, working as a consultant for improving their skills, creating a bond between the staff and the school and to pay attention to occupational and personal development (Erçetin and Bisaso, 2015).

It's obvious that all of these reasons have a direct effect on teachers' job satisfaction. Subsequent to these affects, job dissatisfaction might occur and trigger occupational burnout. Freudenberger (1974), the first burnout "failure, aging, energy and power loss or can not be met on the internal human resources requests resulting in a state of exhaustion" as defined. It can be defined as people's negative attitudes towards others and decrease of their feeling of success, it can also be said that they might develop sarcastic attitudes (Maslach & Jackson ,1981). It is discussed that occupational burnout have three degrees as, emotional exhaustion, desensitization and decrease of personal success.

Regarding the decrease of personal success, teachers feel insignificant when their works are not taken into consideration and start to feel exhaustion. The only way it's possible to minimize this situation is maximizing the job satisfaction.

Since it has vital importance, it is aimed in this paper to examine the relation between teachers who work in elementary schools and their level of exhaustion and job satisfaction, with the variables.

Following this statement, we're aiming to find answers to the following questions:

1. What is the level of job satisfaction and occupational burnouts of primary school teachers?
2. Do primary school teachers' job satisfaction and occupational burnout differ depending on their sex, marital status and their seniority level and their choice?
3. Is there a significant relation between job satisfaction and occupational burnout of the primary school teachers?
4. Does the job satisfaction of the primary school teachers predict the significant level of occupational burnout?

Research Method

The correlational survey is determined for the model of this research. Correlational survey models are used to detect relations between the variables (Sönmez ve Alacapınar, 2011) or to determine the level of relation degree between two or more variables and/or the change of them together. Since the research doesn't give a real cause and effect relation, relational screening model will be used to estimate a variable once one of them is known (Karasar, 2012).

The Population and Sampling of the Research

The sample group of the research is 240 teachers who work in 10 different elementary schools in Sürmene district of Trabzon. When the demographic characteristics of the participants are examined, it can be said that 141 of them are female and 97 of them are male. 217 of them are married and 21 of them are single, if we examine it within the frame of marital status variable. The seniority variable shows us that 40 of them have 1 to 5 years of experience, 48 of them have 6 to 10 years, 62 of them 11 to 15 years, 39 of them have 16 to 20 years and 49 of them have more than 20 years of experience.

Data Collection Tools and Data Collection

Data collection tools in this research are Maslach's Burnout Inventory, Minnesota Satisfaction Questionnaire and Personal Information Form, prepared by the researcher.

Maslach's Burnout Inventory had been developed by Maslach and Jackson (1981). Maslach's Burnout Inventory has 22 articles and is three-dimensional. 9 of its articles are about "emotional exhaustion", 5 of them are about "desensitization" and 8 of them are about "personal success". Maslach's Exhaustion Scale, validity of the teacher forms and reliability coefficient has been detected by Maslach and Jackson (1981). Reliability coefficient of the scale is detected as 0.88 for emotional exhaustion, 0.83 for personal success and 0.72 for desensitization. The adaptation of the scale in Turkey has been performed by Girgin (1995) and Baysal (1995). Girgin detected it as, 0.87 for emotional exhaustion, 0.74 for personal success and 0.75 for desensitization. Baysal found it as 0.74 for emotional exhaustion, 0.77 for personal success and 0.75 for desensitization.

Minnesota Satisfaction Questionnaire has been developed by Weiss, Dawis, England and Lofquist (1967) and is adapted to Turkish by Baycan (1985). The questionnaire adapted to Turkish has 20 articles and it uses the Likert type scale. It has been seen that alfa coefficient for endogenous satisfaction is .86, .85 for exogenous satisfaction and .91 for general satisfaction.

Personal Information Form is a form that consists of 5 questions, which are about sex, marital status, number of children, educational back ground and whether it was their own decision to choose this seniority and job. Pearsons's moment coefficient of skewness (r) will be used to calculate the relations between the variables. Along with this, to calculate the regression levels of the independent variables on the dependent variables Multilinear Regression Analysis will be used. To interpret the regression analysis, standardized Beta (β) coefficient will be used and t-test about these options about their level of significance will be taken into consideration. .05 level of significance is used on the data analysis.

The Reliability and Validity of the Scale

The reliability and validity studies have been conducted. Cronbach alpha coefficients for the three sub-dimensions of the data obtained for the occupational burnout scale are emotional exhaustion .78, depersonalization .85, personal achievement .71. The re-test and reliability coefficients related to the sub-dimensions of the scale are emotional exhaustion .91, depersonalization .82, and personal success .77. The data obtained for the Job Satisfaction Scale for the three sub-dimensions of the Cronbach's alpha coefficients are internal-based satisfaction .86, the external satisfaction .85, and the general satisfaction .91. The re-test and re-reliability coefficients for the sub dimensions of the scale are Internal-Based Satisfaction .88, Out-Based Satisfaction .73, general Satisfaction .91.

Findings

1.What is the level of occupational burnout and job satisfaction of primary school teachers?

The acquired rates for occupational burnout of the primary school teachers have been given in the Table 1.

Table 1. Arithmetical average and standard deviation value of occupational burnout of primary school teachers

	n	Lowest	Highest	\bar{X}	S
Emotional exhaustion	238	1,11	4,33	2,29	,63
Desensitisation	238	1,0	3,60	1,86	,62
Personal Success	238	2,75	4,88	3,77	,50

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When we examine Table 1 and scores of primary school teachers' occupational burnouts, it can be seen that emotional exhaustion and desensitization has low and personal success has high rates.

Table 2. Arithmetic average and standard deviation values on job satisfaction of primary school teachers

	n	Lowest	Highest	\bar{X}	S
Endogenous Satisfaction	238	2,83	5	3,95	,40
Exogenous Satisfaction	238	2,0	4,88	3,36	,51
General Satisfaction	238	2,50	4,95	3,72	,41

When we evaluate the Table 2, it can be clearly seen that the scores of job satisfaction of primary school teachers, have close sub-dimension scores. It can be said that findings on the occupational burnouts are on a “good” level.

2.Do primary school teachers' job satisfaction and occupational burnout differ depending on their sex, marital status and their desire to get another job and their choices?

The acquired information about whether occupational burnouts of primary school teachers changes depending on their sexes are given on Table 3.

Table 3. T test results of sex variable

Variables	Sex	n	\bar{X}	S	sd	t	p
Emotional Exhaustion	Female	141	2,33	,57	236	1,079	,28
	Male	97	2,27	,71			
Desensitization	Female	141	1,89	,58	236	,788	,43
	Male	97	1,82	,66			
Personal Success	Female	141	3,77	,48	236	-,066	,94
	Male	97	3,77	,54			
Endogenous Satisfaction	Female	141	3,96	,35	236	,480	,63
	Male	97	3,94	,45			
Exogenous Satisfaction	Female	141	3,40	,38	236	1,30	,19
	Male	97	3,31	,66			
General Satisfaction	Female	141	3,74	,33	236	,921	,35
	Male	97	3,69	,51			

* $p < .05$

It can be seen in the T-Test results above that arithmetic average of occupational burnouts can be seen in females more in terms emotional exhaust and desensitization subdimensions ($\bar{X} = 2,33$, $\bar{X} = 1,89$) but it's clear that personal success ($\bar{X} = 1,89$) has no difference. Besides when we examine job satisfaction arithmetical averages, endogenous satisfaction, exogenous satisfaction and general satisfaction dimension is higher in females ($\bar{X} = 3,96$, $\bar{X} = 3,40$, $\bar{X} = 3,74$). Briefly we can state that there's no significant difference between the subdimensions about job satisfaction and occupational burnouts in the frame of sex variable.

The acquired findings about whether occupational burnouts of primary school teachers changes depending on their marital status are given on Table 4.

Table 4. T Test Results of Marital Status Variable

Variables	Sex	n	\bar{X}	S	sd	t	p
Emotional Exhaust	Married	217	2,29	,65	,65	-,52	,60
	Single	21	2,36	,42			
Desensitization	Married	217	1,84	,64	,64	-1,46	,14
	Single	21	2,05	,31			
Personal Success	Married	217	3,71	,47	,47	-6,13	,00*

	Single	21	4,38	,45			
Endogenous Satisfaction	Married	217	3,92	,39	,39	-4,26	,00*
	Single	21	4,30	,22			
Exogenous Satisfaction	Married	217	3,33	,51	,51	-3,63	,00*
	Single	21	3,75	,37			
General Satisfaction	Married	217	3,68	,41	,41	-4,27	,00*
	Single	21	4,08	,17			

* $p < .05$

It can be seen in the T-Test results above that arithmetic average of job satisfaction and occupational burnouts is higher in singles ($\bar{X} = 2,36$, $\bar{X} = 2,05$, $\bar{X} = 4,38$, $\bar{X} = 4,30$, $\bar{X} = 3,75$, $\bar{X} = 4,08$) in every subdimension. It can be stated that there is a significant differentiation due to the marital status in personal success [$t(236) = ,00$, $p < ,05$] and job satisfaction, endogenous satisfaction [$t(236) = ,00$, $p < ,05$], exogenous satisfaction [$t(236) = ,00$, $p < ,05$], and general satisfaction [$t(236) = ,00$, $p < ,05$]. According to results, perception of single primary school teachers is higher than married primary school teachers.

The acquired findings about whether job satisfaction of primary school teachers changes depending on their seniority levels are given on Table 5.

Table 5. Anova results of occupational seniority variables

Variables	Seniority	n	\bar{X}	S	F	p	Significant Difference
Emotional Exhaust	1-5 years	40	1,95	,27	7,85	,000	-
	6-10 years	48	2,27	,22			
	11-15 years	62	2,57	,69			
	16-20 years	39	2,42	,75			
	20+	49	2,14	,75			
	Total	238	2,29	,63			
Desensitization	1-5 years	40	1,69	,44	5,73	,000	-
	6-10 years	48	1,97	,34			
	11-15 years	62	2,12	,76			
	16-20 years	39	1,71	,72			
	20+	49	1,69	,55			
	Total	238	1,86	,62			
Personal Success	1-5 years	40	3,91	,43	3,45	,009	.
	6-10 years	48	3,55	,46			
	11-15 years	62	3,82	,62			
	16-20 years	39	3,78	,46			
	20+	49	3,80	,41			
	Total	238	3,77	,50			
Endogenous Satisfaction	1-5 years	40	4,05	,24	2,99	,019	-
	6-10 years	48	4,01	,26			
	11-15 years	62	3,82	,37			
	16-20 years	39	4,03	,58			
	20+	49	3,92	,42			
	Total	238	3,95	,40			
Exogenous Satisfaction	1-5 years	40	3,53	,37	3,29	,012	-
	6-10 years	48	3,49	,44			
	11-15 years	62	3,29	,42			
	16-20 years	39	3,20	,57			
	20+	49	3,32	,67			
	Total	238	3,36	,51			
General Satisfaction	1-5 years	40	3,84	,28	2,59	,037	-
	6-10 years	48	3,81	,31			
	11-15 years	62	3,61	,37			

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16-20 years	39	3,70	,52
20+	49	3,68	,51
Total	238	3,72	,41

* $p < .05$

It can be seen in the table above that occupational burnouts emotional exhaust and desensitization ($\bar{X} = 2,57$, $\bar{X} = 2,12$) are more likely in teachers who have worked 11 to 15 years and personal success ($\bar{X} = 3,91$) is higher in teachers who have worked 1 to 5 years.

When the arithmetical average of the job satisfaction is examined, endogenous satisfaction, exogenous satisfaction and general satisfaction ($\bar{X} = 4,05$, $\bar{X} = 3,53$, $\bar{X} = 3,84$) has a higher rate in teachers who have worked 1 to 5 years. According to these results, we can say that occupational seniority has an effect on emotional exhaust, desensitization ($[t(233) = ,00, p < ,05]$ $[t(233) = ,00, p < ,05]$) and personal success ($[t(233) = ,09, p < ,05]$) of primary school teachers. We can also say that it has an effect on endogenous satisfaction and exogenous satisfaction ($[t(233) = ,019, p < ,05]$, $[t(233) = ,012, p < ,05]$) and general satisfaction ($[t(233) = ,037, p < ,05]$) in their job satisfaction.

3. Is there a significant relation between job satisfaction and occupational burnout of the primary school teachers?

Table 6. Correlation results about the relation between job satisfaction and occupational burnouts of primary school teachers

	Endogenous Satisfaction	Exogenous Satisfaction	General Satisfaction
Emotional Exhaust	-.590**	-.630**	-.652**
Desensitization	-.457**	-.368**	-.445**
Personal Success	.369**	.437**	.427

When Table 6 is examined, it can clearly be seen that primary school teachers have a medium significant negative relationship with emotional exhaust, endogenous satisfaction, exogenous satisfaction and general satisfaction (($r = -.590, p < .01$) ($r = -.630, p < .01$) ($r = -.652, p < .01$)).

It is seen that degree of desensitization have a medium negative significant relationship with endogenous satisfaction, exogenous satisfaction and general satisfaction (($r = -.457, p < .01$) ($r = -.368, p < .01$) ($r = -.445, p < .01$)). It is also seen that personal success has a medium positive significant relationship with endogenous satisfaction, exogenous satisfaction and general satisfaction (($r = .369, p < .01$) ($r = .437, p < .01$) ($r = .427, p < .01$)).

4. Does the job satisfaction of the primary school teachers predict the significant level of occupational burnout?

A simple linear regression analysis was made to determine whether job satisfaction of primary school teachers affect the level of occupational burnout. The results are given in the Table 7 below.

Table 7. Results of regression analysis about prediction of job satisfaction

Variable	B	Standard Error	β	t	p
Fix	3,46	,254		13,63	0,00
Emotional Exhaust	-,623	,062	-,762	-10,075	
Desensitization	,241	,060	,290	3,937	0,00
Personal Success	,235	,052	,231		

$R=.68, R^2=.46, p<.05$

Examining the regression analysis, it is concluded that job satisfaction of the teachers have a medium and significant relation with level of occupational burnout ($R=.55, R^2=.30, p<.01$). According to these results job satisfaction of the teachers explains the 46% of their occupational burnout levels. When standardized (β) factor and t-scores were examined, it can be said that the job satisfaction of classroom teachers is a significant precursor of level of occupational burnout.

Conclusion and Suggestions

The aim of this research is to examine the exhaustion levels and job satisfaction relation of elementary primary school teachers, with different variables. According to the acquired findings, when the scores of the occupational burnouts of primary school teachers are examined, it can be seen that they're low in emotional exhaust and desensitization but high in personal success. When the related literature is studied, Cinar's (2015) occupational burnout is low on subdimensions of emotional exhaust and desensitization but high on personal success. These required findings support our research findings.

It is also examined that the scores between subdimensions related to the job satisfaction are very close. It can be stated that findings about occupational burnouts of primary school teachers are on a "good" rate. "Birleştirilmiş ve Bağımsız Sınıflarda Çalışan Sınıf Öğretmenlerinin Mesleki Doyum ve Tükenmişlik Düzeylerinin Karşılaştırılması" (A Comparison of Combination Classroom Teachers' and Single-Grade Teachers' Job Satisfaction and Burnout Levels) of Sahin (2016) also shows that job satisfaction of the primary school teachers are on medium rates. With the findings of research primary school teachers who work in Samsun province (Yılmaz and Ceylan, 2011), in city center of Antalya (Günbayı and Toprak, 2010), countryside and city center of Elazığ (Yavaş, 2007) and his similar work about job satisfaction also support our findings.

According to the results of the T-Test about whether job satisfaction and occupational burnout differentiates due to sex variable, it is observed that there isn't a significant difference about sex variable in the participants' job satisfaction and occupational burnout in subdimensions. When the related literature is studied, it's detected that job satisfaction and occupational burnouts of teachers has no difference in terms of sex variable according to the related study of Erturk and Kececioğlu (2012) and the related thesis of Gögercin (2017). The results support our findings.

According to the result of T-Test which aimed to determine whether marital status significantly differentiate the job satisfaction and occupational burnout of primary school teachers, it can be seen in every subdimensions that it is higher in single teachers. It can be stated that there is a differentiation in the personal success dimension of participants' occupational burnouts and in the dimensions of job satisfaction, endogenous satisfaction, exogenous satisfaction and general satisfaction. Regarding the results, it can be said that perception of the single primary school teachers are higher than married primary school teachers'. If the related literature is studied, it has been detected in related work of Erturk and Kececioğlu (2012) that there is a differentiation between the teachers' job satisfaction and occupational burnouts in the frame of marital status variable. The results do not support the findings we acquired.

When the table about differentiation of job satisfaction and occupational burnouts of primary school teachers in the frame of seniority variable is examined, occupational burnout, emotional exhaust and desensitization is arithmetically higher between teachers who have been working 11 to 15 years and personal success is higher in those who have been working from 1 to 5 years.

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When the relation between job satisfaction and occupational burnout of primary school teachers, it can be seen that they have a medium level, negative significant relation with emotional exhaust, endogenous satisfaction, exogenous satisfaction and general satisfaction. The rate of desensitization has also a medium level, negative significant relation with endogenous satisfaction, exogenous satisfaction and general satisfaction. Besides it is clear that personal success has a medium level, positive relation with endogenous satisfaction, exogenous satisfaction and general satisfaction. When the related literature is studied, Erturk and Kececioğlu (2012) examines the relation between job satisfaction and occupational burnout of primary school teachers and support the research results that shows level of emotional exhaust have a inversely proportional relation with job defining scale and all of its sub-scales. On the other hand, Gogercin (2017) has a related thesis, stating that the job satisfaction of teachers and their levels of occupational burnout have a “weak” and “negative” relation and is different from the strong, positive relation that Kenioua and his friends (2016) have found.

According to the regression analysis results, it has been clear that there is a medium level and a significant relation between the job satisfaction of primary school teachers and occupational burnout. Regarding the results, job satisfaction of the teachers explains the 46% of the occupational burnout level. When the standardized (β) factor and T-results are examined, it can be said that the job satisfaction of the primary school teachers can be a significant predictor of occupational burnout.

Regarding these results, it's concluded that the research results will be important for human resources of institutions. It is essential in an institution to know the symptoms of occupational burnouts and taking the necessary measures. People who work in the field of education should be regularly checked in terms of job satisfaction and the ones who have low job satisfaction should get the help they need. If the teachers have high job satisfaction, they can give better education to students. When the opposite of this situation happens, lower job satisfaction may cause failure and everything affects the other. That's why it's important to remove the reasons that are causing teachers' job satisfaction in a negative way and make something to increase their job satisfaction. Rearranging career and income levels of teachers and adopting a discipline based on developing a regular occupational growth and respecting and awarding teachers can help teachers to increase their exogenous satisfaction. It's considered that, in this research, prepared with quantitative approach, a wide and profound research has been made about the reasons and this research can vitally help the future qualitative researches.

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