

**Öğretmenlerinin Tükenmişlik Düzeylerinin Demografik Özelliklerine Göre İncelenmesi (Ordu İli Örneği)**

**Investigation of Burnout Levels of Teachers According to Their Demographic Characteristics (An Example of Ordu City)**

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**Extended Summary**

**Purpose**

According to research the teaching is a job that exposure to intensive stress (Pearson & Moomaw, 2005). Stress and burnout are very close related concepts. Because of the individual's physical and social environment's incompatible conditions, It has been described as an effort that spent removing out of the physical and psychological limits (Cüceloğlu, 1994). Burnout, was expressed as a decrease occurred in the energy of the individual due to the business life (Baltaş, 1995). Nowadays the most widely accepted definition is; three sub-dimensional definition by Maslach and Jackson (1981). According to this Burnout is defined as, "Emotional exhaustion", "depersonalization" and "decrease in the feeling of personal accomplishment" (Maslach & Jackson, 1981). Emotional exhaustion is the beginning of the burnout syndrome. The source of the burnout are people's extreme psychological and emotional reactions, and these are seen in occupations requiring face to face interaction with more people (Izgar, 2001). Depersonalization is believing that they are insurmountable obstacles in front of the ones want to do. The development of negative attitudes against they serve. They are resulting reactions as; Loss of idealism, restlessness and in the form of sudden outbursts of anger (Baltaş 2002). Decrease in personal success is a result of sense of inadequacy. The individual who connects this failure to external factors, develops methods such as psychological compensate for right out and retreat. These are become an increasingly vicious cycle and failure is increased even more (Maslach & Jackson, 1981). The burnout at teaching cause the loss of the interest and professionalism of teachers, mocking with students and engaging in behavior to them in derogatory style (Baysal, 1995).

The aim of this study is to compare the professional burnout points of teachers according to some demographic variables.

## **Method**

The all physical education teachers and the other branch teachers who are working in Ordu city at public schools are the universe of the research. Totally 110 teachers selected by simple random sampling method who are working at public schools of the center of Ordu city and 45 of them are physical education teachers and 65 of them are other branch teachers are the sample of the study.. The Maslach Burnout Inventory (MBI) was applied to the teachers to determine the burnout levels of teachers. The burnout levels were examined according to age, gender, marital status, tenure and branch. The Maslach Burnout Inventory developed by Maslach, translated into Turkish by Ergin (1992). The Maslach Burnout Inventory consists 22 items and 3 subscales. The subscales consisting as Emotional exhaustion subscale (1,2,3,6,8,13,14,16,20), Depersonalization subscale (5,10,11,15,22), Personal success subscale (4,7,9,12,17,18,19,21). The scale is in the 5-point Likert-type.

In the statistical analysis of obtained data the SPSS ver.21.00 pocket programme was used. Data were analyzed with the Kolmogorov-Smirnov test whether in normal distribution or not. In the comparison of the groups in cases where normal distribution of the data the t test for independent groups was used, in cases where not normal distribution of the data the Mann Whitney-U test was used.

## **Results**

In our study, it was found that the burnout levels in all subscales according to the branch of the teachers has been found no significant difference ( $p > 0.05$ ). Teachers burnout levels' are not different according to the ages of them ( $p > 0.05$ ). In the comparison of the participants burnout levels according to the gender it was found no significant differences in the scale of burnout subscale scores ( $p > 0.05$ ). The subscale scores of the burnout scale of individuals involved in the research has been found not differ according to the marital status ( $p > 0.05$ ). The teachers burnout levels involved in the research were identified not differ according to the tenure in all subscales ( $p > 0.05$ ).

## **Discussion**

According to the findings there is no significant difference between the teachers branches and the burnout levels in this study. In contrast with this study, Tmkaya (1996), Izgar (2001), Gencer (2002), Gndz (2004) and Cemalođlu & Őahin (2007) have demonstrated significant differences between teachers burnout levels and branches in their studies.

In our study the burnout levels was examined according to the gender and the result of the statistical analyze it was seen that the gender of the teachers didn't change the burnout levels. Gkakan & zer (1999) founded that the women experienced more burnout than men in their study. KayabaŐı (2008) has indicated that the burnout level is impressed by gender in the personal success subscale in his study. Despite that; Gndz (2004), Naktiyok & Karabey (2005), okluk (1999),

Kırılmaz et all. (2000) and Dolunay (2001) founded that the gender factor didn't impress the burnout in their studies.

In this study, it was seen that the teachers burnout levels got no differ according to the age. Tmkaya (1996), Girgin (1995) and Maslach (1982) founded that the bornout is higher in young age in their studies. Also Torun(1995), Sucuođlu et all. (1996), Tuđrul & elik (2002), Naktiyok & Karabey (2005) stated that the burnout is higher in young teachers. Kayabaşı (2008) stated that as opposite of these findings older teachers are more burnout.

When the burnout levels of the teachers who are involved in the study is examined according to the tenure there is no significant difference was founded. According to the obtained findings there isn't a significant difference between the teachers marital status and the burnout levels. But at the most studies in teh literature there was founded significant diffrences between marital status and bunout levels.

### **Conclusion**

As a conclusion of the study, the pyhsical education teachers and the other branch teachers who are working in Ordu city were compared. It was seen according to this that the both groups of the teachers involved in the study weren't experienced higher burnout. In other words the teachers branches isn't effective on the burnout levels of them.