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The Mediating Role of Professional Burnout in the Relationship between Life Satisfaction, Teacher Self-Efficacy and Job Satisfaction of Teachers Working in Inclusive Classrooms

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Abstract

Aim of this study was to examine mediating role of professional burnout in the relationship between life satisfaction, teacher self-efficacy and job satisfaction of teachers working in inclusive classrooms. A structural equation modelling method was used in the study. Life satisfaction scale, teacher self-efficacy scale, job satisfaction scale and teacher professional burnout scale were used to collect data under scope of the study. Google Forms software was used to collect research data. The scales created on Google Forms were conveyed to teachers via WhatsApp, Facebook, Instagram and e-mail. Normality test was applied to obtained data and it was observed that the data was normally distributed. According to the results of the research, there was a positive relationship between teachers' levels of life satisfaction and professional self-efficacy, a positive relationship between their levels of life satisfaction and job satisfaction; a negative relationship between their levels of self-efficacy and professional burnout; a negative relationship between their levels of life satisfaction and professional burnout, and a negative relationship between their levels of professional burnout and job satisfaction. Results do not present any relationship between teacher self-efficacy and job satisfaction. It was observed that teachers' professional burnout played a mediating role not only in the relationship between self-efficacy and job satisfaction but also in the relationship between life satisfaction and job satisfaction. In future studies, the mediating role of other variables can be analysed.

Keywords: Life satisfaction, professional burnout, self-efficacy, job satisfaction.

Introduction

Unique challenges faced by individuals with disabilities becoming increasingly important in the field of education, and require to design and to implement more efficient special education strategies. Individuals with disabilities need education programmes, educational environments, educational methods and techniques, and tools and equipment suitable for their special needs (Kargin, 2010). According to the Special Education Services Regulation (Ministry of National Education [MoNE], 2018), individuals, who have special education needs, can continue their education full-time in special education schools or same classroom as their peers through inclusion/integration, or part-time in special education classes. It is stated in article 11 of the same regulation that inclusive students should be directed to the least restricted educational environments. The least restricted educational environment refers to environments where all students with special education needs, including those who attend a separate special education school or a special education class, can be with their families and peers as much as possible, and where they can receive education in the same environment as their normally developing peers, and at the same time, where their educational needs are met in the best possible way (Batu & Kırçali-İftar, 2005). However, when special need students come to an inclusive environment, they may have different needs than normally developing children. Therefore, it is important for teachers who work with special need students to have the competence to work with these students (Marzano & Marzano, 2003). In other words, it can be seen that the most important element of the practice of inclusion is the teacher, and great duties fall on the teacher in this respect (Batu, 2000).

The teaching profession is an important professional field in terms of raising and educating the children who are our future. The teaching profession is a profession that requires qualities such as self-sacrifice, tolerance, continuous self-renewal, and practising the

profession with love (Ergül et al., 2013). Being able to understand the field knowledge in a way that can be shared with others (i.e. students) rather than just knowing it for oneself, having the basic knowledge of where to start and the awareness of the difficulties that may be encountered in terms of what path should be followed when sharing with others. It also means having the knowledge of which materials and representations should be given priority when sharing information with others (Shulman, 1986). In addition, teachers' knowledge about child development will help them provide education appropriate to their developmental level. When the teacher has knowledge about child development, he/she knows that each child has individual differences and accordingly their needs may be different, and takes their developmental characteristics into consideration when preparing a program (Artan & Uyanık Balat, 2003).

Self-sacrifice, tolerance and practising the profession with love are particularly important in the field in which teachers work with inclusive students, since working with students with disabilities is more difficult than working with normally developing children. In individuals with disabilities, severe behavioural problems may be seen, and deficiencies in social and language skills and limitations in academic skills can be observed (Billingsley & Cross, 1991). For these reasons, teachers may feel inadequate (Billingsley & Cross, 1991; Koyutürk, 2014). Because of these intense behavioural and learning problems, a feeling of burnout may be seen in teachers working with inclusive students. In order for teachers working with inclusive students not to experience burnout, their professional self-efficacy (Kabasakal, 2018; Koyutürk, 2014, Soodak et al., 1998) and life satisfaction (Kabasakal, 2018; Koyutürk, 2014) should be high. High professional self-efficacy and life satisfaction (Koyutürk, 2014) will enable teachers to exhibit a positive attitude in inclusion practices (Sharma et al., 2011). In this way, too, it has been observed that teachers work more diligently for the success of their students who have learning problems; they prepare and implement better lesson plans, and they can educate even the most difficult students (Kaner, 2010).

The concept of professional burnout first began to be used in the United States in the 1970s and was defined as “a state of exhaustion that occurs as a result of failure, wearing out, loss of energy and strength, or excessive demands on a person’s inner resources” (Maslach et al., 2001). Burnout syndrome is more commonly seen in people who are required to work with people face to face (Tuğrul & Çelik, 2002). One of these areas is the teaching profession. The feeling of burnout has a serious negative effect on teachers’ work efficiency, and teachers develop negative attitudes towards their jobs, experience less job satisfaction, go to work with less desire, and feel constantly tired (Dworkin, 2001). Furthermore, teachers who experience burnout continually have problems in the classroom are unsuccessful in using coping strategies (Camacho, 2017), neglect their duties, and feel inadequate in their profession, and as a result, they may quit their jobs (Collie et al., 2012). In the literature, burnout is examined in three dimensions: emotional exhaustion, depersonalisation, and low personal accomplishment (Maslach et al., 2001; Yiğit, 2007).

Emotional exhaustion is the first symptom of burnout (Ören and Türkoğlu, 2006) and refers to its stress-related dimension (Maslach et al., 2001; Moore, 2000; Roelofs et al., 2005). In other words, it is a person’s feeling of being emotionally exhausted (Moore, 2000; Yiğit,

2007). Individuals experiencing emotional exhaustion have become weary of their jobs and feel physically worn out (Ören & Türkoğlu, 2006). An individual experiencing emotional exhaustion has a problem focusing on his/her job (Maslach et al., 2001).

The dimension of depersonalisation is the emotional disconnection of the individual from his/her work (Yıldız, 2015). In the dimension of depersonalisation, the teacher can display a cynical and negative attitude towards students he/she serves (Nichols & Sosnowsky, 2002). Furthermore, teachers may display a rude attitude towards parents and colleagues (Wisniewski & Gargiulo, 1997). Another dimension of burnout is low sense of personal accomplishment. A sense of low personal accomplishment refers to the individual's self-evaluation dimension (Maslach et al., 2001). An individual with a low sense of personal accomplishment feels inadequate in his work and human relations (Budak & Sürgevil, 2005). In other words, teachers believe that they do not have enough professional responsibility towards their students, colleagues and students' families (Maslach et al., 2001).

Life satisfaction is individuals' holistic subjective evaluation of areas of their lives, such as family, environment, friends and self (Suldo et al., 2006). In other words, it is an individual's internal evaluation of his/her own life in a holistic framework. Life satisfaction does not refer to satisfaction with a particular situation or event. It expresses the satisfaction that an individual derives from his/her whole life in general (McDowell, 2010). Considered from this point of view, the concept of life satisfaction is a subjective concept, because the meaning that each individual attaches to and perceives for his life is different (Gülcan, 2014). Therefore, it is related to the individual's expectations from life and his/her own personal judgement regarding the ability to fulfil these expectations (Dost, 2007; Şimşek, 2011). There are six different components of life satisfaction: 1) the individual's income level, 2) his/her profession and social status, 3) the opportunities and social mobility that he/she has, 4) his/her welfare status, 5) the state policies of the country in which he/she lives, and 6) his/her environment, family and social relations (Appleton & Song, 2008). According to Köker (1991), life satisfaction is affected by variables such as the individual's age, gender, working conditions, education level, religious belief, race, salary, family life, social life, and personality traits. Since life satisfaction occurs as a result of the individual's evaluation of his/her life as a whole, it is likely that a teacher who is happy in his/her general life will also be happy in the teaching profession (Türker & Çelik, 2019). Moreover, teaching profession is one that provides direct service to people. For this reason, increasing teachers' quality of life will contribute to their life satisfaction. Teachers with high life satisfaction will also look after their students in a competent manner.

The concept of self-efficacy is based on Bandura's social learning theory. Bandura defined self-efficacy as an individual's beliefs in his/her abilities and performances as a result of his/her subjective evaluation (Bandura, 1994). Teacher self-efficacy is teachers' belief in their abilities to plan, organise and conduct the activities they will perform in order to achieve educational goals (Skaalvik & Skaalvik, 2007). According to Karahan and Uyanık-Balat (2011), Miller and McDaniel (1989) and Toy and Duru (2016), one of the teacher groups who are expected to have a high perception of teacher self-efficacy are teachers who work with inclusive students, since students with disabilities exhibit many behavioural problems. This situation

can make teachers more stressed and tense (Girgin & Baysal, 2005; Karahan & Uyanık-Balat, 2011). Consequently, they may experience a feeling of burnout and might not want to work (Şahin & Şahin, 2012). However, teachers with a high perception of self-efficacy will work with confidence in themselves. This sense of confidence will be reflected in the teacher's behaviours and teachers will use new methods and techniques for their students and carry out classroom management successfully (Tschannen-Moran & Hoy, 2001). High self-efficacy perception in a teacher plays an active role in developing positive attitudes towards teaching and students, feeling more competent, and coping with burnout (Sürgevil, 2006). On the other hand, teachers with a low self-efficacy perception are more concerned with non-academic subjects, see the problem in students when they themselves are unsuccessful, have difficulty in finding the necessary materials for education, and tend to avoid activities that they think will be beyond their own performance capabilities (Ülper & Bağcı, 2012). In summary, low self-efficacy perception can cause teachers to have problems in every task they encounter over time, and to become stressed and depressed (Pajares, 1996). Self-efficacy is affected by various variables such as (a) Performance Accomplishments, the individual's general idea about his/her own performance based on his/her past experiences, (b) Vicarious Experiences, the individual's belief that by being inspired by the successes of others by observing them, he/she will also be successful, (c) Verbal Persuasion, other individuals' speech about whether or not an individual will be successful by talking to him/her, and (d) Emotional States, situations such as the agitation, fear and tension experienced by the individual affect the individual's self-efficacy (Çapa et al., 2013).

Job satisfaction is the emotional response that individuals develop towards their job as a result of their individual evaluation of their job and work environment (Duxbury et al., 1984; Artıran et al., 2019). Job satisfaction increases when the characteristics of the job in which the individual works are similar to expectations of working individual from that job. In other words, the more the characteristics of the job and the expectations of the individual overlap, the higher the job satisfaction (Wright & Davis, 2003). On the other hand, job dissatisfaction emerges when the individual is not satisfied with his/her job and does not develop a positive attitude towards his/her job (Eğınli, 2009). One of the areas in which job satisfaction is examined is teaching profession. Teachers' job satisfaction can be defined as teacher's attitude towards student and school, or satisfaction or dissatisfaction that teachers feel towards their jobs (Vural, 2004). It is a desired and expected situation for teachers to have a high level of job satisfaction. A high level of job satisfaction in teachers increases quality of education. When teachers' job satisfaction level is high, their energy will be reflected positively on their students. In this way, quality of education will increase and more successful students will be educated (Şahin, 2013). In addition, a high level of job satisfaction in teachers contributes to the development of their competencies and skills (Ghavifekr & Pillai, 2016). However, teachers' job satisfaction levels may decrease after a time due to negative working conditions in their daily school life. As a result of this, absenteeism may begin to occur in teachers and a teacher who finds the opportunity may change his/her job (Akçamete et al., 2001). Teachers' job satisfaction is affected by various variables. These variables are relations with managers and colleagues, working conditions, working hours and teachers' individual characteristics

(Ghavifekr and Pillai, 2016), salary, responsibility given to the teacher, the job itself, security (Waters, 2013).

When we look at the literature, we can find studies reporting a positive relationship between life satisfaction and self-efficacy (Bigdeloo and Bozorgi, 2016; Çevik, 2017; Moksnes 2019; Telef, 2011), a positive relationship between life satisfaction and job satisfaction (Atabay 2020; Casteel, 2018; Hombrados-Mendieta and Cosano-Rivas, 2011; Stempien and Loeb, 2002; Telef, 2011) and a positive relationship between self-efficacy and job satisfaction (Buluç & Demir, 2015; Dinçer et al., 2017; Telef, 2011; Teltik, 2009). On the other hand, while there is a study examining the mediating role of burnout between self-efficacy and job satisfaction Hassan and Ibourk (2021), no study can be found that examines the mediating role of professional burnout between life satisfaction and job satisfaction.

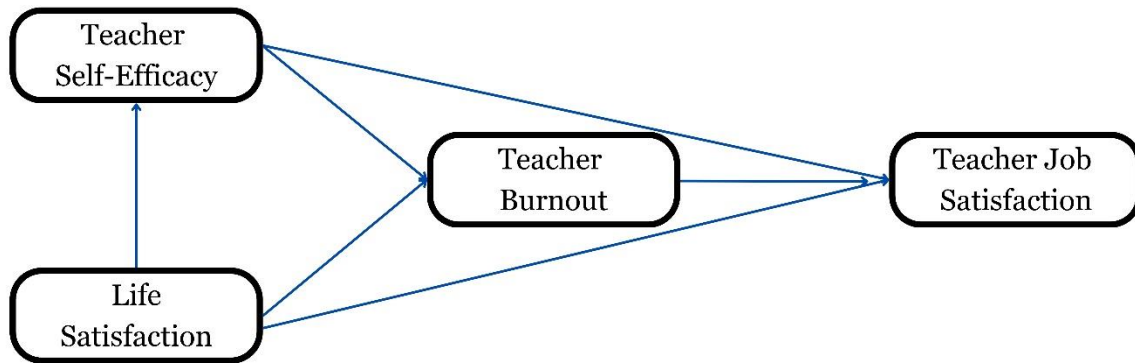
This research has been conducted with teachers working in inclusive classrooms. The reason for this is that working with inclusive classes is more difficult than working with normally developing children. It is important to determine the variables that help teachers working in these classrooms to perform their duties in a competent manner and to generate solutions for these. Moreover, when examined in general, it is observed that among teachers, individuals with high life satisfaction and teacher self-efficacy levels are happier in their jobs and do their jobs more efficiently. In addition, it can be seen that professional burnout negatively affects life satisfaction, teacher self-efficacy and job satisfaction, and that teachers who experience burnout cannot contribute to students' education. For this reason, it can be stated in this study that high life satisfaction and teacher self-efficacy levels will reduce professional burnout and therefore increase teachers' job satisfaction. Furthermore, it is thought that the findings of this study will provide important data to educators, psychological counsellors and experts and contribute to future research findings. Therefore, the aim of this study was to examine the mediating role of professional burnout in the relationship between life satisfaction, teacher self-efficacy and job satisfaction of teachers working in inclusive classrooms. For this reason, answers to the following questions were sought:

1. Is there a mediating role of professional burnout in the relationship between self-efficacy and job satisfaction of teachers working in inclusive classrooms?
2. Is there a mediating role of professional burnout in the relationship between life satisfaction and job satisfaction of teachers working in inclusive classrooms?

Method

In this study, Structural Equation Modelling [SEM], one of the quantitative research designs, was used to examine the nature of the relationships between "life satisfaction", "teacher self-efficacy", "teacher professional burnout" and "job satisfaction". The theoretical basis of SEM is an approach used for observing causal relationships (Dursun & Kocagöz, 2010). Since the hypothesis model of research was measured with latent variables within the framework of correlation analysis, a latent variable structural equation modelling method was used in the study. In this section, information is given about participants, data collection tool and data analysis.

Figure 1.
Research Model



Study Group

Online forms were used to collect data. Data were obtained through the scales created on Google Form to participants who were integration students in their classes via social media or e-mail addresses. The research was conducted using scale data of 201 (160 female, 41 male) volunteer teachers.

Data Collection Tools

Life satisfaction scale, teacher self-efficacy scale, job satisfaction scale and teacher professional burnout scale were used to collect the data of this study.

Life Satisfaction Scale

This scale was developed by Diener, Emmons, Larsen and Griffin (1985) and adapted to Turkish by Dağlı and Baysal (2016), who also conducted the validity and reliability study of the scale. The original scale consists of five items and it is a five-point Likert-type scale. The scale is scored as “strongly disagree” (1), “slightly agree” (2), “moderately agree” (3), “strongly agree” (4), and “completely agree” (5). As a result of the validity-reliability study, the scale was created as a one-dimensional, five-item, five-point Likert-type scale similar to the original. Factor analysis was carried out to determine construct validity of the scale. As a result of exploratory factor analysis, the Kaiser-Meyer-Olkin [KMO] coefficient was calculated, and Bartlett’s test of sphericity was applied. As a result of this analysis, the KMO value was determined as .869. According to confirmatory factor analysis applied to the scale, ratio of chi-square to degree of freedom was $\chi^2/df=1.17$; values of NFI=.99, NNFI=1, SRMR=.019, RMSEA=.03, and GFI=.99. The Cronbach alpha coefficient of the scale was calculated as .88 and also test-retest reliability was found to be .97. In this study, it was found to be .87.

Teacher Self-Efficacy Scale

The Teacher Self-Efficacy Scale was developed by Tschannen-Moran and Hoy (2001) and adapted into Turkish by Çapa et al. (2005), and it is a Likert-type scale. The scale consists of 3 sub-dimensions, namely efficacy for student engagement (8 items), efficacy for instructional strategies (8 items), and efficacy for classroom management (8 items), and comprises a total of 24 items. The scale is a nine-point Likert-type scale. Scoring of the scale is as follows: “incompetent” (1), “slightly competent” (3), “somewhat competent” (5), “fairly competent” (7), and “very competent” (9). In the validity study of the scale, confirmatory factor

analysis and the Rasch measurement model were used. In the reliability study, the internal consistency coefficients of the scale were calculated, and in the Rasch analysis, it was observed that scale items had appropriate fit values. According to confirmatory factor analysis applied to the scale, ratio of chi-square ($\chi^2=393.57$) to degree of freedom ($df=249$, $p=.00$) was $\chi^2/df=1.45$; values of RMSEA=.077, CFI=.90 and GFI=.91 were determined. In addition, item-test correlations were observed to be between .50 and .71. The scale has three factors: “student engagement”, “instructional strategies” and “classroom management”. The Cronbach alpha reliability values for the dimensions of the scale are .82 for student engagement, .86 for instructional strategies, and .84 for classroom management. In this study, the values are .86, .90 and .92, respectively.

Job Satisfaction Scale

Job Satisfaction Scale was developed by Şahin (1999) and consists of 42 items. The scale is a three-point Likert-type scale and comprises a total of six sub-dimensions. These dimensions consist of Job Itself, Administration, Salary, Achievement-Prestige-Recognition [APR], Interpersonal Relations [IR], and Parent-Student Indifference [PSI] sub-dimensions. The scale is scored as “yes” (3), “partially” (2), and “no” (1). Negative items are reverse-scored. Since the scale consists of two intervals and three options, in order to interpret the arithmetic mean scores, an interval value of 66 was obtained by dividing the scale by the number of intervals. By adding one point to the obtained value, the range of 1-1.66 was accepted as “unsatisfying”, the range of 1.67–2.33 as “partially satisfying”, and the range of 2.34–3.00 as “satisfying”. The variance explained by the sub-dimensions of the scale is 11.12 in the Administration sub-dimension, 9.90 in the Salary sub-dimension, 9.00 in the IR sub-dimension, 8.73 in the Job Itself sub-dimension, 5.34 in the APR sub-dimension, and 5.29 in the PSI sub-dimension. The total variance explained by the scale is 49.4. The Cronbach alpha value of the scale is .91. In this study, the Cronbach alpha value was also found to be .88. In the sub-dimensions of the scale, the Cronbach alpha values were found to be .75 in the Job Itself sub-dimension, .89 in the Administration sub-dimension, .81 in the Salary sub-dimension, .78 in the APR sub-dimension, .74 in the IR sub-dimension, and .74 in the PSI sub-dimension. In this study, Cronbach alpha coefficients for each sub-dimension were .68; .88; .59; .68; .78; .69, respectively.

Teacher Professional Burnout Scale

Teacher Professional Burnout Scale, developed by Kaner et al. (2008), is a 5 point Likert-type scale. The scale consists of four sub-dimensions and 26 items. The sub-dimensions of the scale are Professional Burnout, Alienation from Students, Physical and Emotional Burnout and Alienation from Colleagues and Administrators sub-dimensions. The scale is scored as “describes me very well” (5), “describes me well” (4), “describes me a little” (3), “does not describe me very well” (2), and “does not describe me at all” (1). The authors performed exploratory factor analysis to test the construct validity of the scale. The variance explained by the four factors is 60.902%. In addition to, the authors was applied to 59 teachers together with Maslach Burnout Inventory to test concurrent validity of the scale, it. Correlation between total scores of the two scales was significant ($r=.60$, $p<.01$). Cronbach alpha internal consistency coefficients of the scale are .92 for the total scale, and for its sub-dimensions, .90 for

Professional Burnout, .87 for Alienation from Students, .86 for Physical and Emotional Burnout, and .80 for Alienation from Colleagues and Administrators. Cronbach alpha reliability value for this study is .86.

Data Collection

An online method through Google Forms was used to collect the data. The Demographic Information Form, Life Satisfaction Scale, Teacher Self-Efficacy Scale, Job Satisfaction Scale and Teacher Professional Burnout Scale were transferred to Google Forms. Created forms were sent to the classroom teachers via WhatsApp, Facebook, Instagram and e-mail between 12.01.2022 and 30.01.2022. After data collection, the data was uploaded and analysed.

Data Analysis

First, it was examined whether each variable showed a normal distribution or not. It is assumed that skewness and kurtosis values in the range of ± 2 ensure a normal distribution (Field, 2009; Gravetter & Wallnau, 2014; Trochim et al., 2015). Since the obtained values were in the range of ± 2 , the data were considered to show normal distribution. After this, case of multicollinearity was examined. Mahalanobis distance, Variance Inflation Factors [VIF] and tolerance values were examined with the regression equation created for this purpose. The fact that the largest Mahalanobis distance was 16.36 (< 20.515), the VIF value did not exceed 10, and the tolerance values were greater than .100 (Field, 2009) shows that there was no multicollinearity problem. Furthermore, since the correlation between the variables did not exceed .90 (Çokluk et al., 2014), it can be stated that there was no multicollinearity. Within the framework of these results, structural equation modelling was applied. For the structural equation model, χ^2/d value of below 3 (Hu and Bentler, 1999), RMSEA value of below .05 (Kline, 2005), and GFI, AGFI, TLI and CFI values of .90 and above (Brown, 2006) were taken as acceptable values.

Ethical Permits of Research:

In this study, all the rules specified to be followed within the scope of "Higher Education Institutions Scientific Research and Publication Ethics Directive" were complied with. None of the actions specified under the heading "Actions Contrary to Scientific Research and Publication Ethics", which is the second part of the directive, have been taken.

Ethics Committee Permission Information:

Name of the committee that made the ethical evaluation = Trakya University Rectorate Social and Human Sciences Research Ethics Committee

Date of ethical review decision=24.11.2021

Ethics evaluation document publication number=2021.09.07

Findings

Structural equation modelling was used to test the mediating relationship between teachers’ life satisfaction and job satisfaction. Following the conceptual model that was created, when the two mediating variables of “teacher self-efficacy” and “teacher burnout” are taken into account, there is a direct relationship between teachers’ life satisfaction and their job satisfaction (Figure 1). However, the hypothesised structural equation model did not generate acceptable values. Furthermore, the path from “teacher self-efficacy” to “teacher job satisfaction” did not emerge as significant. Therefore, this path was removed and the analysis was repeated. The results (Figure 2) show that teachers’ life satisfaction significantly predicts their job satisfaction directly and indirectly ($\beta=.31$, $p<.05$). The constructed path model has acceptable fit values ($\chi^2/df=.62$, $p>.05$; GFI=.998; AGFI=.985, TLI=1, CFI=1, RMSEA=0). This means that teachers’ life satisfaction increases their job satisfaction.

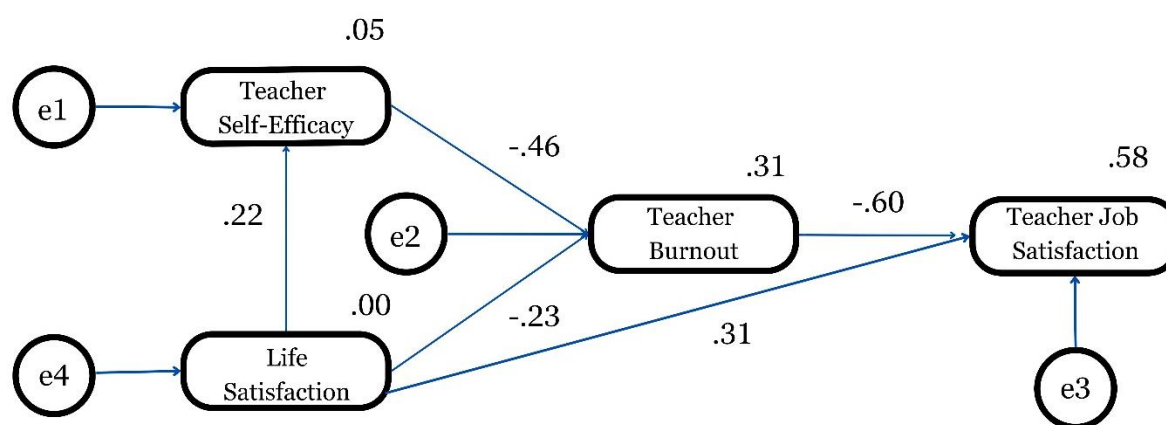
Table 1.

Direct, Indirect and Total Effect Results

Effects	Direct effect			Indirect effect			Total effect		
	Life satis-faction	Self-efficacy	Burnout	Life satis-faction	Self-efficacy	Burnout	Life satis-faction	Self-efficacy	Burnout
Self-efficacy	.22						.22		
burnout	-.23	-.46		-.10			-.33	-.46	
Job satisfaction	.31		-.60	.20	.27		.51	.27	-.60

Figure 2.

Path Analysis



Moreover, the path analysis shows that “self-efficacy” and “burnout” also mediate the relationship between “life satisfaction” and “job satisfaction”. There is a close relationship between “life satisfaction”, “self-efficacy” ($\beta=.22$, $p<.05$) and “burnout”, that is, when teachers’ “life satisfaction” increases, their “self-efficacy” increases and their “burnout” decreases. The path coefficient from “burnout” to “job satisfaction” also produced significant results ($\beta=-.60$, $p<.05$). There is a relationship between “self-efficacy” and “job satisfaction”, and this is

mediated by “burnout” ($\beta=.27, p<.05$). Overall, the results show that a decrease in “burnout” can increase the likelihood of teachers’ “job satisfaction”.

More specifically, when we examine the path analysis in Figure 2, teachers’ “self-efficacy” and “burnout” together mediate the relationship between “life satisfaction” and “job satisfaction” ($\beta =$ from life satisfaction to self-efficacy and burnout, and finally to job satisfaction = $.22*(-.46)*(-.60) = .06, p<.05$). In addition to this, “burnout” has only a mediating role ($\beta =$ from life satisfaction to burnout and job satisfaction = $(-.23)*(-.60) = .14, p<.05$). When all these are taken into account, the path model results show that “life satisfaction” predicts “teacher job satisfaction” both directly ($\beta =.31, p <.05$) and indirectly ($\beta=.20 (= .6+.14), p <.05$), which supports the view that teachers’ job satisfaction is related to their life satisfaction. The total effect of life satisfaction on teacher job satisfaction is $.51$ ($=$ direct effect + indirect effect = $.31+(.14+.06)$). Together, these variables account for 58% of job satisfaction ($= [.31]^2+ [.06]^2+ [.14]^2+ [-.60]^2$) explain.

Discussion and Conclusion

The first finding of the study is the positive relationship observed between teachers’ life satisfaction and their professional self-efficacy. When the literature is examined, we can find studies investigating teachers’ life satisfaction and teacher professional self-efficacy. In his study conducted with teachers working in primary and secondary schools, Telef (2011) observed a weak positive relationship between teachers’ life satisfaction and teacher professional self-efficacy. Çelik and Kahraman (2018) observed a positive relationship between teachers’ life satisfaction and teacher professional self-efficacy in their study carried out with secondary school teachers. Similarly, Bigdeloo and Bozorgi (2016), Çevik (2017), and Moksnes et al. (2019) determined a positive relationship between teachers’ life satisfaction and teacher professional self-efficacy in their studies conducted with teachers. Individuals who feel competent about their individual abilities do not perceive the problems they encounter as dangers, and they tackle these. Individuals with a high perception of self-efficacy are undaunted by the problems they encounter and may even experience a sense of tranquillity (Pajares, 1996). Moreover, the individual’s living conditions and psychology are variables that affect his/her level of self-efficacy. Positive living conditions and a positive state of mind are observed in individuals with high self-efficacy levels (Bandura et al., 1996). In summary, the fact that individuals with high self-efficacy perceptions are happier and more at ease is a finding that does not contradict the literature. Teacher self-efficacy is teachers’ belief in their abilities to plan, organize and carry out activities to achieve educational goals (Skaalvik & Skaalvik, 2007). It is a desired and expected situation that teachers’ self-efficacy perception is high. When the teacher’s self-efficacy perception is high, he will contribute more to the education of his students. This will contribute positively to teachers’ professional satisfaction. It will contribute positively to the life satisfaction of teachers who are successful in their profession by reflecting on other areas of life such as family and health (Telef, 2011). In other words, high self-efficacy contributes to the development of teachers’ life satisfaction and does not play an important role in ensuring the continuation of life satisfaction (Vecchio et al., 2007). The second finding of the study is the positive relationship observed between life satisfaction and job satisfaction. When the literature is examined, we can see that there are

studies reporting a positive relationship between teachers' life satisfaction and their job satisfaction. Casteel (2018) and Stempien and Loeb (2002) stated that there is a positive relationship between life satisfaction and job satisfaction among special education teachers. In studies conducted by Atabay (2020) with kindergarten teachers, Hombrados-Mendieta and Cosano-Rivas (2011) with social workers, and Telef (2011) with primary and secondary school teachers, it was observed that job satisfaction increases as life satisfaction increases. According to the research results, it is natural to mention a positive relationship between life satisfaction and job satisfaction, because an individual spends a large part of his/her life at work. It is natural that being happy at work has a positive effect on life satisfaction. Berry (1997) stated in her research that life satisfaction and job satisfaction affect each other positively, and moreover that job satisfaction contributes positively to the institution where the individual works in the micro sense and to the state in the macro sense. There is a reciprocal and positive relationship between job satisfaction and life satisfaction (Judge & Watanabe, 1993). While job satisfaction is an important factor for the quality of work life, life satisfaction is an important factor for the quality of life as a whole (Rice et al., 1985). In other words, life satisfaction refers to the satisfaction an individual receives from his or her entire life in general (McDowell, 2010). In summary, since an individual's business life is one of the individual's living spaces, if life satisfaction is high, it will contribute positively to high job satisfaction by contributing to business life. According to Rice et al. (1985), an individual with high life satisfaction will also have high job satisfaction. The third finding observed in the study is the mediating role of professional burnout between teacher self-efficacy and job satisfaction. When we look at the literature, one study conducted with teachers can be found. In their study made with primary school teachers, Hassan and Ibourk (2021) observed that burnout has a mediating role between self-efficacy and job satisfaction. In addition, in a study made with individuals working in a state-owned enterprise, a full mediating role of self-assessment was observed in the relationship between job satisfaction and burnout (Örücü & Hasırcı, 2021). Furthermore, there are various studies examining the relationship between teacher self-efficacy, job satisfaction and professional burnout. In studies conducted with teachers by Wang et al. (2015), with special education teachers by Johnson (2010), and with individuals who attended a special education certificate course by Capri and Guler (2018), the researchers observed a positive relationship between job satisfaction and self-efficacy, and a negative relationship of burnout with job satisfaction and self-efficacy. According to the results of this study, an individual who regards him/herself as competent in the teaching profession does not experience professional burnout. As a result, he/she is happy in his/her work and experiences job satisfaction.

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Recommendations

This study observed that life satisfaction and teacher self-efficacy have a mediating role in the relationship between professional burnout and job satisfaction. In future studies, what other variables have a mediating role can be examined.

In future research, sources of teacher self-efficacy, life satisfaction and job satisfaction can be investigated. In addition, necessary in-service training can be given to increase these investigated variables.

Working with individuals with disabilities is difficult. Additionally, teachers may experience burnout if they do not know how to treat students with disabilities. For this reason, seminars can be given to teachers about the characteristics of individuals with disabilities, behavior modification, teaching methods, etc.

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Author 1: 50%

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Conflict Statement

There is no conflict of interest that the authors will declare in the research.

Kaynaştırma Sınıflarında Çalışan Öğretmenlerin Yaşam Doymu, Öğretmen Öz Yeterliği ve İş Doymu İlişkisinde Mesleki Tükenmişliğin Aracılı Rolü



Özet

Bu çalışmanın amacı, kaynaştırma sınıflarında çalışan öğretmenlerin yaşam doymu, öğretmen öz yeterliği ve iş doymu arasındaki ilişkide mesleki tükenmişliğin aracılık rolünü incelemektir. Araştırmada yapısal eşitlik modeli yöntemi kullanılmıştır. Araştırmaya kaynaştırma sınıflarında görev yapan toplam 201 gönüllü öğretmen katılmıştır. Araştırma verilerin toplanması için Yaşam Doymu Ölçeği, Öğretmen Öz-Yeterlik Ölçeği, İş Doymu Ölçeği ve Öğretmen Mesleki Tükenmişlik Ölçeği kullanılmıştır. Araştırma verilerinin toplanmasında Google Forms yazılımı kullanıldı. Google Formlar üzerinde oluşturulan ölçekler öğretmenlere WhatsApp, Facebook, Instagram ve e-posta yoluyla iletildi. Elde edilen verilere normallik testi uygulanmış ve verilerin normal dağıldığı görülmüştür. Araştırma sonuçlarına göre öğretmenlerin yaşam doymu düzeyleri ile mesleki öz yeterlilik düzeyleri arasında pozitif, yaşam doymu düzeyleri ile iş doymu arasında pozitif, öz yeterlilik düzeyleri ile mesleki tükenmişlik arasında negatif, yaşam doymu düzeyleri ile mesleki tükenmişlik arasında negatif ve mesleki tükenmişlik düzeyleri ile iş doymu arasında negatif ilişki bulunmuştur. Sonuçlar öğretmen öz yeterliği ile iş tatmini arasında herhangi bir ilişki ortaya koymamıştır. Öğretmenlerin mesleki tükenmişliğinin sadece öz yeterlilik ile iş doymu arasındaki ilişkide değil, aynı zamanda yaşam doymu ile iş doymu arasındaki ilişkide de aracı rol oynadığı görülmüştür. İlerideki çalışmalarda diğer değişkenlerin aracılık rolü incelenebilir.

Anahtar Kelimeler: Yaşam doymu, öğretmen öz yeterliği, iş doymu, mesleki tükenmişlik, kaynaştırma.

Giriş

Özel eğitim ihtiyacı olan bireyler akranlarına göre farklı eğitim ihtiyaçları bulunmaktadır. Bu sebeple Özel eğitim ihtiyacı olan bireylerin bireysel özelliklerine uygun hazırlanmış eğitim ortamlarına ihtiyaç duymaktadırlar (Kargın, 2010). Bu eğitim ortamları Özel Eğitim Hizmetleri Yönetmeliği'ne (Millî Eğitim Bakanlığı [MEB], 2018) göre; özel eğitim okullarında, kaynaştırma/bütünleştirme yoluyla akranları ile birlikte aynı sınıfta tam zamanlı veya özel eğitim sınıflarında yarı zamanlı olarak eğitimlerini sürdürebilmektedir. Bunun yanında özel eğitim ihtiyacı olan bireylerin hangi ortamlarda eğitim alacaklarını aynı yönetmeliğin 11. maddesinde öğrencilerin en az sınırlandırılmış eğitim ortamlarına yönlendirilmeleri gerektiği belirtilmektedir. En az sınırlandırılmış eğitim ortamı ise özel eğitim ihtiyacı olan bütün öğrencilerin; ailesi ve akranlarıyla en fazla birlikte olabileceği, olağan gelişim gösteren akranlarıyla aynı ortamlarda eğitim alabileceği ve aynı zamanda eğitim ihtiyaçlarının en iyi şekilde karşılandığı ortamları olarak ifade edilmektedir (Batu & Kırçalı-İftar, 2005). Buna karşın kaynaştırma öğrencileri kaynaştırma ortamına geldiklerinde olağan gelişim gösteren çocuklardan farklı ihtiyaçları gözlenebilmekte ve sınıf ve okul ortamlarında çeşitli sorunlar yaşayabilmektedirler. Bu sebeple kaynaştırma öğrencisiyle çalışan öğretmenlerde bu öğrencilerle çalışacak yeterliliğin olması en önemli konudur (Marzano & Marzano, 2003). Başka bir deyişle kaynaştırma uygulamasının en önemli öğesinin öğretmen olduğu görülmekte ve öğretmene büyük görevler düşmektedir (Batu, 2000).

Öğretmenlik mesleği, bizlerin geleceği olan çocukların yetiştirilmesi ve eğitilmeleri açısından önemli bir meslek alanıdır. Öğretmenlik mesleği alan ve meslek bilgisi ediniminin yanında özveri, hoşgörü, sürekli kendini yenileme, mesleği severek yerine getirme gibi özellikleri de gerektiren bir meslektir (Ergül vd., 2013). Özellikle alan bilgisinin özveri, hoşgörü, mesleği severek yapmanın önemli olduğu öğretmenlik ise kaynaştırma öğrencileriyle çalışan öğretmenlik alanıdır. Çünkü yetersizliği olan öğrencilerle çalışmak olağan gelişim gösteren çocuklarla çalışmaktan daha zordur. Yetersizliği olan bireylerde yoğun davranış problemleri görülmekte, sosyal ve dil becerilerinde gerilikler ve akademik becerilerde sınırlılıklar gözlenebilmektedir (Billingsley & Cross 1991). Bu sebeplerden dolayı öğretmenler kendilerini yetersiz hissetmektedirler (Billingsley & Cross 1991; Koyutürk, 2014). Bu yoğun davranış ve öğrenme sorunlarından dolayı kaynaştırma öğrencisiyle çalışan öğretmenlerde tükenmişlik duygusu görülebilmektedir. Kaynaştırma öğrencileriyle çalışan öğretmenlerin tükenmişlik duygusu yaşamaması için öğretmenlerde mesleki öz-yeterlilik (Kabasakal, 2018; Koyutürk, 2014; Soodak vd., 1998) ve yaşam doyumunun (Kabasakal, 2018; Koyutürk, 2014) yüksek olması gerekmektedir. Mesleki öz-yeterlilik ve yaşam doyumunun (Koyutürk, 2014) yüksek olması ise öğretmenin kaynaştırma uygulamalarında olumlu tavır sergilemesini sağlayacaktır (Sharma vd., 2011).

Tükenmişlik sendromu genellikle insanlarla yüz yüze çalışmak zorunda olan kişilerde daha fazla görülmektedir (Tuğrul & Çelik, 2002). Tükenmişlik sendromunun görüldüğü alanlardan biri de öğretmenlik mesleğidir. Tükenmişlik duygusu, öğretmenlerin iş verimliliğini ciddi anlamda olumsuz olarak etkilemekte, öğretmenler işlerine karşı olumsuz tutum geliştirmekte, daha az iş tatmini yaşamakta, daha az istek ile işe gitmekte ve sürekli kendilerini yorgun hissetmektedirler (Dworkin, 2001). Bunun yanında tükenmişlik duygusu yaşayan öğretmenler sınıflarda sürekli sorun yaşamakta, başa çıkma stratejilerini kullanmakta başarısız olmakta (Camacho, 2017), görevleri ihmal etmekte, mesleklerinde kendilerini yetersiz hissetmekte ve sonuç olarak da işten ayrılma durumuna gelebilmektedirler (Collie vd., 2012). Tükenmişlik alanyazınında duygusal tükenmişlik, duyarsızlaşma ve düşük kişisel başarı duygusu olmak üzere üç boyutta incelenmektedir (Maslach vd., 2001; Yiğit, 2007).

Yaşam doyumunu, bireylerin yaşamını; aile, çevre, arkadaşlar ve benlik gibi yaşam alanlarını bir bütün olarak öznel değerlendirmesidir (Suldo vd., 2006). Farklı bir ifade ile bireyin kendi yaşamını bütüncül bir çerçevede ve içsel olarak değerlendirmesidir. Yaşam doyumunu, belirli bir durum ve olaya ilişkin doyumunu ifade etmemektedir. Bireyin genel olarak tüm yaşamından aldığı doyumunu ifade etmektedir (McDowell, 2010). Bu açıdan bakıldığında yaşam doyumunu kavramı öznel bir kavramdır. Çünkü her bireyin yaşamına yüklediği ve algıladığı anlam farklıdır (Gülcan, 2014). Bu sebeple bireyin, hayattan beklentileri ve bu beklentilerini gerçekleştirebilmesine ilişkin kendi kişisel yargısıyla ilişkilidir (Dost, 2007; Şimşek, 2011; Özcan, 2008). Öğretmenlik mesleği insanlara doğrudan hizmet veren bir meslektir. Bu sebeple öğretmenlerin yaşam kalitesini yükseltmek onların yaşam doyumuna katkı sağlayacaktır. Yaşam doyumunu yüksek olan öğretmenler de öğrencileriyle nitelikli bir şekilde ilgileneceklerdir.

Öğretmen öz-yeterliliği öğretmenlerin eğitim hedeflerine ulaşmak amacıyla yapılacak etkinlikleri planlama, organize etme ve yürütmek için yeteneklerine olan inançlarıdır (Skaalvik

& Skaalvik, 2007). Öz-yeterlik algısı yüksek olan öğretmenler kendilerine güven duyarak çalışacaklardır. Bu güven duygusu öğretmenin davranışlarına yansiyacak ve öğretmenler öğrencileri için yeni yöntem ve teknikler kullanacak ve sınıf yönetimini başarıyla gerçekleştireceklerdir (Tschannen-Moran & Hoy, 2001). Öğretimde öz-yeterlik algısının yüksek olması öğretime ve öğrencilere karşı pozitif tutum geliştirmesine kendini daha yeterli hissetmesine ve tükenmişlik duygusuyla baş etmesinde etkin rol oynamaktadır (Sürgevil, 2006).

İş doyumunu, bireyin çalıştığı işte, işini ve iş çevresini bireysel değerlendirmesi sonucu işine karşı geliştirdiği duygusal tepkidir (Artıran vd., 2019; Duxbury vd., 1984). İş doyumunu, bireyin çalıştığı işin özellikleriyle, çalışan bireyin işten beklentileriyle benzer olması durumunda yükselir. Farklı bir ifade ile çalışılan işin özellikleriyle bireyin beklentileri ne kadar örtüşürüyorsa iş doyumunu o kadar yüksek olmaktadır (Wright & Davis, 2003). Öğretmenler iş doyumunu ise öğretmenin öğrenciye ve okuluna karşı tutumu veya öğretmenlerin işlerinden duydukları hoşnutsuzluk ya da hoşnutsuzluk olarak tanımlanabilir (Vural, 2004). Öğretmenlerde iş doyum düzeyinin yüksek olması istenen ve beklenen bir durumdur. Öğretmenlerin iş doyum düzeyi yüksek olması eğitimin kalitesini artırır. Öğretmenlerin iş doyum düzeyi yüksek olunca enerjisi öğrencilerine olumlu yansıtacaktır. Böylelikle eğitimin niteliği artacak ve daha başarılı öğrenciler yetişecektir (Şahin, 2013).

Bu araştırma kaynaştırma sınıfında çalışmakta olan öğretmenlerle yapılmaktadır. Bunun sebebi ise kaynaştırma sınıflarıyla çalışmanın olağan gelişim gösteren çocuklarla çalışmaktan daha zor olmasıdır. Bu sınıflarda çalışan öğretmenlerinin görevlerini nitelikli bir şekilde yapmalarına yardımcı olan değişkenlerin belirlenmesi ve bunlara dair çözümler üretilmesi açısından önemlidir. Bunun yanında genel olarak baktığımızda öğretmenlerde yaşam doyumunu ve öğretmen öz-yeterlik düzeyi yüksek olan bireylerin işlerinde daha mutlu oldukları ve işlerini daha nitelikli yaptıkları gözlenmektedir. Ayrıca mesleki tükenmişliğin ise yaşam doyumunu, öğretmen öz-yeterliği ve iş doyumunu olumsuz etkilediği ve tükenmişlik yaşayan öğretmenlerin öğrencilerin eğitimine katkı sağlayamadıkları gözlenmektedir. Bu sebeple bu çalışmada yaşam doyumunun ve yüksek öğretmen öz-yeterlik düzeyinin mesleki tükenmişliği azaltacağı ve dolayısıyla öğretmenlerin iş doyumunu arttıracacağı belirtilebilir. Ek olarak bu araştırma sonuçlarının eğitimciler, psikolojik danışmanlara ve uzmanlara önemli veri sağlayacağı ve ileriki araştırma bulgularına katkı sağlayacağı düşünülmektedir.

Yöntem

Bu çalışmada, Yaşam Doyumu, Öğretmen Öz-Yeterlik, Öğretmen Mesleki Tükenmişlik ve İş Doyumu arasındaki ilişkilerin doğasını incelemek için bir nicel araştırma tasarımlarından Yapısal Eşitlik Modelleri [YEM] kullanılmıştır.

Çalışma Grubu

Araştırma 201 (160 kadın, 41 erkek) gönüllü öğretmenin ölçek verileri kullanılarak gerçekleştirilmiştir. Verileri toplamak için çevrimiçi formlar kullanılmıştır.

Veri Toplama Araçları

Bu araştırmada verilerin toplanması için Demografik Bilgi Formu, Yaşam Doyum Ölçeği, Öğretmen Öz-Yeterlik Ölçeği, İş Doyum Ölçeği ve Öğretmen Mesleki Tükenmişlik Ölçeği kullanılmıştır.

Verilerin Toplanması

Verilerin toplanması için Google Forms ile çevrimiçi yöntem kullanılmıştır. Demografik Bilgi Formu, Yaşam Doyum Ölçeği, Öğretmen Öz-Yeterlik Ölçeği, İş Doyum Ölçeği ve Öğretmen Mesleki Tükenmişlik Ölçeği Google Forms'a aktarılmıştır. Oluşturulan form 12.01.2022 ile 30.01.2022. tarihleri arasında kaynaştırma sınıflarında çalışan öğretmenlere whatsapp, facebook, instagram ve e-mail yöntemi ile gönderilmiştir.

Verilerin Analizi

Öncelikle her bir değişkenin normal dağılım gösterip göstermediğine bakılmıştır. Skewness ve kurtosis değerlerinin ± 2 aralığında olması durumunda normal dağılım sağladığı (Field, 2009; Gravetter ve Wallnau, 2014; Trochim vd., 2015) varsayılmıştır. Elde edilen değerler ± 2 aralığında olduğu için veriler normal dağılımı gösterdiği değerlendirilmiştir. Bundan sonra ise çoklu bağlantı (multicollinearity) durumu incelenmiştir. Bu amaçla oluşturulan regresyon denklemi ile Mahalanobis Mesafesi (Mahalanobis distance), varyans artırıcı faktör Variance Inflation Factors [VIF] ve Tolerance değerleri incelenmiştir. En büyük Mahalanobis distance 16.36 (< 20.515), VIF değerinin 10'u geçmemesi ve Tolerance değerlerinin .100'den büyük olması (Field, 2009) çok bağlantı probleminin olmadığını göstermektedir. Bununla birlikte değişkenler arasındaki korelasyon .90 geçmediğinden (Çokluk vd., 2014) çok bağlantı probleminin olmadığı ifade edilebilir. Bu sonuçlar çerçevesinde yapısal eşitlik modeli uygulanmıştır. Yapısal eşitlik modeli için χ^2/d değerinin 3'ün altında olması (Hu ve Bentler, 1999), RMSEA değerinin .05 altında olması (Kline, 2005), GFI, AGFI, TLI ve CFI değerlerinin .90 ve üstü (Brown, 2006) olması kabul edilebilir değerler olarak alınmıştır.

Araştırmanın Etik İzinleri:

Bu çalışmada "Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi" kapsamında uyulması gerektiği belirtilen tüm kurallara uyulmuştur. Yönergenin ikinci bölümü olan "Bilimsel Araştırma ve Yayın Etiğine Aykırı Eylemler" başlığı altında belirtilen eylemlerin hiçbiri gerçekleştirilmemiştir.

Etik Kurul İzin Bilgileri:

Etik değerlendirmeyi yapan kurulun adı = Trakya Üniversitesi Rektörlük Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

Etik kurul etik inceleme karar tarihi= 24.11.2021

Etik değerlendirme belgesi konu numarası= 2021.09.07

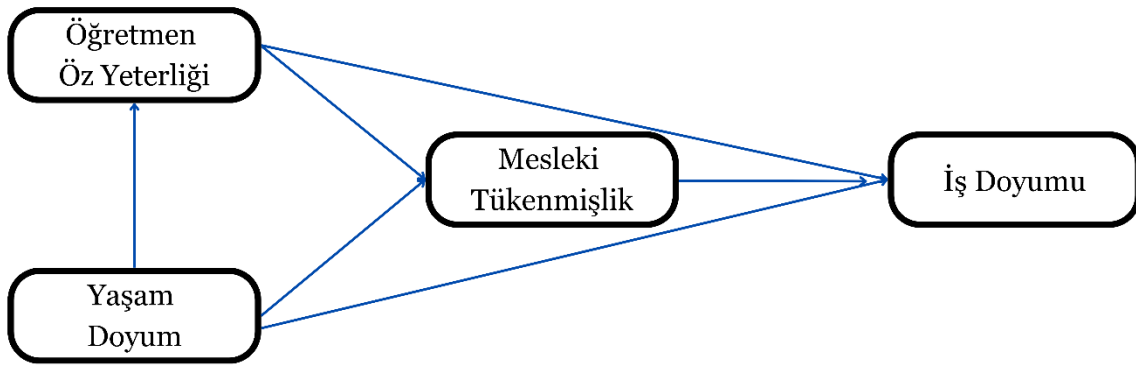
Bulgular

Öğretmenlerin yaşam doyumu ile mesleki doyumları arasındaki aracı ilişkiyi test etmek için yapısal eşitlik modeli kullanıldı. Oluşturulan kavramsal modeli takiben, iki aracı değişken

“öğretmen öz-yeterliği” ve “öğretmen tükenmişliği” düşünüldüğünde, öğretmenlerin yaşam doyumu ile mesleki doyumları arasında doğrudan bir ilişki vardır (Şekil 1). Varsayılan model yapısal eşitlik modeli kabul edilebilir değerleri üretmemiştir. Bununla birlikte öğretmen öz-yeterliği den öğretmenlerin mesleki doyumlarına giden yol anlamlı çıkmamıştır. Bu yol çıkartılarak analiz tekrarlanmıştır. Sonuçlar (Şekil 2) öğretmenlerin yaşam doyumları anlamlı bir biçimde direk ve dolaylı olarak mesleki doyumu tahmin ettiğini ($\beta=.31$, $p<.05$) göstermektedir. Oluşturulan yol modeli kabul edilebilir uyum değerlerine sahiptir ($\chi^2/df=.62$, $p>.05$; GFI=.998; AGFI:.985, TLI:1, CFI:1, RMSEA:0). Bu öğretmenlerin yaşam doyumlarının mesleki doyumlarını arttırdığı anlamına gelmektedir.

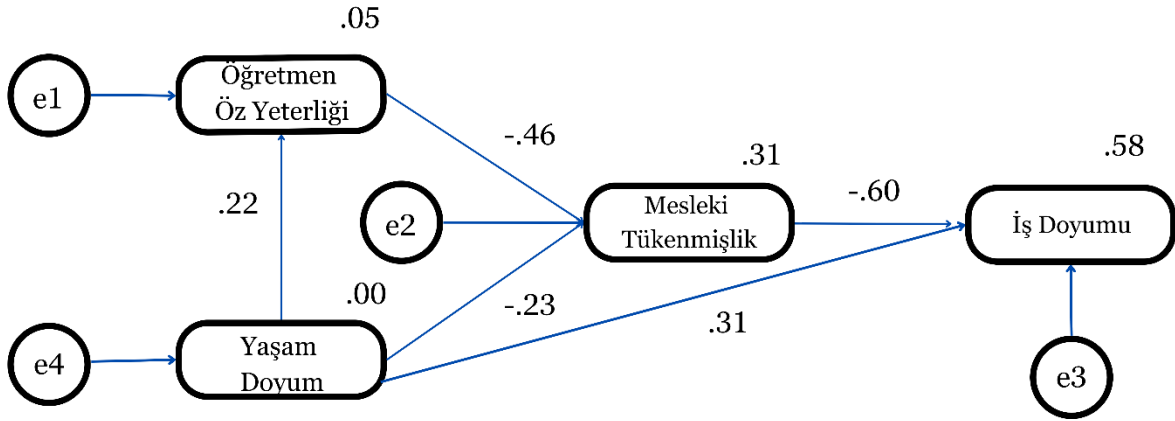
Şekil 1.

Araştırma Modeli



Şekil 2.

Path Analizi



Ayrıca yol analizi “yaşam doyumu” ile “mesleki doyum” arasındaki ilişkiye “öz-yeterliğin” ve “tükenmişliğin” de aracılık ettiğini gösterir. “Yaşam doyumu” ile “öz-yeterlik” ($\beta=.22$, $p<.05$) ve “tükenmişlik” arasında yakın bir oranda ilişki vardır, yani, “yaşam doyumu” arttığında, öğretmenlerin öz-yeterlikleri artmakta ve “tükenmişlikleri” azalmaktadır. Tükenmişlikten mesleki doyuma giden yol katsayısı da anlamlı sonuçlar üretmiştir ($\beta=-.60$, $p<.05$). Öz-yeterlik ile meslek doyumuna arasında ilişki var olup bu tükenmişlik aracılığı ile gerçekleşmektedir ($\beta=.27$, $p<.05$). Genel olarak sonuçlar, tükenmişliğin azalmasının öğretmenlerin iş doyumu olasılığını artırabileceğini göstermektedir.

Daha özel olarak, öğretmenlerin öz-yeterliği ve tükenmişlikleri, yaşam doyumunu ile mesleki durum arasındaki ilişkiye birlikte aracılık yapmaktadırlar ($\beta = \text{Yaşam doyumundan, öz-yeterlilik ile tükenmişliğe ve sonunda mesleki doyuma} = .22 * (-.46) * (-.60) = .06, p < .05$). Buna ilaveten, tükenmişlik sadece aracı rolde sahiptir ($\beta = \text{Yaşam doyumundan, tükenmişliğe ile mesleki doyuma} = (-.23) * (-.60) = .14, p < .05$). Tüm bunlar dikkate alındığında, yol modeli sonuçları, “yaşam doyumunu” nun “öğretmen iş tatmini” hem doğrudan ($\beta = .31, p < .05$) hem de dolaylı olarak ($\beta = .20 (= .6 + .14), p < .05$) tahmin ettiğini, öğretmenlerin iş doyumlarının yaşam doyumları ile ilişki olduğu görüşünü desteklemektedir. Yaşam doyumunun öğretmen iş doyumunu üzerindeki toplam etkisi .51'dir (=Doğrudan etki + Dolaylı etki = $.31 + (.14 + .06)$). Bu değişkenlerle birlikte mesleki doyumunun %58'ini ($= [.31]^2 + [.06]^2 + [.14]^2 + [-.60]^2$) açıklamaktadır.

Tartışma ve Sonuç

Araştırmanın ilk bulgusu yaşam doyumuyla öğretmen mesleki öz-yeterlilik arasında gözlenen pozitif ilişkidir. Alanyazın incelendiğinde öğretmenlerinin yaşam doyumuyla öğretmen mesleki öz-yeterliliği araştıran çalışmalara rastlanmamaktadır. Telef (2011) yaptığı araştırmada ilköğretim ve ortaöğretim kurumlarında görev yapan öğretmenlerle, öğretmenlerin yaşam doyumuyla, öğretmen mesleki öz-yeterliliği arasında düşük düzeyde pozitif ilişki gözlemiştir. Okursoy (2016) öğretmenlerle yaptığı araştırmada öğretmenlerin yaşam doyumuyla öğretmen mesleki öz-yeterliliği arasında pozitif ilişki gözlemiştir. Benzer şekilde Bigdeloo ve Bozorgi (2016), Çevik (2017) ve Moksnes vd. (2019), öğretmenlerle yaptıkları araştırmalarda öğretmenlerin yaşam doyumuyla öğretmen mesleki öz-yeterliliği arasında pozitif ilişki gözlemiştir. Bireysel yetenek konusunda kendini yeterli hisseden bireyler karşılaştıkları sorunları tehlike olarak algılamayıp bunlarla mücadele etmektedirler. Öz yeterlilik algısı yüksek olan bireyler karşılarına çıkan sorunlar karşısında yılmaz hatta huzur duygusu yaşayabilirler (Pajares, 2002). Bunun yanında bireyin yaşam şartları, psikolojisi öz-yeterlilik düzeyini etkileyen değişkenlerdir. Öz-yeterlilik düzeyi yüksek olan bireylerde olumlu yaşam şartları ve olumlu ruh hali gözlenmektedir (Bandura vd., 1996). Özet bir ifade ile öz yeterlilik algısı yüksek olan bireylerin daha huzurlu ve mutlu olması alanyazınla çelişmeyen bir bulgudur.

Araştırmanın ikinci bulgusu yaşam doyumuyla iş doyumunun pozitif ilişki gözlenmesidir. Alanyazın incelendiğinde öğretmenlerinin yaşam doyumuyla iş doyumunu arasında pozitif ilişki olduğunu bildiren araştırmalar olduğunu görülmektedir. Atabay (2020) anaokulu öğretmenleriyle, Hombrados-Mendieta ve Cosano-Rivas (2011) sosyal çalışmacılarla, Telef (2011) ilköğretim ve ortaöğretim öğretmenleriyle yaptıkları araştırmalarda yaşam doyumunu arttıkça iş doyumunun arttığını gözlemiştir. Araştırma sonucuna göre yaşam doyumunu ile iş doyumunu arasında pozitif ilişkiden bahsetmek doğaldır. Çünkü birey yaşamının büyük bir bölümünü işinde geçirmektedir. Çalıştığı işte mutlu olması yaşam doyumunu olumlu etkilemesi doğal bir durumdur. Berry (1997) yaptığı araştırmada yaşam doyumunu ile iş doyumunun birbirini pozitif yönde etkilediğini, ayrıca iş doyumunun mikro anlamda bireyin çalıştığı kuruma, makro anlamda ise devlete olumlu katkı sağladığını belirlemiştir.

Araştırmanın üçüncü bulgusu öğretmen öz-yeterliği ile iş doyumunu arasında mesleki tükenmişliği aracılı rolü olduğu gözlenmiştir. Alanyazına baktığımızda öğretmenlerle yapılmış sadece bir araştırmaya rastlanmaktadır. Hassan ve Ibourk (2021) ilkokul öğretmenleriyle yaptığı çalışmada, öz-yeterlikle, iş doyumunu arasında tükenmişliğin araçlı rolü olduğunu gözlemlemiştir. Bunun yanında ise kamu iktisadi teşebbüsünde çalışan bireylerle yapılan çalışmada iş tatmini ve tükenmişlik arasındaki ilişkide öz kendilik değerlendirmesinin tam aracılık rolünü gözlemlemiştir (Örücü & Hasırcı, 2021). Öğretmen öz-yeterliği, iş doyumunu ve mesleki tükenmişlik arasında ilişkiyi inceleyen çeşitli araştırmalara rastlanmaktadır. Wang vd. (2015) öğretmenlerle, Johnson (2010) özel eğitim öğretmenleriyle, Capri ve Guler (2018), özel eğitim sertifika kursuna katılan bireylerle yaptıkları araştırmalarda iş doyumuyla, öz-yeterlik arasında pozitif, iş doyumunu, öz-yeterlik ile tükenmişlik arasında negatif ilişki gözlemlemiştir. Bu araştırma sonucuna göre kendini öğretmenlik mesleğinde yeterli gören birey mesleki tükenmişlik yaşamamaktadır. Bunun sonucunda da yaptığı işte mutlu olmakta ve iş doyumunu yaşamaktadır.

Öneriler

Bu araştırma yaşam doyumunun ve öğretmen öz-yeterliğinin, iş doyumunu ilişkisinde mesleki tükenmişliğin aracı rolü olduğu gözlenmiştir. İleriki araştırmalarda başka hangi değişkenlerin aracı rolü olduğu incelenebilir.

İleriki araştırmalarda öğretmen öz-yeterlik ve yaşam doyumunun ve iş doyumunu kaynaklarının neler olduğu araştırılabilir. Ayrıca araştırılan bu değişkenleri arttırmak için gereken hizmet içi eğitimler verilebilir.

Yetersizliği olan bireylerle çalışmak zordur. Ayrıca öğretmenler yetersizliği olan öğrencilere nasıl davranacaklarını bilmezlerse tükenmişlik duygusu yaşayabilir. Bu sebeple öğretmenlere yetersizliği olan bireylerin özellikleri ve davranış değiştirme, öğretim yöntemleri vb. hakkında seminerler verilebilir.