



RESEARCH ARTICLE

Comparison of Occupational Burnout and Organizational Commitment in Physical Education and Other Branch Teachers: Sport High School Example

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Abstract

The aim of the research is to compare the occupational burnout and organizational commitment of physical education, sports and other branch teachers working in sports high schools. 513 physical education and sports teachers and 568 other branch teachers working in sports high schools throughout Turkey participated in the research. Data collection tools of the research are “Personal Information Form”, “Maslach Burnout Inventory” and “Multidimensional Organizational Commitment in Teachers” scales. The comparison of burnout and commitment of physical education and sports and other branch teachers was determined by single-sample T-test and multi-sample Anova test. Burnout and commitment scales in the research; teaching branch ($p<0.05$), gender ($p<0.05$), age ($p<0.05$), marital status ($p<0.05$), educational status ($p<0.05$), professional seniority A significant difference was detected in the sub-dimensions ($p<0.05$) and sports high school working time ($p<0.05$). It can be said that it can be beneficial for the teachers working in the sports high school to develop themselves professionally and to follow the developments in the teaching branches closely.

Keywords

Vocational Burnout, Organizational Commitment, Sports High School

INTRODUCTION

Education can be expressed as the process of making an effort to create a change in the behavior of individuals in the desired direction originating from their own lives (Ertürk, 1972). It has been stated that sports high schools are schools that provide academic sports education to students who pass from the 8th grade to the 9th grade with an interest and ability in sports. Sports high schools are a type of school that offers academic courses as well as sports courses (Dilekçi, 2022).

Teachers working in educational institutions are in intense interaction and communication with many internal and external stakeholders such as students, parents, and superiors in educational activities. The burnout that they experience or may

experience due to this situation can have a negative impact on their education and training activities as well as their own quality of life. Negative attitudes and behaviors that teachers may develop against educational goals and objectives, together with the burnout they experience, can cause a weakening or disappearance of the level of dedication that teachers should have, especially for education. Reducing or eliminating the burnout of teachers in the education system and increasing their dedication will significantly increase the quality of educational activities.

Burnout is a three-dimensional negative situation that occurs with the feeling of emotional exhaustion, depersonalization, and a decrease in personal success in employees who have to communicate with people about their work.

Received: 26 August 2023 ; Accepted: 12 October 2023; Online Published: 25 October 2023

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How to cite this article: Dilekçi, U. (2023). Comparison of Occupational Burnout and Organizational Commitment in Physical Education and Other Branch Teachers: Sport High School Example. *Int J Disabil Sports Health Sci*;2023;Special Issue 1:67-86.<https://doi.org/10.33438/ijdshs.1350305>

Emotional exhaustion in burnout can be evaluated as not going to work and alienation from work together with individuals experiencing emotional depression. Depersonalization, on the other hand, causes the employee to be rude to the people he communicates with and to have a cynical attitude towards them due to the decrease in his ideal about his job and the increase in his discomfort (Cordes and Dougherty, 1993). The personal achievement dimension, on the other hand, emerges with similar factors such as avoiding communication with people, depression, low morale, and poor self-perception (Akçamete et al. 1998; Acar, & Karavelioğlu, 2022).

Buchanan (1974), defined organizational commitment as a fanatical commitment of the individual without expecting any benefit from the organization. Celep (2000), on the other hand; Beyond the formal and normative expectations expected from the individual, he tried to draw attention to the behavioral aspect of the organization by expressing organizational commitment as the behaviors of the individual towards his values as well as these goals. The individual's belief in the values of the organization, such as the goals of the organization, and the more than usual desire to achieve the goals of the organization and the desire to continue in the organization are important features in the emergence of organizational commitment (Mowday et al. 1974; Acar, & Karavelioğlu, 2022).

The research was conducted to compare the burnout and dedication of sports high school physical education and sports and other branch teachers according to some demographic variables. The research is important in terms of preventing burnout and increasing the dedication of teachers who continue education and training activities with a student group with high hyperactive levels such as sports high schools. It is thought that it will contribute to increasing the dedication of physical education and sports teachers and other branch teachers in sports high schools that provide academic sports education, as well as providing important information about preventing burnout and what to do in cases where burnout occurs.

MATERIALS AND METHODS

Study design and population

A relational screening model was used in the research. The relational screening model is a method that is generally used to determine the existence and amount of interaction between multiple variables (Karasar, 2005). The research was carried out with a total of 1081 teachers, including 513 physical education and 568 other branch teachers (Turkish language and literature, religious culture and ethics, history, geography, mathematics, physics, chemistry, biology, philosophy, foreign language, visual arts, music, guidance) (Table 1).

Before starting the study, Istanbul Rumeli University Ethics Committee approval was obtained (Date: 21/12/2022 Decision No: 2022/11). Participants in the study were evaluated by mobile application and filled out data collection questionnaires. Our study was conducted in accordance with the Principles of the Declaration of Helsinki.

Measuring methods

Research and questionnaire studies were carried out with physical education and sports and other branch teachers working in sports high schools throughout Turkey. After obtaining the official research permissions from the necessary places for the research, the questionnaire forms prepared by transferring them to the online environment were delivered to the research participant teachers and applied voluntarily. Personal Information Form, Maslach Burnout Inventory and Teachers' Multidimensional Organizational Commitment Scale were used in the research.

The information form used in the research consists of variables (teaching branch, gender, age, marital status, education level, financial income, professional seniority, working time in sports high school) that are thought to affect the burnout and dedication of teachers working in sports high schools. In the preparation of the form, the literature was examined and the variables used in national and international research were used. Maslach Burnout Scale, developed by Maslach and Jackson consists of three sub-dimensions emotional exhaustion, depersonalization, and personal achievement. The burnout scale consists of 22 (twenty-two) questions. It was

determined that the factor structure of the scale, which was adapted to Turkish by Ergin (1992) and Çam (1992), was suitable for its original form. Internal consistency coefficients (Cronbach's alpha) were calculated as 0.83 for emotional exhaustion, 0.65 for depersonalization, and 0.72 for personal achievement. Test-retest reliability was 0.83, 0.67, and 0.72. While interpreting the data obtained with the scale, the scores for each sub-

dimension are evaluated individually. After this process, the relevant criteria are examined to interpret the data obtained and understand what it means (Izgar, 2001). The emotional exhaustion sub-factor consists of 9 (nine) questions. The depersonalization sub-factor consists of 5 (five) questions. It consists of 8 (eight) questions for the sub-dimension of personal achievement (Maslach and Jackson, 1981).

Table 1. Demographic characteristics of the participants

Teaching Branch	Frequency (n=1081)	Percent
Physical Education and Sports	513	47,5
Other	568	52,5
Gender	Frequency (n=1081)	Percent
Male	667	61,7
Female	414	38,3
Age	Frequency (n=1081)	Percent
22-27	33	3,1
28-33	156	14,4
34-39	264	24,4
40-45	385	35,6
Over 46	243	22,5
Marital status	Frequency (n=1081)	Percent
Married	862	79,7
Single	219	20,3
Educational Status	Frequency (n=1081)	Percent
License	785	72,6
Degree	298	26,7
Financial Income	Frequency (n=1081)	Percent
3000-7000	33	3,1
7001-11000	36	3,3
11001-15000	311	28,8
15001-19000	460	42,6
19001 ve üzeri	241	22,3
Age of Occupation	Frequency (n=1081)	Percent
3-6	160	14,8
7-10	206	19,1
11-14	175	16,2
15-18	143	13,2
19 and Over	397	36,7
Working Time in Sports High School	Frequency (n=1081)	Percent
1-4	685	63,4
5-8	286	26,5
9-12	73	6,8
13-16	31	2,9
17 and Over	6	,6

The Multidimensional Organizational Commitment Scale developed by Celep (2000) and consisting of four sub-factors was used in the study. The scale consists of 28 (twenty-eight)

items. As a result of the factor analysis performed by Celep (2000) on the "Multidimensional Organizational Commitment Scale", the sub-dimension factor values were

found to be between 0.38 and 0.79 for school dedication, and 0.38 to 0.77 for dedication to the teaching profession. , 56 and 0.72 values, and dedication to the study group were found to be between 0.57 and 0.77 (Celep, 2000).

In the analysis carried out according to the scores obtained from the burnout and dedication scales in the research, professional burnout scale, burnout scale mean ($\alpha = 0.742$), emotional exhaustion ($\alpha = 0.864$), depersonalization ($\alpha = 0.638$), personal achievement ($\alpha = 0.784$); organizational commitment scale, commitment average ($\alpha = 0.747$), dedication to teaching profession ($\alpha = 0.809$), dedication to school ($\alpha = 0.654$), dedication to study group ($\alpha = 0,852$), dedication to teaching work ($\alpha = 0.688$) sub-dimensions. shows.

Statistical analyses

In the study, it was tested whether there was a statistically significant difference in the research groups according to the sub-factors of the burnout and dedication scales. Statistical analyzes of the study were performed using the “Statistical Package for Social Sciences” (SPSS

version 21.0 (SPSS inc. Chicago, IL, USA). Visual (histogram, probability graphs) and analytical methods (KolomogrovSmirnov/Shapiro-Wilk's test) were used to define whether the variables were normally distributed. T-test was used when the data showed normal distribution in two-group variables and the group variances were equal, and the parametric difference test, ANOVA (F), was used in cases where the normal distribution was provided in the variables with more than two groups and the group variances were equal. In the research, post-hoc tests were used in the groups with a significant difference between them to determine which groups caused this difference. Tukey HSD test was used as a post-hoc test for cases where a parametric difference test was applied.

RESULTS

In the study, it was tested whether the demographically determined variable groups differed significantly in the context of the research variables.

Table 2. Teaching branch variable t-test results

	Sub-Dimensions	Teaching Branch	N	x	sd	t	p
Occupational Burnout	Emotional Exhaustion	Physical Education and	513	2.1	2.1	0.839	,000*
		Other Branches	568	2.28	2.28		
	Depersonalization	Physical Education and	513	1.64	1.64	0.548	0.539
		Other Branches	568	1.66	1.66		
	Personal Success	Physical Education and	513	4.06	4.06	0.828	,000*
		Other Branches	568	3.84	3.84		
Burnout Avg.	Physical Education and	513	2.6	2.6	0.191	0.676	
	Other Branches	568	2.59	2.59			
Organizational Commitment	Dedication to the Teaching Profession	Physical Education and	513	4.21	4.21	0.909	,000*
		Other Branches	568	3.98	3.98		
	Dedication to School	Physical Education and	513	3,54	3,54	0.824	,000*
		Other Branches	568	3.14	3.14		
	Dedication to the Working Group	Physical Education and	513	3.64	3.64	0.917	,009*
		Other Branches	568	3,52	3,52		
	Dedication to Teaching	Physical Education and	513	4.01	4.01	0.494	,000*
		Other Branches	568	3.82	3.82		
	Dedication Avg.	Physical Education and	513	3.85	3.85	0.036	,000*
		Other Branches	568	3.62	3.62		

No significant difference was found between physical education, sports, and other branch teachers in the sub-dimensions of occupational burnout, burnout average, and

depersonalization. In the emotional exhaustion sub-dimension ($t_{(1081)} = 8.39$; $p = .000$), in favor of other branch teachers ($X = 2.280$), in the personal achievement sub-dimension ($t_{(1081)} = 0.00$;

p=.000), A significant difference was found in favor of education and sports teachers (X=4,068). A significant difference was found between physical education and sports and other branch teachers in all sub-dimensions of organizational commitment. Dedication to the teaching profession ($t_{(1081)} = 4.216$; $p=.000$),

dedication to school ($t_{(1081)} = 3.541$; $p=.000$), dedication to the study group ($t_{(1081)} = 3.644$; $p=.009$), A significant difference was found in favor of physical education and sports teachers in all sub-dimensions of dedication to teaching work ($t_{(1081)} = 4.012$; $p=.000$), mean dedication ($t_{(1081)} = 3.6212$; $p=.000$) (Table 2).

Table 3. Gender variable t-test results

	Sub-Dimensions	Gender	N	x	sd	t	p
Occupational Burnout	Emotional Exhaustion	Male	667	2.16	,674	-1.81	,070
		Woman	414	2.24	,659		
	depersonalization	Male	667	1.66	,506	,621	,534
		Woman	414	1.64	,513		
	Personal Success	Male	667	4.00	,421	5.47	,000*
		Woman	414	3.86	,438		
	Burnout Avg.	Male	667	2.61	,323	1.51	,130
		Woman	414	2.58	,323		
Organizational Commitment	Dedication to the Teaching Profession	Male	667	4.06	,742	-2.09	,002
		Woman	414	4.15	,667		
	Dedication to School	Male	667	3.41	,562	6.29	,000*
		Woman	414	3.19	,586		
	Dedication to the Working Group	Male	667	3.60	,744	1.27	,202
		Woman	414	3,54	,749		
	Dedication to Teaching	Male	667	3.94	,498	2.74	,007*
		Woman	414	3.86	,465		
	Dedication Avg.	Male	667	3.75	,500	2.33	,003*
		Woman	414	3.68	,453		

No significant difference was found between male and female teachers in the professional burnout scale burnout mean, emotional exhaustion, and depersonalization sub-dimensions. A significant difference was found in the personal achievement sub-dimension ($t_{(1081)} = 5.47$; $p=.000$) in favor of male teachers (X=4.00). There was no significant difference between male and female teachers in the sub-dimension of commitment to the study group of the organizational commitment scale. In the sub-dimension of dedication to the teaching profession ($t_{(1081)} = -2.09$; $p=.002$), in favor of female teachers (X=4.15); In the sub-dimension of dedication to school ($t_{(1081)} = 6.29$; $p=.000$) in favor of male teachers (X=3.41); In the sub-dimension of dedication to teaching work ($t_{(1081)} = 2.74$; $p=.007$), in favor of female teachers (X=3.94); A significant difference was found in favor of female teachers (X=3.75) with the mean

commitment ($t_{(1081)} = 2.33$; $p=.003$) (Table 3). No significant difference was found between the emotional exhaustion sub-dimension and the mean score value in the age variable of occupational burnout. A significant difference was found in the depersonalization sub-dimension ($t_{(1081)} = -2.65$; $p=.002$) and according to the Post Hoc (Tukey) test results, the depersonalization sub-dimension was 34-39 (X=1.71), the age range was 40 It was found to be higher than the age range of -45 (X=1,64). A significant difference was found in the personal achievement sub-dimension ($t_{(1081)} = 5.77$; $p=.000$), and according to the results of the Post Hoc (Tukey) test, the age range of 46 and above (X=4.03) in the personal achievement sub-dimension was determined. , 28-33 (X=3.87) age range and 34-39 (X=3.88) age range were found to be higher (Table 4).

Table 4. Age variable ANOVA results

	Sub-Dimensions	Age	N	mean	sd	F	Sig.	Difference
Occupational Burnout	Emotional Exhaustion	22-27	33	1.93	,630	1.84	,118	
		28-33	156	2.16	,672			
		34-39	264	2.25	,675			
		40-45	385	2.20	,650			
		46 and	243	2.17	,690			
	Depersonalization	22-27	33	1.58	,522	2.65	,002	3>5
		28-33	156	1.70	,521			
		34-39	264	1.71	,531			
		40-45	385	1.64	,504			
		46 and	243	1.57	,474			
	Personal Success	22-	33	3.96	,484	5.77	,000	5>2 5>3
		28-33	156	3.87	,424			
		34-39	264	3.88	,441			
		40-45	385	3.97	,392			
		46 and	243	4.03	,469			
	Burnout Avg	22-27	33	2.49	,306	1.26	,283	
28-33		156	2.58	,346				
34-39		264	2.61	,305				
40-45		385	2.60	,316				
46 and		243	2.59	,338				
Organizational Commitment	Dedication to the Teaching Profession	22-27	33	4.26	,709	1.73	,139	
		28-33	156	4.06	,686			
		34-39	264	4.01	,753			
		40-45	385	4.13	,662			
		46 and	243	4.11	,767			
	Dedication to School	22-27	33	3.36	,594	6.69	,000	4>2 4>3 5>2
		28-33	156	3.16	,570			
		34-39	264	3.26	,591			
		40-45	385	3.41	,559			
		46 and	243	3.38	,586			
	Dedication to the Working Group	22-27	33	3.41	,846	2.07	,083	
		28-33	156	3.49	,749			
		34-39	264	3.53	,761			
		40-45	385	3.61	,714			
		46 and	243	3.66	,756			
	Dedication to Teaching	22-27	33	3.99	,515	1.27	,278	
28-33		156	3.91	,449				
34-39		264	3.87	,501				
40-45		385	3.90	,475				
46 and		243	3.96	,510				
Devotion Avg	22-27	33	3.76	,466	3.12	,014	4>2 4>3 5>2 5>3	
	28-33	156	3.65	,443				
	34-39	264	3.67	,491				
	40-45	385	3.76	,470				
	46 and	243	3.78	,514				

No statistically significant difference was found in the sub-dimensions of organizational commitment, dedication to the teaching profession, study group, and teaching work. A significant difference was found in the sub-dimension of dedication to school ($t_{(1081)} = 6.69$; $p = .000$) and according to the results of the Post Hoc (Tukey) test, it was determined that the age range of 40-45 ($X = 3.41$) was 28 years old in the sub-dimension of school dedication. It is higher than the 28-33 ($X = 3.16$) age range and 34-39 ($X = 3.26$) age range; It has been determined that

the age range of 46 and over ($X = 3.38$) is higher than the age range of 28-33 ($X = 3.16$). A significant difference was found in the sub-dimension of dedication ($t_{(1081)} = 3.12$; $p = .014$) and according to the results of the Post Hoc (Tukey) test, the age range of 40-45 ($X = 3.76$) was between 28-33 ($X = 3.65$) age range is higher than 34-39 ($X = 3.67$) age range; It has been determined that the age range of 46 and over ($X = 3.78$) is also higher than the age range of 28-33 ($X = 3.65$) age range, 34-39 ($X = 3.67$) (Table 4)

Table 5. Marital status variable t-test results

	Sub-Dimensions	Marital status	N	x	sd	t	p
Vocational burnout	Emotional Exhaustion	Married	862	2.20	,660	,728	,467
		Single	219	2.16	,702		
	depersonalization	Married	862	1.65	,505	,723	,470
		Single	219	1.63	,525		
	Personal Success	Married	862	3.96	,432	1,945	,052
		Single	219	3.90	,434		
	Burnout Avg.	Married	862	2.60	,317	1,752	,080
		Single	219	2.56	,345		
Organizational devotion	Dedication to the Teaching Profession	Married	862	4.10	,705	1,093	,275
		Single	219	4.04	,755		
	Dedication to School	Married	862	3.35	,577	2,007	,005*
		Single	219	3.26	,595		
	Dedication to the Working Group	Married	862	3.63	,724	4,457	,000*
		Single	219	3.38	,798		
	Dedication to Teaching	Married	862	3.91	,490	,265	,791
		Single	219	3.90	,478		
	Dedication Avg.	Married	862	3.75	,480	2,786	,005*
		Single	219	3.65	,491		

No significant difference was found in the mean of occupational burnout, emotional exhaustion, depersonalization, personal achievement, and burnout, according to the marital status variable. There was no significant difference in the sub-dimensions of organizational commitment, teaching profession, and dedication to teaching jobs, according to the marital status variable. School dedication ($t_{(1081)} = 3.35$; $p = .005$), study group dedication ($t_{(1081)} = 3.63$; $p = .000$) sub-dimensions and the mean of dedication ($t_{(1081)} = 3.75$; $p = .005$) a significant difference was found in favor of married teachers (Table 5).

Occupational burnout in emotional exhaustion ($t_{(1081)} = 2.31$; $p = .000$) sub-dimension; depersonalization ($t_{(1081)} = 1.75$; $p = .000$) sub-

dimension; undergraduate personal achievement ($t_{(1081)} = 3.89$; $p = .004$); A significant difference was found in the burnout mean ($t_{(1081)} = 2.65$; $p = .001$) in favor of teachers with a graduate degree. According to the education variable, which is one of the organizational commitment sub-dimensions, no significant difference was found in the sub-dimensions of dedication to school and dedication to the study group. Undergraduate in the sub-dimension of dedication to the teaching profession ($t_{(1081)} = 4.14$; $p = .001$); undergraduate in the sub-dimension of dedication to teaching work ($t_{(1081)} = 3.94$; $p = .001$); A statistically significant difference was found in the mean of dedication ($t_{(1081)} = 3.75$; $p = .005$) in favor of undergraduates (Table 6).

Table 6. Educational status variable t-test results

	Sub-Dimensions	Educational Status	N	x	sd	t	p
Occupational Burnout	Emotional Exhaustion	License	785	2.15	,667	-3,586	,000*
		Graduate	296	2.31	,659		
	depersonalization	License	785	1.61	,505	-3,996	,000*
		Graduate	296	1.75	,507		
	Personal Success	License	785	3.97	,433	2,428	,004*
		Graduate	296	3.89	,432		
	Burnout Avg.	License	785	2.57	,324	-3,476	,001*
		Graduate	296	2.65	,316		
Organizational Commitment	Dedication to the Teaching Profession	License	785	4.14	,677	3,225	,001*
		Graduate	296	3.97	,796		
	Dedication to School	License	785	3.35	,571	1,899	,058
		Graduate	296	3.27	,606		
	Dedication to the Working Group	License	785	3,58	,730	,153	,879
		Graduate	296	3,57	,789		
	Dedication to Teaching	License	785	3.94	,463	3,345	,001*
		Graduate	296	3.82	,538		
	Dedication Avg.	License	785	3.75	,453	2,576	,005*
		Graduate	296	3.66	,552		

No significant difference was found in the depersonalization sub-dimension and burnout averages according to the occupational seniority variable of the occupational burnout scale. A significant difference was found in the sub-dimension of emotional exhaustion ($F=2,489$; $p=002$) and according to the Post Hoc (Tukey) test results, emotional exhaustion was between 3-6 ($X=2.12$) years in the 11-14 ($X=2.27$) years range.) years and 7-10 ($X=2.10$) years; It was determined that the range of 15-18 ($X=2.26$) years is higher than the range of 7-10 ($X=2.10$) years. A significant difference was found in the sub-dimension of personal achievement ($F=3,262$; $p=.005$), and according to the results of the Post Hoc (Tukey) test performed, in the sub-dimension of personal achievement, 19 and over ($X=4.01$) years ranged from 3-6 ($X= 3.90$) year range and 11-14 ($X=3.90$) year ranges (Table 7).

According to the organizational commitment scale professional seniority variable, no significant difference was found in the sub-dimension of dedication to teaching and

commitment averages. A significant difference was determined in the sub-dimension of dedication to the teaching profession ($F=2.803$, $p=003$) and according to the Post Hoc (Tukey) test results, the range of 3-6 ($X=4.17$) years was 11-14 ($X=3.98$). the year range is higher than the 15-18 ($X=3.98$) year range; 11-14 ($X=3.98$) years range of 7-10 ($X=4.14$) years range is higher than 15-18 ($X=3.98$) years range; It has been determined that the range of 19 and over ($X=4.12$) years is higher than the range of 11-14 ($X=3.98$) and 15-18 ($X=3.98$) years. A significant difference was found in the sub-dimension of dedication to school ($F=3.489$ $p=004$), and according to the Post Hoc (Tukey) test results, the 19 and over ($X=4.01$) year range was between 3-6 ($X=3.23$) years. was found to be higher. A significant difference was found in the sub-dimension of dedication to the study group ($F=2.797$ $p=002$), and according to the Post Hoc (Tukey) test results, the range of 19 and over ($X=4.12$) years was 3-6 ($X=4.17$) years. range and 15-18 ($X=3.98$) years were found to be higher than the range (Table 7).

Table 7. Professional seniority variable ANOVA results

	Sub-Dimensions	Professional	N	x	sd	F	p	Difference
Occupational Burnout	Emotional Exhaustion	3-6 (1)	160	2.12	,666	2,489	,002	3>1 3>2 4>2
		7-10 (2)	206	2.10	,686			
		11-14 (3)	175	2.27	,673			
		15-18 (4)	143	2.26	,635			
		19 and over (5)	397	2.21	,666			
	Depersonalization	3-6 (1)	160	1.68	,531	1,198	,310	
		7-10 (2)	206	1.66	,538			
		11-14 (3)	175	1.70	,544			
		15-18 (4)	143	1.65	,462			
		19 and over (5)	397	1.61	,483			
	Personal Success	3-6 (1)	160	3.90	,439	3,262	,005	5>1 5>3
		7-10 (2)	206	3.93	,410			
		11-14 (3)	175	3.90	,422			
		15-18 (4)	143	3.91	,410			
		19 and over (5)	397	4.01	,451			
	Burnout Avg.	3-6 (1)	160	2.57	,342	1,403	,231	
		7-10 (2)	206	2.56	,329			
		11-14 (3)	175	2.62	,311			
		15-18 (4)	143	2.61	,297			
		19 and over (5)	397	2.61	,326			
Organizational Commitment	Dedication to the Teaching Profession	3-6 (1)	160	4.17	,712	2,803	,003	1>3, 1>4 2>3, 2>4 5>3, 5>4
		7-10 (2)	206	4.14	,691			
		11-14 (3)	175	3.98	,773			
		15-18 (4)	143	3.98	,708			
		19 and over (5)	397	4.12	,699			
	Dedication to School	3-6 (1)	160	3.25	,596	3,489	,004	5>2
		7-10 (2)	206	3.23	,593			
		11-14 (3)	175	3.36	,571			
		15-18 (4)	143	3.36	,561			
		19 and over (5)	397	3.39	,575			
	Dedication to the Working Group	3-6 (1)	160	3.45	,779	2,797	,002	5>1 5>4
		7-10 (2)	206	3.58	,744			
		11-14 (3)	175	3.60	,732			
		15-18 (4)	143	3.48	,726			
		19 and over (5)	397	3.65	,741			
	Dedication to Teaching	3-6 (1)	160	3.95	,474	1,903	,108	
		7-10 (2)	206	3.90	,475			
		11-14 (3)	175	3.86	,508			
		15-18 (4)	143	3.85	,483			
		19 and over (5)	397	3.95	,488			
Dedication Avg.	3-6 (1)	160	3.71	,454	1,861	,115		
	7-10 (2)	206	3.71	,468				
	11-14 (3)	175	3.70	,511				
	15-18 (4)	143	3.67	,494				
	19 and over (5)	397	3.78	,485				

No significant difference was found in the sub-dimensions of depersonalization and personal achievement according to the variable of working time in the vocational burnout scale sports high school. A significant difference was found in the sub-dimension of emotional exhaustion ($F=4,014$; $p=.003$) and according to the results of the Post Hoc (Tukey) test, it was determined that the range of 5-8 ($X=2.28$) years was 1-4 ($X=2.13$). It has been determined that the range of 9-12 years is higher than the range of 1-4 ($X=2.13$) years. A significant difference was found in the mean burnout ($F=3.58$; $p=.007$) and according to the Post Hoc (Tukey) test results, it was 1-4 ($X=2.13$) between 5-8 ($X=2.28$) years. was found to be higher than that of the previous year (Table 8).

There was no significant difference in the sub-dimension of commitment to teaching work according to the working time in the organizational commitment sports high school. A significant difference was found in the sub-dimension of dedication to the teaching profession ($F=2.41$; $p=.004$) and according to the results of the Post Hoc (Tukey) test, the range of 13-16 ($X=4.38$)

years was 5-8 ($X=4$). ,02) was found to be higher than the year range. A significant difference was found in the sub-dimension of dedication to school ($F=7.35$; $p=.000$) and according to the results of the Post Hoc (Tukey) test, the range of 13-16 ($X=3.73$) years was 1-4 ($X=3, 28$) year range, 5-8 ($X=3.38$) year range and 9-12 ($X=3.38$) year range were found to be higher; It has been determined that the range of 17 and over ($X=3.92$) years is higher than the range between 1-4 ($X=3.28$) and 13-16 ($X=3.73$) years. A significant difference was found in the sub-dimension of dedication to the study group ($F=5.70$; $p=.000$), and according to the results of the Post Hoc (Tukey) test, it was determined that the range of 5-8 ($X=3.73$) years was 1-4 ($X=3,51$) was found to be higher than the range of years. A significant difference was found in the sub-dimension of the mean of dedication ($F=3.27$; $p=.002$) and according to the results of the Post Hoc (Tukey) test, it was determined that the range of 9-12 1-4 ($X=3.69$) years was 1-4 ($X=3.71$) year range and 13-16 ($X=3.99$) year range (Table8).

Table 8. Sports high school study period variable ANOVA results

Sub-	Sports High School	N	x	sd	F	p	Difference
Occupational	1-4 (1)	685	2.13	,660			
	5-8 (2)	286	2.28	,665			
	9-12 (3)	73	2.38	,745	4.01	,003*	2>1, 3>1,
	13-16 (4)	31	2.25	,516			
	17 and over (5)	6	2.16	,879			
Depersonalization	1-4 (1)	685	1.63	,510			
	5-8 (2)	286	1.68	,512			
	9-12 (3)	73	1.70	,497	,943	,438	
	13-16 (4)	31	1.62	,392			
	17 and over (5)	6	1.80	,857			
Personal Success	1-4 (1)	685	3.94	,428			
	5-8 (2)	286	3.95	,435			
	9-12 (3)	73	3.90	,482	1.26	,281	
	13-16 (4)	31	4.10	,365			
	17 and over (5)	6	4.06	,674			
Burnout Avg.	1-4 (1)	685	2.57	,322			
	5-8 (2)	286	2.64	,316			
	9-12 (3)	73	2.66	,356	3,58	,007*	2>1,
	13-16 (4)	31	2.66	,270			
	17 and over (5)	6	2.67	,391			

Table 8. Continue

	Sub-	Sports High School	N	x	sd	F	p	Difference
Organizational	Dedication to the Teaching Profession	1-4 (1)	685	4.12	,704	2.41	,004*	4>2,
		5-8 (2)	286	4.02	,739			
		9-12 (3)	73	4.02	,761			
		13-16 (4)	31	4.38	,464			
		17 and over (5)	6	4.08	,947			
	Dedication to School	1-4 (1)	685	3.28	,586	7.35	,000*	4>1, 4>2, 4>3, 5>1,
		5-8 (2)	286	3.38	,565			
		9-12 (3)	73	3.38	,570			
		13-16 (4)	31	3.73	,406			
		17 and over (5)	6	3.92	,500			
	Dedication to the Working Group	1-4 (1)	685	3,51	,740	5.70	,000*	2>1,
		5-8 (2)	286	3.73	,706			
		9-12 (3)	73	3,52	,898			
		13-16 (4)	31	3.78	,652			
		17 and over (5)	6	3.86	,551			
	Dedication to Teaching	1-4 (1)	685	3.92	,486	1.64	,161	
		5-8 (2)	286	3.88	,489			
		9-12 (3)	73	3.85	,470			
		13-16 (4)	31	4.07	,506			
		17 and over (5)	6	3.97	,530			
Dedication Avg.	1-4 (1)	685	3.71	,481	3.27	,002*	3>1, 3>4,	
	5-8 (2)	286	3.75	,491				
	9-12 (3)	73	3.69	,495				
	13-16 (4)	31	3.99	,335				
		17 and over (5)	6	3.96	,549			

No significant difference was found in the sub-dimensions of depersonalization and personal achievement according to financial income of the occupational burnout scale. A significant difference was found in the sub-dimension of emotional exhaustion ($F=6.99$; $p=.000$), and according to the Post Hoc (Tukey) test results, 11001-15000 ($X=2.31$) financial income was 300-7000 ($X=1,80$) financial income and 19001 and above ($X=2.09$) financial income. A significant difference was found in the burnout averages, and according to the Post Hoc (Tukey) test results, financial income of 11001-15000 ($X=2.64$) is higher than financial income of 3000-7000

($X=2.43$), 15001-19000 ($X=2.57$) financial income was found to be higher than 3000-7000 ($X=2.43$) financial income (Table 9).

No significant difference was found in the organizational commitment scale according to financial income, the teaching profession, study group, teaching work sub-dimensions, and average dedication. A significant difference was found in the sub-dimension of dedication to school ($F=4.44$; $p=.001$) and according to the results of the Post Hoc (Tukey) test, teachers with financial income of 19001 and above ($X=3.44$) were 11001-15000 ($X=3.25$) were found to be higher than teachers with financial income (Table 9).

Table 9. Financial income variable ANOVA results

	Sub-Dimensions	Financial Income	N	x	sd	F	p	Differ
Occupational Burnout	Emotional Exhaustion	3000 -7000 (1)	33	1.80	,614	6.99	,000*	3>1, 3>5, 4>1,
		7001-11000 (2)	36	2.17	,596			
		11001 -15000 (3)	311	2.31	,683			
		15001 -19000 (4)	460	2.19	,658			
		Above 19001 (5)	241	2.09	,655			
	Depersonalization	3000 -7000 (1)	33	1.53	,558	1.57	,180	
		7001-11000 (2)	36	1.71	,543			
		11001 -15000 (3)	311	1.70	,522			
		15001 -19000 (4)	460	1.63	,496			
		Above 19001 (5)	241	1.62	,501			
	Personal Success	3000 -7000 (1)	33	3.97	,554	2.22	,065	
		7001-11000 (2)	36	3.84	,403			
		11001 -15000 (3)	311	3.91	,427			
		15001 -19000 (4)	460	3.95	,435			
		Above 19001 (5)	241	4.00	,419			
Burnout Avg.	3000 -7000 (1)	33	2.43	,327	4.01	,003*	3>1, 4>1,	
	7001-11000 (2)	36	2.57	,325				
	11001 -15000 (3)	311	2.64	,314				
	15001 -19000 (4)	460	2.59	,318				
	Above 19001 (5)	241	2.57	,334				
Organizational Commitment	Dedication to the Teaching Profession	3000 -7000 (1)	33	4.25	,645	1.09	,356	
		7001-11000 (2)	36	4.15	,635			
		11001 -15000 (3)	311	4.05	,761			
		15001 -19000 (4)	460	4.07	,728			
		Above 19001 (5)	241	4.14	,645			
	Dedication to School	3000 -7000 (1)	33	3.46	,602	4.44	,001*	5>3,
		7001-11000 (2)	36	3.23	,453			
		11001 -15000 (3)	311	3.25	,589			
		15001 -19000 (4)	460	3.32	,578			
		Above 19001 (5)	241	3.44	,577			
	Dedication to the Working Group	3000 -7000 (1)	33	3.57	,769	1.03	,391	
		7001-11000 (2)	36	3.46	,634			
		11001 -15000 (3)	311	3.52	,761			
		15001 -19000 (4)	460	3.59	,771			
		Above 19001 (5)	241	3.64	,688			
Dedication to Teaching	3000 -7000 (1)	33	3.85	,388	.94	,435		
	7001-11000 (2)	36	3.88	,377				
	11001 -15000 (3)	311	3.93	,478				
	15001 -19000 (4)	460	3.88	,517				
	Above 19001 (5)	241	3.95	,466				
Dedication Avg.	3000 -7000 (1)	33	3.78	,415	1.86	,123		
	7001-11000 (2)	36	3.68	,376				
	11001 -15000 (3)	311	3.69	,485				
	15001 -19000 (4)	460	3.72	,513				
	Above 19001 (5)	241	3.79	,441				

DISCUSSION

The research was carried out on physical education, sports, and other branch teachers, who are teachers of sports high schools, who take students with special talent exams for students who have an interest and ability in the field of sports throughout Turkey. As a result of a comprehensive review of the literature, very few studies were found about sports high schools.

In the study, a significant difference was found in the sub-dimensions of professional burnout, emotional exhaustion, and personal achievement in the teaching branch variable. It can be said that this significant difference was determined in favor of other branch teachers in the emotional exhaustion sub-dimension, and it can be said that it emerged as classroom management problems, especially due to the inability of the student group with high hyperactivity to concentrate on the lesson in the classroom. It can be said that the determination in favor of physical education and sports teachers in the sub-dimension of personal success requires expertise in education and training activities in the field of sports in sports high school and may be due to the sportive success expected from physical education and sports teachers.

The burnout experienced as a result of not being able to cope with burnout will also affect other teachers and create a negative environment (Babaoğlu, 2007; Kayabaşı, 2007; Cemaloğlu and Şahin, 2007). A significant difference was found in the sub-dimensions of organizational commitment, dedication to the teaching profession, dedication to the school, dedication to the study group, dedication to teaching work, and dedication averages. It was determined in favor of physical education and sports teachers in all sub-dimensions and dedication averages. It can be said that the significant difference in the sub-dimensions of dedication and dedication in favor of physical education and sports teachers may be because physical education and sports teachers of sports high schools engage in intensive education and training activities and adopt their schools more due to their branch characteristics.

In the study, a significant difference was found in favor of male teachers in the sub-dimension of professional burnout and personal achievement in the gender variable. It can be said that this significant difference arises from male

teachers' willingness to take responsibility due to their living conditions. L. A. Friedman (1991), male teachers have more burnout than female teachers; Fejgin (1995) found that male teachers in physical education and sports teachers experience burnout at a higher level than female teachers, in the same direction as the research conducted. In burnout research, there are studies in the same direction as the research, as well as different studies. Brudnik (2004) found a significant difference in favor of female teachers in emotional exhaustion in the gender variable of physical education and sports teachers. In the study conducted by Tunç (2013), while there was no significant relationship between the variables such as age, marital status, education level of history teachers and their burnout perceptions, it was determined that there was a significant difference in the gender variable; Deryakulu (2005), in his study, determined that computer teachers differed significantly according to the gender variable. In the study conducted by Ergül, Saygın, and Tösten (2013), it was concluded that classroom teachers experienced burnout in the dimensions of emotional exhaustion, depersonalization, and personal achievement.

A significant difference was found in the sub-dimensions of organizational commitment to the teaching profession, school, teaching jobs, and the average commitment. It can be said that the significant difference in favor of female teachers in the sub-dimension of dedication to the teaching profession arises from the high emotional commitment of female teachers to their profession. The fact that it was determined in favor of male teachers in the sub-dimension of dedication to school can be explained by the need for male teachers to spend more time in sports high schools, where there are intense physical facilities, especially in their fields. It can be said that the determination in favor of male teachers in the sub-dimension of dedication to teaching tasks is because male teachers are more active in school-related work and procedures. It can be said that the determination of the average dedication in favor of male teachers is because male teachers create their social lives over the sports high school, as well as being more active in school-related work and transactions.

In their research on dedication to the teaching profession, the sub-dimension of the dedication scale, Güner (2006), Eroğlu (2007),

Karagöz (2008), Alper Apak (2009), Ertürk (2011), Ekinçi (2012) found a difference in dedication to the teaching profession in the same direction as the research. found that this difference was higher in favor of female teachers than male teachers. Since female teachers and male teachers give more importance to family roles in socialization, their level of commitment may be different from that of men (Balci, 2003). In addition, the fact that the teaching profession is emotionally intense, and the emotional aspects of women outweigh the men, can positively affect the dedication of female teachers to the profession (Celep, 2014). It can be said that the high level of dedication of female teachers to the teaching profession compared to male teachers is because they are more interested in their profession and they are more involved in educational activities with a focus on school type.

In the study, a significant difference was found in the occupational burnout depersonalization sub-dimension in the age variable, while the 34-39 age group was compared to the 46 and over age group; It can be said that 34-39 age group teachers have become insensitive to the environment due to their social lives and their burnout is higher. While a significant difference was found in the personal achievement sub-dimension of burnout, it can be said that the fact that the 46 and over age group is higher than the 28-33 age group and 34-39 age group arises due to the professional attrition of the 46 and over age group teachers.

Studies show that young workers experience more burnout compared to older workers (Maslach & Jackson, 1981). Sarros and Sarros (1992) stated that the moral support that teachers received from teachers increased their burnout in some cases. Baysal (1995) found that there was a significant relationship between the age variable and burnout levels in his study, in which he examined secondary school teachers, and found that teachers had higher burnout, especially in the first five years. In the sub-dimension of organizational commitment, school dedication, the 40-45 age group, 28-33 age group, and 34-39 age group; The age group of 46 and over is higher than the age group of 28-33; It can be said that teachers in the 40-45 age group and 46 and over age group feel more belonging to the school compared to the teachers in the other age groups and are more committed due to the professional anxiety that

occurs with age. On the average of dedication, 40-45 age group, 28-33 age group and 34-39 age group; It can be said that the fact that the 46 and over age group is higher than the 28-33 age group and the 34-39 age group is because teachers with a higher average age adopt the schools more and need to feel belonging, which increases their commitment.

The organizational commitment levels of young employees who are new to the profession may be lower than those of older employees, as they have new job opportunities. As older teachers reach a certain level of maturity with experience, they increase their level of organizational commitment in general, with their dedication to the school and the work group. Researchers Angle and Perry (1981), Allen and Meyer (1990), Zöğ (2007), Artun (2008), Alper Apak (2009) found that the level of commitment among employees increases with increasing age and there is a positive relationship between age and commitment. Ertürk (2011) and Ertürk (2014) found that there is a difference in the dimensions of dedication to teaching and the teaching profession.

In the study, no significant relationship was found in the sub-dimensions of professional burnout in the marital status variable. In his study with special education teachers, Yiğit (2007) emphasized that while there was no significant relationship between teachers' being married or single and their perceptions of burnout, marital status had nothing to do with burnout. Adioğulları and Gencay (2016) did not show a significant change according to the marital status variable of the professional burnout levels and sub-dimensions of physical education and sports teachers. Contrary to the research, some studies found a relationship between burnout and marital status variables. Kırılmaz, Çelen, and Sarp (2003) stated that the marital status variable affects the level of personal achievement and that unmarried teachers are more exhausted.

A significant difference was found in the sub-dimensions of organizational commitment, school dedication work group dedication, and commitment averages. It can be said that married teachers have a significant difference in the sub-dimensions of dedication to school and dedication to the study group, because married teachers do not want to change their living conditions due to their family life, and as a result of being socially

attached to a group of friends with whom they have strong communication within the school, their commitment is high. Some studies have determined that there is no difference in marital status in sub-dimensions of organizational commitment (Babil 2009; Gıcı 2011; Ekinci 2012; Mamaç, 2019). Ekinci (2012) found a significant difference in the dimensions of dedication to teaching and the teaching profession, while there was no difference in the dimensions of dedication to school and study groups. The fact that the organizational commitment levels of married teachers are higher than those of single teachers can be explained by the fact that married employees have higher family duties and responsibilities, financial concerns, have other dependents, and therefore have a higher sense of responsibility (Erdoğan, 2006; Karcıoğlu and Türker, 2010).

A significant difference was found in all sub-dimensions of occupational burnout and burnout averages. It can be said that the fact that teachers who completed their postgraduate education in the sub-dimension of emotional exhaustion and depersonalization experience more burnout compared to undergraduate graduates may be because graduate teachers want their personal and financial rights to be higher than undergraduate teachers in line with the education they have received. It can be said that the burnout of undergraduate teachers in the sub-dimension of personal achievement is because they feel academically deficient. It can be said that the burnout of postgraduate teachers in the averages of burnout occurs as a result of the education they receive, as a result of not being able to meet their expectations in educational activities.

For the relationship between educational status and burnout, some researchers stated that as the level of education increases, burnout will decrease (Özdemir, 2001). In the study conducted by Tunaboylu (2015), it was determined that the graduation status of teachers working in primary and secondary schools is the variable that increases the level of burnout. In the study conducted by Şahin (2007), a significant difference was found between the educational status of teachers and their burnout levels, and it was concluded that as the education level decreases, professional burnout increases. Karataş (2009) found that teachers with postgraduate education experience more burnout than teachers with undergraduate education.

A significant difference was found in the sub-dimensions of organizational commitment and dedication to the teaching profession and teaching work and in the average commitment. In the sub-dimensions of dedication to the teaching profession and teaching jobs, the fact that undergraduate graduates are more dedicated than graduate graduates and that undergraduate graduates have less chance of continuing outside of school than graduate graduates, such as the chance of continuing at a university outside of schools, increases the dedication to their profession, and the need to show themselves more in education and training activities is also related to teaching jobs. It can be said that it makes them very dedicated. It can be said that the average dedication is higher in undergraduate graduates because they allocate more time to education activities compared to graduate graduates.

As the education level of the individual increases, the expectation from the organization increases and the level of organizational commitment may decrease (Celep, 2014). Kızıl (2014) found that the organizational commitment of associate degree teachers was determined by undergraduate teachers; Ekinci (2012) found that teachers with associate degree degrees have higher levels of commitment to the teaching profession and workgroup and organizational commitment than teachers with both undergraduate and graduate degrees. Studies conducted in the same direction as the research (Celep et al, 2004; Güner, 2006; Alper Apak, 2009; Demirhan, 2010; Ekinci, 2012; Kızıl, 2014; Ekinci & Yıldırım, 2015; Aytakin, 2016; Kalaz, 2016; Altunay, 2017) was found to decrease as the level of education increased. The increase in the level of education also increases the expectations of teachers towards work, school, colleagues, and profession. It may be difficult for teachers who cannot meet their increasing expectations to be proud of their school, to increase their efforts towards their work, to be satisfied with their work, and to establish close relationships with their colleagues (Alper Apak, 2009).

A significant difference was found in the emotional exhaustion sub-dimension and burnout averages in the financial income variable of occupational burnout. It can be said that the fact that the 11001 -15000 financial income group has more emotional exhaustion than the 3000-7000 financial income group and the financial income

groups above 19001 is because they think that the wages they receive in return for their work are less. It can be said that the fact that the financial income group of 15001 -19000 shows more burnout than the financial income group of 3000-7000 in the average of burnout is the inability to meet the life that arises due to their social life. Teachers need to be efficient in education and training activities in terms of having a high financial income and thus leading a socially rich life. In the study conducted by Tuna (2010) on physical education teachers, it was determined that physical education and sports teachers found their income to be sufficient, and Yılmaz (2010) found that teachers' dissatisfaction with their financial income affected their emotional exhaustion and their burnout differed. Topaloğlu, Koç and Yavuz (2007) found that the burnout of teachers who were not satisfied with their financial income increased.

In the sub-dimension of organizational commitment, it is because the financial income group above 19001 is more committed than the income group of 11001 -15000 in the sub-dimension, the financial income group above 19001 intensively performs all their duties in schools (exercise, dyk, etc.) and in return, they provide financial income by their social life. can be said to have emerged. A significant difference was found in the professional seniority burnout, emotional exhaustion, and personal achievement sub-dimensions. In the sub-dimension of emotional exhaustion, teachers with 11-14 professional seniority have more emotional exhaustion than teachers with 3-6 professional seniority and 7-10 professional seniority, and this burnout is because there are too many problems that arise or may arise about educational activities. can be said. It can be said that the burnout of teachers with 15-18 professional seniority is more than teachers with 7-10 professional seniority, due to the increase in professional anxiety in educational activities. In the personal achievement sub-dimension, it can be said that teachers with 19 or more professional seniority are more consumed than teachers with 3-6 professional seniority and 11-14 professional seniority, and this is due to the vital anxiety of making progress in age as well as being in educational activities for many years. In the study conducted by Tuna (2010), physical education teachers' burnout levels differ significantly according to the seniority variable.

Oruç (2007), in his study, found that teachers who worked for 1-5 years experienced more burnout than teachers who worked for 11 years or more; Yıldırım (2011) found a difference between teachers with a professional seniority of 1-5 years and 21-25 years in the sub-dimension of personal achievement, while they found that teachers with a professional seniority of 1-5 years were more consumed.

A significant difference was found in the sub-dimensions of organizational commitment, dedication to the teaching profession, school, and study group. In the sub-dimension of dedication to the teaching profession, it can be said that teachers with 3-6 professional seniority show more dedication than teachers with 11-14 professional seniority and 15-18 professional seniority because they are at the beginning of their teaching years. It can be said that teachers with 7-10 professional seniority show more dedication than teachers with 11-14 professional seniority and 15-18 professional seniority because they are newer in the teaching profession compared to teachers with other professional seniority. It can be said that teachers with 19 and above professional seniority show more dedication than teachers with 11-14 professional seniority, due to the high level of professional sensitivity and commitment. In the sub-dimension of dedication to school, it can be thought that teachers with 19 and above professional seniority show more dedication than teachers with 7-10 professional seniority, depending on the high professional seniority, resulting from increasing the quality of educational activities. In the sub-dimension of dedication to the working group, it can be said that teachers with 19 or more professional seniority show more dedication than teachers with 3-6 professional seniority and 15-18 professional seniority, with the power of communication and interaction given by being in vocational education activities for many years.

Celep (2000) found that the level of dedication of teachers increases as their professional seniority increases in the institution where they work. As the professional seniority increases, the employees' chances of finding a job in other organizations decrease, and the employee's commitment to his job and the organization increases (Özden, 1997). On the other hand, Doğruer (2006) found that with the increase in seniority, the level of organizational

commitment of teachers in the dimension of dedication to teaching work increases. In the dimension of devotion to the study group, In the literature, there are studies (Alper Apak, 2009; Atar, 2009; Çelik, 2011; Altunay, 2017;) that conclude that teachers' dedication increases as seniority increases. In their studies. A significant difference was found in the occupational burnout, emotional exhaustion sub-dimension, and burnout averages. In the emotional exhaustion sub-dimension, the 5-8 year group was compared to the 1-4 year group; It can be said that the emotional exhaustion of the 9-12 year group than the 1-4 year guru is due to various individual or institutional reasons as the working time in sports high schools increases. The fact that the burnout average is higher for the 5-8 year group than for the 1-4 year guru increases the number of students, parents, school management, etc. as the working time in sports high schools increases. It can be said that it arises due to situations related to education and training.

A significant difference was found in the sub-dimensions of organizational commitment, dedication to the teaching profession, school, study group, and commitment averages. In the sub-dimension of dedication to the teaching profession, it can be said that the 13-16 year group is more committed than the 5-8 year group, due to the increase in the commitment and sensitivity to the teaching profession over the years. In the sub-dimension of dedication to school, the 1-4 year group of the 13-16 year group, the 5-8 year group, and the 9-12 year group are more physically better for the educational activities of the school, which becomes a living space after a certain period professionally. It can be said that it appeared for becoming. It can be said that in the sub-dimension of dedication to the study group, the fact to the 5-8-year group showed more dedication than the 1-4-year group was because the 5-8-year group spent more time with the study group and had a strong relationship. On the other hand, it can be said that the 9-12 year group shows more dedication than the 1-4 year group and 13-16 year group in the average of dedication, due to the period in which they feel happy in the sports high school.

Teachers may prefer their relationships with their colleagues to many stakeholders related to educational activities (Becker, Billings, Eveleth, & Gilbert, 1996). Artun (2008) found that with the increase in the tenure of the teachers in the school

where they work, their dedication to the study group, such as the teaching profession, also increased. As the working time of the teachers in their current schools increases, they get to know the school, their colleagues, and the school culture better, a culture of common living is formed in the school and the school culture can become stronger. As the employee's gains from the organization will increase with the increase in working time in his current school, his dedication will increase with this increase in gains (İnce and Gül, 2005). When the literature is examined, studies that conclude that teachers' perceptions of organizational commitment differ according to their working hours in their current schools (Celep et al, 2004; Demirhan, 2010; İnce and Gül, 2005; Uzun, 2011; Alper Apak, 2009; Atar, 2009; Altunay, 2017; Zöğ, 2007; Mamaç, 2019).

It can be said that physical education and sports and other branch teachers can improve themselves professionally and closely follow the developments in these fields in addition to their educational activities in sports high schools. Since sports high schools are involved in different educational activities, academic research on sports high schools should be increased. Research on sports in high school can also be done with different variables and different universe-sample (education-training, administrator, teacher, student) groups. It can be said that with the increase in the number of research, the increase in the recognition of sports in high schools will also increase the performance of the teachers who work.

Conflict of Interests Statement

There are no conflicts of interest for the contributing author.

Funding

The research, writing, and/or publication of this paper were all done without any financial assistance from the author.

Ethics Statement

Ethical approval of the research was obtained at the meeting of the Rumeli University Rectorate Ethics Committee, dated 21.12.2022 and numbered 2022/11. The research was conducted with volunteer participants.

Author Contributions

Planned by the author: Study Design, Data Collection, Statistical Analysis, Data Interpretation, Manuscript Preparation, Literature

Search. Author have read and agreed to the published version of the manuscript.

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