



## Burnout among Turkish Teachers: The Influence of Sleep Quality and Job Satisfaction

### Türk Öğretmenlerde Tükenmişlik: Uyku Kalitesi ve Mesleki Doyumun Etkisi

Zihni MEREY\*, Metin PİŞKİN\*\*, Murat BOYSAN\*\*\*, Sanem ŞEHRİBANOĞLU\*\*\*\*

**ÖZ:** İş doyum ve tükenmişlik arasındaki ilişkiler dikkate alındığında, işe bağlı stres ve uyku kalitesi arasındaki bağlantıların değerlendirilmesi önem kazanmaktadır. Araştırmalar süregelen uyku problemleri ve işe bağlı stres arasındaki ilişkilerin yaşam kalitesi, iş performansı ve motivasyon üzerinde ciddi etkileri olduğunu göstermektedir. Öğretmenlik stresli bir meslektir. Düşük uyku kalitesinin işte tükenmeye etkisi ise üzerinde yeterince durulmamış bir konudur. Bu çalışmada Türk öğretmenlerin demografik özellikleri ve iş doyum kontrol edildikten sonra uyku kalitesindeki bozulmaların tükenmişliğe etkisi ele alınmıştır. Veriler 184 ilköğretim okulu öğretmeninden toplanmıştır. Gönüllü katılımcılara Maslach Tükenmişlik Ölçeği (MTÖ), Minnesota İş Doyumu Ölçeği (MDÖ) ve Pittsburgh Uyku Kalitesi İndeksi (PUKİ) uygulanmıştır. Uyku kalitesindeki bozulma ve işteki tükenmişlik arasındaki ilişkiler, katılımcıların demografik özellikleri ve iş doyum kontrol edildikten sonra hiyerarşik regresyon analizleriyle değerlendirilmiştir. Okuldaki çalışma iklimi, içsel iş doyum ve uyku kalitesinin okuldaki tükenmişliğin önemli belirleyicileridir. Sonuçlar işteki tükenmişliğe ilişkin teorik tartışmalar ışığında tartışılmıştır.

**Anahtar sözcükler:** tükenmişlik, iş doyum, uyku kalitesi, öğretmenler

**ABSTRACT:** Given the associations between job satisfaction and burnout, it is important to consider relations between job-related stress and sleep quality. Studies have consistently suggested that linkages between sleep problems and job-related stress are significant and have serious consequences on quality of life, work performance and motivation. Teaching is a stressful occupation, and to date possible influences of poor sleep quality on job burnout have received little attention. The aim of this study was to investigate predicting value of poor sleep quality on job burnout. Data were collected from 184 elementary school teachers. The Maslach Burnout Inventory (MBI), Minnesota Satisfaction Questionnaire (MSQ), and Pittsburgh Sleep Quality Index (PSQI) were administered to volunteers. The linkage between poor sleep quality and job burnout was evaluated by using hierarchical regression analyses after controlling for demographical characteristics of subjects and job satisfaction. School climate, intrinsic job satisfaction, and sleep quality were significant determinants of burnout in school. Findings were discussed in the light of the theoretical considerations about job burnout.

**Keywords:** burnout, job satisfaction, sleep quality, teachers

## 1. INTRODUCTION

Burnout is a long lasting response to chronic emotional and psychosocial stressors at work place (Maslach, 2003). The term “burnout” was first suggested and used by Freyberg (1974) to account for the process of experienced emotional depletion, a loss of motivation and commitment. However, burnout research has been expanded by using empirical measures, one of which was developed by Maslach (1981). The concept of job burnout refers to a psychological syndrome emerging from chronic interpersonal stressors in job and has been conceptualized in three main components. Three key dimensions of the job burnout are emotional exhaustion, feelings of depersonalization or detachment from the job, and lack of accomplishment. The exhaustion component represents the basic personal distress dimension of the construct.

\* Yard. Doç. Dr., Yüzüncü Yıl Üniversitesi, Eğitim Fakültesi, Van-Türkiye, e-posta: zihnimerey@hotmail.com

\*\* Doç. Dr., Ankara Üniversitesi, Eğitim Bilimleri Fakültesi, Ankara-Türkiye, e-posta: metinpiskin@gmail.com

\*\*\* Yard. Doç. Dr., Yüzüncü Yıl Üniversitesi, Edebiyat Fakültesi, Van-Türkiye, e-posta: boysan.murat@gmail.com

\*\*\*\* Yard. Doç. Dr., Yüzüncü Yıl Üniversitesi, Fen Fakültesi, Van-Türkiye, e-posta: sanem@yyu.edu.tr

Depersonalization component refers to the interpersonal dynamics in stress response. Finally, the component of reduced inefficiency represents the self evaluation dimension of burnout (Maslach, Schaufeli, & Leiter, 2001).

Job characteristics such as work overload and time pressure have been consistently found to be associated with job burnout, particularly exhaustion dimension (Sweeney & Summers, 2002). Studies indicated that teaching is a stressful occupation (Borg, Riding, & Falzon, 1991; Boyle, Borg, Falzon, & Baglioni, 1995). Sources of stress commonly reported by teachers are work overload, discipline problems of pupils, lack of chances for promotion, poor working conditions, unsatisfactory relationships with colleagues, and administrative problems (Mathai, Gilmore, Tuck & Adair, 1996; Kyriacou, 2001; Pithers & Soden, 1998; Sarı, 2000). Stress reactions stemming from the work environment have negative consequences on employees, such as low levels of job satisfaction, lack of organizational commitment, decreased productivity and effectiveness (Cordes & Dougherty 1993; Lee & Ashforth 1993; Rohland 2000). However, ramifications of burnout syndrome in teaching occupation are hardly to be understood by individual outcomes per se. Karakelle & Canpolat (2008) demonstrated that negative mood of the distressed teachers resonated to pupils via teaching style and teachers' building classroom milieu.

A large literature provides strong evidence for that job satisfaction is strictly related to burnout among teaching staff (Guglielmi & Tatrow, 1998; Gürsel, Sünbül, & Sarı, 2002; Sünbül, 2003). Job satisfaction is the main determinant of job tenure (Dawis, 2004). According to the motivation-hygiene theory of Herzberg (1968), two factors play an important role on job motivation. From this view, job aspects concerning satisfaction at work could be classified as motivating or intrinsic factors and hygiene or extrinsic factors. Therefore, job satisfaction has two dimension in the notion: intrinsic satisfaction and extrinsic satisfaction. Intrinsic job satisfaction refers to how employees feel about the nature of the tasks themselves. Extrinsic job satisfaction refers to how employees feel about aspects of the work situation that are external to the job tasks or work itself (Spector, 1997). However, intrinsic job satisfaction seems to be more central to general job satisfaction and to have a more effective value than extrinsic job satisfaction (Bilge, 2006; Çam, 2001; Bilge, Akman, & Kellecioğlu, 2007).

Recognizing the potential role of sleep impairments on job burnout, an increasing number of researchers has become focused on possible effects of sleep impairments on variations related to working conditions. Results have demonstrated that length of work hours and night shifts were significant correlates of job stress and fatigue (Åkerstedt & Landström, 1998; Åkerstedt et al., 2002; Åkerstedt et al., 2004). In a study conducted among white-collar workers suffering from long term leave from their job due to a burnout related diagnosis, recovery from the burnout syndrome was accompanied by improved sleep quality (Ekstedt, Söderström, & Akerstedt, 2009). However, in the literature, possible connections between sleep quality and job burnout among teachers have received little attention. In a preliminary study among Turkish teachers, results demonstrated and supported the previous findings that sleep quality, particularly impaired subjective sleep quality, predicted teachers' job burnout (Merey, Boysan, & Ateş, 2009). In this study, our aim was to assess the possible relations between sleep quality and job burnout after eliminating the effects of job dissatisfaction and demographical characteristics of teaching staff.

## 2. METHOD

### 2.1. Participants

The sample of elementary school teachers consisted of 57 females (30.98%) and 127 males (69.02%) making up a total of 184 subjects. The majority of the teachers in the sample (N= 136; %73.91) were married. Mean age was 36.13 with a standard deviation of 7.07, and

minimum and maximum ages ranged from 24 to 60. Mean time spent at work place was 29.10 hours/week ( $SD=5.85$ ) and mean time spent in the current job was 9.68 years ( $SD=7.15$ ).

## **2.2. Instruments**

### **2.2.1. Demographical Questionnaire**

A demographical questionnaire prepared by the authors was used. Age, gender, marital status, , hours spent in school per week, length of time working in the current vocation, and amount of personal income per month were questioned in this form. In the last item personal beliefs about school climate were questioned by asking ‘On the whole, could you please rate it on the scale that being a teacher or teaching to students in your school is as functional enough as you expect when the working environment is taken into account?’ Participants responded about their attitudes on a 5-point scale ranging from 1 (Certainly not at all) to 5 (Absolutely it is). Attitudes of the participants about school climate tried to be assessed by this question.

### **2.2.2. Maslach Burnout Inventory (MBI)**

The instrument was developed by Maslach and Jackson (1986) to assess job distress of employees at work place. The MBI is composed of 22 likert type items and has a three-factor structure. Emotional Exhaustion, Depersonalization and Personal Accomplishment subscales constitute factors of the scale. Inner consistencies of the subscales were 0.90, 0.71, and 0.79 for the subscales, respectively. Validation studies of the Turkish form were conducted by Çam (1992) and Ergin (1992), separately.

### **2.2.3. Minnesota Satisfaction Questionnaire (MSQ)**

The instrument is a popular measure of job satisfaction that was developed by Weiss et al. (1967). The measure consists of 20 items and uses a 5-point Likert type response format. The MSQ can be used to measure two distinct components: intrinsic job satisfaction and extrinsic job satisfaction. Test-retest reliabilities of from 0.70 up to 0.80 were reported (Cook et al., 1981). Cronbach alpha coefficient of the Turkish form was 0.77. Turkish translation was done by Baycan (1985).

### **2.2.4. Pittsburgh Sleep Quality Index (PSQI)**

The instrument was developed by Buysse et al. (1989) to assess individuals’ sleep quality at last month. The PSQI is composed of 19 items rated on a four points scale, ranging from 0 to 3. Higher scores point out to poor sleep quality. Inner consistency of the scale was 0.83 and test retest correlation between two measurements at 28 days time course was  $r=0.85$ . The instrument revealed %89.6 sensitivity and %86.5 specificity in discerning sleep disorders (Buysse et al., 1991). The scale has seven components and these components may be benefited from a thorough assessment instead of composite scores. Subscales of the PSQI are Subjective Sleep Quality, Sleep Latency, Sleep Duration, Habitual Sleep Efficiency, Sleep Disturbances, Use of Sleeping Medication, and Daytime Dysfunction. The PSQI was translated into Turkish by Ağargün, Kara, & Anlar (1996).

## **2.3. Procedure**

Subjects were recruited from primary and secondary schools. After brief information was given, teachers’ written consents were obtained prior to the application. The Maslach Burnout Inventory (MBI), the Minnesota Satisfaction Questionnaire (MSQ), and the Pittsburgh Sleep Quality Index (PSQI), and the Demographical Questionnaire Form were administered to the volunteers.

## 2.4. Data Analysis

Descriptive statistics were used to depict sample characteristics. The predictive value of demographical features, job satisfaction and sleep quality on each dimension of job burnout were evaluated by performing multiple hierarchical regression analyses. Having adjusted for demographical characteristics of the sample, regression beta coefficients for job satisfaction subscales were calculated in Step 2. Finally, in Step3, the influence of components of sleep quality on each job burnout dimension was evaluated after controlling for demographical characteristics and job satisfaction.  $p < .05$  was significance threshold.

## 3. RESULTS

As given in Table 1, dependent variables Emotional Exhaustion, Depersonalization, and Personal Accomplishment were regressed on independent variables in three steps. In Step 1, assessing the influence of demographical variables on dimensions of job burnout, three regression analyses were performed. Then, in Step 2, effects of intrinsic and extrinsic job satisfaction on job burnout were entered into analyses while demographical variables were still in the model. In the final step, components of sleep quality were put into the regression models in which the three subscales of burnout were dependent variables. Regressions of all independent variables to subscales of job burnout were conducted while the previous independent variables in the previous two steps were still in the models.

**Table 1: Hierarchical Regression Analyses**

STEP 1	R <sup>2</sup> = 0.17			R <sup>2</sup> = 0.07			R <sup>2</sup> = 0.16		
	Emotional Exhaustion			Depersonalization			Personal Accomplishment		
	$\beta$	$S_{\bar{x}}$	F (7, 176)	$\beta$	$S_{\bar{x}}$	F (7, 176)	$\beta$	$S_{\bar{x}}$	F (7, 176)
Age	-0.034	0.246	4.964**	0.108	0.122	1.945	-0.183	0.167	4.637**
Gender <sup>A</sup>	-2.618*	1.031		-0.047	0.512		0.187	0.701	
Marital Status <sup>B</sup>	-0.968	1.125		-0.202	0.559		1.117	0.765	
Working Hours (Weekly)	-0.100	0.081		-0.059	0.040		0.038	0.055	
Job Tenure	-0.091	0.244		-0.177	0.121		0.299	0.166	
Income	0.005	0.003		0.002	0.001		-0.002	0.002	
School Climate	-2.276**	0.546		-0.405	0.271		1.614**	0.371	
STEP 2	R <sup>2</sup> = 0.35 ; $\Delta R^2$ = 0.18			R <sup>2</sup> = 0.15 ; $\Delta R^2$ = 0.08			R <sup>2</sup> = 0.24 ; $\Delta R^2$ = 0.08		
	Emotional Exhaustion			Depersonalization			Personal Accomplishment		
	$\beta$	$S_{\bar{x}}$	F (9, 172)	$\beta$	$S_{\bar{x}}$	F (9, 172)	$\beta$	$S_{\bar{x}}$	F (9, 172)
Intrinsic Job Satisfaction	-4.482**	0.852	10.225**	-1.515**	0.463	3.321**	2.726**	0.626	6.138**
Extrinsic Job Satisfaction	-1.026	0.540		-0.159	0.294		-0.321	0.397	
STEP 3	R <sup>2</sup> = 0.40 ; $\Delta R^2$ = 0.05			R <sup>2</sup> = 0.26 ; $\Delta R^2$ = 0.11			R <sup>2</sup> = 0.30 ; $\Delta R^2$ = 0.06		
	Emotional Exhaustion			Depersonalization			Personal Accomplishment		
	$\beta$	$S_{\bar{x}}$	F (16, 120)	$\beta$	$S_{\bar{x}}$	F (16, 120)	$\beta$	$S_{\bar{x}}$	F (16, 120)
Subjective Sleep	1.514*	0.714	5.045**	0.795*	0.394	2.574**	-0.034	0.573	3.135**

Quality						
Sleep Latency	-0.664	0.578	0.048	0.318	-0.115	0.463
Sleep Duration	-1.566*	0.745	-0.306	0.410	0.021	0.597
Habitual Sleep Efficiency	1.908*	0.658	0.032	0.363	0.464	0.527
Sleep Disturbances	0.386	0.940	-0.503	0.518	0.280	0.753
Use of Sleeping Medication	-0.765	0.810	-0.199	0.446	0.803	0.649
Daytime Dysfunction	0.779	0.850	1.022*	0.468	-0.529	0.681

\*: $p < .05$ ; \*\*: $p < .01$ ;  $\beta$  = Regression beta coefficient;  $S_{\bar{x}}$  = Standard error

<sup>A</sup> Gender = 0: Male; 1 : Female

<sup>B</sup> Marital Status= 0: Married; 1: Single

In the regression analyses, males were found emotionally more exhausted than females ( $\beta = -2.618, p < .05$ ). Participants who scored higher satisfaction about institutional environment reported lower exhaustion ( $\beta = -2.276, p < .01$ ) and higher personal accomplishment ( $\beta = 1.614, p < .01$ ). However, demographical characteristics were not significantly associated with depersonalization. In Step 2, effects of job satisfaction on burnout subscales were evaluated after the variances explained by demographical variables were adjusted. Only intrinsic aspects of job satisfaction were significant but inverse correlates of emotional exhaustion and depersonalization ( $\beta = -4.482, p < .01$ ;  $\beta = -1.515, p < .01$ , respectively). On the contrary, a sense of personal accomplishment was positively predicted by intrinsic job satisfaction ( $\beta = 2.726, p < .01$ ). In Step 3, partial beta coefficients were calculated for independent variables including seven components of sleep quality after controlling for the effects of job satisfaction and demographical characteristics variable sets. Subjective sleep quality and habitual sleep efficiency were significant determinants of emotional exhaustion ( $\beta = 1.514, p < .05$ ;  $\beta = -1.908, p < .05$ , respectively). On the contrary, sleep duration negatively linked to exhaustion at work ( $\beta = -1.566, p < .05$ ). Subjective sleep quality and daytime dysfunction were significant correlates of depersonalization ( $\beta = 0.795, p < .05$ ;  $\beta = 1.022, p < .05$ , respectively). Associations of personal accomplishment with components of sleep quality were not significant.

#### 4. DISCUSSION AND CONCLUSION

Burnout syndrome is a common problem at work places and has serious costs due to demoralization, alienation and fatigue among employees (Maslach & Leiter, 1997). Teaching is a stressful occupation that job satisfaction and burnout of teaching staff are widely focused by researchers (Guglielmi & Tatrow, 1998; Gürsel, Sünbül, & Sarı, 2002; Aydoğan, Doğan, & Bayram, 2009). However, although sleep is a central factor in stress response and emotional regulation; the literature has become growth in recent years about the connections between job stress and sleep related matters such as possible influences of sleep/wake cycle or sleep quality and their effects on job stress (Åkerstedt et al., 2002; 2004; Knudson, Ducharme, & Roman, 2007; Doi, 2005). Despite the growing recognition of the consequences of poor sleep, job

specific research on sleep characteristics among teachers have received little attention. In this study, our aim was to investigate the relations between sleep quality, job satisfaction and job burnout among Turkish teachers.

As given in the results, gender was an important predictor of exhaustion and male teachers reported higher emotional exhaustion compared to female teachers. Our finding was incompatible with the previous research among Turkish teachers (Gürsel, Sünbül, & Sarı, 2002). However, in a survey conducted in U.S. on job satisfaction among over 36 000 elementary and secondary school teachers, female teachers reported higher job satisfaction than male teachers (Perie & David, 1997). In addition, Başol and Altay (2009) found significant linkages between gender and all dimensions of burnout. Few research in Turkey considering associations between gender and burnout among teachers has reported equivocal results. Further studies are needed in Turkey. Personal and job characteristic were not obvious determinants of depersonalization in the sample. In another aspect, school environment was found to be an important determinant of job satisfaction and burnout (Friedman, 1991; Grayson & Alvarez, 2008). Compatible with the theoretical and empirical frame of job stress, our results demonstrated that positive appraisals of participants about school environment was negatively correlated with emotional exhaustion and positively correlated with personal accomplishment. Regarding to this finding, relations between school environment and burnout could be thought reciprocally that levels of burnout might also affect personal beliefs about school climate. Our results regarding to significant linkages between school climate and burnout should be reconsidered in further studies with longitudinal research design.

Over the past two decades, several models have been developed to understand the mechanisms underlying job stress (Kompier & Di Martino, 1995; Karasek & Theorell, 1990). These models were criticized because of their simplicity, overlooking the interactional nature of working milieu, and not integrating personal demands of learning and personal growth in their approach (Kristensen, 1995; de Jonge & Kompier, 1997). By contrary, Herzberg's two-factor model provides a useful basis in explaining personal dynamics pertaining to job satisfaction. Empirical studies have provided strong evidence that intrinsic factors are central to job satisfaction and deter from burnout (Bilge, 2006; Çam, 2001; Bilge, Akman, & Kellecioglu, 2007). Consistent with the previous findings, we found that intrinsic job satisfaction was negative predictor of emotional exhaustion and depersonalization, as well as positive correlate of personal accomplishment. However, we could not find any linkages between burnout and extrinsic job satisfaction among Turkish teachers.

There is a growing literature on the associations between stressful working conditions and sleep problems (Akerstedt, Knutsson et al., 2002; Jacquinet-Salord, Lang, Fouriaud, Nicoulet, & Bingham, 1993; Kalimo, Tenkanen, Harma, Poppius, & Heinsalmi, 2000; Nakata et al., 2004). These studies have consistently reported negative consequences of work stressors on sleep. On the other hand, both sides of the issue should be taken into account that sleep problems are likely to have serious job-related stress outcomes as well (Doi, Monowa, & Tango, 2003; Doi, 2005, Merey, Boysan, & Ateş, 2009). Considering our findings, subjective sleep quality was significantly associated with both emotional exhaustion and depersonalization. The proportion of hours slept in the number of hours spent in the bed was gauged with the habitual sleep efficiency subscale of the PSQI. Impairments in habitual sleep efficiency was a significant predictor of emotional exhaustion at work. In contrast, linkage of sleep duration to emotional exhaustion was negative. In other words, participants suffering from emotional exhaustion at work were more prone to spend longer hours in sleep. Daytime sleepiness or hypersomnia concerning job burnout might be associated with depression. Further studies are needed. Daytime dysfunction due to sleep problems significantly linked to depersonalization. Findings were generally in agreement with the previous results. Decreased sleep duration means increased wakefulness which may be related to regulation of emotions in resisting feelings of helplessness and hopeless (Rotenberg,

2003). It seems that the duration of sleep may be a coping strategy to deal with negative emotions in relation job stress. In general, the results suggest that sleep is an important factor on job burnout even after controlling for demographical characteristics of subjects and work related satisfaction.

In this study we concluded that school climate is an important factor playing role on job burnout and needs further attention considering its associations with job burnout among teachers. Second, intrinsic motivation explained a considerable part of variation in all dimensions of job burnout including emotional, interpersonal and performance components of the construct. Finally, it seems that sleep problems should be seriously taken into consideration among teaching staff. Sleep quality, particularly subjective sleep quality, seems to be a significant antecedent of emotional exhaustion and depersonalization at work place among teachers. Further studies are needed in order to unpack the underlying mechanisms of job distress to deal with job burnout in schools.

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## Genişletilmiş Özet

Çalışmalar öğretmenliğin stresli bir meslek olduğuna işaret etmektedir (Borg, Riding ve Falzon, 1991; Boyle, Borg, Falzon ve Baglioni, 1995). Aşırı iş yükü, öğrencilerin disiplin problemleri, yükselmede önu kapalı olma, olumsuz çalışma koşulları, iş arkadaşlarıyla yetersiz kişilerarası ilişkiler ve yönetsel problemler öğretmenler tarafından yaygın olarak bildirilen sorunlardır (Mathai, Gilmore, Tuck ve Adair, 1996; Kyriacou, 2001; Pithers ve Soden, 1998; Sarı, 2000). İş ortamından kaynaklı stresin iş doyumunu, örgütsel bağlılık, verimlilik ve etkililikle ilişkili olarak kişiler üzerindeki olumsuz sonuçları olduğu bilinmektedir. (Cordes ve Dougherty 1993; Lee ve Ashforth 1993; Rohland 2000). Konuya ilişkin alanyazın, iş doyumunun eğitim personelinin mesleki tükenmişliğiyle sıkı sıkıya ilişkili olduğunu göstermektedir (Guglielmi ve Tatrow, 1998; Gürsel, Sünbül ve Sarı, 2002; Sünbül, 2003). İş doyumunu işteki devamlılığın temel belirleyicisidir (Dawis, 2004). Herzberg'in (1968) motivasyon-hijyen teorisine göre iş motivasyonunda iki faktör önemli rol oynamaktadır. Bu faktörler motive edici veya içsel faktörler ve hijyen veya dışsal faktörlerdir. Bu nedenle, söz konusu yaklaşımda iş doyumunun iki alt boyutu yer almaktadır: içsel iş doyumunu ve dışsal iş doyumunu. İçsel iş doyumunu, çalışanların işlerin yapısına ilişkin

değerlendirmelerini içerir. Dışsal iş doyumunu ise icra edilen işin dışında yer alan daha çok maddi getirilere ilişkin özelliklerdir (Spector, 1997). Bununla beraber, eğitimciler için içsel iş doyumunu genel iş doyumuna göre daha fazla önem taşımakta ve genel iş doyumunun daha önemli bir belirleyici olarak etkili olmaktadır (Bilge, 2006; Çam, 2001; Bilge, Akman ve Kellecioğlu, 2007).

Uykudaki bozulmaların iş doyumunu üzerindeki olası etkileri uzun süredir araştırmacıların ilgisini çekmektedir. Artan sayıda araştırmacı farklı çalışma koşullarıyla uyku sorunları arasındaki ilişkileri ele almaktadır. Bulgular çalışma saatlerinin uzunluğunun ve vardiyalı çalışmanın iş stresi ve tükenmişlik üzerindeki etkilerine işaret etmektedir. (Åkerstedt ve Landström, 1998; Åkerstedt ve ark., 2002; Åkerstedt ve ark., 2004). Beyaz yakalı iş görenler ile yapılan bir çalışmada, tükenmişlik tanısına bağlı uzun süreli izine ayrılmaların artan uyku kalitesiyle birlikte azalma gösterdiği bulunmuştur (Ekstedt, Söderström ve Åkerstedt, 2009). Konuya yönelik akademisyenlerin artan ilgisine karşın, öğretmenler için uyku kalitesi ve tükenmişlik arasındaki ilişki şimdiye kadar çok az ilgi görmüştür. Türk öğretmenlerle yapılan bir çalışmada öznel uyku kalitesindeki bozulmanın öğretmenlerin işteki tükenmişliğinin belirleyicisi olduğu bulunmuştur (Merey, Boysan ve Ateş, 2009). Bu çalışmada ise, iş doyumunu ve eğitim elemanlarının demografik özelliklerinin etkisi sabitlendikten sonra uyku kalitesi ve işteki tükenmişlik arasındaki olası ilişkilerin araştırılması amaçlanmıştır.

Öğretmenlerin oluşturduğu çalışma grubu 57 kadın (30.98%) ve 127 erkek (69.02%) olmak üzere 184 katılımcıdan oluşmaktadır. Çalışma grubundaki öğretmenlerin büyük çoğunluğu evlidir (N= 136; %73.91). Grubun yaş ortalaması 36.13 (SS = 7.07), en düşük ve en yüksek yaş 24 ve 60 arasında değişmektedir. İş yerinde haftalık geçirilen ortalama çalışma saati 29.10 (SD=5.85) ve çalışılan okulda geçirilen ortalama çalışma yılı 9.68 (SD=7.15). Araştırma konusunda özet bir bilgilendirme yapıldıktan sonra katılımcıların yazılı izinleri alınmıştır. Sonrasında gönüllülere Maslach Tükenmişlik Ölçeği (MTO), Minnesota İş Doyumu Ölçeği (MİDÖ), Pittsburgh Uyku Kalitesi İndeksi (PUKİ) ve Demografik Soru Formu (DSF) uygulanmıştır.

Çalışma grubunun özelliklerini değerlendirebilmek için tanımlayıcı istatistikler kullanılmıştır. Demografik özellikler, iş doyumunu ve uyku kalitesinin işteki tükenmişliğe etkisi çoklu hiyerarşik regresyon analizleriyle değerlendirilmiştir. İlk aşamada demografik özellikler bağımsız değişken olarak alınmıştır. İkinci aşamada iş doyumunun tükenmişlikle ilişkisini bulabilmek için demografik özelliklerin etkisi sabitlendikten sonra beta katsayıları hesaplanmıştır. Son olarak, üçüncü aşamada, uyku kalitesi alt ölçeklerinin işteki tükenmişlik alt boyutları üzerine etkisi, bağımsız değişken olarak iş doyumunu ve demografik özellikler kontrol edildiği halde değerlendirilmiştir.

Bulgularda görüldüğü üzere, kişisel ve işe ilişkin özellikler işteki tükenmişliğin alt boyutu olan depersonalizasyonla ilişkili bulunmamıştır. Cinsiyet duygusal tükenmişliğin önemli bir belirleyicisidir ve kadın öğretmenler erkeklerle göre çok daha düşük tükenmişlik düzeyine sahiptir. Bu sonuç, Amerika birleşik devletlerinde yapılan geniş örneklemlili epidemiyolojik çalışmanın bulgularıyla uyumludur (Perie & David, 1997). Diğer bir açıdan okul ortamı tükenmişlikle ve iş doyumuyla ilişkilidir (Friedman, 1991; Grayson ve Alvarez, 2008). İş doyumuna ilişkin ampirik ve teorik çerçeveye uyumlu olarak bu çalışmada okul ortamıyla ilişkili olumlu değerlendirmeler yapan öğretmenlerde daha düşük duygusal tükenmişlik ve daha yüksek kişisel başarı hissi olduğu bulunmuştur. Bununla beraber, belirtilen sonuçlarla ilişkili olarak, okul ortamı ve işteki tükenme arasındaki ilişkilerin karşılıklı olarak birbirini etkileyebileceklerini dikkatten uzak tutmamak gereklidir.

Araştırmalar içsel doyumun işteki memnuniyetin çekirdeğinde yer aldığını ve mesleki tükenmişlikten koruduğunu göstermektedir (Bilge, 2006; Çam, 2001; Bilge, Akman, & Kellecioğlu, 2007). Önceki bulgularla uyumlu olarak bu çalışmada da içsel iş doyumunu, duygusal tükenmişlik ve depersonalizasyonun ters yönde belirleyicisi olduğu kadar, kişisel başarı hissini de artırıcı bir etken olduğu sonucuna varılmıştır. Buna karşın öğretmenlerde dışsal iş doyumunun işteki tükenmişlikle herhangi bir ilişkisi bulunamamıştır.

Alanyazında, stresli iş koşulları ve uyku problemleri arasındaki ilişkilerin ele alındığı araştırmaların sayısında hızlı bir artış olduğu görülmektedir (Åkerstedt, Knutsson ve ark., 2002; Jacquinet-Salord, Lang, Fouriaud, Nicoulet ve Bingham, 1993; Kalimo, Tenkanen, Harma, Poppius ve Heinsalmi, 2000; Nakata ve ark., 2004). Bu araştırmacılar işteki streslerin uykuya olumsuz etkilerini vurgulamaktadır. Diğer bir açıdan, iş stresi ve uyku kalitesi karşılıklı etkileşim içinde olduğundan uykudaki bozulmalar da, iş stresini artırıcı yönde rol oynamaktadır (Doi, Monowa ve Tango, 2003; Doi, 2005, Merey, Boysan ve Ateş, 2009).

Bu çalışmanın sonuçları, öznel uyku kalitesindeki bozulmanın duygusal tükenme ve depersonalizasyonla pozitif yönde ilişkili olduğunu göstermiştir. Yatakta geçirilen vaktin uyuyarak geçen bölümüne oranı Alışılabilir Uyku Etkililiği başlığı altında ölçülmektedir. Uyku etkililiğindeki bozulmanın tükenmişliğin önemli bir göstergesi olduğu bulunmuştur. Bu durum yatakta geçen vaktin bir kısmında kişinin endişelerle zaman harcamasıyla açıklanabilir. Diğer bir açıdan uyku süresindeki artış işteki duygusal tükenmişliği önemli ölçüde yordamaktadır. Uykuya bağlı gün içindeki işlevsellikteki azalmalar da işteki yabancılaşmanın bir belirleyicisidir. Buraya kadarki sonuçlar önceki çalışmalarla uyumlu olmakla beraber uykunun sürekliliğinin diğer bir ifadeyle uykudan uyanmaların sıklığının duygusal tükenmişlikle negatif yönde ilişkili olduğu görülmüştür. Bu durum paradoksal uyanıklık fenomeniyle açıklanabilir. Duygusal öz düzenlemede problemler ortaya çıktığı umutsuzluk ve çaresizlik durumlarında uykunun azalması kişiyi duygusal olarak daha canlı bir hale getirmektedir (Rotenberg, 2003). Gece uykusunda ortaya çıkan kesilmeler olumsuz duygulanımla bir baş etme stratejisi gibi görünmektedir. Sonuçlar demografik özellikler ve işe bağlı doyumun kontrol altına alındığında uykunun genel olarak işteki tükenmişlikle ilişkili olduğunu göstermektedir.

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