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Burnout Syndrome of Teachers: An Empirical Study in Denizli in Turkey

Esin BARUTÇU^{a*}, Celalettin SERİNKAN^b

^a Assist. Prof Dr, Pamukkale University, Denizli, TURKEY

^b Assoc. Prof Dr, Pamukkale University, Denizli, TURKEY

Abstract

Burnout can be defined as; the state of physical and emotional depletion resulting from conditions of work. It is emphasized emotional exhaustion as the result of prolonged overwork and overextension. Burnout includes three unique symptoms considered to be the result of burnout: emotional exhaustion, depersonalization, and reduced personal accomplishment. The main purpose of this study is to measure of burnout syndrome on teachers. This empiric research planned to be realized by surveying method. Teachers in province Denizli have been reached and asked to participate in the study. The survey instrument included Burn-Out Syndrome and demographic questions about the participants.

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1. Introduction

Burnout as a result of prolonged stress related to work intensity; the person cannot be found in the business function effectively. This inability to deal with the negative stress conditions can be considered as the last stage of the process. People must work and to have a job in order to survive. If the person is having difficulty because of the working conditions, he will remain a difficult process in their life. This situation brings a lot of problems. Individuals against people working with depersonalization, and personal accomplishment and competence to feel emotionally exhausted will lead to a decrease in feelings. Thus, all the life of an individual adversely affected (Maraşlı, 2005). This situation can be described as a brief burnout. Burnout is common in occupations that have relationships with people face to face (Barutçu&Serinkan, 2008). The teaching profession is one of them. Although the reasons may differ, all teachers may experience stress in their work (Jennett et al., 2003).

2. Burnout and Teacher Burnout

Burnout has become important problem for a long time revealing to all members of professions, including teaching. Freudenberg found this concept for the first time in 1974. He defined as wearing down or wearing out of energy (Ahola &Hakanen, 2007). Burnout is officially defined and personally experienced as a state of physical, emotional, and mental exhaustion caused by long-term taking part in situations that are emotionally demanding

* Corresponding author: Esin BARUTÇU. Tel.: +90-543-605 21 58.
E-mail address: esahin@pau.edu.tr

(Saiiari et al., 2011). Another way the term burnout is used to describe an individual reaction to chronic stress at work (Westermann et al., 2012).

Maslach is one of the pioneers in the study of teacher burnout, which was as a syndrome of physical and emotional exhaustion relating the development of harmful job attitudes, meager professional self-concept, and loss of empathic concern for regulars (Saiiari et al., 2011). These reactions characterized by emotional exhaustion, a distanced, indifferent, cynical attitude towards work and other people (de personalization) and a decline in personal accomplishment (Maslach et al., 2001). These consist of emotional exhaustion (a feeling of being emotionally overextended by contact with other people), depersonalization (an unfeeling and hardhearted response toward these people, as recipients of a service) and low personal achievement (a decline in feelings of competence and achievement in one's work) (Tatar&Horenczyk, 2002; Leiter & Maslach, 1988; Boles et al., 2000).

Understanding burnout among teachers is especially important, because teacher burnout has been found to have significant implications not only for teacher's health job satisfaction and motivation, but also for student behavior and learning (Pyhältö et al., 2012). Most teachers cope successfully with such stress. However, burnout may be the endpoint of coping unsuccessfully with chronic stress (Skaalvik and Skaalvik, 2010).

With approximately half of all teachers leaving the field within their first five years, there is a great need for research on factors commonly associated with teachers' job satisfaction and retention, such as teacher efficacy and burnout. Legislative mandates, heightened accountability, and high rates of behavioral challenges among students have increased interest in the climate of schools and the role teachers play in student outcomes (Pas et al., 2010). Furthermore, teachers face high responsibility demands including heavy workload and time pressure (Skaalvik & Skaalvik, 2010), often combined with shortened levels of infrastructure and social support from parents, principals and colleagues, all these factors decreasing a risk for burnout. Research on teacher burnout has shown that various environmental as well as individual factors contribute to burnout. For example, increased workload and high pace, a lack of social and some personality traits have been identified as predictors for teacher burnout (Pyhältö et al., 2011).

2. Research Method

The purpose of this study is to determine the levels of burnout on teachers working in Denizli. The teachers demographic characteristics is to determine whether maintenance of the differences between the levels of burnout. Another aim of the study is to give some advice for teachers who burnout.

Maslach Burnout Inventory was used for this study. This scale consists of three dimensions and 22 items. Measurement of the reliability coefficient was high (Cronbach's alpha= 0.822). Emotional burnout is consist of 9 item, Depersonalization is contain 5 and personal accomplishment 5 item too. If high level of Emotional burnout and Depersonalization are indicate burn out of teachers. Low score of personal accomplishment it means that teachers have burn out syndrome. Random sampling method was preferred for this study. Survey method was used in this research. 167 respondents were reached as a result of the research.

3.1. Research Findings

Executives ratio is very low among the 167 teacher surveyed (14%). This study is consist of 34% of primary school teachers, 44% secondary school teachers and 22% of, high school teachers participated. 62% of the respondents are female. With a maximum of 41% in the age group between the ages of 36-45, then 26-35 years of age group is 31%. Rate of 23 % in the group is over the 46 ages.

Table 1: Descriptive statistics

Burnout dimensions	School Type	N	Mean	Std. Deviation

Emotional burnout	Primary School	57	2,2456	,88932
	Secondary School	74	2,3889	,76744
	High School	36	2,0556	,66587
	Total	167	2,2681	,79735
Depersonalization	Primary School	57	1,4737	,68414
	Secondary Sc	74	1,6892	,78139
	High School	36	1,7833	,87815
	Total	167	1,6359	,77718
Personal accomplishment	Primary School	57	3,7434	,69172
	Secondary Sc	74	3,7128	,78778
	High School	36	3,8090	,84224
	Total	167	3,7440	,76501

Most of the teachers are married (92%) and seems to be the only two people who are divorced. With 53% of the teachers that they have 2 children, 38% places of birth village and 74% of manager’s style was found democratic. A large majority of teachers (65%) not to think about leaving the profession, only 6% group often planning to quit the profession. 46% of teachers are partly respected their professions and part of 46%, think about their salaries is sufficient. 38% of those, think that their salaries is insufficient. According to school types of teachers are involved in research that has shown below burnout dimensions’ descriptive statistics.

Table 2: Multiple Comparisons LSD

Dependent Variable	(I) School	(J) School	Mean Difference (I-J)	Std. Error	Sig.
Emotional burnout	2	3	-,14327	,13953	,306
		4	,19006	,16855	,261
	3	2	,14327	,13953	,306
		4	,33333*	,16088	,040
	4	2	-,19006	,16855	,261
		3	-,33333*	,16088	,040
Depersonalization	2	3	-,21550	,13607	,115
		4	-,30965**	,16438	,061
	3	2	,21550	,13607	,115
		4	-,09414	,15690	,549
	4	2	,30965**	,16438	,061
		3	,09414	,15690	,549

*. The mean difference is significant at the 0.05 levels. **. The mean difference is significant at the 0.10 levels.

The mean evaluation is made of the participants; the highest average of emotional exhaustion ($\bar{X} = 2.38$) was found in terms of secondary school teachers. Dimension of depersonalization in high school teachers ($\bar{X} = 1.78$) was highest rate found. This means that the two dimensions at burnout are low. The highest rated personal accomplishment dimension ($\bar{X} = 3.80$) was found in high school teachers. Higher scores mean to be this size; high school teachers have the lowest burn out syndrome rate. Multiple comparison analysis is shown that differences between the groups occurred by high school teachers.

Table 3: Gender Differences of Independent Samples t Test

	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)

Emotional burnout	Male-64	2,4063	,85798	1,776	165	,078
	Female-103	2,1823	,74873	1,720	120,118	,088
Depersonalization	Male-64	1,6281	,76168	-,102	165	,919
	Female-103	1,6408	,79031	-,103	137,482	,918
Personal accomplishment	Male-64	3,6602	,76196	-1,117	165	,265
	Female-103	3,7961	,76596	-1,119	134,260	,265

The mean difference is significant at the 0.10 levels.

According to the findings of the t-test in terms of gender dimension of emotional burnout, there is significant difference men and women. The mean score of men are higher ($\bar{X} = 2.40$) than women’s score. On the other hand, men’s personal achievement scores are lower than women. In this case, the men said to live more burnout. Salary satisfaction scores are shown below.

Table 4: Salary Descriptive

Emotional burnout		N	Mean	Std. Deviation
Emotional burnout	Adequate	26	2,0726	,68705
	Partially adequate	77	2,1890	,72683
	Inadequate	64	2,4427	,89230
	Total	167	2,2681	,79735
Depersonalization	Adequate	26	1,5154	,58013
	Partially adequate	77	1,6727	,76976
	Inadequate	64	1,6406	,85759
	Total	167	1,6359	,77718
Personal accomplishment	Adequate	26	3,6635	,90814
	Partially adequate	77	3,7890	,72894
	Inadequate	64	3,7227	,75378
	Total	167	3,7440	,76501

The group who was thought not adequate the salaries is higher score than the other groups according to emotional exhaustion. Depersonalization and personal accomplishment dimensions between the two groups, there is no significant differences. Other findings of the study are as follows: For the comparison of administrators and teachers' burnout scores, according to the t test, managers have been more experienced to burn out in depersonalization dimension ($\bar{X} = 1.95$, $p = ,049$). However, administrators in terms of personal achievement score average ($\bar{X} = 4.09$, $p = ,018$) are higher than teachers.

Table 5: ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Emotional burnout	Between Groups	3,426	2	1,713	2,751	,045
	Within Groups	102,111	164	,623		
	Total	105,537	166			
Depersonalization	Between Groups	,483	2	,242	,397	,673
	Within Groups	99,781	164	,608		

	Total	100,264	166			
Personal accomplishment	Between Groups	,353	2	,177	,299	,742
	Within Groups	96,797	164	,590		
	Total	97,150	166			

According to the analysis made in terms of age groups; there are significant differences in terms of depersonalization and personal accomplishment. Depersonalization size of the most points is the young teachers. In other phrase, under the age of 25 was the most having the burnout syndrome. Older teachers are located with the lowest score. 36-45 age group is determinate the highest personal achievement score.

4. Conclusion

Purpose of this study was to determine the levels of burnout in teachers working in schools in Denizli. As a result of the research; in which low levels of burnout in teachers, high school teachers experienced burnout at least, men are more experienced burnout than women teachers. Inadequate salaries of the teachers who have been identified more experienced burnout. Another result, the executive levels of teachers more experienced burnout and young teachers were found to be in more burnout than other age groups. Working conditions affecting burnout may improve as required. For the new teachers to facilitate their adaptation to the institutions and orientation programs should be implemented to deal with the problems faced.

Teachers, not only themselves, but also had a negative influence of education, they should consider burnout their students and colleagues. In this context, the teachers know what is burnout, prevention, recognition, and given seminars on coping with. In addition, the teachers working in the field of education, the salary for their services, in accordance with current economic conditions, should be done to improve a satisfactory way.

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