

A Study of Professional and Job Burnout on Teachers

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Abstract

In this study, it is aimed to determine the Professional and job burnout levels and the differentiation of the burnout levels in respect of some variables. In the scope of the study, the Gazi Burnout Scale, developed by Koç, Arslan and Topaloğlu (2009), was used. The scale comprises of two parts. In the first part, professional burnout level, made up of 14 expressions, and in the second part, job burnout level, made up of 12 expressions, are evaluated. The survey, formed through the Gazi Burnout Scale, was carried out on 426 teachers working in 22 primary and secondary schools in Samsun. In order to test the data obtained from the test, central inclination measures (frequency and percentage ranges) and statistical analysis methods (correlation, regression, t-tests and ANOVA) were used. In the study, the differentiation of Professional and job burnouts were dealt. Besides, the differentiation of burnout levels as to various demographical variables were measured, too. In consequence with the study, a significant differentiation between the Professional and job burnout levels of the teachers was determined.

Keywords: Burnout, Professional Burnout, Job Burnout, Teachers.

Introduction

Burnout, which is a concept that most of the working people experience at least once, but can't nominate because the exact definition of which they don't know, has taken its place in literature and been defined as a syndrome in the present day.

The concept of burnout was first brought out by Freudenberg in 1974 (Maslach & Jackson, 1981:99), and defined as 'failure, fatigue, decrease in energy and strength, or depletion in the internal sources of the individual emerging due to unsatisfied desires.

Burnout is considered a long term consequence of stress depending on a career; and is particularly seen among such professionals as doctors, nurses, psychologists, teachers, lawyers, babysitters, consultants and security guards, who are quite a lot in public relations (Gorter, Eijkman and Hoogstraten, '2000:262; Özdemir et al., 2003:14; Pines and Keinan, 2005:632).

Burnout leads to serious individual and organizational problems. Studies exist about the fact that not only does burnout come out in consequence with career conditions but it can be seen as a result of failure to accomplish goals and expectations in those who have such obsessive characteristics as perfectionism and elaborativity. Those studies indicate that relations with other people, motivation, too much work, the person's ability to comply with stress are related to burnout (Koç & Topaloğlu, 2010:240).

And organizationally, it appears through such problems as going to work late and leaving early, leaving the job, getting easement reports, barrenness in novelties, contributory criticism, productivity and extreme enterprises in job (Aktuğ et al., 2006:93).

Burnout brings along a range of problems and reveals the problems which can't be coped with in profession. Although burnout is a problem in a number of professions, it is more common in auxiliary professions. Besides teachers, managers, consultants, doctors, nurses, police officers have to bear excessive responsibility and overhead even in their working routine while they work to provide others with welfare. Along with limited resources, this weighty responsibility leads to chronic stress and burnout when it merges with long work hours, marginal working conditions, and unreasonable demands in respect of service.

A lot of research has been carried out in Turkey, too. Most of the research was performed on doctors, nurses, health workers, teachers and academicians (Topaloğlu et al., 2007:32).

However, throughout the studies carried out, professional burnout and job burnout were researched separately, the burnout status of professionals was researched, but the burnout emerging from the connection between profession and job wasn't touched much.

In the view of this information, the concepts of profession and job are confused. Though they resemble each other in definition and content, profession and job are different concepts. Profession, in general, is the name of a title earned by the individual depending on the levels of knowledge and skills requiring sophisticated education (Oxford, 1993:993). Job can be described as a regularly paid position (Oxford, 1993:673); an activity performed by one by exerting themselves in order to achieve, bring forward something (TDK, 2012); or as working, either mental or physical effort made by people generally for materialistic reward (Koç and Topaloğlu, 2010:34).

One might have the same profession as the job. For instance, a person who has the professional title of civil engineer in consequence with a bachelor degree might also be doing the job of a civil engineer. Both the professional and the job title of that person is civil engineer. On the other hand, a person could have a different professional and job. For instance, one with the professional title of civil engineer could be doing the job of an executive in a business.

Inasmuch as profession is a title which can be earned as a result of an advanced education, a person can have a job although they don't have a profession. Or, they don't have a job, but they have a professional title. Because, a professional title is a concept that lasts lifelong ever since it is earned (Koç and Topaloğlu, 2010:35).

In this study, the burnout status of working people which they experience in their professions and that in their jobs are handled separately. In other words, the burnout syndrome is handled bidimensionally.

The frequency between stress and burnout appears to be generally high in view of specialists serving for people, especially teachers. Burnout reflects negative results dependent on chronic job stress. Burnout includes such constituents in the individual as desensitization and the feeling of decrease in personal success (Huebner, Gilligan and Cobb, 2002:3). It is also a truth that it would lead to a great social turmoil for a teacher experiencing burnout to reflect their emotions to students.

Studies carried out so far have manifested that one fourth of teachers describe their profession as extremely stressful. It can therewith be concluded that teaching is a profession of 'high stress' category (Kyriacou, 2001:27). The fact that every fourth teacher experiences burnout due to stress and its reflection will cause serious problems to be encountered in the educational system.

It has been thought that teachers are close to this syndrome because of the responsibilities which their profession encumber on them and customary applications, and their professional burnout levels have been subject of a great deal of research. When literature is reviewed in this subject, although there are a great number of research carried out in other countries on the subject of burnout and the burnout in teachers, it is seen that studies on this subject in Turkey have only increased in recent years (Kayabaşı, 2008:6).

The measurement, evaluation of burnout in the profession of teaching and the revelation of its social, psychological and professional causes are notably important.

In the concerning literature, when the research is taken into consideration, generally the burnout levels of teachers are attempted to be determined. However, it is seen that the question whether the burnout levels result from their profession or jobs hasn't been analyzed. Nonetheless, it stands out to be another factor that enables this study significant that the burnout levels of teachers both in their profession and jobs are tried to be determined.

The subject of this study is the determination of the professional and job burnout levels of teachers and the establishment of their differentiation. Besides, the answer to the question what level the differentiation between the professional and job burnout levels of teachers is.

Hypotheses:

H_{1,a}: The professional burnout of the teachers who participated in the study differs significantly in respect of the age variable.

H_{1,b}: The job burnout of the teachers who participated in the study differs significantly in respect of the age variable.

H_{2,a}: The professional burnout of the teachers who participated in the study differs significantly in respect of the gender variable.

H_{2,b}: The job burnout of the teachers who participated in the study differs significantly in respect of the gender variable.

H_{3,a}: The professional burnout of the teachers who participated in the study differs significantly in respect of the field variable.

H_{3,b}: The job burnout of the teachers who participated in the study differs significantly in respect of the field variable.

H_{4,a}: The professional burnout of the teachers who participated in the study differs significantly in respect of the variable whether they have any administrative functions.

H_{4,b}: The job burnout of the teachers who participated in the study differs significantly in respect of the variable whether they have any administrative functions.

H_{5,a}: The professional burnout of the teachers who participated in the study differs significantly in respect of the variable of seniority years.

H_{5,b}: The job burnout of the teachers who participated in the study differs significantly in respect of the variable of seniority years.

Method

Research Model

The model of this research, which was carried out to determine the professional and job burnout levels of teachers and the differentiations, matches up with “the connectional model”, a sort of quantitative research models.

In a research to be carried out, the connectional model is performed through the method of collecting data from participants in the sampling about two or more variables in the research problem. As a result of the analysis of the data by means of statistical technics, it is determined whether there is a correlation between the variables (Özdamar, 1997:6).

In accordance with that, the following model was developed:

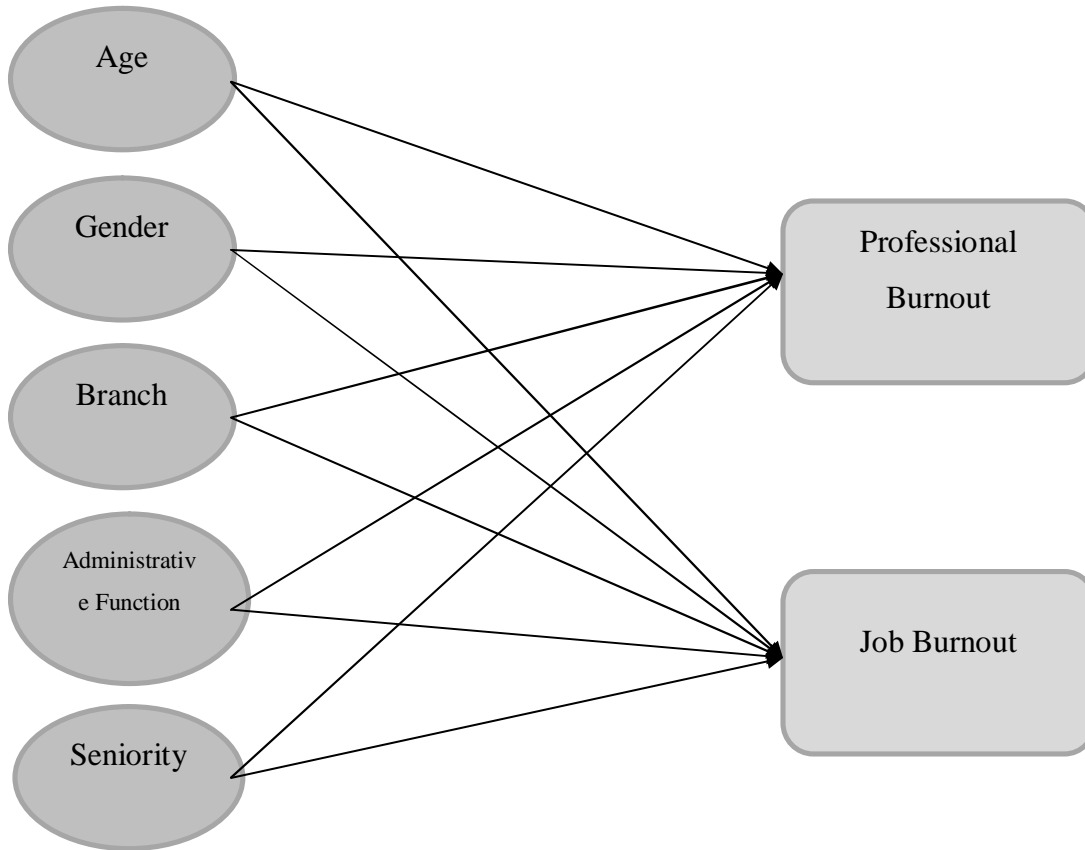


Figure 1. Research Model

Population and Sample

The main factor to be careful about in the determination of the number of samples in research is that the sample to be based upon should have the quality to reflect the peculiarities of the crowd to be taken as the target audience (Connon, 1994:137).

The p value, which represents the crowd ratio and estimation in the studies on which any research hasn't been done previously, is assumed 0,5. The acceptable error rate in the determination of the number of samples is a mathematical concept, and it indicates the incompatibility between the subject crowd of the research and the selected audience, and the researcher should forecast it. The acceptable relative standard error rate should be anticipated 3-5%. The number of the samples will increase as it gets closer to 3%, thus increasing the credibility of the research, and it will decrease as it gets closer to 5%. The acceptable error rate in this research was determined as 5% by taking financial possibilities and the time factor. However, the fact that the studies carried out in research should be in a confidence interval is of great importance. And that interval, determined by researchers, is $\pm 2,5\%$.

In other words, the confidence interval is 95%. And, accordingly, the z value is 1,96. Additionally, since the sample size in the research is affected by a number of factors such as the method of sampling to be used, the size of the population, whether the structure of the population poses a homogenous or heterogenous quality, etc., a researcher should calculate the sample size by taking all these factors into consideration (Ural and Kılıç, 2005:41). In the concerning literature (rıkan, 2000; Baş, 2001; Çil, 2003; Sekaran, 2003), though various formulae are given about the calculation of the sample size, the simple random sampling formula was used to determine the number of samples in this study (Yamane, 2001:116-117). The population of the research is 15.310 teachers working in the primary and secondary education schools in Samsun (meb.gov.tr., 2013). By the help of the simple random sampling formula used, the sample scale was determined n=400 people.

Data Collection

In the research, primary and secondary data sources will be made use of. The notional framework of the research was prepared by utilizing previous research, scientific articles, theses and books. Studies on burnout were reviewed and the literary information was attempted to be given by elaborating such basic points as definitions about the subject, its relation with similar notions, its significance, and its causes and effects.

In the study, questionnaire was used as the data collection technic. The questionnaire was introduced with an explanation about for what aim it had been prepared and brief information was given about overall definitions. Later, seven demographical variables such as age, gender, branch, the school they are presently working, administrative function, years worked, the type of institution they work in were included in the questionnaire.

Following the demographical variables, in order to measure the burnout of the teachers in their profession and carrers, and the differentiation in the burnout, the professional and job burnout scale, developed by Koç, Arslan and Toplaoğlu (2009), which includes a 14-question profession-related statements and a 12-question job-related statements was used (Koç, H., Arslan, S., Topaloğlu, I.G.:149-162). A copy of the questionnaire formed is in the attachments part (Attachment1) of the thesis.

The poll was conducted to totally 426 teachers. The “profession-related statements” part of the questionnaire was subjected to the ‘Cronbach’s Alpha’ reliability test in the SPSS (Statistical Package for the Social Sciences) and, as the result, the alpha (reliability) value was found $\alpha=0,785$. In this sense, it can be seen that the profession-related statement scale is reasonably reliable ($0,70 < \alpha < 1$). And the ‘Cronbach’s Alpha’ coefficient in the job-related statements in the second part of the questionnaire was found $\alpha=0,802$. In this sense, it can be seen that the job-related statements scale is highly reliable. The ‘Cronbach’s Alpha’ test results are in the attachments part of the thesis.

Data Analysis

The variables of this research are professional and job burnouts. The surveys used to measure the differentiation between professional and job burnouts constituted the database. This database was loaded to computer by means of SPSS (Statistical Packages for the Social Sciences).

The data obtained from the research were interpreted by subjecting them to various statistical analyses (frequency, average, t test, Anova, correlation, regression) in accordance with the purpose of the research.

Findings and Interpretation

The groups of the teachers who participated in the research according to their demographic peculiarities are shown in Table-1. In the table, there are the findings about the numbers and percentages related to the ages, genders, branches, administrative functions, the years worked of the teachers.

Table-1: Definitive Statistics about the Tachers Participant in the Research

Age	N	Percent (%)
20-25	16	3,8
26-30	62	14,5
31-35	107	25,1
36-40	100	23,5
41 and above	141	33,1
Total	426	100,0
Gender	N	Percent (%)
Female	203	47,7
Male	223	52,3
Total	426	100,0
Branch	N	Percent (%)
Nursery School Teacher	5	1,2
Primary School Teacher	66	15,5
Vocational Teacher	138	32,4
Cultural Education Teacher	217	50,9
Total	426	100,0
Administrative Function	N	Percent (%)
Yes,(has one)	52	12,2
No,(none)	374	87,8
Total	426	100,0
Years worked	N	Percent (%)
Less than 1 year	11	2,6
1-5 years	47	11,0
6-10 years	94	22,1
11-15 years	103	24,2
16 years or more	171	40,1
Total	426	100,0

The distribution of the teachers as to age groups are shown in Table-1. According to these data, it can be seen that, of the participants, the 33,1% (141 people) – the highest percentage – are 41+ years old and the 3,8% (16 people) – the lowest percentage – are between the ages 20 and 25. Considering the other distributions, there are 62 people between the ages 26 and 30, with 14,5%, 107 people between 31 and 35, with 25,1%, and 100 people between 36 and 40, with 23,5%.

Considering the distribution as to the genders of the participant teachers, the 47,7% (203 people) are female and the 52,3% (223 people) are male.

As for the branches of the teachers, it can be seen that 50,9% (217 people) are cultural education, 32,4% (138 people) are vocational, 15,5% (66 people) primary school, and 1,2% (5 people) are nursery school teachers. Additionally, while 12,2% of the teachers have various administrative functions, 87,8% of them don't have any. And in respect of the variable of years worked, of the teachers participated in the research, 40,1% (171 people) – the highest percentage – had worked for 16+ years, and 2,6% (11 people) – the lowest percentage – had worked for less than a year. Within the research group, the other distributions are 11,0% (47 people) had worked for 1-5 years, 22,1% (94 people) for 6-10 years and 24,2% (103 people) for 11-15 years.

Table-2: The Overall Professional and Job Burnout Averages of the Participant Teachers and the Differences

	N	\bar{X}	s.d.	Min.	Max.
Professional Burnout	426	2,8447	,44545	1,21	4,43
Job Burnout	426	2,7692	,48090	1,50	4,67
The Differences Between the Professional and Job Burnouts	N	\bar{X}	S.D	t	p
	426	,07556	,47134	3,309	,001

The overall professional and job burnout averages of the participant teachers are given in Table 2. If Table 2 is considered, it can be seen that the professional burnout average is $\bar{X}=2,8447$ and the job burnout average is $\bar{X}=2,7692$. It can be observed that there is a 0,0755 difference between them.

Table-3: The Professional and Job Burnouts Differentiation of the Participant Teachers Regarding the Age Variable

Age Variable		N	\bar{X}	s.d.	F	p
Professional Burnout	20-25	16	2,7366	,26817	,789	,533
	26-30	62	2,9217	,52580		
	31-35	107	2,8451	,41132		
	36-40	100	2,8179	,48894		
	41 and older	141	2,8419	,41543		
	Total	426	2,8447	,44545		
Job Burnout	20-25	16	2,3594	,37481	3,403	,009
	26-30	62	2,8320	,51866		
	31-35	107	2,7523	,44546		
	36-40	100	2,8017	,54016		
	41 and older	141	2,7778	,43731		
	Total	426	2,7692	,48090		

The professional and job burnout differentiation values regarding the age variable of the participant teachers are shown in Table-3. According to this table, any significant differentiation at the 0,05 importance level wasn't found between the ages and professional burnout averages (F=0,789 and p=0,533) of the teachers.

In addition, the job burnout values in regard of the age variable of the participant teachers are shown in Table-3. It was hereunder seen that there is a significant difference at the $p<0,05$ importance level between the age variable and the job burnout averages (F=3,403 and p=0,009). While the teachers between the ages 20 – 25, who has started their career recently, suffer job burnout less ($\bar{X}=2,3594$), it is seen that job burnout increases as the age average increases. This increasing was determined $\bar{X}=2,8320$ at the 26-30 age interval and $\bar{X}=2,8017$ at 36-40.

Table-4: The Professional and Job Burnout Differences of the Participant Teachers in Terms of the Age Variable

Age Variable		N	\bar{X}	s.d.	t	p
Professional and Job Burnout Differences	20-25	16	,37723	,38953	3,874	,001
	26-30	62	,08967	,57821		
	31-35	107	,09279	,44746		
	36-40	100	,01619	,49375		
	41 +	141	,06417	,41848		
	Total	426				

The differences between the professional and job burnout in regard of the age variable of the participant teachers were observed and they are shown in Table-4. As can be understood from the table, the difference between the professional and job burnouts gains significance at the $\bar{X}=,37723$ ($p=0,001$) $p<0,05$ importance level at the 20-25 age interval and at the $\bar{X}=,09279$ ($p=0,034$) $p<0,05$ at the 31-35 age interval as to the age groups. On the other hand, it can be said that the least difference is seen at the 36-40 age interval with the $\bar{X}=,01619$ average.

Table-5: The Professional and Job Burnouts Differentiation of the Participant Teachers Regarding the Gender Variable

	Gender	N	\bar{X}	s.d.	t	p
Professional Burnout	Female	203	2,8550	,42585	,455	,650
	Male	223	2,8354	,46334		
Job Burnout	Female	203	2,8153	,47084	1,894	,059
	Male	223	2,7272	,48714		

The differentiation between the professional and job burnout in regard of the gender variable of the participant teachers was observed and they are shown in Table-5. When the professional burnouts of the participant teachers was observed in terms of the gender variable ($p=,650$) any significance at the $p<0,05$ importance level wasn't found. The genders of the participant teachers hasn't affected their professional burnouts; in other words, it hasn't made any difference.

When the job burnouts of the participant teachers was observed in terms of the gender variable ($p=,059$) any significance at the $p<0,05$ importance level wasn't found. The genders of the participant teachers hasn't affected their job burnouts.

Table-6: The Professional and Job Burnouts Differentiation of the Participant Teachers Regarding the Gender Variable

	Gender	N	\bar{X}	s.d.	t	p
Professional and Job Burnout Differences	Female	203	,03976	,44532	1,272	,205
	Male	223	,10816	,49256	3,279	,001

The differences between the professional and job burnout in regard of the gender variable of the participant teachers were observed and they are shown in Table-6. As can be understood from the table, the difference between the professional and job burnouts has made a significant difference at the $p=0,001$ importance level about the male teachers. Nevertheless, it can be seen that female teachers don't suffer the professional and job burnouts difference so hadr as the males.

Table-7: The Professional and Job Burnouts Differentiation of the Participant Teachers Regarding the Branch Variable

	Branch	N	\bar{X}	s.d.	F	p
Professional Burnout	Nursery School Teacher	5	2,5429	,37998	2,785	,040
	Primary School Teacher	66	2,9632	,48368		
	Vocational Teacher	138	2,8018	,46540		
	Cultural Education Teacher	217	2,8430	,41520		
	Total	426	2,8447	,44545		
Job Burnout	Nursery School Teacher	5	2,5000	,55590	1,361	,254
	Primary School Teacher	66	2,7626	,50282		
	Vocational Teacher	138	2,7240	,43573		
	Cultural Education Teacher	217	2,8061	,49845		
	Total	426	2,7692	,48090		

The differentiation values between the professional and job burnout in regard of the branch variable of the participant teachers are shown in Table-7. According to this table, it is seen that there is a significance between the branches and professional burnout averages ($F=2,785$ ve $p=,040$) of teachers at the $p<0,05$ importance level. According to this differentiation, professional burnout is at the highest average - $\bar{X}=2,9632$ - with primary school teachers, followed by cultural education and vocational teachers respectively. It can be said that the least differentiation - $\bar{X}=2,5429$ - in professional burnout is with nursery school teachers.

The differentiation values of the job burnout in regard of the branch variable of the participant teachers are shown in Table-7. According to the table, any significant differentiation ($F=1,361$ ve $p=,254$) at the $p<0,05$ importance level between the branches and burnout averages of the participant teachers wasn't found.

Table-8: The Professional and Job Burnouts Differences of the Participant Teachers Regarding the Branch Variable

	Branch	N	\bar{X}	s.d.	t	p
Differences in the Professional and Job Burnouts	Nursery School Teacher	5	,04286	,73466	,130	,903
	Primary School Teacher	66	,20058	,41485	3,928	,000
	Vocational Teacher	138	,07773	,47155	1,9360	,055
	Cultural Education Teacher	217	,03692	,47749	1,1390	,256
	Total	426				

The differences between the professional and job burnout in regard of the branch variable of the participant teachers were observed and they are shown in Table-8. As can be understood from the table, the difference between the professional and job burnouts of the nursery school teachers was insignificant at the $p=,903$ importance level, and made a difference in such a way of affirming the former correlation analysis ($r=-,204$ a reverse correlation). On the other hand, it is seen that the differentiation suggests a significant difference as to the primary school teachers at $\bar{X}=,20058$ average and $p=0,000$ importance level.

Table-9: The Differentiation Between the Professional and Job Burnouts Regarding Administrative Function of the Participant Teachers

	Administrative Function	N	\bar{X}	s.d.	F	p
Professional Burnout	Yes	52	2,7857	,39174	-1,020	,308
	No	374	2,8529	,45228		
Job Burnout	Yes	52	2,7933	,52769	,385	,700
	No	374	2,7658	,47470		

The differentiation values of the professional and job burnouts regarding the administrative functions of the participant teachers are shown in Table-9. According to the table, any significant differentiation between the professional burnout averages and administrative functions ($p=0,308$) of the participant teachers at the $p<0,05$ importance level wasn't found. Also, in the table, there isn't a significant differentiation between the job burnout average and administrative functions ($p=,700$) of the participant teachers at the $p<0,05$ importance level.

Table-10: The Professional and Job Burnouts Differences of the Participant Teachers Regarding the Administrative Function Variable

	Administrative Function	N	\bar{X}	s.d.	t	p
Differences Between Professional and Job Burnouts	Yes	52	-,00755	,43492	-,125	,901
	No	374	,08712	,47557	3,543	,000

The differences between the professional and job burnout in regard of the administrative function variable of the participant teachers were observed and they are shown in Table-10. As can be understood from the table, regarding the administrative function variable between the professional and job burnouts, a significant difference at the $p=,000$ importance level for teachers who didn't have any administrative functions was observed whereas the differences for the teachers who had administrative functions indicate that there was an inverse relation with the negative average ($\bar{X}=,00755$).

Table-11: The Professional and Job Burnouts Differences of the Participant Teachers Regarding the Years Worked Variable

	Years worked	N	\bar{X}	s.d.	F	p
Professional Burnout	Less than 1 year	11	2,7013	,32074	2,025	,090
	1-5 years	47	2,8161	,53840		
	6-10 years	94	2,9407	,39716		
	11-15 years	103	2,8669	,48446		
	16+years	171	2,7957	,41846		
	Total	426	2,8447	,44545		
Job Burnout	Less than 1 year	11	2,3712	,31483	2,641	,033
	1-5 years	47	2,7039	,44870		
	6-10 years	94	2,7996	,47524		
	11-15 years	103	2,8285	,51803		
	16+years	171	2,7602	,46812		
	Total	426	2,7692	,48090		

The differentiation values of the professional and job burnouts regarding the years worked of the participant teachers are shown in Table-11. According to the table, any significant differentiation between the years worked and professional burnout averages wasn't found at the ($p=0,308$) $p<0,05$ importance level.

It can be seen that there is a significant differentiation between the years worked and job burnout averages of the participant teachers at the ($F=2,641$ and $p=0,033$) $p<0,05$ importance level. The job burnout average of the teachers who started their careers in recent years is the lowest, with $\bar{X}=2,3712$, whereas it reaches a high level, with $\bar{X}=2,8285$, for the teachers who have worked for 11-15 years.

Table-12: The Professional and Job Burnouts Differences of the Participant Teachers Regarding the Years Worked Variable

Years worked		N	\bar{X}	s.d.	t	p
Differences Between Professional and Job Burnouts	Less than 1 year	11	,33009	,39455	2,775	,020
	1-5 years	47	,11221	,55026	1,398	,168
	6-10 years	94	,14108	,44889	3,047	,003
	11-15 years	103	,03837	,46384	,8400	,403
	16+years	171	,03551	,46433	1,000	,319
Total		426				

The differences between the professional and job burnout in regard of the years worked variable of the participant teachers were observed and they are shown in Table-12. As can be understood from the table, a significant difference at the $p=,003$ importance level for the teachers who had worked for 6-10 years regarding professional and job burnouts was observed whereas any significant difference wasn't observed for the teachers who had worked for 11+ years.

Conclusion and Suggestions

The professional and job burnouts of teachers, who work in one of the professions that have the utmost relations with the public in modern age, have been handled in lots of studies and results to support the hypotheses have been obtained. The decrease in energy and idealism in the profession of teaching, which is dreadfully affected by environmental factors besides personal characteristics, along with the triggering effect of stress provoking factors, renders burnout inevitable.

In this study, the professional and job burnout levels of the teachers working in various schools in Samsun and some of its counties and the differentiations in them was tried to be identified. At the end of the research, results to support the hypotheses of it were obtained. In addition to that, the results obtained in consequence with the analyses and tests are as follows:

Considering the overall professional and job burnout averages of the participant teachers, it can be seen that there is a $=0,0755$ difference between them. In other words, it can be understood that teachers rather suffer burnout in their profession than jobs. This can be an evidence that they suffer more professional inefficiencies and negative situations.

In the professional and job burnouts differentiation for the participant teachers as to the age variable, any significant differentiation in respect of professional burnout wasn't found, and the **H_{1,a}** hypothesis wasn't supported with sufficient evidence; but the job burnout average indicated a significant differentiation and **the H_{1,b} hypothesis was supported with sufficient evidence**. On the other hand, the relevance between the professional and job burnouts regarding the age variable of the participant teachers was observed and a strong relevance between professional and job burnouts as to the age groups was determined. It was also determined that the strongest relevance was at the 36-40 age group, with $r=543$. In addition, it is seen that the relevance of burnout increases as the age group increases. According to these results, it is seen that the level of burnout increases as teachers get older.

Any differentiation between the professional and job burnouts regarding the gender variable of the participant teachers wasn't determined. According to this result, **the H_{2,a} and H_{2,b} weren't supported sufficient evidence**. However, when the differentiation between the professional and job burnouts regarding the gender variable of the participant teachers was observed, a significant difference was only determined among the male teachers.

When the differentiation between the professional and job burnouts regarding the branch variable of the participant teachers was observed, a differentiation was observed at the level of the professional was seen and **the H_{3,a} hypothesis was supported with sufficient evidence**. In accordance with this differentiation, the professional burnout average is higher, $\bar{X}=2,9632$ for the primary school teachers than the other branch teachers, followed by the cultural education and vocational teachers respectively. It can be said that the least differentiation in the professional burnout levels is seen for the nursery school teachers, with the average $\bar{X}=2,5429$. Additionally, any significant differentiation wasn't found between the teachers' branches and job burnout averages ($F=1,361$ and $p=.254$) at the $p<0,05$ importance level. In accordance with this result, **H_{3,b} hypothesis wasn't supported with sufficient evidence**.

When the differentiation between the professional and job burnouts regarding the branch variable of the participant teachers was observed, a differentiation between the professional and job burnouts was only determined for primary school teachers.

When the differentiation values between the professional and job burnouts regarding the administrative function variable of the participant teachers was observed, any significant differentiation at the $p<0,05$ importance level wasn't found. In accordance with this result, **H_{4,a} and H_{4,b} hypotheses weren't supported with sufficient evidence**. And when it was observed whether there was a differentiation between the professional and job burnouts regarding the administrative function variable of the participant teachers, it was determined that there was only a significant difference for the teachers who didn't have any administrative function.

When the differentiation between the professional and job burnouts regarding the years worked variable of the participant teachers was observed, any significant differentiation between the years worked and professional burnout averages ($p=0,308$) of the teachers at the $p<0,05$ importance level wasn't found. In accordance with this result, **H_{5,a} hypothesis wasn't supported with sufficient evidence**. On the other hand, it can be seen that there is a significant differentiation between the years worked and job burnout averages ($F=2,641$ and $p=0,033$) at the $p<0,05$ importance level. In accordance with this result, **the H_{5,b} hypothesis was supported with sufficient evidence**. According to these results, while the teachers who have recently started their careers suffer burnout less due to idealism and physical freshness, they suffer burnout more and more due to the increase in physical and psychological wearout as the number of years worked increases. Especially for the teachers who have worked for 11+ years, the differentiation and relevance of burnout is seen to be denser.

And when it was observed whether there was a differentiation between the professional and job burnouts regarding the years worked variable of the participant teachers, a difference was only determined for the teachers who had worked for less than a year and those who had worked for 6-10 years.

According to the analysis results, it is understood that the professional burnout levels of teachers are generally higher than their job burnout levels. The reason for this situation can be explained as the fact that respect has decreased towards the teaching profession in recent years; that the general attitude towards the teaching profession has been negative; and that administrators choose some back office applications that are to harm the prestige of the teaching profession. In conclusion, besides any applications to be enacted in order to regain the prestige of the profession would be such ones that could disappear the burnout of teachers in the profession, they would have an important effect on preventing job burnout as well.

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