

ERKAN EFILTI

Necmettin Erbakan University, Turkey

THE INVESTIGATION OF BURNOUT AND JOB DISSATISFACTION LEVELS OF SPECIAL EDUCATION TEACHERS

Abstract:

The aim of this study is to find out the burnout and job satisfaction levels of teachers working in the field of special education and compare them in terms of some variables. Following sub-purposes were examined in order to achieve these purposes. Is there a relationship between the burnout levels and job satisfaction of special education teachers? Is there a relationship between their burnout levels and their job satisfaction in terms of variables of professional working years, age and department? Data were obtained from a total of 79 primary school teachers for the mentally handicapped, including 40 women, 39 men, working in primary schools and rehabilitation centers in the province of Konya. A significant relationship between the job satisfaction and burnout levels of teachers was identified from this study. In this study, a significant difference was found between job satisfaction and burnout levels of teachers according to their age and working year levels.

Keywords:

Special education, burnout, job satisfaction

INTRODUCTION

Showing the required performance in teachers' job depends on feeling themselves well in terms of psychology. Especially among the problems they face in performing their professions, excessive burnouts come the first (Kayabaşı,2008).

Today individuals have experienced a life filled with forces which make them feel in each field. While these forces reveal energy necessary for going on life by disturbing an individual's psychological balance, they make the individual desperate, vulnerable and weak with their paradox to be able to destroy all his energy (Avşaroğlu, Deniz ,Kahraman ,2005).

Burnout is a sign which has both emotional and physical results. They are emotional signs with tiredness, lack of motivation, professional motivation and hope, dissatisfaction, indifference, ignorance, dread, compulsion, unwillingness in work, decrease in joy of life, boredom, burnout (Aydın, Dilmaç, Kulaksızoğlu, 2003).

The relation of burnout with the concepts of job satisfaction, stress, life satisfaction and life quality is a natural result. These concepts are related with each other, which can be seen in persons' various reactions and attributes in life conditions. It can be said that working individuals' life satisfaction and burnout level can be affected in a negative way when stress factors are intensive and job satisfaction cannot be given.

Burnout was firstly described as 'a burnout resulting from unsuccess, weariness, loss of energy and power or unsatisfied desires on people's internal sources (Freudenberger, 1974).

Cherniss(1980) called burnout as 'a reaction which a person shows in a way of distracting from his work due to excessive stress or dissatisfaction' and explained as a disease resulting from over-dependence.

Cardinell(1981),saying burnout in a comprehensive meaning, described as 'a middle-aged crisis; a serious indicator of disease in human life', hereby, many researches indicate that many people have to live between the ages of 35-50 and become in depression because of some social-contented problems, the desire for acquiring career and status at first.

Maslach (1982) also explained the concept of burnout as 'emotional burnout, desensitization and feeling of low personal success seen in ones having an intensive communication with people due to their professions.

Job satisfaction occurs from attributes workers develop against their works. It is an emotional reaction against work experiences. It is not a different concept from satisfaction in a general meaning, is related with meeting needs.

According to Güler (1990), job satisfaction means that a person's values regarding his work are fulfilled in their professions and these values comply with an individual's needs.

According to Avşaroğlu et al. (2005), job satisfaction is a whole of processes concerning individuals' life patterns and standards. The variables such as teachers' economical positions, professional status, place and environmental conditions in they give service and their expectation levels are items which affect their life satisfaction. So teachers' job satisfaction and their forms of perceptions for professional burnout levels affect their life satisfaction.

According to Izgar (2001), a lot of personal characteristics such as age, marital status, number of child, over-dependence on work, personal expectations, motivation, personality, performance, stress in personal life, professional satisfaction, informal support, support from superordinate came the first in the researches focused on burnout and among the characteristics regarding burnout.

Private education teachers are regarded as a group of higher risk in terms of having burnout because of their working environments and children (Akçamete, Kaner, Sucuoğlu, 2001).

When examined about the results of burnout, negative results such as negligence in work, increase in tendency and intention for leaving work, disturbance in service quality, absence in work without permission, tendency for disturbance and disharmony in human relations at work and away from work, alination tendency from spouse and family members, low work performance, job dissatisfaction, sickness without reasons, being injured at work and any increase in work accidents have been observed (Çam, 1991). Persons having burnout syndrome increase in alcohol, smoking, drug, sedative burnout with the hope of reducing their problems and increasingly depend on these agents.

In our country teachers working in private education have to work with children they do not know enough, they try to overcome with the problems such as lack of tools and measurements in institutions, limitations of programmes, current programmes not applied. Also, there are no experts to give support to teachers in private education institutions in terms of information and skills, they are responsible for solving many problems regarding application, so these make teachers work difficult. In addition to current problems, many teachers are not educated in private education field, they do not take any courses on topic, however, they become obliged to fulfill needs of children with different characteristics, so these leave negative effects on teachers. Thus, teachers' productivity decreases and a lot of private education teachers leave private education field to work with normal children (Akçamete et al., 2001)

Ergin (1992) found out in his research titled with "Adaptation of Burnout and Maslach Burnout Measurement in Doctors and Nurses" : a-women feel emotional burnout more than men. Given the success dimension, men's success feeling are higher than women. b-As working time increases, burnout decreases. c-In single nurses desensitization are higher than married ones. d-In single doctors desensitization and emotional burnout are more than married ones.

Tüm kaya (1996) analyzed “Burnout, Psychological Signs and Overcoming Behaviors in Teachers” in his study of 720 teachers at various levels. For determining burnout, “The Measurement of Teacher Burnout” developed by Seidman and Zager (1986-1987), for finding psychological signs, “The Screening List of Psychological Signs SCL-90-R” developed by Derogatis et al. (1977) and a questionnaire consisting of socio-demographic variables, profession and working conditions were used. It was made clear that the burnout level differed from the variables such as gender, age, graduation level, working school level, school duty, working year and socio-economic level of school. It was determined that gender, age, marital status, graduation level, working school level, working year, branch and socio-economic level of school caused significant differences in psychological signs (negative reactions against stress) (Izgar, 2001).

Sucuoğlu and Koluğlu-Aksaz (1996) dealt with burnout in teachers working with disabled children in their research called “Evaluation of Burnout in Teachers Working with Disabled Children”. In this study 199 private education teachers and 112 primary school teachers participated. When compared to the bicipated. When compared to the burnout levels between private education teachers and primary school teachers, there were no differences at points in the sub-measurements of emotional burnout and desentization, but there were significant differences at the points of personal success in two groups. Primary school teachers’ personal success sub-measurement points were higher rather than private education teachers.

Girgin’s study (1995) called “An Analysis of Variables Affecting Professional Burnout Development in Primary School Teachers and A Model Design (İzmir Comparisons of Urban and Rural Areas)” focused on the variables affecting Professional burnout development in primary school teachers. The emotional variables; reasons for keeping on profession, choosing jobs, support from superordinates, satisfaction from education system. The variables affecting the sub-dimension of desentization are working year, satisfaction from education system and socio-economic level in metropolitan city. The variables affecting the sub-dimension of personal success are working year, status at school, reason for keeping on job, appreciation from superordinates, socio-economic level.

The Aim of the Research

The aim of the research is to compare the burnout levels and job satisfactions of teachers working in private education field in terms of some variables. To achieve this aim, the following sub-aims were studied.

Is there any relation between the burnout levels and job satisfactions in private education teachers?

Is there any relation between the professional working years, the burnout levels and job satisfactions in private education teachers?

Is there any relation between age variable, burnout levels and job satisfactions in private education teachers?

Is there any relation between department variable, burnout levels and job satisfactions in private education teachers?

METHOD

Research Model:

In this research the screening model was used.

Research group:

Data were consisted of 79 mentally disabled class teachers as total including 40 females and 39 males working in primary schools and rehabilitation centers in Konya.

Data Collection Tools:

Within the research 3 types of data collection means were used. These are:

a- Individual Information Form

b- Maslach BurnoutInventory

c- Job Satisfaction Measurement:

a- Individual Information Form

It was prepared by a researcher to take information about private education teachers.

b- Maslach BurnoutInventory

This was developed by Maslach (1981) to estimate burnout and adapted to Turkish by Çam (1989). It consists of 22 articles.

This inventory involves 3 sub-dimensions including emotional burnout, desentization and personal success.

The sub-measurement of emotional burnout means emotions burned out and overloaded by himself or by his work. The sub-measurement of desentization means a person's behaviors devoid from emotions to people he gives a service. The sub-measurement of personal success means feelings of desires and capability.

1-Emotional burnout consists of 9 articles (1, 2, 3, 6, 8, 13, 14, 16, 20),

2-The sub-measurement of desentization consists of 5 articles (5, 10, 11, 15, 22),

3-The sub-measurement of personal success consists of 8 articles (4, 7, 9, 12, 17, 18, 19, 21).

Emotional burnout and desentization show higher points than their sub-measurements, lower points than the sub-measurement of personal success.

Maslach burnout inventory provides total point and sub-measurement points at the end of five steps Lykert type scoring system as never, rarely, sometimes, mostly, always. Its sub-measurement points are estimated by evaluating 1: never, 5: always.

Evaluations on Maslach Burnout Inventory Scoring System

Making evaluations, the points for each sub-measurement are evaluated for each individual.

In the sub-measurement of emotional burnout, the points of 27 and over it are regarded as burnout, if the relevant points change between 17-26, these are normal, if they are between 0-16, they are regarded at a low level.

In the sub-measurement of personal success, the points from 0 to 31 are evaluated as burnout points, the points changing between 32 and 38 are normal, the points being 39 and over it show the points at a low level.

In the sub-measurement of desentization, the points being 13 and over it show the high points, the points between 7-12 for normal points, and the points between 0-6 for low points.

c- Job Satisfaction Measurement:

The Job Satisfaction Measurement was developed by Hackman and Oldham (1980) in order to make evaluations about an individual's profession. The measurement consists of 14 articles and arranged in the Lykert technique (Akt: Izgar, 2003).

The Reliability and Validity of the Measurement:

The reliability and validity of the measurement was done with the test retest method by Hackman and Oldham (1980), the average point of the first application was estimated to be 34.27, the average point of the second application was 34.71. The average points of the two applications were very close to each other, this was regarded as the indicator of reliability. In Turkey Gödelek's study (1988) aimed at article validity of this measurement indicated significant relations between most of the articles and total ones by analyzing the correlations of articles in measurement. The same situation was obtained after the test retest application (Akt: Güler, 1990). The measurement can be applied to persons in each graduation level. Since all the articles of the measurement are positive, these are estimated from 1 to 5. As the highest point for the measurement is 70, the lowest point is 14. While the points between 53-70 show that job satisfaction is high, the points between 33-52 show that job satisfaction has a medium level. When the points from the measurement with 56th range width are 14-32, the job satisfaction is low.

FINDINGS

The research group randomly consisted of 79 teachers working in primary schools and rehabilitation centers in Konya. There were 40 female and 39 male teachers in the research group.

Table 1: Relation Between Job Satisfaction and Burnout

		Job Satisfaction	Burnout
Job Satisfaction	Pearson Correlation	1	-,516**
	Sig. (2-tailed)		,000
	N	79	79
Burnout	Pearson Correlation	-,516**	1
	Sig. (2-tailed)	,000	
	N	79	79

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2: Relation Between Job Satisfaction and Burnout Levels in Private Education Teachers

	N	R	Job Satisfaction
Burnout	79	-,516	.001

As seen in Table, there was a negative relation between job satisfaction and burnout in private education teachers. $R = -.516$ $p < .001$

Table 3. Job Satisfaction and Burnout in Accordance with Working Year

		ANOVA				
		Sum of Squares	Df	Mean Square	F	Sig.
JOB SATISFACTION	Between Groups	731,171	3	243,724	2,315	,083
	Within Groups	7896,500	75	105,287		
	Total	8627,671	78			
BURNOUT	Between Groups	1620,662	3	540,221	4,564	,005*
	Within Groups	8877,237	75	118,363		
	Total	10497,899	78			

When examined at Table 3, the F value of 2.315 obtained from whether the average points of job satisfaction measurement differed in accordance with the working year, was not found to be insignificant at the significance level 0.05 ($p > .05$). The F value of 4.564 from the average points of burnout measurement was significant at the significance level 0.05 ($p < .05$).

Table 4. Burnout in Accordance with Age Variable

Dependent Variable	(I) Age	(J) Age	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
BURNOUT	20-30	31-40	-3,86769*	2,78738	,169	-9,4204	1,6851
		41-50	-11,86769*	3,72013	,002	-19,2786	-4,4568
		>51	-18,56000*	7,99475	,023	-34,4864	-2,6336
	31-40	20-30	3,86769	2,78738	,169	-1,6851	9,4204
		41-50	-8,00000*	3,48422	,024	-14,9409	-1,0591
		>51	-14,69231	7,88775	,066	-30,4055	1,0209
	41-50	20-30	11,86769*	3,72013	,002	4,4568	19,2786
		31-40	8,00000*	3,48422	,024	1,0591	14,9409
		>51	-6,69231	8,26356	,421	-23,1542	9,7695
	>51	20-30	18,56000*	7,99475	,023	2,6336	34,4864
		31-40	14,69231	7,88775	,066	-1,0209	30,4055
		41-50	6,69231	8,26356	,421	-9,7695	23,1542

*. The mean difference is significant at the 0.05 level.

When examined at Table 4, the F value of 4.427 obtained from whether the average points of job satisfaction measurement differed in accordance with the age variable, was found to be insignificant at the significance level 0.05. The F value of 4.564 from the average points of burnout measurement was significant at the significance level 0.05. According to this result, the points of job satisfaction significantly differed from ages. The 0.02 F value were not significant about the average points of burnout

measurement. The results showed that the points of burnout measurement were not significant for ages.

Table 5. Job Satisfaction and Burnout in Accordance with Department Variable

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
JOB SATISFACTION	Between Groups	999,424	2	499,712	4,979	,009*
	Within Groups	7628,247	76	100,372		
	Total	8627,671	78			
BURNOUT	Between Groups	373,732	2	186,866	1,403	,252
	Within Groups	10124,167	76	133,213		
	Total	10497,899	78			

ee

Dependent Variable	(I) Department	(J) Department	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
JOB SATISFACTION	Primary School (PS)	Pre-S	-9,06250*	2,94330	,003	-14,9246	-3,2004
		SE	-4,26190	2,67757	,116	-9,5948	1,0709
	Pre-School (Pre-S)	PS	9,06250*	2,94330	,003	3,2004	14,9246
		SE	4,80060	3,32458	,153	-1,8209	11,4221
	Special Education (SE)	PS	4,26190	2,67757	,116	-1,0709	9,5948
		Pre-S	-4,80060	3,32458	,153	-11,4221	1,8209

When examined at Table 5, the F value of 4.979 obtained from whether the average points of job satisfaction measurement differed in accordance with the department

variable, was found to be insignificant at the significance level 0.05. The F value of 1.403 from the average points of burnout measurement was not significant at the significance level 0.05. In the other word, job satisfaction is significant factor but burnout is not significant in terms of departments.

RESULTS AND SUGGESTIONS

This study showed a significant relation between job satisfaction and burnout in teachers. There were significant differences between burnout levels and working year. Also there were significant differences between job satisfaction and departments, too. In particular, it is important to have a healthy psychological position for individuals in order to give help services to them effectively. So job satisfaction and burnout levels must be analyzed in different research groups.

REFERENCE

- Akçamete, G., Kaner, S., Sucuoğlu, B. (2001). Öğretmenlerde Tükenmişlik İş Doyumu ve Kişilik. Nobel Yayınları. s.16-22.
- Avşaroğlu, S., Deniz, E., Kahraman, A. (2005). Teknik Öğretmenlerde Yaşam Doyumu ve Mesleki Tükenmişlik Düzeylerinin İncelenmesi. Sosyal Bilimler Dergisi. sayı:14 s.116-118.
- Aydın, A., Dilmaç, B., Kulaksızoğlu, A. (2003). Özel Eğitim Alanında Çalışan Öğretmenlerin Tükenmişlik Duygusu Üzerine Karşılaştırmalı Bir Araştırma. Trakya Üniversitesi Sosyal Bilimler Dergisi. sayı:1, s.16
- Cardinell, C.F., (1981). 'Mid-Life Professional Cries: Two Hypotheses' The Annual Meeting of the National Conference of Professors of Educational Administration, Seattle.
- Charniss, O. (1980). Staff burnout: Job stres in the human services. Beverly Hills, CA: Sage Publication.
- Corcoran, K.J. (1986). Measuring burnout: A reliability and convergent validity study. Journal of Social Behavior and Personality, 1, 107-112.
- Cordes, C.L. ve Dougherty, T.W. (1993). A review and integration of research on job burnout. Academy of Management Review, 18, 621-656.
- Cropanzano, R., Howes, J.C., Grandey. A.A., ve Toth, P. (1997). The relationship of organizational politics and support to work behavior, attitudes, and stress. Journal of Organizational Behavior, 18, 159-180.
- Çam, O. (1992). Tükenmişlik Envanterinin Geçerlik ve Güvenirliğinin Araştırılması

- Ergin, C. (1992). Doktor ve Hemşirelerde Tükenmişlik ve Maslach Tükenmişlik Envanterinin Uyarlanması. 7. Psikoloji Kongre Kitabı. Ankara. Psikologlar Derneği Yayınları.
- Freudenberger, H.J.,1974, "Staff Burn-out", Journal of Social Issues, Vol:XXX, s:159-165.
- Girgin, G. (1995). İlkokul Öğretmenlerinde Meslekten Tükenmişliği Gelişimini Etkileyen Değişkenlerin Analizi ve Bir Model Önerisi (İzmir İli Kırsal ve Kentsel Yöre Karşılaştırması) Yayınlanmamış Doktora Tezi, Dokuz Eylül Üniversitesi, İzmir.
- Güler, M. (1990). Endüstri İşçilerinin İş Doyumu ve İş Verimine Depresyon, Kaygı ve Diğer Değişkenlerin Etkisi. Yayınlanmamış Doktora Tezi. Hacettepe Üniversitesi Sosyal Bilimler Enstitüsü. Ankara.
- Izgar, H.(2001). Okul Yöneticilerinde Tükenmişlik. Nobel Yayınları. s.11
- Izgar, H. (2003). "Endüstri ve Örgüt Psikolojisi". (Edit: Hüseyin Izgar). Konya: Eğitim Kitapevi Yayınları. No: 19.
- Kayabaşı, Y.(2008). Bazı Değişkenler Açısından Öğretmenlerin Mesleki Tükenmişlik Düzeyleri. Sosyal Bilimler Dergisi. sayı:20. s.1
- Maslach, C. ve Jackson, S.E. (1981). The measurement of experienced burnout. Journal of Occupational Behavior, 2, 99-113.
- Maslach, C. (1982). Burnout: The cost of caring. Englewood Cliffs, New-Jersey: Prentice Hall.
- Tümkaya, S. (1997). "İlkokul, Ortaokul ve Lise Öğretmenlerinin Tükenmişlik Düzeyleri ile Kullandıkları Başa Çıkma Davranışları"4.Ulusal Psikolojik Danışma ve Rehberlik Kongresinde Sunulan Bildiri.Ankara, (1-3 Eylül 1997).