



<http://www.eab.org.tr>

Available online at:

http://ijer.eab.org.tr/media/volume5/issue1/s_bilgen.pdf

Educational Research Association
The International Journal of
Educational Researchers 2014, 5 (1) : 1-9
ISSN: 1308-9501



<http://ijer.eab.org.tr>

The Rate of Burnout of Elementary School Teachers and Elementary Mathematics Teachers*

(Sınıf Öğretmenlerinin ve İlköğretim Matematik Öğretmenlerinin Tükenmişlik Düzeyleri)

Sezgin Bilgen,

Canakkale Onsekiz Mart University, Turkey

Salih Zeki Genç,

Canakkale Onsekiz Mart University, Turkey

ABSTRACT

The aim of this study is to examine the exhaustion levels of the elementary school teachers and the elementary mathematics teachers according to gender, marital status, seniority and type of school graduated. The study involved 80 female, 59 male teachers. The sample of teachers from Canakkale province provided data for the study. Survey method was used for this study. To measure burnout level of teachers in the sample we have used Personal Information Form and Maslach's Burnout Inventory. The inventory demonstrated to examination variables related burnouts which emotional exhaustion, reduced personal accomplishment and depersonalization subscales. Data were analyzed using the statistical program SPSS 19. The data obtained from the research was tested by Normality Tests, Mann-Whitney-U Test and Kruskal-Wallis Test. It was seen that burnout levels do not differ according to their gender, marital status, seniority and type of school they had graduated. On the basis of departments it was found out that both elementary school teachers' exhaustion levels and elementary mathematics teachers' exhaustion levels were medium.

Keywords: burnout, teachers, Maslach Burnout Inventory.

ÖZET

Bu çalışmanın amacı cinsiyet, medeni durum, mesleki kıdem ve mezun olunan okul değişkenlerine göre Sınıf Öğretmenlerinin ve İlköğretim Matematik Öğretmenlerinin tükenmişlik düzeylerini incelemektir. Çalışma 80 kadın, 59 erkek öğretmen ile yürütülmüştür. Araştırmanın örneklemini Çanakkale il merkezindeki okullarda görev yapan öğretmenler oluşturmaktadır. Araştırma genel tarama modelinde gerçekleştirilmiştir. Verilerin toplanması amacıyla kişisel bilgi formu ve Maslach tükenmişlik Ölçeği kullanılmıştır. Ölçek; duygusal tükenme, kişisel başarıda azalma ve duyarsızlaşma alt boyutlarını içermektedir. Elde edilen veriler SPSS 19 paket programıyla analiz edilmiştir. Verilerin analizinde normallik testi, Mann-Whitney-U Testi ve Kruskal-Wallis Testi kullanılmıştır. Analiz sonuçlarına göre cinsiyet, medeni durum, mesleki kıdem ve mezun olunan okul değişkenlerine göre anlamlı farklılığa rastlanmamıştır. Her iki bölüm öğretmenlerinin tükenmişlik düzeylerinin ise orta derecede olduğu tespit edilmiştir.

Anahtar kelimeler: tükenmişlik, öğretmenler, Maslach Tükenmişlik Ölçeği.

Introduction

Burnout has been defined as being unsuccessful, fraying, decreasing of energy and power (Freudenberger, 1974). It is a psychological term and involves long-term exhaustion and diminished interest in work. Various fields related to helping professions since the introduction of the burnout concept as a syndrome, such as health, and social services have begun to investigate burnout. Education is one of these fields.

Maslach's Burnout Inventory consists of three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach, Jackson & Leiter, 1996). Emotional exhaustion is the first dimension of burnout. It related to personal stress level. It can be defined as individual's fatigue and fraying at his work (Akçamete, Kaner, & Sucuoğlu, 2001). It emerges as lack of energy and feeling surcease of individual's emotional resources. Filled with a sense of tension and frustration for individuals who must go to work again the next day is a source of great concern (Torun, 1995). Depersonalization is the second dimension of burnout. It represents the interpersonal dimension of burnout and negative and hard attitude against students. Also it contains the unresponsive manners. Insensitive teacher acts rude, scoffingly and like an object to his students and does not care anything. The third dimension of burnout is reduced personal accomplishment. Personal accomplishment defines individual's sense of competence and achievement in his job. The individual perceives himself inadequate and unsuccessful (Çelikkaleli, 2011).

Researches showed that the reasons of burnout might be personal or organizational. Age, marital status, number of children, spouse's occupation, type of school graduated, personal expectations, personality and motivation are the personal reasons acting to burnout (Ergin, 1992; Oruç, 2007, Kırılmaz, Çelen & Sarp, 2003). Workload, control, reward and punishment, values given are the organizational reasons acting burnout (Maslach, Schaufeli ve Leiter, 2001).

In general, studies examine the signs of burnout under three sub-headings: physical, psychological and emotional and behavioral. Accordingly, the most common physical symptoms are fatigue and a feeling of fatigue, respiratory disorders, lethargy, headaches, memory problems, heart health problems, weakened immune system (Baltaş & Baltaş, 1993). Also we may add diabetes, ulcer and cancer (Tümkiye, 1996). The same researchers report the possible consequences of exhaustion, alcoholism, excessive smoking or taking drugs, obesity, accidents, family conflicts, divorce and suicide. As psychological and emotional symptoms, alienation, frustration, hopelessness, apathy, depression, loss of self-confidence can be seen. As behavioral symptoms; arrive late for work, continuous health certificate, feeling of failure, a sense of personal inadequacy, resentment, irritability or late response was accepted (Maslach, Schaufeli ve Leiter, 2001; Tümkiye, 1996; Dursun, 2000).

The sign of exhaustion is generally seen in people who are always very busy and studying with a full program. They want to push the limits and they do not know their limits. As a result they become unsuccessful

and suffering people. These people are often weird, critic, angry, and solid.

Method

Design and setting

A survey method was carried out in 2013 in Canakkale province, Turkey. The data were collected from 139 teachers. The research population comprised of all teachers of the department. Survey method is an approach that is aiming to describe past or present situation in its conditions without any effect (Karasar, 2007).

Data collection and instruments

The data were collected from the teachers via Maslach's Burnout Inventory. Personal Information Form was used to gather personal information about demographic characteristics. The following scales were applied.

Personal Information Form

Personal Information Form consists of the participants' gender, marital status, seniority and type of school graduated. The choices for gender are female or male, the choices for marital status are single for married, the choices for branch are elementary school teacher or elementary mathematics teacher, the questions for seniority and the school graduated are open ended. The seniority is grouped as 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, 31-35, 36-40 years.

Maslach's Burnout Inventory

This scale consists of a total of 22 expressions, measure out three different dimensions of burnout. The first of these dimensions is emotional exhaustion consists of 9 expressions. The second dimension is depersonalization consists of 5 expressions. The last dimension is personal accomplishment consists of 8 expressions. The answers "never, very rare, sometimes, often, always" are represented with the numbers 1 to 5. Personal Information Form with forced choice and open-ended questions was designed by the authors for the information about demographic characteristics, individual and family-related issues, which were supposed to have possible effects on Maslach's Burnout Inventory scores. The administration took approximately 10-15 minutes.

Data Analysis

The data were analyzed using the Statistical Package for the Social Sciences (SPSS Inc, Chicago, IL) version 19 for descriptive statistics. Firstly normality was checked for each variable gender, marital status, seniority and type of school graduated. Kolmogorov-Smirnov Test and Shapiro-Wilk Test are used in order to test the normality of the distribution of the scores. According to the results, Mann-Whitney Test or Kruskal-Wallis Test is used for the analysis.

Participants

The study involved 115 elementary school teachers and 24 elementary mathematics teachers. 80 people of them are female and 59 people of them are male teachers.

Findings

The data of the study were analysed according to variables gender, branch, marital status, seniority, type of school graduated.

Table 1. Teachers' Burnout Level According to Gender

| Scale | Gender | N | Mean Rank | Sum of Ranks | M-Whitney U | Z | P |
|-------------------------|--------|----|-----------|--------------|-------------|--------|------|
| Emotional Exhaustion | Female | 80 | 68.95 | 5516.00 | 2276.000 | -.358 | .720 |
| | Male | 59 | 71.42 | 4214.00 | | | |
| Depersonalization | Female | 80 | 65.80 | 5264.00 | 2024.000 | -1.441 | .150 |
| | Male | 59 | 75.69 | 4466.00 | | | |
| Personal Accomplishment | Female | 80 | 69.39 | 5551.50 | 2311.500 | -.208 | .835 |
| | Male | 59 | 70.82 | 4178.50 | | | |

*Mann-Whitney Test, $p < 0.05$

As shown in Table 1, male teachers have a higher burnout level than female teachers in all subscales. Male teachers' (Mean Rank=71.42) emotional exhaustion level is more than female teachers' (Mean Rank=68.95) emotional exhaustion level. Male teachers' (Mean Rank=75.69) depersonalization level is more than female teachers' (Mean Rank=65.80) depersonalization level. Male teachers' (Mean Rank=70.82) personal accomplishment level is similar with female teachers' (Mean Rank=69.39) personal accomplishment level. All "P" values are bigger than 0.05. Therefore there is no significant difference between female and male teachers.

Table 2. Teachers' Burnout Level According to Branch

| Scale | Branch | N | Mean Rank | Sum of Ranks | M-Whitney U | Z | P |
|-------------------------|------------------------|-----|-----------|--------------|-------------|--------|------|
| Emotional Exhaustion | Elementary School | 115 | 71.80 | 8257.00 | 1173.000 | -1.155 | .248 |
| | Elementary Mathematics | 24 | 61.38 | 1473.00 | | | |
| Depersonalization | Elementary School | 115 | 71.85 | 8262.50 | 1167.500 | -1.192 | .233 |
| | Elementary Mathematics | 24 | 61.15 | 1467.50 | | | |
| Personal Accomplishment | Elementary School | 115 | 67.91 | 7809.50 | 1139.500 | -1.348 | .178 |
| | Elementary Mathematics | 24 | 80.02 | 1920.50 | | | |

*Mann-Whitney Test, $p < 0.05$

In Table 2, it is shown that elementary school teachers had a higher burnout level than female teachers

in emotional exhaustion and depersonalization subscales. Elementary school teachers' (Mean Rank=71.80) emotional exhaustion level is more than elementary mathematics teachers' (Mean Rank=61.38) emotional exhaustion level. Elementary school teachers' (Mean Rank=71.85) depersonalization level is more than elementary mathematics teachers' (Mean Rank=61.15) depersonalization level. Elementary school teachers' (Mean Rank=67.91) personal accomplishment level is less than elementary mathematics teachers' (Mean Rank=80.02) personal accomplishment level. All "P" values are bigger than 0.05. There is no significant difference between elementary school teachers and elementary mathematics teachers. All "P" values are bigger than 0.05. So we can say there is no significant difference between Elementary School Teachers and Elementary Mathematics teachers.

Table 3. Teachers' Burnout Level According to Marital Status

| Scale | Marital Status | N | Mean Rank | Sum of Ranks | M-Whitney U | Z | P |
|-------------------------|----------------|-----|-----------|--------------|-------------|--------|------|
| Emotional Exhaustion | Single | 16 | 65.53 | 1048.50 | 912.500 | -.473 | .637 |
| | Married | 123 | 70.58 | 8681.50 | | | |
| Depersonalization | Single | 16 | 88.03 | 1408.50 | 695.500 | -1.916 | .055 |
| | Married | 123 | 67.65 | 8321.50 | | | |
| Personal Accomplishment | Single | 16 | 75.06 | 1201.00 | 903.000 | -.537 | .591 |
| | Married | 123 | 69.34 | 8529.00 | | | |

*Mann-Whitney Test, $p < 0.05$

As shown in Table 3, Mann-Whitney Test is used for the examination and all "P" values were bigger than 0.05. Married teachers' (Mean Rank=70.58) emotional exhaustion level is more than single teachers' (Mean Rank=65.53) emotional exhaustion level. Single teachers' (Mean Rank=88.03) depersonalization level is more than married teachers' (Mean Rank=67.65) depersonalization level and its p value is so close the 0.05. Single teachers' (Mean Rank=75.06) personal accomplishment level is more than married teachers' (Mean Rank=69.34) personal accomplishment level. So there is no significant difference between single and married teachers.

Table 4. Teachers' Burnout Level According to Seniority

| Scale | Seniority | N | Mean Rank | Sd | X ² | p | Significant Difference |
|----------------------|-----------|----|-----------|----|----------------|------|------------------------|
| Emotional Exhaustion | 1-5 | 6 | 60.17 | 7 | 6.339 | .501 | no |
| | 6-10 | 24 | 73.48 | | | | |
| | 11-15 | 14 | 65.00 | | | | |
| | 16-20 | 17 | 72.53 | | | | |
| | 21-25 | 21 | 75.79 | | | | |
| | 26-30 | 26 | 71.42 | | | | |
| | 31-35 | 16 | 79.91 | | | | |

| | | | | | | | |
|-------------------------|-------|----|-------|---|-------|------|----|
| | 36-40 | 15 | 49.03 | | | | |
| Depersonalization | 1-5 | 6 | 48.92 | 7 | 5.012 | .659 | no |
| | 6-10 | 24 | 69.10 | | | | |
| | 11-15 | 14 | 65.89 | | | | |
| | 16-20 | 17 | 64.12 | | | | |
| | 21-25 | 21 | 64.45 | | | | |
| | 26-30 | 26 | 75.08 | | | | |
| | 31-35 | 16 | 83.19 | | | | |
| | 36-40 | 15 | 75.27 | | | | |
| Personal Accomplishment | 1-5 | 6 | 81.08 | 7 | 8.905 | .260 | no |
| | 6-10 | 24 | 59.85 | | | | |
| | 11-15 | 14 | 79.64 | | | | |
| | 16-20 | 17 | 68.53 | | | | |
| | 21-25 | 21 | 61.19 | | | | |
| | 26-30 | 26 | 74.42 | | | | |
| | 31-35 | 16 | 59.88 | | | | |
| | 36-40 | 15 | 89.93 | | | | |

*Kruskal-Wallis Test, $p < 0.05$

Kruskal-Wallis test was used for the examination. In this table 31-35 years group's (Mean Rank=79.91) emotional exhaustion level is more than the others. 31-35 years group's (Mean Rank=83.19) depersonalization level is more than the others. 36-40 years group's (Mean Rank=89.93) personal accomplishment level is more than the others. All "p" values are bigger than 0.05. So there is no significant difference between single and married teachers.

Table 5. Teachers' Burnout Level According to Type of School Graduated

| Scale | Type of School Graduated | N | Mean Rank | sd | X ² | p | Significant Difference |
|-------------------------|--------------------------|----|-----------|----|----------------|------|------------------------|
| Emotional Exhaustion | Highschool | 11 | 71.68 | 2 | .392 | .822 | no |
| | College | 58 | 72.23 | | | | |
| | University | 70 | 67.89 | | | | |
| Depersonalization | Highschool | 11 | 76.68 | 2 | 2.687 | .261 | no |
| | College | 58 | 75.39 | | | | |
| | University | 70 | 64.49 | | | | |
| Personal Accomplishment | Highschool | 11 | 76.68 | 2 | .377 | .828 | no |
| | College | 58 | 68.60 | | | | |
| | University | 70 | 70.11 | | | | |

*Kruskal-Wallis Test, $p < 0.05$

In Table 5, Kruskal-Wallis test is used for the examination. Commonly high school graduateds have big scores (Mean Rank=71.68, 76.68, 76.68). All “p” values are bigger than 0.05. There is no significant according the type of school graduated.

Discussion and Conclusion

According to the findings at this study, gender is not an important variable in all subscales emotional exhaustion, depersonalization and reduced personal accomplishment. This is because today both men and women have same responsibilities. They are working at the same jobs and same conditions. This result is same with some other studies (Güneri & Özdemir, 2003; Kırılmaz, Çelen & Sarp, 2003; Maslach & Jackson, 1985, Küçüksüleymanoğlu, 2007). Similarly marital status is not an important variable in all subscales emotional exhaustion, depersonalization and reduced personal accomplishment. This result is same with some other studies (Baysal, 1995; Tümkaya, 1996; Özmen, 2001; Kayabaşı, 2008). Accordingly, seniority is not an important variable in all subscales emotional exhaustion, depersonalization and reduced personal accomplishment. This result is same with some other studies (Kayabaşı, 2008). Also some investigations show the reverse (Girgin, 1995; Ergin 1992; Torun 1995; Tümkaya, 1996; Sucuoğlu, Kuloğlu-Aksaz. 1996; Tuğrul ve Çelik 2002; Gündüz 2004). Type of school is not an important variable in all subscales emotional exhaustion, depersonalization and reduced personal accomplishment. This result is same with some other studies (Teltik, 2009; Gündüz, 2005; Çimen, 2007; Çelikkaleli, 2011).

A similar survey may be repeated on a larger study group. Considering the special circumstances of the sample group validity and reliability of measurement tools can be re-analyze. Teachers should be trained to deal with stress. School administrators must show the necessary sensitivity for creating a peaceful work environment and teachers should be included in the decision making process.

References

- Akçamete, G., Kaner, S. & Sucuoğlu, B. (1998). Engelli ve normal çocuklarla çalışan öğretmenlerin tükenmişlik ve iş doyumunu düzeyleri arasındaki ilişkinin karşılaştırmalı olarak incelenmesi. Altıncı Ergonomi Kongresi. Ergonomi ve Yaşam Kalitesi: Bildiriler. Ankara: Milli Prodüktivite Merkezi Yayınları, 1-28.
- Baltaş, A. & Baltaş Z. (1993). Stres ve başa çıkma yolları. İstanbul: Remzi Kitabevi.
- Baysal A. (1995). Lise ve dengi okul öğretmenlerinde meslekte tükenmişliğe etki eden faktörler. Yayımlanmamış doktora tezi. Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü, İzmir.
- Çelikkaleli, Ö. (2011). Yetişkin eğitimcisi öğretmenlerin tükenmişlik ve mesleki yetkinliklerinin incelenmesi. Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 4, 38-53.
- Çimen, S. (2007). İlköğretim öğretmenlerinin tükenmişlik yaşantıları ve yeterli algıları. Yayımlanmamış Yüksek Lisans Tezi. Kocaeli Üniversitesi, Kocaeli.

- Dursun, S. (2000). Öğretmenlerde tükenmişlik ile yüklenme biçimi, cinsiyet, eğitim düzeyi ve hizmet süresi değişkenleri arasındaki yordayıcı ilişkilerin incelenmesi. Yayınlanmamış Yüksek Lisans Tezi. Karadeniz Teknik Üniversitesi Sosyal Bilimler Enstitüsü, Trabzon.
- Ergin, C. (1992). Doktor ve hemşirelerde tükenmişlik ve Maslach tükenmişlik ölçeğinin uyarlanması. VII. Ulusal Psikoloji Kongresi Düzenleme Kurulu ve Türk Psikologlar Derneği Yayını. Ankara: Hacettepe Üniversitesi.
- Freudenberger, H. J. (1974). Staff burnout. *Journal of Social Issues*, 30, 159–165.
- Girgin, G. (1995). İlkokul öğretmenlerinde meslekten tükenmişliğin gelişimini etkileyen değişkenlerin analizi ve bir model önerisi. Yayınlanmamış Doktora Tezi. Dokuz Eylül Üniversitesi Sosyal Bilimler Enstitüsü, İzmir.
- Gündüz, B. (2004). Öğretmenlerde tükenmişliğin akılcı olmayan inançlar ve mesleki bazı değişkenlere göre yordanması. Yayınlanmamış Doktora Tezi. Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana.
- Gündüz, B. (2005). İlköğretim öğretmenlerinde tükenmişlik. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 1(1), 152-166.
- Güneri, Y., & Özdemir, Y., (2003). Sınıf yönetiminde özyeterliliğin, medeni durumun, cinsiyetin ve öğretmenlik deneyiminin öğretmen tükenmişliğindeki rolü. VII. Ulusal Psikolojik Danışma ve Rehberlik Kongresi Bildiri Özetleri. 09–11 Temmuz, Malatya İnönü Üniversitesi.
- Karasar, N. (2007). *Bilimsel Araştırma Yöntemi*. Ankara: Nobel.
- Kayabaşı, Y. (2008). Bazı değişkenler açısından öğretmenlerin mesleki tükenmişlikleri. *Gazi Üniversitesi, Gazi Eğitim Fakültesi, Sosyal Bilimler Dergisi*, 20, 191-212, Ankara.
- Kırılmaz, A. Y., Çelen, Ü. & Sarp, N. (2003). İlköğretimde çalışan bir öğretmen grubunda tükenmişlik durumu araştırması. *İlköğretim On-Line*, 2(1), 2-9.
- Küçüksüleymanoğlu, R. (2007). Eğitim fakültesi öğretim elemanlarının tükenmişlik düzeyleri. *Eğitim Araştırmaları Dergisi*, 7(28), 101-112.
- Maslach, C., & Jackson, S. E. (1985). The measurement of experienced burnout. *Journal of Occupational Behavior*, 2, 99-131.
- Maslach, C., Jackson, S. E., & Leiter, M. P. (1996). *The Maslach Burnout Inventory (MBI)*. Third edition, Consulting Psychologists Press.
- Maslach, C., Schaufeli, W.B. & Leiter, M.P. (2001). Job burnout. *Annual Review Psychology*, 52, 397-422.
- Oruç, S. (2007). Özel eğitim alanında çalışan öğretmenlerin tükenmişlik düzeylerinin bazı değişkenler açısından değerlendirilmesi (Adana İli Örneği). Yayınlanmamış Yüksek Lisans Tezi. Çukurova Üniversitesi, Adana.
- Özmen, H. , (2001). Görme engelliler okullarında görev yapan öğretmenlerin tükenmişlik düzeyleri.

Yayınlanmamış Yüksek Lisans Tezi. Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.

Sucuoğlu, B. & Kuloğlu-Aksaz, N. (1996). Özürlü çocuklarla çalışan öğretmenlerde tükenmişliğin değerlendirilmesi. *Türk Psikoloji Dergisi*, 10(36), 44-60.

Teltik, H. (2009). Okul öncesi öğretmenlerinin mesleki yeterlik algılarının iş doyumu ve tükenmişlik düzeyleriyle ilişkisinin belirlenmesi. Yayınlanmamış Yüksek Lisans Tezi. Marmara Üniversitesi, İstanbul.

Torun, A. (1995). Tükenmişlik, aile yapısı ve sosyal destek ilişkileri üzerine bir inceleme. Yayınlanmamış Doktora Tezi. İstanbul: Marmara Üniversitesi Sosyal Bilimler Enstitüsü.

Tuğrul, B. & Çelik, E. (2002). Normal çocuklarla çalışan anaokulu öğretmenlerinde tükenmişlik. *Pamukkale Üniversitesi, Eğitim Fakültesi Dergisi*, 2, 12-22.

Tümkaya, S. (1996). Öğretmenlerdeki tükenmişlik, görülen psikolojik belirtiler ve başa çıkma davranışları. Yayınlanmamış doktora tezi. Çukurova Üniversitesi Sosyal Bilimler Enstitüsü, Adana.