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ISTANBUL AYDIN UNIVERSITY  
INSTITUTE OF SOCIAL SCIENCES**



**Teacher's Burnout and Determining the Most Important Components  
of Burnout with a Case Study on Academic Staff**

**THESIS**

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## **FOREWORD**

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**TEACHER'S BURNOUT AND DETERMINING THE MOST IMPORTANT  
COMPONENTS OF BURNOUT WITH A CASE STUDY ON ACADEMIC  
STAFF**

**ABSTRACT**

This thesis investigates the job burnout level of teachers of Istanbul Aydin University. In this study, burnout is considered as a three-dimensional syndrome (i.e. emotional exhaustion, depersonalization, and reduced personal accomplishment) that is measured with the 'Maslach Burnout Inventory'. The data were analyzed quantitatively by using statistical software (SPSS). Data collected from 135 teachers.

Analysis the data revealed that in all three aspects, burnouts for male are more than females. Moreover lack of personal accomplishment has the most unity with the age of teachers at the next level emotional exhaustion. It was also seen that elder teachers have more burnout and the more experience will lead to more burnout of teachers.

This study implied that in order to cope with burnout and increase teacher effectiveness, teachers' working conditions should be improved and specific intervention programs should be designed to meet the needs of the participants.

Furthermore, the study also revealed that organization need for a carefully plans by paying more attention to the teacher.

**Keywords:** Job Burnout, Maslach Burnout Inventory, Teachers.

**ÖĞRETMENLERİN TÜKENMİŞLİK DURUMLARI VE BUNU BELİRLEYEN  
EN ÖNEMLİ FAKTÖRLER İLE İLGİLİ YAPILAN DURUM ÇALIŞMASI  
ÜZERİNE AKADEMİK ÇALIŞMA.**

**ÖZET**

Bu tezde, Aydın Üniversitesindeki öğretmenlerin işlerindeki tükenmişlik seviyesi araştırılmaktadır. Bu çalışmada tükenmişlik durumu üç boyutta incelenmiştir ( duygusal çöküş, duyarsızlaşma ve düşük kişisel başarı) ve bu araştırma ‘Maslach Tükenmişlik Envanteri’ ile ölçümlenmiştir.

Bu bilgiler üç durumda da analiz edildiğinde, erkeklerin bayanlara göre daha fazla tükenmişlik sendromu yaşadığını ortaya koyuyor. Bununla boyutlardan düşük kişisel başarı, öğretmenlerin yaşlarıyla ilgili olarak bir sonraki aşama olan duygusal çöküşte bir birleşme oluşturuyor. Araştırmalarda görüldü ki yaşça büyük olan öğretmenlerin tükenmişlik sendromu yaşlarıyla doğru orantılı, yani ne kadar fazla tecrübeli olurlarsa o kadar öğretmenlerin tükenmişlik hali artıyor.

Araştırma gösteriyor ki öğretmenlerin tükenmişlik halini azaltıp onları etkili kılabilmek için, öğretmenlerin çalışma şartları iyileştirilmeli ve katılımcıların taleplerini karşılamak için bu konuyla ilgili iyileştirme programları dizayn edilmelidir.

Ek olarak, bu araştırma gösteriyor ki organizasyon öğretmenlere çok dikkat ederek çok titiz bir şekilde planlanmalıdır.

**Anahtar Kelimeler:** Mesleki Tükenmişlik, Maslach Tükenmişlik Envanteri, öğretmenler.

## 1. INTRODUCTION

Nowadays, due to technological advances and human needs expectations to be competitive and other factors force employees to be faster with the changing organizations. In addition, employees struggle against lots of things in their workplace such as role conflict, work overload or lack of security. Because of developments and work environments changes in technology employees experienced more physical and psychosocial problems and burnout considered as a common health problem and teaching is one of the at-risk professions. In the work life mental well-being is another growing concern, and without fulfilling the responsibilities that are given in educational places experience of burnout is likely to be associated.

Teachers are the greatest asset for universities. Therefore, it is a big concern for all universities to keep the teachers safe and healthy. Through this consideration, this study is concerned with the burnout level of university teachers.

Without doubt, these ongoing rapid social changes have influenced the professional role of teachers. Teachers and whose professions are particularly with deeply demanding are really affected by the fast changing world.

Factors such as technological developments, innovation in the education system, student centered education increased teachers responsibilities. To master all kind of knowledge teachers are expected to work harder and harder and this is may to force them to keep in pace with all these developments; they may be expected to respond flexibly to new situation with all this intense pressures. In the twenty first century, teachers also have to cope with knowledge explosion (Turnbull & Jacque,2007). All of these have far reaching effect on teacher's life. The impact of all these pressures have effect on their psychology and lead to a big problem in their daily life: 'burnout'

Burnout is the state of emotional, mental and physical exhaustion caused by an excessive amount of stress (Maslach, Schaufeli & Leiter, 2001: 397).

Pines and Aronson(1988) stated although people are different from each other and their reaction to stress are vary but almost everyone will experience burnout seriously. Therefore, it is very important to identify the reasons of burnout and the ways to prevent and deal with it.

Today burnout is a common problem among different work population especially between teachers. Burnout with three deminsional concepts is defined as “emotional exhaustion that is feeling of being emotionally overextended, lack of enthusiasm for work; depersonalization that is emotional distancing and negative attitudes towards others; and reduced personal accomplishment that is decline in ones’s feelings of competence and negative self evaluation related to work” (Maslach & Jackson,1986).

Burnout was recognized a problem for staffs in people oriented occupations like health care, human services and education (Maslach & Leiter, 1997).

The term burnout was first employed by Herbert Freudenberger in 1974 and then social psychologists Christina Maslach and Susan Jackson developed the term burnout and also the MBI (Maslach Burnout Inventory ) with three deminsion of Emotional Exhaustion, Depersonalization and Lack of Personal Accoplishment.

Symptoms of burnout in teachers are “Feeling lack of powerlessnessin the attempt to the educate and make school pleasant for student”; “Lack of enthusiasm to prepare lessons”, “depression, difficulty in motivating my self to come to work, loss of energy”, “disgust, desire for change of occupation, cynicism, lack of interest in work”; “boredom, lack of interest in the subject, physical fatigue”, “loss of memory, easily frustrated” and “anxitey”(Bryne, 1998).

Although, the influence of burnout has been proved to exist, there has been a little study about the teacher burnout at university level and the factors and cause the burnout of perception of teachers at university (Cephe, P.T.,10).

This study is aim to investigate a burnout level of teachers of Istanbul university that currently working at university

## **1.1 Purpose of the Study**

Aims of this study are:

- a)** Provide suggestions to the organization.
- b)** To provide suggestions to future researchers.
- c)** To provide the suggestions from the result of research.

The main purpose and concern of this study is to determine the burnout level among the teachers of the Istanbul Aydin University. Also examine the factors among the burnout characteristics according to some variables like age, gender, teachers experience, teachers' experience of Istanbul Aydin University, Title. Another aim of this study is to analyze the burnout level of teachers in term of emotional exhaustion, depersonalization and personal accomplishment.

## **1.2 Statement of the Problem**

The research question of this study is about the teachers' burnout at university level. It achieved by analyzing of MBI with three dimensions Emotional Exhaustion, Depersonalization and Personal Accomplishment (Maslach et al., 1996) and there was the additional questions about the demographic factors such as age, experiences in Istanbul Aydin university, teachers total experiences, gender and title of teachers.

Aim of this study is to answer these questions:

- 1)** Is there a relation between burnout and demographic factors?
- 2)** What is the burnout level among the teachers of the Istanbul Aydin University?

### **1.3 Significance of the Study**

University is an important social institution which affects all institutions of society, for improving the education quality teachers and all other education staffs mental state is very important. Undoubtedly, the most important elements of education field are teachers and students and if there is any problem with them it adversely affects the quality of education work. University is one of the significant services that provide by teachers is education and teachers played a significant role because teachers help students in building up their future. They guide students and help them to improve their skills and teach them good habits and attitudes and make them to become a better person. Therefore, teachers' physical and psychological states are very important. And nowadays it is very common for teachers to experience burnout.

In fact, burnout is very important in most fields especially education and burnout has a profound effect on teachers and students in teaching and learning process. In short, the mental problems of teachers and students should be duly considered.

The present study aims to exploring the burnout levels of teachers working at Istanbul Aydin University there are some studies about primary schools and some other levels in Turkey there are a few studies about teachers' burnout at university level. This study will provide suggestions for future research on burnout.

Furthermore, the results of the study might help to producing the levels of burnout in Aydin University and may help the general understanding of burnout and findings of this study by teacher trainers and can be used find more effective ways of coping with burnout of teachers and show a clear picture of the impact on teacher burnout.

## **2. HISTORICAL DEVELOPMENT OF BURNOUT**

### **2.1 Burnout Concept**

Burnout reduces your productivity and saps your energy, causes you feel progressively helpless, hopeless, cynical, and resentful (Maslach, Schaufeli, Leiter, 2001, pp 397-422). Burnout could be a state of emotional, mental, and physical exhaustion caused by excessive and prolonged stress. It happens once person feel overpowered and unable to satisfy constant demands. The person begins to lose motivation and interest, because the stress continues. (Online Smith et al. accessed February 2014)

“Job burnout is an impairment of motivation to work resulting in growing, inability to mobilize interest and abilities” (Baverly A. Potter, 1996, p.2)

The concept of “Burnout” was first described by Freudenberger in the late 70s he found burnout as a feeling of failure and being worn out (1974). He described it as a feeling of failure and Later in the 1980s, 1990s, and 2000s, psychologist Christina Maslach and her colleagues developed Fruedenberger’s work Maslach examined how complicated working conditions, failing working systems, disorganized institutions, and negative interactions with co-workers affected the motivation of employees in a variety of settings that included schools, colleges, and universities (Maslach & Schaufeli, 2001). Maslach states burnout as a social problem, not a scholarly construct. According to Maslach (1996), burnout is a social interaction between people in their work environments. Maslach, through extensive research, developed a tool to measure occupational burnout; this measurement was called the “Maslach Burnout Inventory” (MBI). The MBI is currently used worldwide Maslach used three main dimensions the three dimensions consisted of Emotional Exhaustion, Depersonalization, and Decreased Professional /Personal accomplishments (Maslach, 1996).

## 2.2 Burnout Definitions

With developments of technology and changes in work environments, employees have been experiencing more stress in their jobs that leads to burnout. Since it was highly affected on the job performance of employees it makes the organizations and institutions to be investigated of syndrome of burnout. Burnout construct is defined differently by sociological and psychological models.

The Long man Dictionary of contemporary English (2005, p.93) defines burnout as “the feeling of always being tired because you have been working too hard”.

Freudenberger (1974) stated that people experiencing burnout because of excessive demands, not enough rewards for effort put forth, and some relationships within the work environment.

He also wrote burnout is “someone in the state of fatigue or frustration brought about by devotion to a cause, way of life, or relationship that failed to produce the expected reward” (Freudenberger, 1980, p13).

Pines A, Aronson (1981) outlined burnout as a state of physical emotional and mental exhaustion. Edelwich and Brodsky defined burnout as a progressive loss of idealism, energy and purpose. Sarros and Densten described burnout as a maladjusted coping mechanism to operating conditions that are disagreeable, strict or lacking comfortable challenge and recognition. Maslach (1982) described burnout as a psychological process that begins when human service professionals are overwhelmed with the unexpected and unbearable stressful aspects of the job that frustrate their efforts to make a positive impact on others.

According to Maslach (1982), “continued frustrating events may lead these professionals to feel emotionally exhausted and lacking the energy to face another day. To cope emotionally, depersonalizing those they serve as a means of distancing themselves from further stress laden situations. Over time these professionals may begin to develop an attitude of cold indifference to the needs of reduced personal accomplishment, defined as feelings of incompetence and sense of being unsuccessful in work related achievements.”



Burnout occurs “when an individual is in a state of physical, emotional, and mental exhaustion caused by long-term involvement in situations that are emotionally demanding.”(Harrison,1996 p.25). People feeling burned out start when losing their idealism and enthusiasm for their work and become alienated toward their roles in their jobs (Dworkin, Saha & Hill, 2003).

Maslach has the most commonly remarkable definition of burnout that described burnout a syndrome of 3 subscales of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occurs for all individuals with “people work of some kind” (Maslach 1981, p 99-113).

### **2.3 Teachers Burnout**

Burnout it's occur in variety of people in different occupations especially those with stressors occupations. It is common in human service occupations and teachers are most common one because of their effect on people.

Teachers conjointly administrators, counselors, doctors, nurses, police officers, and etc...For the well-being have the extra burden of extreme responsibility of others on prime of the lots of stressors that caused by routine job activities. The heavy responsibly and limited resources, marginal working conditions long hours and generally irrational demands from the one that receive services it cause chronic stress and eventually, burnout (A,Dworkin,1987).

Dworkin (1987) also states lots of teachers have laid down their chalk and pointers largely because some reasons such as decreased funding, limited personal contact through their teaching and lack of societal commitment.

According to Clanfield, once academics not inspiring and educating their student's they burnout. Some reasons area unit overcrowded classrooms, the student's apathy, excessive paper works and excessive testing. Clanfield also believed that teachers burnout for one or combination of following reasons:

Teacher's burnout when they lack recognition and thanks, when they are overworked and stressed and when they don't see the possibility of change or improvement (either in themselves or their students).

Lens and Neves De Jesus (1999) argued that as burnout common in every profession, teacher's burnout "includes stress, professional dissatisfaction, absenteeism and low involvement." (p.192)

Teachers play a critical role to face with students needs and to reach successful education, any education program can not completely successful without effective teachers since teaching is a countless decisions during each class session and it's an intricate task demanding (Miller & Miller, 2002).

Before, the subjects were taught in a didactic way and teachers just wanted from the students memorized information from what they taught for the exams. Nowadays, teachers roles are change teachers are not only teach specific subjects they should also prepare students for the future. For example, Taylor states the role of teacher as preparing students for creating "more human society" (Taylor, 1998).

Advanced technology affected on teachers and students roles. Teachers have to up to date their selves and follow the technology and advanced knowledge. The role of education and research, knowledge and skills and lifelong education requirements increased social pressure on the education system and teachers (Dollard et al, 2003).

New technology change the perception of the students from the information and students needs to have a greater knowledge than memorizing knowledge and information, new technology provides greater flexibility access to information and educational sources although, teachers need to learn new technology.

Schwab (2001) states burned out teachers could have a negative effect on schools reputation. Also, burned out individual could affect negatively on others in the work place and it may cause personal conflicts and problems even in work related tasks (Leiter & Maslach, 1998), burn out can contagious in social network and relations (Bakker & Schafeli, 2000; Maslach, et, al 2001).

In the light of this information, it is reasonable to say that teachers like other human service professionals can experience burnout because of stressors in their professions.

## **2.4 Measurement of Burnout**

Measurement it's a very important issue in the study of burnout psychological characteristics can be assessed by interview, self-report or observation.

Moreover, some physiological permanent can be used such as heart rate, blood pressure, and adrenaline or cortisol levels. Early studies by Freudenberg and others about burnout were mainly observations of human service workers by Freudenberg and others. However, these observations were seen as neither standardized nor systematic and in the late 1970's towards developing questionnaires and inventories efforts were directed to assess self-reported level of burnout. Perhaps Freudenberg Burnout Inventory (FBI) is the best known do-it-yourself inventory (Freudenberg & Richelson, 1980, pp 17-19).

Typically, do-it-yourself inventories have not been studied empirically, and are based on the author's definition of burnout, with norms being arbitrary and interpretations therefore not strictly valid.

In this research literature two questionnaire measures that have featured consistently include the burnout Index (BI), (Pines, Aronson, and Karfy, 1981) and the Maslach Burnout Inventory (MBI), Maslach & Jackson, 1981, 1986, Maslach, Jackson and Leither, 1996).

## **2.5 Burnout Index (BI)**

Second most generally used instrument of Burnout Measure is Pines and Aronson BI. The BI is used in about 5% of burnout studies. The BI is an internally consistent questionnaire, which assesses the physical, emotional and mental exhaustion of individual's level.

The BI is 21 item instruments and it is a one-dimensional questionnaire used to measure burnout. This measure uses a 7 points frequency rating, with end points of 'never' and 'always', and by computing the person's mean score across the 21 items overall burnout

scored is derived. The 21 exhaustion items (none of them, refer to work situation) include for example 'being tired' and 'feeling weak' for physical exhaustion; 'being unhappy' and 'feeling rejected' for mental exhaustion. The BI appears to be highly reliable instrument with internal consistency coefficients exceeding 90. The BI stability is also relatively high as indicated by test-retest coefficients ( $r$ ) ranging from 66 to 89 across 1 and 4 month interval, respectively (Pines & Aronson, 1988).

Empirical evidence from Schaufeli and Van Derondock (1993) did however challenge the one-dimensional of the BI.

Although Pines and Aronson distinguish conceptually between the three kinds of exhaustion (physical, mental, and emotional); Pines and Aronson suggest the existence of three different, reliable and interrelated dimensions that do not concur, with those that are included in the definitions of the burnout used by them. The BI factorial studies of have typically obtained just a single dimension and there has been little attempt to apply confirmatory factor analysis data which indicated a better fit for a three-dimensional model of the BI than for a one dimensional structure. Thus while exploration of the construct and predictive validity is warranted, the utility of the BI is confirmed, as an alternative to MBI.

## **2.6 Maslach Burnout Inventory (MBI)**

MBI is the most used instruments for the mensuration of burnout, with high validity and reliability (Maslach et al, 1996). The MBI carries within 22 items with three subscales: emotional exhaustion with 9 items, depersonalization with 5 items, and personal accomplishments with 8 items. According to the Schaufeli, MBI IS the most popular instrument to diagnose burnout throughout the world. More than 90% of scientific publications and dissertations on burnout are based on the MBI. The MBI identified as the most valid instrument for measuring job burnout and currently use worldwide (Kalliath, 2000).

The MBI for the first time was developed to identify burnout among human service professionals in 1980. During the last 25 years it has been translated into several languages and used worldwide to measure burnout in different occupational settings.

Maslach found that burnout was a social problem (phenomenon) and it's centering on social interaction among people works environment. Maslach discovered that this problem was a social issue was related to her research on burnout and she was able to focus on the work environments and social interactions. While researching, creating and finalizing the MBI.

Maslach used three main subscales for measuring job burnout; all three subscales consisted of following:

Emotional Exhaustion, Depersonalization, Decreased Professional/Personal accomplishments (Maslach et al, 1996).

Maslach through her research understood that burnout occurs on continuum comprised of the three subscales. Three subscales; are interconnected and grow from one another, as a part of continuum. This continuum theory starts with emotional exhaustion that leads to depersonalization and after that depersonalization manifested to lack of Professional/personal accomplishments. It is important to note that although the graphic model does reflect each component individually, the concept of burnout includes all three components as continuous variables (Maslach, 2001). All three components are interconnected, but to fully understand how they are interconnected, each subscale has to be explained.

### **2.6.1 Emotional Exhaustion**

Feelings of being emotionally exhausted and overextended by individual's work. "Emotional exhaustion refers to depletion of psychic energy or the draining of emotional resources" (Anbar & Eker, 2007, p15).

Humans body mentally and physically get damaged by emotional stress and burnout. This physical and mental harm make person for prolonged periods of time to feel anxious, tense frustrated and angry with no reason (Kim, 2005).Emotional exhaustion occurs through overuse or overwhelming of ones emotions from the others by extensive demands and makes the individual cannot continue meeting the demands no longer and leading to feel barrenness (Hamann & Gordon, 2000, Jaffe- Gill & Larson, 2007).

No longer value involvements in Professional and personal events, once emotional exhaustion sets in the individuals (Kim, 2005).

There is no longer passion and drive for teaching for teachers how suffer burnout. As soon as possible daily routines turns in to an attempt simply just go through the motions and get through the day (Schwab, 1983). Loss of motivation, drive, passion and seriousness results in to the poor teaching practices and this leads in to a low achievement and poor student performance (Anbar &Eker, 2007, Botwinik,2007;Godt, 2006, Wood & McCarthy, 2002).

### **2.6.2 Depersonalization**

An unfeeling and impersonal response towards recipients of one's service. Prolonged stress leads to the depersonalization that has led to burnout. This result of burnout causes individuals, teachers, and professionals to wish they can have no interact with other person and wish that they can be left alone (Hamann & Gordon,2000). Individuals suffering from depersonalization causes negative, detached, calloused, and dehumanizing actions toward other individuals for no reason (Anbar &Eker,2007). Depersonalization can cause no desire to accomplish job-related tasks for individuals and makes them to feel without self-worth or little and at last lead them to feelings of reduced personal accomplishment (Hamann& Gordon, 2000). For student's achievement, their teachers' depersonalization is very critical because when teachers are lacking the desire to professionally accomplish their jobs, students' achievement will be inadequate and students will be failing (Dworkin, 2001; Wood & McCarthy,2002). Teachers who suffer of burnout tend to develop cynical attitudes toward students paying little or no attention to their students' needs, making derogatory comments, using lots of sarcasm, and experiencing breakdown in their communications (Anbar &Eker 2007; Schwab, 1983). All of these result in to poor teaching practices and leads in to the inadequate and low achievements (Dworkin, 2001; Wood & McCarthy, 2002).

### **2.6.3 Decreased Professional/Personal Accomplishment**

Decreased personal accomplishment is feeling of competence and successful achievement in one's work. In daily lives individuals face numerous stressors, if these stressors experienced over a long period or at a frequent rate, will turn into burnout. From person to person the effects of burnout are varying depending on their situation and experiences. Burnout increase absenteeism, low morale, and job turnover (Anbar & Eker, 2007).

All these signs and symptoms are related to burnout and to a decreased feeling of Professional and Personal accomplishments. Teachers who feel over-stressed or burnout lack the drive to professionally develop or personally accomplish goals. It is a cycle, teachers who lack drive accomplish personal goals and Professional developments are the greater risk for developing burnout (Anbar & Eker, 2007). As part of continuum, the three subscales are interrelated and grow from one another. The continuum theory starts with emotional exhaustion, which leads to depersonalization, that is then lead to decreased Professional and personal accomplishment.

### **3. CAUSES AND CONSEQUENCES AND PREVENTING OF BURNOUT**

Job burnout may be a consequence of the perceived inequality between the stress of the work and emotional overload that arises from stress on the work. Job burnout is each associate in Nursing peril and development evoked by distress. Or having broad varied job descriptions are square measure characteristics of a work overload.

Addition, boring tedious jobs or jobs while not selection square measure equally perturbing. Contact Overload once the caseload is high, management over one's work and resulting job satisfaction is figure place and also the employee's personal life; and (3) the conflict between worker talents and conflict, role ambiguity has the very best correlation to job discontentment.

Accumulation of each personal and job stressors will actually contribute to job many different areas of job coaching are necessary to stop activity distress (Anthony J. Cedoline, 1982).

Burnout is not caused entirely by disagreeable work or too responsibilities varied factors can may result job burnout like life vogue and sure temperament traits (online Smith et.al. accessing February 2014). According to Maslach and Goldberg (1998), expansion of burnout happen when a person excessive exposure to stressors. Mayo clinic cited there are numerous factors that causes burnout like Lack of control, unclear job expectations, Dysfunctional work place dynamics, mismatch in values, poor job fit, extreme of activity, lack of social support and work-life imbalance. Ones who identified highly at risk for burnout are teachers as most dedicated to their job (Brock & Grady, 2000). ikanet cited that many factors like intense stress, work overload, lack of independence, poorly outlined responsibilities, imbalance between the hassle created and also the recognition received (pay, esteem, respect, etc..) can lead to burnout. Maslach, Schafeli & Leiter (2001) par titled the factors causing burnout in to two categories: Individual and Situational.



### **3.1 Individual Factor**

#### **3.1.1 Demographic Characteristics**

Among all demographic variables that are studied, age is that the most associated with burnout. (Maslach, et al., 2001). Although the findings vary in the literature, age is a personal factor that found. According to Collings and Murray (1996) old workers have higher level of stress (Barak et al., 2001) stated the totally different theory that the level of burnout among younger employees are higher. In some studies, the younger lecturers have shown significantly higher levels of emotional exhaustion and depersonalization as opposition to their older colleagues (Anderson & Iwanicki, 1984; Maslach & Jackson, 1981). People who expertise burnout early on their careers eventually quit their jobs.

The other demographical factor is experience. The individuals with less experience have the higher level of burnout (Maslach& Jackson, 1981).

Gender also seems to be burnout factor male teachers were found to be more burned out than female teachers. Among elementary and university teachers females teachers experienced significantly higher level of burnout than men teachers (Byrne, 1991). On the three dimensions of Maslach's burnout, men reported higher on depersonalization (Maslach& Jackson, 1981; Van Horn, Schaufeli, & Enzmann, 1999), while women reported higher on emotional exhaustion (Maslach& Jackson, 1981). Marital status is another factor of burnout some of the researches shows that Singles are likely to have higher level of burnout than married people (Maslach& Jackson, 1981).

Although there have been lots of studies looking at the relationship between marital status and teacher burnout, findings have often yielded no significant results. Whether a teacher is married, single or divorced is not considered as an effective factor on the incidence of burnout (Byrne, 1991, 1999; Maslach& Jackson, 1986).

### **3.1.2 Personality Characteristics**

Personality traits will contribute burnout. The extent of burnout is higher among those that have perfectionistic tendencies (nothing is ever okay), those with negative read of themselves and world, those who got to be up to speed (reluctance to delegate to others), and those with high achieving (Online Smith et al. accessed Feb 2014).

According to Maslach (1982), those who were a lot of liable to burnout had one or a lot of following traits: weak and unassertive, impatient and intolerant, a lot of reserved and standard, and might have a low vanity with little or no ambition” (p.62).

To possess one among these temperament traits essentially doesn't build a private a lot of liable to the burnout but it may make an individual more vulnerable to burnout.

In many studies heavy workload has been cited as a source of burnout (Male & May1997; Jennett, Harris & Mesibov 2003; Vorapanya 2008).

### **3.1.3 Job Attitudes**

When people bring to the job their expectations are different from their jobs. Some cases have high expectations from nature of the work and the likelihood of the work these high expectations lead people to work too hard and if they don't achieve to their goals it's leading to exhaustion and eventual cynicism (Maslach & Schaufeli & Leiter, 2001, P.411).

## **3.2 Situational Characteristics**

### **3.2.1 Job Characteristics**

Researchers found the related factors of burnout in the workplace the workload experienced and time pressures have a strong correlation with burnout. According to

Maslach & Schaufeli (1993) job factors are strongly related to burnout than personal factors.

Time pressure, excessive work demand, role conflict and role ambiguity are directly related to burnout (Maslach, et al., 2001), these job characteristics could be find in almost all occupations and because of that burnout could appear in almost every jobs.

According to Maslach et al. (2001) the other job characteristics such as serious client problems, high customer demands, necessity of being emphatic which requires emotional demands, should not be undervalued.

Burnout is a response of working too much inadequate time, work load and time pressure are related to emotional exhaustion dimension of burnout, role conflicts appears when the person should met a conflicting demands at the job and role ambiguity is insufficient resources and information for a well done job (Maslach, et al. ,2001).

Burnout can occur when organization management and supervisor has too much expectations and demands from their employees but when the employees receive less career opportunities, job security, life time and etc..(Maslach, et al. , 2001).

According to Dollard et al., (2003) job stress is highly increased when high job demands, lack of resources, low control and autonomy appear in a workplace.

### **3.3 Occupational Characteristics**

According to Maslach et al., (2001) the first works about burnout that developed occupational sector is in human services and education later the research expand on occupations that include contact with people. Also recent researches extremely focused on emotional-work variables (requirement to be emotionally emphatic or suppers emotion) and has found these emotional factors can effect on level of experienced burnout (Zapf et. al, 2001).

The research on different occupations burnout compression in two countries of Holland and the United States showed that teaching characterized as a highest level of exhaustion medicine characterized as a lower level of exhaustion medicine characterized as a somewhat lower level of exhaustion and profession of laws (police officers, prison

guard) were characterized as low level of exhaustion but high level of cynicism (Schaufeli & Enzeman, 1998 cited in Maslach et al., 2001).

### **3.4 Organizational Characteristics**

organizations have undergone of lots of changes like mergers and downsizing, and it has a big effect on employees lives employees demands are increase such as time, effort, skill, flexibility but they receive less life time employment, career opportunity and job security and etc. which influence their well-being and cause burnout (Maslach et al.,2001).

### **3.5 Consequences of Burnout**

Burnout does not happen overnight is a gradual process and it occurs in a long period of time and it can creep up the person so it is very important for person to pay attention to warning signals cause at first the symptoms are not very important but by time goes on its get worse and worse (helpguide.org).

Baverly A.Potter states that it's difficult to find someone without symptoms of burnout because the symptoms of burnout are neither unusual nor mysterious (p13).

There are so many symptoms for burnout but following are the job burnout common symptoms stated by Beverly A.Potter (p2):

**Negative emotions:** If the person who caught in the burnout cycle usually experience anxiety, dissatisfaction, frustration, depression, anger more than usual and ultimately, complains of emotional fatigue.

**Interpersonal Problems:** It's very common among helping professions. The person feel emotionally drained and cannot interact with other people easily. The person withdraws from social interactions and become aloof.

**Health Problems:** Ailments such as colds, insomnia, backaches and headaches become more frequent for the person that emotional reserve is depleted.

**Declining Performance:** The person discover that concentrating on projects is increasingly difficult because the person get bored during the burnout process.

**Substance Abuse:** To cope with the job conflict and stress associated the person will often use more drugs or more alcohol, the person smokes more cigarettes or other substance abuse.

**Feelings of Meaninglessness:** Enthusiasm is replaced by cynicism feeling of ‘so what’ and ‘why bother’ become more and more predominant.

### **3.6 Preventing Burnout**

The consequences of burnout could be very serious for lecturers and for the student and institution that they have engagement with them. The unhappiness and resignation burnout can threaten their job, health and happiness. It's better to recognize the sign and symptoms of burnout in early stages, in these stages may simple stress management be enough to heal burnout but in larger stages it's not easy to cope with at it takes time to regain health and happiness.

The first step to fix the problem of burnout is to be aware of the problem and accept the responsibility, it is important to know that in most cases of burnout the fault it's not with the person but with the situation of that person of working in. Although, most people have more control over the situations and what they realize from their lives and understanding of this is the way to move forward and feel strength to do something about burnout (Freidman 2004, p317).

It is important for the person that feeling burnout to take a responsibility that to do something about it and change the feeling of “what is wrong with me” to “what can she/he do about environment to make it more comfortable and enjoyable to perform the professional and personal goals” (Pines, et al.,1981,p.11).

Fortunately, for avoiding of the dangers of burnout you can use some prevention strategies. Maslach and Leiter (1997) burnout is “dislocation between what people are and what they have to do”. It shows itself by chronic exhaustion, cynical, detachment and feeling of ineffectiveness it result from the “gradual process of loss during the mismatch between the needs of the person and demands of job grows ever greater.”

Maslach and Leiter (2001) found that burnout occurs because of disconnection between the individual and organization with regard to that they called it six areas of work life:

workload, control, reward, community, fairness and values. Resolving these differences requires united action on individual and organization.

According to Smith et al., staffs could be on the road of burnout if every day is a bad day for them or caring about a work or home life seems like a waste of a total energy another thing that its noted that feeling exhausted all the time and the maturity of the day is spending on the task that the person find it overwhelming and mind-numbingly or feel like nothing done make a difference or appreciated. Burnout out effects on most area of life such as social life or home and if it became long-term it may effect on the body performance and the person could be vulnerable and ill and because of its consequences Smith et al., suggest “Three R” approach to deal with burnout these “three R” includes Recognize: watch for the warning signs of burnout, Reverse : undo the damage by managing stress and seeking support, Resilience: build your resilience to stress by taking care of your physical and emotional health.

If the person recognize the warning signs of impending burnout it become worse if the person leave it alone. Although, if the person take steps to take the life back into balance he/she can prevent burnout from becoming a full-blown break-down. (Smith et al. , 2014)

Smith et al., (February, 2014) provided some tips to prevent burnout these prevention tips are listed as following:

**Start the day with a relaxing ritual.** It’s better to spend at least fifteen minutes of mediating in mornings after you wake up rather than jumping out of your bed or you can write on a journal, or doing gentle stretches, or reading.

**Adopt healthy eating, exercising, and sleeping habits.** It’s important to eat right and do regular physical activities, and of course getting plenty of rest to have enough energy to deal with life’s demands and hassles.

**Set boundaries. Don’t overextend yourself.** Everyday set a time to completely be disconnected. It’s important to be away from all kinds of technology stuffs such as laptop or phone.

**Take a daily break from technology.** Powerful antidote to burnout is creativity, just try something new, resume a favorite hobby or even start a new project. Choose the ones that have no relation with work.

**Nourish your creative side.** Creativity is a powerful antidote to burnout. Try something new, start a fun project, or resume a favorite hobby. Choose activities that have no relation with work.

**Learn how to manage stress.** Feeling helpless is common in the road of burnout but everyone's have lot more controls over stress than they think.

Smith et al., also states about recovering from burnout this recovering is because sometimes it's getting late to prevent burnout and also the person already, past the snapping point and it's obtaining vital to require the burnout terribly seriously. For recovery there are additional steps and tips for burnout. The first strategy of three-burnout strategy is slowing down and it occurs when the person is at the tip stage of the burnout during this stage the person must force him/herself to slow down and take a break or decrease no matter commitments and activities that he/she will and provides her/his self-time to rest, reflect and heal. Second strategy is regarding obtaining support during this stage the person burned out and family and friends square measure additional necessary than ever throughout this tough times it's better to share the sensation with different person to experience a number of the burden. The third strategy is regarding reassess goals and priorities during this stage burnout is an plain sign that one thing necessary in life is not operating the person ought to take a time to admit his/her hopes, goals and dreams. If neglecting something it's truly necessary, burnout is often a chance to rediscover to what extremely makes person happy and to vary the course consequently.

### **3.7 Research on Burnout in Turkey**

There are widely researched about teachers' burnout in most countries but there is less investigated about teachers' burnout in Turkey. Studies on burnout in Turkey started on early 90s.

The first study was about Translating and testing the validity and the reliability of the Turkish version of Maslach Burnout Inventory (MBI) (Çam 1991, 1992, 1996), Girgin (1995), and Tümkaya (1996).

A first person who studied about validity and reliability of a Turkish version of Maslach Burnout Inventory was Ergin (1992). Ergin did the study about doctors and nurses and Çam also did the same study with 276 nurses and 255 doctors (1992). Ergin understood that emotional exhaustion and depersonalizations were more among single doctors than married doctors Ergin also reported that suffering of reduced personal accomplishment and emotional exhaustion was more among the women than men.

Çam (1996) did another study about the nursing educators, and she could not find any relationship among the number of children and support among colleagues, in regard to marital status. The result of the research was the level of job satisfaction and job pressure were the more significant indicators of depersonalization and personal accomplishment and the most significant indicator of emotional exhaustion was the level of satisfaction with environment.

Çam and Baysal (1997) examined the relationship between burnout and demographic variables among psychiatrist and phycologists and they found that job satisfaction had an important impact on increasing the scene of personal accomplishment and increasing of feeling of emotional exhaustion and they understood men felt more depersonalized than women.

Güngür (1997) examined the effect of job stressors among managerial and professional staff in a local and multinational firm and the result of the study indicate that role conflict and role ambiguity positively were related whereas marital status, gender and having a university degree have no impact on level of burnout.

Örmen (1993) also examined burnout among bank managers and he found that managers felt higher levels of emotional exhaustion than depersonalization and reduced personal accomplishment whereas women felt more reduced personal accomplishment than men and older people are more susceptible to feel burnout than younger people.

### **3.8 Research on Teachers Burnout in Turkey**

Girgin (1995) used E-MBI questionnaire and she used a questionnaire with personal and work-related with MBI educator survey for measuring teachers burnout and the finding of the study revealed that while women and men were not differ on emotional



exhaustion and reduced personal accomplishment women were not differ in the levels of emotional exhaustion and reduced personal accomplishment but women felt lower levels of depersonalization according to her study when teachers get older they have lower levels of emotional exhaustion and depersonalization whereas they feel more accomplishment in their job her study results of her study revealed people feel successful in their jobs and feel low levels of burnout when they have supportive work environment, positive attitudes toward their jobs and support from their colleges and administrators.

Baysal (1995) studied the factors that related to burnout among the high school teachers in her study she was used a questionnaire for demographic and work environment with MBI-educators survey.

Sünbül (2003) examined the relations among locus of control, burnout and job satisfaction among 297 high school teachers, for collecting the data he used the internal-external locus of control scale, the MBI educator survey and job satisfaction survey and he found out that women experienced lower depersonalization than men he also found out that the emotional exhaustion is positively related to external locus of control he also reported that younger teachers had higher burnout and the age was effective on depersonalization but personal accomplishment was positively related with age.

There are also studies about special educators teachers like Akcamete, Kaner and Socuglu (2001) they compared special educator teachers with 261 normal education children teachers and they understood there was no difference between the two groups of teachers in terms of reduced personal accomplishment, teachers of normal children schools experienced higher levels of emotional exhaustion and depersonalization. The result also relieved that there was no relations between age and gender on teacher's burnout and single men burned out more than single women and married men whereas married women experienced more emotional exhaustion than men.

Cokluk (1999) examined burnout among teachers and principals working in special education and found out principals experienced higher level of higher levels of emotional exhaustion and depersonalization than teachers.

Güven (2013) examined the burnout level of Turkish EFL teachers working at two state universities in Ankara and the finding of the study revealed that teachers had

significantly higher sense of accomplishment and found that monthly income, interaction with colleagues and administrative staff, work overload physical environment, and lack of autonomy in decision making are associated with teacher burnout.

It is clear that most of researches about teacher's burnout in Turkey are most about the primary school, high school and special education teachers and there aren't enough studies among universities teachers in Turkey.



## **4. FINDING OF RESEARCH**

### **4.1 Aim**

The aim of this study is to explore the levels of burnout of Istanbul Aydin university teachers and the reasons that lead them to burnout. The aims are as the following:

- a) Provide suggestions to the organization.
- b) To provide suggestions to future researchers.
- c) To provide suggestions from the results of research.

### **4.2 Research Question**

In this study the main question is about:

- 1) Is there a relationship between burnout and demographic properties?
- 2) What is the burnout level of the Istanbul Aydin University? (Emotional exhaustion, depersonalization, personal accomplishment)

### **4.3 Hypothesis**

The problems that stated are test with the following hypothesis:

- H1) There is a significant difference between male's job burnout and female's job burnout.

H2) There is a significant relationship between age of teachers and their job burnout.

H3) There is a significant relation between total job experience and job burnout of the teachers.

H4) There is a significant relation between job experience of Istanbul Aydin University and job burnout.

#### **4.4 Participants**

The data of this study distributed between Istanbul Aydin university teachers in the academic year of 2014-2015. 135 teachers asked to fill out measures (73 males, 62 females) complete the measures for data collection the survey named MBI consisting of 22 questions. Variables such as age, gender, experience in Istanbul Aydin University and teacher's total experience and title of the teachers applied in the questionnaire.

#### **4.5 Instrument Used in this Study**

Quantitative research method used in this research. The measurement that was used in this study named, Maslach Burnout Inventory (MBI). Maslach and Jackson, 1968 used MBI as a psychological measurement instrument that three subscales emerged from the data analysis as emotional exhaustion, depersonalization and of personal accomplishment. They stated, "A scale designed to assess various aspects of the burnout syndrome was administered to a wide range of human services professionals. Three subscales emerged from the data analysis: emotional exhaustion, depersonalization, and personal accomplishment. Various psychometric analyses showed that the scale has both high reliability and validity as a measure of burnout."

#### **4.5.1 Maslach Burnout Inventory**

MBI firstly was developed by Maslach and Jackson (1986). Original MBI designed for human service occupations and there are some other alternative versions for MBI that developed for the other occupations and for the teaching profession. The MBI consist of 22 items in three subscales Emotional Exhaustion (9 items), depersonalization (5 items), personal accomplishment (8 items).

As it previously mentioned MBI was designed for to measure the human services burnout but some studies focused on teaching profession cause the teaching it's an important profession. The MBI-Educators Survey (MBI-ES) is the same as the MBI the only difference between MBI and MBI-ES is on the word student instead of recipient (Spies & Plake, 2005). The MBI-ES was used to measure the teachers' burnout. The questionnaire has 5-point Likert Scale, ranging from 'never' to 'always' to measure job burnout.

The score range of each sub-scales are different as the following: Emotional Exhaustion from (9 to 45), Depersonalization from (5 to 25) and Personal Accomplishment from (9 to 45).

Maslach and Jackson reported "For both the Emotional Exhaustion and Depersonalization subscales, higher degrees of experienced burnout. Since some of the component items on each subscales had low loadings on the other, there is a moderate correlation between the two scales"; but personal accomplishment subscale is on the opposite direction lower mean score in this subscale shows the higher degree of Burnout. This is important to know that Personal Accomplishment subscale it's not independent of the other subscales.

35 questionnaires returned from 50 and for analysis of data SPSS statistical program was used.

## **4.5.2 Back Ground Information**

Back ground information is about the personal information about the gender, age, years of experience in Istanbul Aydin University, years of experience in teaching, scientific ranking of the teachers as assistant professor, associate professor, professor, and other (lecturer, instructor, research/teaching assistant). It is assumed that there might be correlations between the variables and given responses to questionnaires.

### **4.5.2.1 Emotional Exhaustion Scale**

The first part after the background information of responders to the questionnaire was the emotional exhaustion scale there is 9 items for emotional exhaustion subscale that says being emotionally over extended and exhausted by the work. In MBI questionnaire there were 3 different groups of questions that each of them measure different level of burnout.

Questions 1, 3, 6, 8, 10, 11, 13, 16, and 20 measure the emotional exhaustion level.

### **4.5.2.2 Depersonalization Scale**

There is five items in depersonalization subscale, it can statement in different attitudes to the lecturers' recipients. Teachers who may experience burnout may have faultfinding interaction with their other colleagues or students or hostile.

Questions 2, 5, 14, 15 and 22 measure the depersonalization level.

### **4.5.2.3 Personal Accomplishment Scale**

There is eight items in personal accomplishment scale that describe the feeling of successful or unsuccessful and adequacy or inadequacy efficiency. Personal accomplishment subscale is independent to other subscales.

Higher mean in score in Emotional Exhaustion and Depersonalization correspond to higher level of burnout while in Personal accomplishment subscale lower mean scores level correspond to higher levels of burnout.

Questions 4, 7, 9, 12, 17, 18, 19 and 21 measure the feeling of successful and competence of teachers in their job.

#### **4.6 Data Collection and Analyzes**

Because of the time constraint judgement sampling method was used and 135 lecturers were randomly selected as respondents (2015, July 20). Retrieved from <https://www.statpac.com/surveys/sampling.htm>

The research is quantitative. The data collected through MBI which involves three subscales and some variables add to the survey.

To analyze all the quantitative data all the collected data entered in to SPSS 18.0. In order to analyze the teachers' burnout level descriptive variables such as frequency, Kolmogorov-Smirnov, mean, standard deviation, Leven test. Correlation and frequencies, independent sample T-test were calculated and illustrated through the graphs and tables which formed in SPSS 18.0.

#### **4.7 Inferential Statistics**

##### **4.7.1 Kolomgrov-Smrinov**

The Kolmogorov–Smirnov test (K–S test or KS test) is a nonparametric test of the equality of continuous, one-dimensional probability distributions that can be used to compare a sample with a reference probability distribution (one-sample K–S test), or to compare two samples (two-sample K–S test). The Kolmogorov–Smirnov statistic quantifies a distance between the empirical distribution function of the sample and the cumulative distribution function of the reference distribution, or between the empirical distribution functions of two samples..

### **4.7.2 Levene's Test**

In statistics, Levene's (Leven Howard, 1960) test is an inferential statistic used to assess the equality of variances for a variable calculated for two or more groups. Some common statistical procedures assume that variances of the populations from which different samples are drawn are equal. Levene's test assesses this assumption.

### **4.7.3 Independent Sample t-test**

The independent-samples t-test (or independent t-test, for short) compares the means between two unrelated groups on the same continuous, dependent variable.



## **5. RESULTS**

The main target of every research is replying to questions and hypothesis designed by the researcher to identify the external realities. Today analysis of the information is one of the most important sectors of a research relied on compiling information. Raw data inputs will be analyzed by statistical crafts, then processed and presented as information to users. Researcher uses different approaches to statistical analysis, to answer to composed matters or to decide whether her hypothesis should be refusing or approved. Using each approach has its own terms which should be considered by the researcher. The approaches can be divided in to two parts:

-descriptive statistics

-prescriptive statistics

In this inquiry to analysis the collected data, by using statistical indexes you see describe we will describe and summarize the demographic characteristics of the persons who are used as samples in research consist of gender, age, education,...in descriptive levels, and then in prescriptive level we will analysis the hypothesis and the relation to research variables of “independent T-test” and “one way variance analysis”, using SPSS software.

### **5.1 Descriptive Analysis of Demographic Features**

To identify the nature of the society which is studied here, and to know better variables of the research, we should describe data before analyzing statistical data. Also

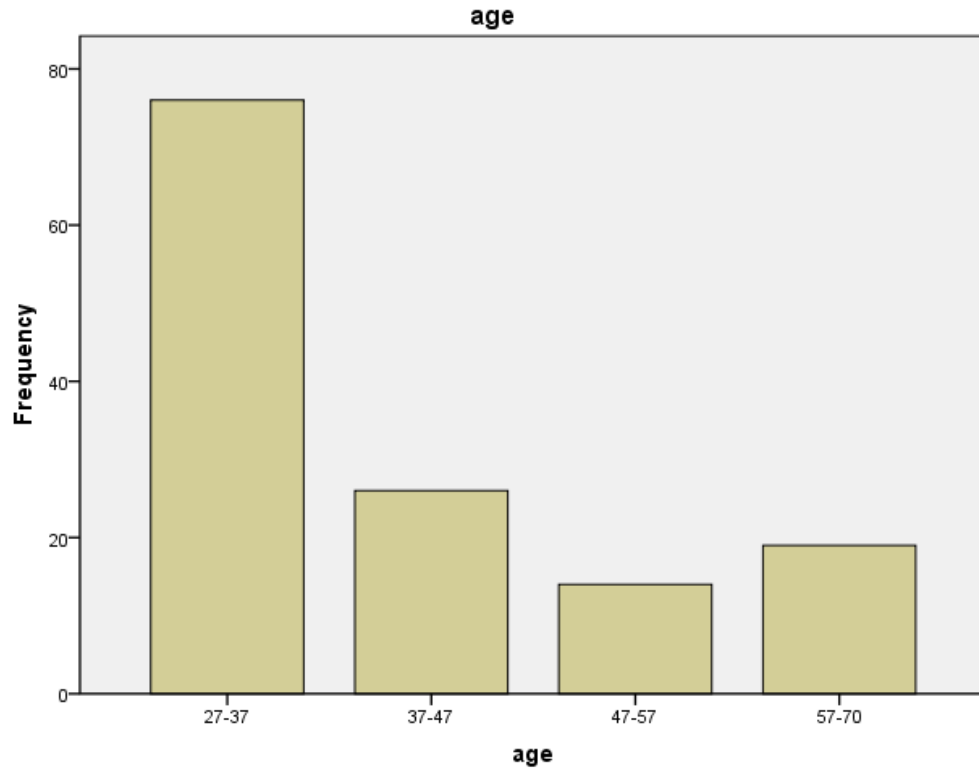
to statistical description of data is a step toward recognizing their patterns and is a base to know relations between the variables.

**A: Age**

According to the table 5-1 and its figure most responders are professors at 27-37 years old with 56 percent; and the least responders at 47-57 years old with about 10 percent of statistical samples.

**Table 5.1:** Distribution of Participants according to their Ages.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 27-37	76	56.3	56.3	56.3
37-47	26	19.3	19.3	75.6
47-57	14	10.4	10.4	85.9
57-70	19	14.1	14.1	100.0
Total	135	100.0	100.0	



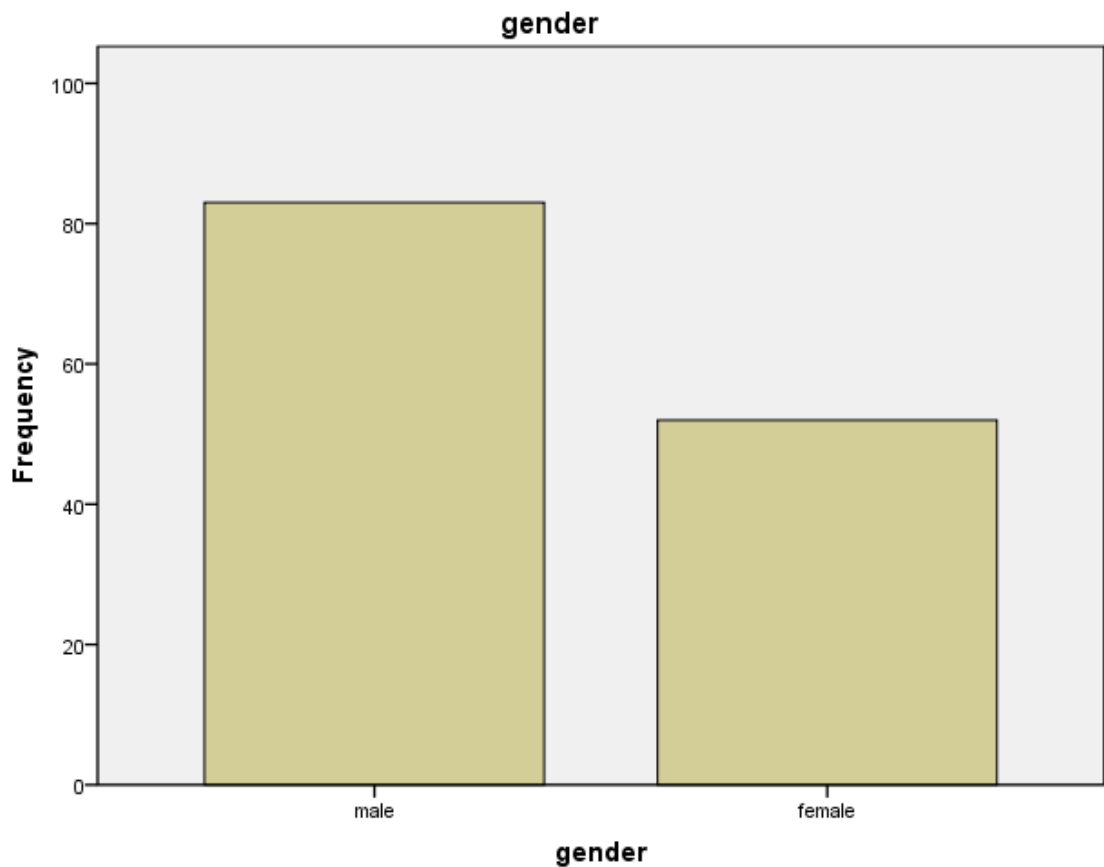
**Figure 5.1:** Sample Frequency based on Age

**B: Gender**

According to the table 5-2 and based on its own figure the most number of responders are males with 61 percent and females at about 38 percent are in next place.

**Table 5.2:** Distribution of Participants According to their Gender.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	83	61.5	61.5	61.5
Female	52	38.5	38.5	100.0
Total	135	100.0	100.0	



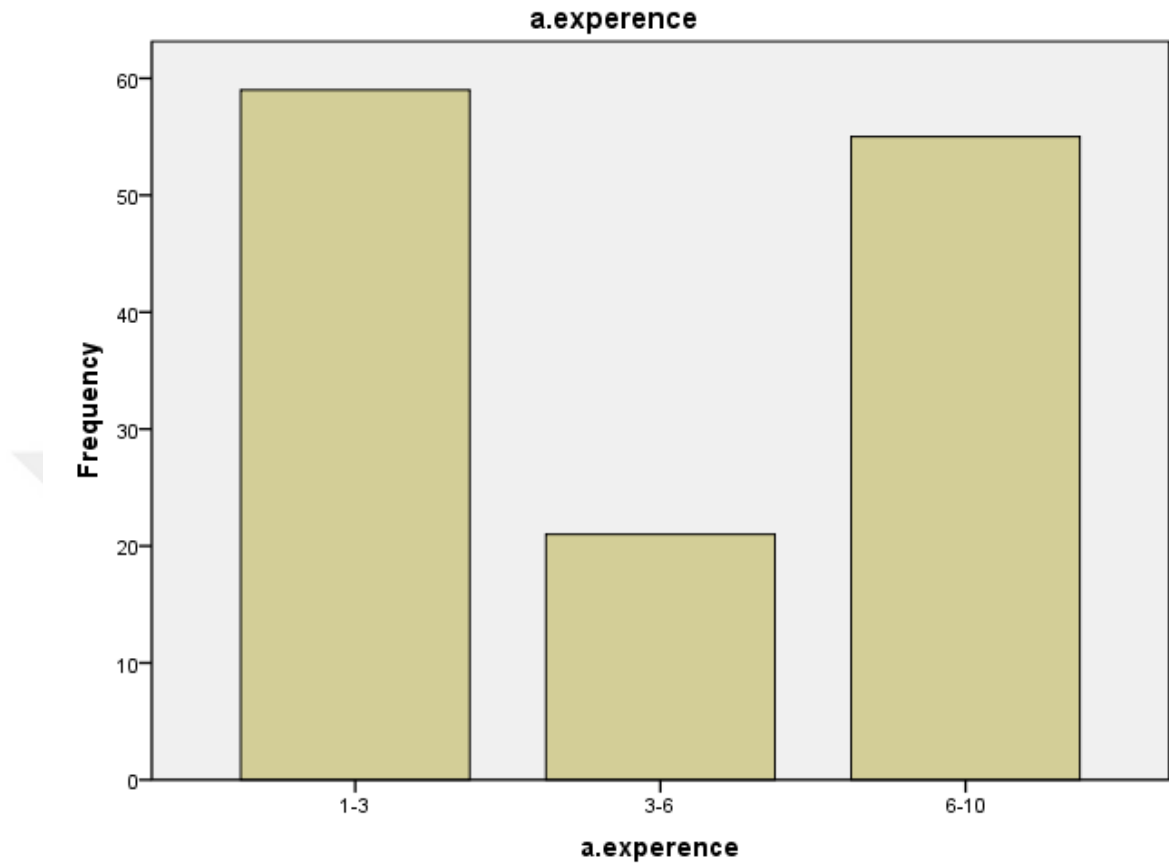
**Figure 5.2:** Sample Frequency Based on Gender

### C: Job experience in Istanbul Aydin University

According to the table No. 5-3, the frequencies of responders based on their experience are at 6-10 years' experience with 40 percent in most numbers and at 3-6 years' experience with 15 percent in least numbers.

**Table 5.3:** Distribution of Participants According to their Job Experience of Aydin University.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-3	59	43.7	43.7	43.7
3-6	21	15.6	15.6	59.3
6-10	55	40.7	40.7	100.0
Total	135	100.0	100.0	



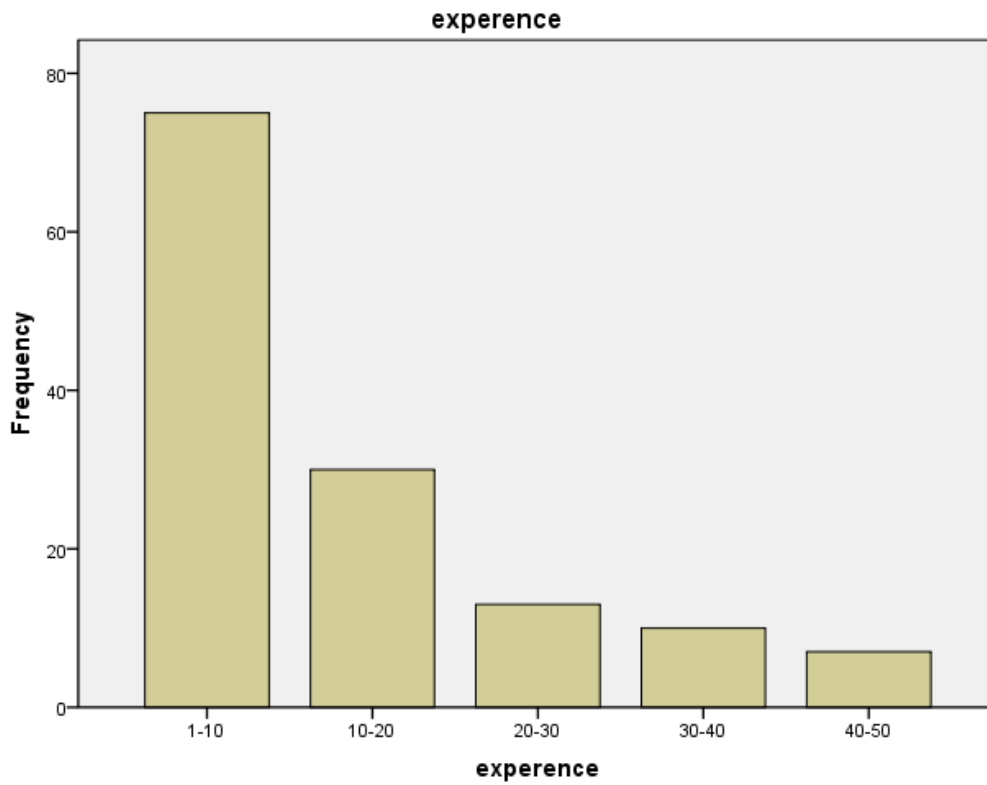
**Figure 5.3:** Responders' Frequency based on the Job Experience of Aydin University

#### **D: Work Experience**

According to do results of table 5-4 and its diagram the frequency of responder at 1- 10 years' experience persons with 55 percent, makes the most numbers and at 40 -50 years' experience persons with about 5 percent makes the least numbers.

**Table 5.4:** Distribution of Participants According to their Total Job Experience.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-10	75	55.6	55.6	55.6
10-20	30	22.2	22.2	77.8
20-30	13	9.6	9.6	87.4
30-40	10	7.4	7.4	94.8
40-50	7	5.2	5.2	100.0
Total	135	100.0	100.0	



**Figure 5.4:** Responders' Frequency on Based on Total Job Experience

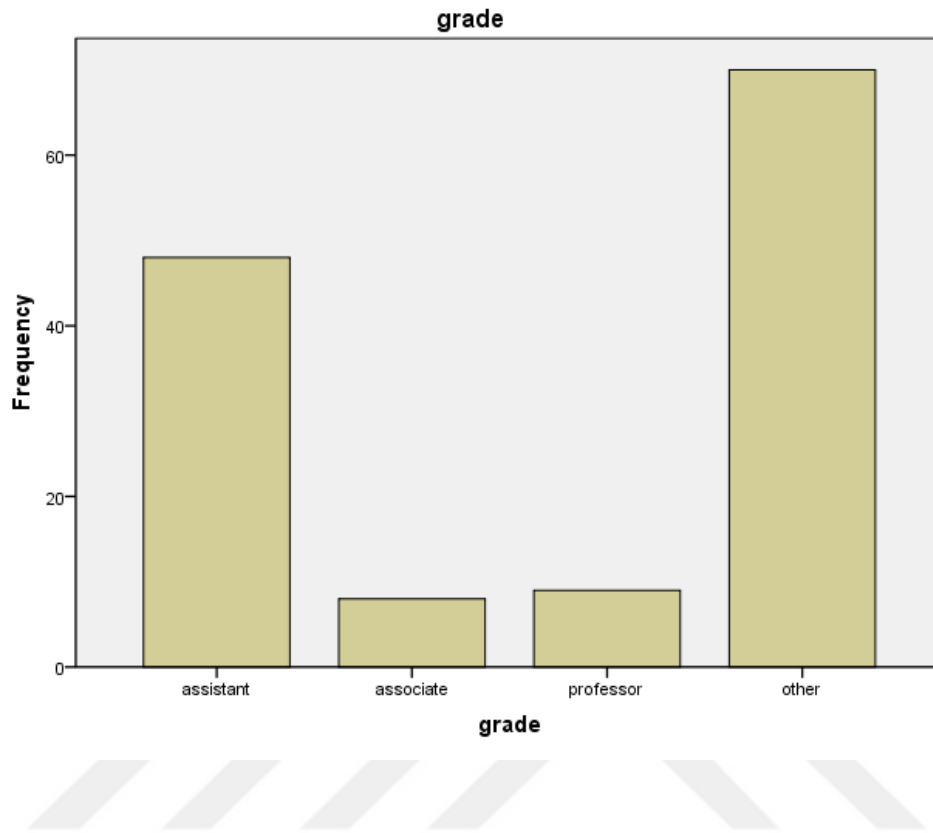
**E: Grade (Job Title)**

According to table 5-5 and its frequency of responders figure, the other group with 49 percent are the most and in associate professor group with about 6 percent makes the least frequency.

**Table 5.5:** Distribution of Participants According to their Scientific Ranking.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Assistant	48	35.6	35.6	35.6
Associate	8	5.9	5.9	41.5
Professor	9	6.7	6.7	48.1
Other	70	51.9	51.9	100.0
Total	135	100.0	100.0	





**Figure 5.5:** Responders' Frequency Based on Scientific Ranking

## 5.2 Prescriptive Analysis of Findings

### 5.2.1 Check the Normality of Pattern's Components

Another common apportionments in statistics, is its division to parametric and nonparametric statistics. Parametric statistics needs pre-hypothesis in the noted society. As the most important per-hypothesis, we guess the distribution of the society is in normal manner, but nonparametric statistics do not need any pre-hypothesis in this issue. Parametric statistic's techniques are severely affected by the variables and statistics distribution of the society.

If the variables are nominal and ordinal, non- parametric methods must be used and if they are interval and proportional, considering the statistics distribution of society is normal, parametric methods should be used.

Kolmogorov-Smirnov test is used to check the normality of pattern's dimension components. Statistical hypothesis in all tests are as follows:

H 0: Distribution is Normal.

H 1: Distribution is not normal

**Table 5.6:** Kolmogorov-Smirnov that's results for Research variables.

Constructs	Most Extreme Differences			Kolmogorov-Smirnov Z	Sig
	Absolute	Positive	Negative		
Emotional exhaustion	0.116	0.105	-0.116	1.351	0.052
Depersonalization	0.91	0.90	-0.91	1.058	0.213
Lack of personal accomplishment	0.131	0.125	-0.131	1.586	0.053
Burnout	0.69	0.60	-0.69	1.604	0.538

As you see in table 5-6, since the amount of significance level is greater than 0.05 errors in all variables, so we consider the post hypothesis as zero, it means distributions of all the components are normal.

**First hypothesis: There is the significant difference between gender and three dimensions of job burnout.**

As gender is qualitative (two groups) for checking the effect of gender on burnout and all of three dimensions of burnout we use Independent sample T-Test.

The Null-hypothesis and control samples in this test are as follows:

H0: There is not the significant difference between males' job burnout ( $\mu_1$ ) and females' job burnout ( $\mu_2$ )

H1: There is the significant difference between males' job burnout ( $\mu_1$ ) and females' job burnout ( $\mu_2$ ).

**Table 5.7: Group Statistics.**

	gender	N	Mean	Std. Deviation	Std. Error Mean
Emotional exhaustion	female	83	2.403	0.684	0.0751
	male	52	2.857	0.581	0.0806
Depersonalization	female	83	2.214	0.793	0.871
	male	52	2.492	0.580	0.8043
Lack of personal accomplishment	female	83	4.236	0.558	0.612
	male	52	2.971	0.328	0.455
Burnout	female	83	2.804	0.446	0.489
	male	52	3.026	0.366	0.508

<b>Table 5.8: Independent Samples Test.</b>							
	Levene's Test for Equality of Variances		t-test for Equality of Means				
	F	Sig.	t	Df	Sig	95% Confidence Interval	
						Lower	Upper
Emotional exhaustion	1.50	0.285	3.96	133	0	0.775	1.864
Depersonalization	3.432	0.056	3.851	133	0	0.587	2.034
Lack of personal accomplishment	3.922	0.0504	3.200	133	0.002	0.229	1.559
Burnout	0.543	0.462	3.025	133	0.003	0.638	1.711

One way of the defaults in Independent sample test is equalization of groups' variances assumption. Levene's test does the equalization of variances assumption. The Levene statistical amount of analysis the equalization of variances assumption in different levels shows that equalization variances assumption in all two groups is confirmed (The amount of significance level is higher than 0.05).

As the results of independent T- test shows, a significant difference on confidence level of 95percent exists between male's occupational exhaustion with all its three aspects ( $\mu_1$ ), and female's occupational exhaustion with all its three aspects ( $\mu_2$ ) (you see the significance level come to less than 5percent). The mean of results shows that male's job burnout is more than female's job burnout. Moreover, the three aspects of occupational exhaustion consists of emotional exhaustion, depersonalization and lack of personal accomplishment, have significant differences between males and females (the significance level came to less than 0.05), and considering the means we can say these three indexes in males are higher than females.

**Second hypothesis: There is a significant relationship between age of teachers and their job burnout.**

As the independent variable (age) is qualitative and the dependent variables (burnout) is quantitative, and according to this fact that the independent variable is multi grouped, variance analysis method should be used for the assessment of this hypothesis.

The null is 0 and its look like the below:

H0: There is not a significant relationship between age of teachers and their job burnout.

H1: There is a significant relationship between age of teachers and their job burnout.

**Table 5.9:** Descriptive Results Containing Mean, Standard deviation, and Sample Proportions.

	Age	Mean	Std. Deviation	N
Emotional exhaustion	27-37	2.3965	.50442	76
	37-47	3.2878	.34457	26
	47-57	3.8183	.37721	14
	57-70	4.3890	.36612	19
	Total	3.1103	.92295	135
Depersonalization	27-37	2.3288	.44966	76
	37-47	3.5985	.66874	26
	47-57	4.1095	.14500	14
	57-70	4.4171	.41339	19
	Total	3.2191	1.00169	135
Lack of personal accomplishment	2.2828	1.04294	2.2828	76
	3.0533	.78273	3.0533	26
	3.2050	.80914	3.2050	14
	4.3214	.49351	4.3214	19
	2.9280	1.16904	2.9280	135
Burnout	27-37	27-37	2.5072	76
	37-47	37-47	3.2317	26
	47-57	47-57	3.9775	14
	57-70	57-70	4.4286	19
	Total	Total	3.1837	135

**Table 5.10:** Levene's Test to Variance's Equality.

	F	df1	df2	Sig.
Emotional exhaustion	0.211	3	131	0.796
Depersonalization	1.208	3	131	0.461
Lack of personal accomplishment	2.181	3	131	0.201
Burnout	0.881	3	131	0.498

One of the assumptions of variance test is to be equalized of group variances. Levene's test does the equalization of variances assumption. The Levene statistical amount of analysis the equalization of variances assumption in different levels shows that equalization variances assumption in all four groups is confirmed (the significant level become more than 5 percent) and using variances analysis to compare the average is without encumbrance.

<b>Table 5.11: Tests of Between-Subjects Effects.</b>						
Source	Dependent Variable	Df	Mean Square	F	Sig.	Partial Eta Squared
Age	Emotional exhaustion	3	7.206	20.827	0	0.621
	Depersonalization	3	7.162	8.888	0	0.420
	Lack of personal accomplishment	3	9.894	43.131	0	0.758
	burnout	3	7.604	38.328	0	0.692
Error	Emotional exhaustion	131	0.365			
	Depersonalization	131	0.784			
	Lack of personal accomplishment	131	0.240			
	burnout	131	0.201			
Corrected Total	Emotional exhaustion	134				
	Depersonalization	134				
	Lack of personal accomplishment	134				
	burnout	134				

The result of variances analysis table and Eta coefficient index show that burnout and all its three aspects with confidence level of 95 percent, are affected by the age of the people (significant level become less than 5 percent). In other words, there is a significant difference in the amount of burnout and all its three dimensions with confidence level of 95percent in different ages. The descriptive results show that burnout goes up with getting persons older so the relation between the age and burnout is positive and significant.

Due to index coefficient of Eta, it can be said that the age factor is severely related to lack of personal accomplishment aspect (the most amount of eta unity) and it has the least relation with depersonalization.



**Third hypothesis: There is a significant relation between total job experience and job burnout of the teachers.**

H0: There is not a significant relation between total job experience and job burnout of the teachers.

H1: There is a significant relation between total job experience and job burnout of the teachers.



**Table 5.12:** Descriptive Results Containing Mean, Standard Deviation and Sample Proportions.

	Experience	Mean	Std. Deviation	N
Emotional exhaustion	1-10	3.011	0.646	75
	10-20	3.838	0.849	30
	20-30	3.633	0.746	13
	30-40	4.137	0.758	10
	40-50	4.560	0.354	7
	Total	3.184	0.975	135
Depersonalization	1-10	2.531	0.950	75
	10-20	3.104	1.531	30
	20-30	3.790	0.741	13
	30-40	3.551	1.211	10
	40-50	4.765	0.195	7
	Total	2.939	1.21	135
Lack of personal accomplishment	1-10	2.865	0.498	75
	10-20	3.871	0.992	30
	20-30	4.121	0.410	13
	30-40	4.318	0.298	10
	40-50	4.930	0.234	7
	Total	3.213	1.231	135
Burnout	1-10	2.654	0.459	75
	10-20	3.673	0.911	30
	20-30	3.740	0.301	13
	30-40	3.821	0.450	10
	40-50	4.981	0.223	7
	Total	3.081	0.912	135

**Table 5.13:** Leven's test to Variances Equality.

	F	df1	df2	Sig.
Emotional exhaustion	0.71	4	130	0.513
Depersonalization	0.878	4	130	0.480
Lack of personal accomplishment	2.890	4	130	0.043
Burnout	2.963	4	130	0.043

The statistical amounts of Leven test which has been done to analysis of variances equalization hypothesis shows that this equalization is affirmed in all four groups (significant level received to more than 5 percent) and using variances analysis to compare the mean is without encumbrance.

<b>Table 5.14: Tests of Between-Subjects Effects.</b>						
Source	Dependent Variable	Df	Mean Square	F	Sig.	Partial Eta Squared
Age	Emotional exhaustion	4	3.890	8.891	0	0.510
	Depersonalization	4	3.256	4.066	0.027	0.340
	Lack of personal accomplishment	4	5.421	15.988	0	0.601
	Burnout	4	4.286	9.091	0	0.439
Error	Emotional exhaustion	30	0.387			
	Depersonalization	30	1.056			
	Lack of personal accomplishment	30	0.363			
	Burnout	30	0.370			
Corrected Total	Emotional exhaustion	34				
	Depersonalization	34				
	Lack of personal accomplishment	34				
	Burnout	34				

The result of variances analysis and Eta coefficient index's table shows that burnout and the all three aspects in 95 percent confidence level are affected by job experiences of the individuals (the meaningful level become less than 5percent). In other words the amount of burnout and its three aspects for people with different job experiences in 95 percent confidence level, there are different meaningful levels. The descriptive results show that the more job experience will lead to more burnout and all its aspects in persons. It means that there is a positive, significant relation between job experience and burnout. According to Eta coefficient index we can say that job experience has the most relation with lack of personal accomplishment aspect (the most amount of Eta index) and the least relation with depersonalization.

**Fourth hypothesis: There is a significant relation between total job experience of Istanbul Aydin University teachers and burnout.**

H0: There is not a significant relation between total job experience of Istanbul Aydin University teachers and burnout.

H1: There is a significant relation between total job experience of Istanbul Aydin University teachers and burnout.



**Table 5.15:** Descriptive Results Containing Mean, Standard Deviation and Sample Proportions.

	IAU. experience	Mean	Std. Deviation	N
Emotional exhaustion	1-3	2.72	0.590	59
	3-6	2.95	0.792	21
	6-10	4.125	0.754	55
	Total	3.300	0.989	135
Depersonalization	1-3	2.498	1.604	59
	3-6	2.846	1.231	21
	6-10	3.430	0.792	55
	Total	3.290	1.210	135
Lack of personal accomplishment	1-3	2.194	0.462	59
	3-6	3.001	0.898	21
	6-10	3.990	0.600	55
	Total	3.219	1.002	135
Burnout	1-3	2.140	0.471	59
	3-6	2.503	0.631	21
	6-10	3.829	0.618	55
	Total	3.04	0.902	135

**Table 5.16:** Leven's Test to Variances Equality.

	F	df1	df2	Sig.
Emotional exhaustion	0.389	2	132	0.607
Depersonalization	0.149	2	132	0.877
Lack of personal accomplishment	1.945	2	132	0.187
Burnout	0.558	2	132	0.553

The amount of statistical Leven to analyze the equivalence assumption of variances in different levels shows that this assumption is approved in all four groups (significant level more than 5 percent) and using variance analysis to compare averages is without encumbrance.

<b>Table 5.17: Tests of Between-Subjects Effects.</b>						
Source	Dependent Variable	Df	Mean Square	F	Sig.	Partial Eta Squared
Age	Emotional exhaustion	2	9.232	18.042	0	0.501
	Depersonalization	2	6.156	8.459	0.007	0.264
	Lack of personal accomplishment	2	11.228	21.955	0	0.563
	Burnout	2	9.672	19.572	0	0.541
Error	Emotional exhaustion	132	0.483			
	Depersonalization	132	1.129			
	Lack of personal accomplishment	132	0.465			
	Burnout	132	0.401			
Corrected Total	Emotional exhaustion	134				
	Depersonalization	134				
	Lack of personal accomplishment	134				
	Burnout	134				

The result of the table of variance analysis and Eta coefficient index shows that burnout and all 3 aspects in 95 percent confidence level are affected by job experience of people in Aydin University (significant level less than 5 percent). In other words the amount of burnout and all its three aspects differs significantly due to job experiences of the people in Istanbul Aydin University at 95 percent confidence level. The descriptive results show that the more job experience in lead to more burnout and its aspects; it means there is a positive, significant relation between job experience in Istanbul Aydin University and burnout of the people. Due to Eta's coefficient index it can be said that job experience of the people has the most relation with lack of personal accomplishment aspect (the most Eta coefficient) and the least relation with depersonalization.



## **6. CONCLUSION AND RECOMMENDATIONS**

At the end of every research activity, the researcher must present the results after testing the hypothesis. These results are the base of the related suggestions; so the accurate results and the proper connected suggestions can be a way of converting the theories into actions to be successful in the future. The results which are based on correct analysis can resolve the problems on the way of the research related organization. In this chapter the results of data analysis will be presented briefly and the question posed in first chapter will be answered.

### **6.1 Discussion and Concluding Descriptive Findings**

According to the figures in fifth chapter, the most statistical samples are males (62%) and females form 38 percent of responders. Based on the age, responders are divided into four levels: 27-37, 37-47, 47-57 and 57-70. The most frequency relates to 27-37 years old persons with about 56 percent. So we can say the most responders are young people. The responders are classified to 4 levels: assistant professor, associate professor, full professor and others (lecturer, instructor, research/teaching assistant). Due to the results of figures the most responders are from “others” level (52%). The next places orderly belong to assistant professor (36%), full professors (7%) and associate professors (6%).

Frequency levels from the job experience point of view consists of: 1-10 years %56, 10-20 years %22, 20-30 years %10, 30-40 years %7, 40-50 years at about %5; so we can say most responders have less than 10 years job experience.

In Istanbul Aydin University, the job experience of the responders outlined in three levels: 1-3 years at %44, 3-6 years at %15 and 6-10 years at %41. The general results

show that the most responders are young men at 27-37 years old with 1-10 years job experience. The majority of these people are not full professors, assistance professors or associate professors and most of them have between 6-10 years of job experience in Istanbul Aydin University.

## **6.2 Discussion and Concluding Perceptive Findings**

The results of the normality test of variables (Kolmogorov - Simonov test) with  $Z=1.604$  shows that all variables have normal distribution and proportional to this subject some proper statistical tests have been used to evaluate the hypothesis.

### **6.2.1 Analysis of First and Second Hypothesis**

**First hypothesis: there is the significant difference between male's job burnout and female's job burnout.**

**Second hypothesis: there is a significant difference between gender and 3 dimensions of burnout.**

To analysis these hypothesis, Independent Samples Test have used. The results show that there is a significant difference between Male's job burnout and female's job burnout. The amount of job burnout mean for men are 3.026 and for women is 2.804. Due to these numbers it can be said that in Istanbul Aydin University, the job burnout for males are more than females. The results of second hypothesis show that there is a significant difference between males and females job burnout for 3 dimensions. The mean of emotional exhaustion aspect for males is 2.8 in for female's 2.4; the mean of depersonalization aspect for males 2.4 and females are 2.2; the mean of lack of accomplishment aspect for males is 4.2 and for females are 2.9. According to these amounts and the 5 numeral Likert Scales used in questionnaire, it can be resulted that in all 3 aspects, burnout for males are more than females (it's higher than the average of 3). Female's lack of personal accomplishment and male's emotional exhaustion have the most level of burnout.

At the end we can say that the first and second hypotheses of this research are affirmed at their 3 dimensions, due to use significant level of  $\text{sig} < 0.05$  in burnout.

### **6.2.2 Evaluation of Third Hypothesis**

**Third hypothesis: There is a significant relation between the ages of teachers in their job burnout.**

According to being qualitative of age and being quantitative of burnout variables, and due to outline age variables classified in 4 levels, variance analysis is used to evaluate this hypothesis. The results show that there is a significant difference between the age of the people and their job burnout. The partial Eta squared test with  $\text{Eta}=0.692$  and  $\text{sig}=0$ , shows that there is a significant relation between the age of the teachers and their burnout. Considering Eta's positive amount we can say the mean of job burnout goes up significantly with getting older. The mean of job burnout at 27-37 years old persons is 2.5, at 37-47 years old is 3.2, at 47-57 years old is 3.9 and at 57-70 years old is 4.4. As you see the highest level of job burnout is at more than 57 years old age and the lowest is at 27-37 years old youth people.

Moreover, the results of partial Eta squared show that among the 3 dimensional of burnout, lack of personal accomplishment has the most unity with the age of teachers at  $\text{Eta}=0.758$  index. At next level emotional exhaustion with  $\text{Eta}=0.621$  index and the next level depersonalization with  $\text{Eta}=0.420$  index.

Based on aforesaid findings we can say, there is a significant, positive relation between teacher's age and their burnout. It means the elder ones have more burnout. So the third hypothesis of this research is confirmed too.

### **6.2.3 Fourth Hypothesis**

**There is a significant relation between teachers' total job experience and their job burnout.**

Variance analysis test and coefficient Eta is used to analysis this hypothesis. The results of Variance analysis shows that there is a significant different between different job experience levels and burnout of teachers. Eta=0.439 and sig=0 show that a significant, positive relation exist among teachers job experience and the amount of their burnout. Due to this positive relation we can say that by getting more job experience, job burnout will be more. The amount of job burnout at 1-10 years old is 2.4, at 10-20 years old is 2.65, at 20-30 years old is 3.74, at 30-40 years old is 3.82 and at 40-50 years old is 4.9. As you see the most burnout is at 40-50 years old, and the difference of teacher's burnout with less than 40 years experiences is trifling.

Moreover, partial Eta squared results show that among 3 aspects of burnout, lack of personal accomplishment has the most coefficient with the age of teachers at Eta=0.601 index. In next grade, emotional exhaustion at Eta=0.510 and depersonalization at Eta=0.340 are placed.

Therefore based on above mentioned findings it can be said that teacher's job experience and their burnout have a significant, positive relation with each other. It means the more experience will lead to more burnout. So based on this, the forth hypothesis is confirmed too.

#### **6.2.4 Fifth Hypothesis**

**Fifth hypothesis: There is a significant relation between job experience of Istanbul Aydin university's teachers and their burnout.**

In analysis of this hypothesis, the variance analysis test and Eta coefficient are used. The results of variance analysis test show that there is a significant difference between different levels of job experience of Istanbul Aydin University and burnout of the teachers. Eta=0.541 index and sig=0 indicate that a positive significant relation exists between job experience of teachers and their burnout, and due to this positive relationship we can say that the more job experience will lead to more burnout.

The mean amount of burnout at 1-3 years level is 2.14, at 3-6 years is 2.50 and at 6-10 is 3.82. As you see the highest level of burnout is at 6-10 years level, and the burnout

difference for teachers who have less than 6 years of experience is trifling.

Moreover the partial Eta squared results show that among three aspects of burnout, lack of personal accomplishment has the most coefficient with the age of teachers,  $\text{Eta}=0.563$  index. Emotional exhaustion with  $\text{Eta}=0.501$  index, and depersonalization with  $\text{Eta}=0.264$  index are at next grades.

As a result, based on above findings there is a positive, significant relation between job experience of Istanbul Aydin university teachers and burnout of them. It means the more experience will lead to more burnout of teachers. So the fifth hypothesis is confirmed too.

### **6.3 Concluding**

According to confirmation of pentad hypothesis of this research we conclude that the characteristics of demography effect on the job burnout of people in mentioned statistical society consist of teachers working at Istanbul Aydin University. Moreover males experience more burnout than females. This is because of several reasons which should be analyzed more. Perhaps some of the reasons are that females have less financial responsibilities, often are not multi employment, usually take care of their physical and mental health and have more hobbies than males. Of course all of these matters are hypothesis and should be analyze the scientifically

**Table 6.1:** First and Second Hypothesis' Analysis

	Hypothesis		Sig	T	Results
1	There is the significant difference between male's burnout and female's burnout.	Burnout	0	3.02	Confirm
2	There is a significant difference between gender and 3 dimensions of burnout.	Emotional exhaustion	0	4.96	Confirm
		Depersonalization	0.002	3.85	
		Lack of personal accomplishment	0.03	2.05	

As we have seen in hypothesis analysis is section considering the age and the amount of job experience, the most relation between burnout and the age of teachers is at  $\text{Eta}=0.696$  index. Eta indexes, in job experience and experience of working at Istanbul Aydin University are 0.439 and 0.541 accordingly.

It is required to mention that to job experience directly derives from the age factor. Logically the elder people have more jobs experiences. so confirming the relation of general job experience and job experience at Istanbul Aydin university with burnout, due to confirm of relation between age and exhaustion, is logical.

**Table 6.2:** Third, Fourth and Fifth Hypothesis' Results

	Hypothesis	Sig	Eta	Results
3	There is a significant relation between the ages of teachers in their job burnout.	0	0.696	Confirm
4	There is a significant relation between total job experience and job burnout of Aydin University's teachers.	0	0.439	Confirm
5	There is a significant relation between job experience of Istanbul Aydin University's teachers and their job burnout.	0	0.541	Confirm

Comparing the results of this research with similar researchers, it can be said that several researchers has been done to know about the relation of demographical characteristics with burnout. For example the results of Hawkins (2001) research show that policewoman get burnout less than policeman. In another research, Aloha et al (2006), it shows that older employees get more occupational exhaustion. They found out those employees who are 16 years job experience and above get more burnout. The results of present research confirm the findings above mentioned.

## **6.4 Suggestions**

### **6.4.1 Suggestions to the Organization**

According to all that we said, and due to the results of the research, there are some

suggestions as follows:

- Increasing freedom of action and investing more power to higher experienced teachers to increasing their self-confidence in feeling to be more beneficial.
- To appreciate of all your experience professors.
- To present financial facilities to the teachers especially male ones to lightening the responsibilities.
- providing protection program to protect physical and mental health of employees.
- Providing welfare, amusement and athletic facilities for the teachers to improve their morale.
- To assure them that they will give retirement services.
- To provide educational programs to be able to confronting burnout's problems.
- Presenting clinical and advisory services by expert groups.
- Attention to beautify the work place and using natural plants and flowers.
- Inform them about burnout through film, brochure and educative books.
- Encourage them to participate in athletic programs through paying overtime salaries.
- Helping teachers to self-evaluation about their burnout.
- Introducing trustworthy advisory to settle their family and personal problems.

#### **6.4.2 Suggestions to Future Researchers**

The following subjects save suggested to researchers who are interested in research about job burnout.

- Analyzing other demographic variables like education level, marital status in job burnout.
- Analyzing the reasons of different job burnout status between males and females.
- Analyzing effects of religion and race in job burnout.
- Identifying obstacles of job burnout.
- Analyzing the relationship between burnout with physical health.
- Analyzing the relation of demographic characteristics with job burnout in employees of Istanbul Aydin University.
- Comparing job burnout of Istanbul Aydin University with other universities.



- Analyzing the effects of personality characteristics on job burnout.
- Analyzing the relation of job burnout with mental health.

### **6.5 Limitations of the Research**

Every research due to its subject, method of research, gathering data instruments...have some limitations and the researcher tries to minimize them. Naturally during this research too, the researcher faced to some obstacles as follows:

- gathering data tools limitations; limitations of questionnaires to gather data. To solve this problem researcher tried to use standard questionnaire.
- facing some different and inconsistent results in analyzing the relation between gender and burnout in background of research; in some researches female's job burnout was higher and in other male's.
- some responders had problems of answering about their job burnout due to their dogmatism or personal reasons. Usually people are watchful about showing their emotions or characteristics which show their weakness somehow.
- measuring job burnout by Likert criteria is not a complete true.

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## APPENDICES

### APPENDIX A:

Section One: Additional questions asked for personal and work information.

#### Education:

Master (yüksek Lisans)

Doctorate (Doktora )

Professor (Profesör)

#### Title:

Assistant Prof. (yardımcı Doçent)

Associate Prof. (Doçent)

Other (Diğer)

Age:

Gender:

Total Experiences:

Experiences in IAU:

## APPENDIX B:

Section two:

### MASLACH TÜKENMİŞLİK ÖLÇEĞİ (Maslach Burnout Inventory Manual)

<p>Aşağıda, kişilerin ruh durumlarını ifade ederken kullandıkları bazı cümleler verilmiştir. Lütfen her bir cümleyi dikkatle okuyarak hangisi kılıkta hissettiğinizi size uyan seçeneğe işaret koyarak belirtiniz.</p>	<b>Kesinlikle katılmıyorum</b>	<b>Katılmıyorum</b>	<b>çekimserim</b>	<b>katılıyorum</b>	<b>Kesinlikle katılıyorum</b>
1. I feel emotionally drained by my work. "kendini işimden duygusal olarak uzaklaşmış hissediyorum".					
2. I am at the end of my patience at the end of my work day."İş gününün sonunda kendimi bitkin hissediyorum".					
3. I feel tired when I get up in the morning and have to face another day at work. "Sabah kalkıp yeni bir iş günü ile karşılaşmak zorunda kaldığımda kendimi yorgun hissediyorum".					
4. I am easily able to understand what my students feel. "öğrencilerimin pek çok şey hakkında neler hissettiklerini anlayabilirim".					

<p>5. I feel I look after a certain student impersonally, as if they are objects.</p> <p>"Bazı öğrencilerime onlar sanki kişilikten yoksun bir objeymiş gibi Davrandığımı hissediyorum.</p>					
<p>6. It stresses me too much to work in a direct contact with people.</p> <p>" Bütün gün insanlarla çalışmak benim için gerçekten bir erginliktir".</p>					
<p>7. I look after my students problems very effectively.</p> <p>"öğrencilerimin sorunlarını etkili bir şekilde hallederim"</p>					
<p>8. I feel like my work is breaking me down.</p> <p>"İşimin beni tükettiğini hissediyorum".</p>					
<p>9. Through my work, I feel that I have a positive influence on people.</p> <p>"İşimle diğer insanların yaşamlarını olumlu yönde etkilediğimi hissediyorum"</p>					
<p>10. I look after my students problems very effectively.</p> <p>"Bu mesleğe başladığından beri insanlar akarşı katılaştığımı hissediyorum"</p>					
<p>11. I feel I work too hard at my job.</p> <p>"Bu iş beni duygusal olarak katılaştırdığı için sıkıntı duyuyorum"</p>					
<p>12. I feel full of energy.</p> <p>"Kendimi çok enerjik hissediyorum"</p>					
<p>13. I feel like I'm at the end of my rope.</p> <p>"İşimin beni hayal kırıklığına düşünüyorum"</p>					

14. I'm afraid that this job is making me uncaring. "İşimde gücümün üstünde çalıştığımı hissediyorum"					
15. I really don't care about what happens to some of my students. "Bazı öğrencilerin başına gelenle gerçekten umurumda değil"					
16. Working with people all day long requires a great deal of effort. "Doğrudan öğrencilerle çalışmak bende çok fazla strese neden oluyor"					
17. I am easily able to create a relaxed atmosphere with my students. "öğrencilerime rahat bir atmosferik olay sağlayabilirim"					
18. I feel refreshed when I have been close to my students at work. "öğrencilerimle yakın ilişki içinde çalıştıktan sonra kendimi ferahlamış hissediyorum"					
19. I accomplish many worthwhile things in this job. "Bu meslekte pek çok değerli işler başardım"					
20. I feel frustrated by my work. "Kendimi çok çaresiz hissediyorum"					
21. In my work, I handle emotional problems very calmly. "İşimde duygusal sorunları bir hayli soğuk kanlılıkla hallederim"					

22. I have the impression that my patients/clients make me responsible for some of their problems. "öğrencilerin bazı problemleri için beni suçladıklarını hissediyorum"					
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**SOSYAL BİLİMLER ENSTİTÜSÜ**

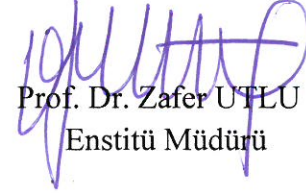
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**Konu:** ANKET

**21.08.2015**

**Sayın Azin KAZEMGHAMSARI**

Enstitümüz Y1212.150006 numaralı İşletme Ana Bilim Dalı İşletme Yönetimi Tezli Yüksek Lisans programı öğrencilerinden Azin KAZEMGHAMSARI' nın "TEACHERS' BURNOUT AND DETERMINING THE MOST IMPORTANT COMPONENTS OF BURNOUT WITH A CASE STUDY ON ACADEMIC STAFF" adlı tez çalışması gereği "Maslach Tükenmişlik Ölçeği" ile ilgili anketleri İstanbul ilinde bulunan İstanbul Aydın Üniversitesinde görev yapan öğretim üyelerine uygulayacağı anket ve ölçekleri 03.08.2015 tarih ve 2015/09 İstanbul Aydın Üniversitesi Etik Komisyon Kararı ile etik olarak uygun olduğuna karar verilmiştir.

Bilgilerinize rica ederim.

  
Prof. Dr. Zafer UTLU  
Enstitü Müdürü



INSTITUTE OF SOCIAL SCIENCES

**Number:** B.30.2.AYD.0.41.00.00/0 20-1516  
**Subject:** Survey

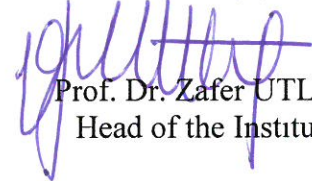
21.08.2015

**Dear Azin KAZEMGHAMSARI,**

Azin KAZEMGHAMSARI who is a student in the Department of Business and Business Administration program, with the student number Y1212.150006, is working on a thesis titled "TEACHERS' BURNOUT AND DETERMINING THE MOST IMPORTANT COMPONENTS OF BURNOUT WITH A CASE STUDY ON ACADEMIC STAFF" The survey that has been approved by the Istanbul Aydın University's Ethics Committee on 03.08.2015 and 2015/09 decree are "Maslach Burnout Scale" to be done on Istanbul Aydın University's academic staff.

For your information.

Sincerely yours,

  
Prof. Dr. Zafer UTLU  
Head of the Institute



**SOSYAL BİLİMLER ENSTİTÜSÜ**

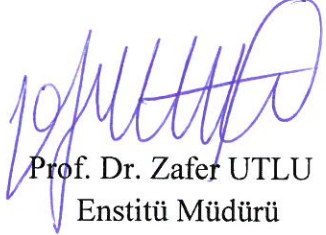
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**Konu:** ANKET

**24.08.2015**

**Sayın Azin KAZEMGHAMSARI**

Enstitümüz Y1212.150006 numaralı İşletme Ana Bilim Dalı İşletme Yönetimi Tezli Yüksek Lisans programı öğrencilerinden Azin KAZEMGHAMSARI' nın "TEACHERS' BURNOUT AND DETERMINING THE MOST IMPORTANT COMPONENTS OF BURNOUT WITH A CASE STUDY ON ACADEMIC STAFF" adlı tez çalışması gereği "Maslach Tükenmişlik Ölçeği" ile ilgili anketleri İstanbul ilinde bulunan İstanbul Aydın Üniversitesinde görev yapan öğretim üyelerine uygulayacağı anket ve ölçekleri 19.08.2015 tarih ve 500/4361 Rektörlük Makamının oluru ile uygun olduğuna karar verilmiştir.

Bilgilerinize rica ederim.



Prof. Dr. Zafer UTLU  
Enstitü Müdürü



## RESUME



**Name Surname:** Azin Kazemghamsari

**Place and Date of Birth:** Iran/Tehran 1983

**E-Mail:** azinghamsari@gmail.com

### EDUCATION :

**Bachelor** : 2008, Allameh Tabatabai University, Faculty of Psychology and Educational Science, Educational Planning Management Section

**Master** : 2015, Istanbul Aydin University, Institute of social science, Department of Business, Business Management Program

### PROFESSIONAL EXPERIENCE

**Internships** :-

**Projects** :-

**Work Experiences** : Emdad Khodro Iran, 2008-2010, Assistant  
Heeman Shimi, 2010-2011, Sales Manager

**Date** : 30.06.2015