

Relationship between the Levels of Teachers' Job Satisfaction and Burnout

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Introduction

Employees' job satisfaction is one of the most important issues in an organization, as job satisfaction is one of the most prominent factors that raise the employees' contribution to implementing the organizations' objectives. Organizations should both try to increase the productivity and effectiveness of their aims and also consider employees' needs to make them feel comfortable being a part of the organization. In this regard, defining the factors of employees' job satisfaction plays a considerable role. However, there are many factors that may cause job satisfaction or dissatisfaction. One of these factors is employee burnout. This research purposes to define the relationship between the level of teachers' job satisfaction and burnout.

Method

The research was designed with the survey model. The survey sample was comprised of 507 teachers. The Job Satisfaction Scale (Hackman and Oldham, 1975) and Maslach Burnout Scale (Maslach and Jackson, 1981) were used as data gathering tools for the survey. The Maslach Burnout Scale is composed of three dimensions: Emotional Burnout, Desensitization and Personal Failure. Descriptive statistics, t-test for pair comparisons and ANOVA for three or more comparisons were used to define the levels of teachers' job satisfaction and burnout. Correlation analysis was used in order to define the relation between the levels of teachers' job satisfaction and burnout.

Discussion and Conclusion

According to the findings of the research, teachers' job satisfaction is close to "middle-level." Teachers' job satisfaction in the dimension of emotional burnout is "middle," and in the dimension of desensitization, personal failure and general burnout is "low". Teachers' job satisfaction differentiates meaningfully according to the type of school they work in, their seniority, and their level of income. Job satisfaction of teachers who work in lower secondary schools is less than that of teachers working in primary and upper secondary schools. The teachers who have seniority of more than 21 years have a higher job satisfaction level than those who have seniority of 16–20 years. Participants with an income of more than 4.500 TRY (per month) have a higher job satisfaction level than those with a smaller income. Teachers' burnout levels show some differences in terms of gender, type of school, seniority and subject. It is worth mentioning that according to the gender variable, in the dimension of desensitization, male teachers have more burnout. Desensitization, emotional burnout and general burnout levels of the teachers working in vocational high schools and lower secondary schools are higher for those teachers working in primary and general upper secondary schools. Emotional burnout and general burnout levels of subject teachers are higher than for primary school teachers and vocational school teachers. The participants with seniority of 16-20 years feel more burnout than participants who had served for more than 21 years. There is a negative and middle-level relation between the levels of teachers' job satisfaction and burnout.

Key Words: Job satisfaction, Burnout, Teachers

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