



The relationship between occupational burnout levels of job satisfaction of Physical Education Teachers in the case of Muğla Province

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Abstract: Purpose of the research; To determine whether occupational burnout levels of physical education teachers differ from their demographic characteristics and to question the relationship between physical education teachers' job satisfaction and occupational burnout levels, if relevant, to reveal the effect on occupational burnout level. The model of the research is causal comparative and relational screening. The research universities constitute 406 physical education teachers who work in the provinces and districts of Muğla and the sample is 76 physical education teachers who participate voluntarily. The obtained data were subjected to normality test. Nonparametric test statistic was used when determining the difference between the groups because the data were not distributed normally. The Kruskal Wallis and Mann Whitney-U test at 0.05 significance level was used to determine the difference between the demographic characteristics of the physical education teachers and the levels of occupational burnout. The relationship between job satisfaction and occupational burnout levels of physical education teachers was determined by correlation analysis at the significance level of 0.01. Because of the relationship between two variables; A regression analysis of the significance level of 0.01 was used to determine the effects of physical education teachers' job satisfaction levels on their occupational burnout levels. According to research findings; there is a significant difference between the seniority years of physical education teachers and the average levels of emotional exhaustion and personal achievement levels. Physical education teachers with 11-15 years of seniority have higher levels of emotional exhaustion and personal success than others. There is a positive relationship between physical education teachers' job satisfaction and occupational burnout levels. As levels of job satisfaction increase, occupational burnout levels decline. This effect is; 15.9% ($R^2 = 0.155$) in the dimension of emotional exhaustion and 15.7% ($R^2 = 0.157$) in the personal achievement dimension..

Key Words: Occupational Burnout, Job satisfaction, physical education teachers

1 Introduction

Occupational burnout syndrome; can be described as emotional exhaustion, depersonalization, and low personal success syndrome [1]. When the employees in the business are happy, successful and productive, they feel satisfied with the job, revealing that this person generally likes the job and appreciates it positively [2]. In terms of the level of stress they experience in their work, the occupational groups show that those who have high levels of stress

are seen in the teaching profession [3]. Occupational burnout and job satisfaction of teachers are not only important for them but also for the educational institution they are working with. Job satisfaction and occupational burnout levels experienced by teachers can affect the quality of service and productivity of the school, resulting in the fulfillment of school objectives and educational environment [4]. The aim of this study is to determine whether there is a relationship between occupational burnout levels and the demographic characteristics of job

satisfaction of the physical education teachers and the levels of occupational burnout and job satisfaction and also the effect of job satisfaction on occupational burnout if there is a relationship between occupational burnout and job satisfaction.

2 Methods

Purpose of the research; To determine whether occupational burnout levels of physical education teachers differ from their demographic characteristics and to question the relationship between physical education teachers' job satisfaction and occupational burnout levels, if relevant, to reveal the effect on occupational burnout level. The model of the research is causal comparative and relational screening.

2.1 Subject

The research universities constitute 406 physical education teachers who work in the provinces and districts of Muğla and the sample is 76 physical education teachers who participate voluntarily. The Maslach Burnout Inventory, which was developed by Maslach and Jackson in 1981 and adapted to Turkish by Ergin (1992) and used for validity and reliability studies, was used to evaluate the professional burnout of teachers [5, 6]. The MTE scale consists of three dimensions (Emotional exhaustion- Desensitization and Personal success). The short form of the Minnesota Job Satisfaction Scale, developed by Weiss, Dawis and Lofquist (1967) [7].

Table 1: Kruskal Wallis Test for the Difference Between Occupational Seniority and Occupational Burnout Levels of Physical Education Teachers

Ranks			
	Senior Year	N	Rank Avg.
Emotional Exhaustion	0 - 5 Year(s)	20	40,65
	6 - 10 Years	10	22,00
	11 - 15 Years	9	55,28
	16 Years and above	36	36,65
	Total	75	
Depersonalization	0 - 5 Year(s)	20	43,05
	6 - 10 Years	10	30,05
	11 - 15 Years	9	45,94
	16 Years and above	36	35,42
	Total	75	
Personal Success	0 - 5 Year(s)	20	36,10
	6 - 10 Years	10	18,70
	11 - 15 Years	9	54,44
	16 Years and above	36	40,31
	Total	75	
Test Statistics^{a,b}			
	Emotional Exhaustion	Depersonalization	Personal Success
X ²	11,525	4,138	13,636
sd	3	3	3
p	,009	,247	,003
a. Kruskal Wallis Test		b. Group Variant: Senior Year	

3 Statistical techniques

The obtained data were subjected to normality test. Nonparametric test statistic was used when determining the difference between the groups because the data were not distributed normally. The Kruskal Wallis and Mann Whitney-U test at 0.05 significance level was used to determine the difference between the demographic characteristics of the physical education teachers and the levels of occupational burnout. The relationship between job satisfaction and occupational burnout levels of physical education teachers was determined by correlation analysis at the significance level of 0.01. Because of the relationship between two variables; A regression analysis of the significance level of 0.01 was used to determine the effects of physical education teachers' job satisfaction levels on their occupational burnout levels.

There is a significant difference between physical education teachers' seniority years and emotional exhaustion level averages ($p < 0.05$). Physical education teachers with 11-15 years of seniority have a higher level of emotional exhaustion than others. There is a significant difference between physical education teachers' seniority years and personal achievement level averages ($p < 0,05$).

Physical education teachers with 11-15 years of seniority have a higher level of personal achievement than others. There is no significant difference between physical education teachers' seniority years and levels of depersonalization level values ($p > 0.05$). There is a positive relationship between emotional exhaustion and job satisfaction of physical education teachers ($p < 0.01$).

Table 2: Pearson Correlation Analysis for the Relationship between Burnout Levels and Job Satisfaction Levels of Physical Education Teachers

Job Satisfaction Level		
Emotional Exhaustion	Pearson Correlation	,398**
	p	,000
	N	76
Depersonalization	Pearson Correlation	,394**
	p	,000
	N	76
Personal Success	Pearson Correlation	,396**
	p	,000
	N	76

Table 3: Regression Analysis of the Effect of Physical Education Teachers on Emotional Exhaustion Levels of Job Satisfaction Levels

Model Summary						
Model	R	R ²	Residual R ²	Estimated Std. Error		
1	,398 ^a	,159	,147	6,30293		
a. Independent Variant: Job Satisfaction						
ANOVA ^a						
Model		(Aggregate) ²	sd	A.avg. ²	F	p
1	Regression	554,566	1	554,566	13,959	,000 ^b
	Residual Value	2939,789	74	39,727		
	Total	3494,355	75			
a. Dependent Variant: Emotional Exhaustion						
b. Independent Variant: Job Satisfaction						

Job satisfaction levels of physical education teachers have a positive effect on emotional exhaustion levels of 15.9% (R² = 0.159).

Table 4: Regression Analysis of the Effects of Physical Education Teachers' Job Satisfaction Levels on the Level of Desensitization

Model Summary						
Model	R	R ²	Residual R ²	Estimated Std. Error		
1	,394 ^a	,155	,144	4,21323		
a. Independent Variant: Job Satisfaction						
ANOVA ^a						
Model		(Aggregate) ²	df	A.avg. ²	F	p
1	Regression	240,931	1	240,931	13,573	,000 ^b
	Residual Value	1313,595	74	17,751		
	Total	1554,526	75			
a. Dependent Variant: Depersonalization						
b. Independent Variant: Job Satisfaction						

The level of job satisfaction of physical education teachers has a positive effect of 15.5% ($R^2 = 0.155$) on the levels of desensitization.

Table 5: Regression Analysis of the Effect of Physical Education Teachers' Level of Job Satisfaction on Personal Achievement Level

Model Summary						
Model	R	R ²	Residual R ²	Estimated Error	Std.	
1	,396 ^a	,157	,145	5,67590		
a. Independent Variant: Job Satisfaction						
ANOVA ^a						
Model		(Aggregate) ²	df	A.avg. ²	F	p
1	Regression	443,016	1	443,016	13,752	,000 ^b
	Residual Value	2383,971	74	32,216		
	Total	2826,987	75			
a. Dependent Variant: Personal Success Level						
b. Independent Variant: Job Satisfaction						

Job satisfaction levels of physical education teachers have a positive effect of 15,7% ($R^2 = 0,157$) on personal achievement levels.

There is a positive relationship between the level of depersonalization of physical education teachers and job satisfactions ($p < 0.01$). There is a positive relationship between the personal achievement levels of physical education teachers and job satisfactions ($p < 0.01$).

4 Discussions

There is no difference between the genders of the physical education teachers and the levels of

occupational burnout. Parallel findings of our work were obtained by studies conducted by Vurgun (2006), Güllüce (2006), Aslan (2007), Kale (2007),. Despite that; In Baykoçak's (2002) and Özkan's (2007) studies, Özkan found that male physical education teachers showed more occupational burnout and Baykoçak, on the other hand, found that female physical education teachers exhibited more occupational burnout [8-13].

In our study there is no difference between age groups and occupational burnout. Cihan (2011);

found a decrease in the sense of personal accomplishment in the studies he conducted [14]. As the age groups of physical education teachers increased, their personal achievement feelings decreased. In the study conducted by Arslan (2007); Physical education teachers who have been working for over 15 years have shown less personal success than their peers [15]. There is no difference between school types and occupational burnout levels of physical education teachers in our work. Parallel findings of our work were also found in studies conducted by Soyer, Can and Kale (2009) [16].

5. Conclusions

In our study, emotional exhaustion, depersonalization and personal success levels of physical education teachers were positively related to job satisfaction. The positive effect of job satisfaction on emotional exhaustion level is %19.9, the depersonalization level is %15.5 and personal achievement level is %15.7. Measures must be taken to increase job satisfaction in order to reduce the level of occupational burnout of physical education teachers. As is known, job satisfaction is divided into internal and external satisfaction. Considering this situation, both personal development trainings should be given and institutional improvements which are effective on job satisfaction should be made.

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