

MULTIVARIATE ANALYSIS OF PHYSICAL EDUCATION TEACHERS BURNOUT AND JOB SATISFACTION LEVELS (Kırşehir Province Example)

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Abstract

In this study, it is aimed to examine Burnout Levels and Job Satisfaction Levels of Physical Education Teachers. Screening model was used in the study. The study group consists Physical Education Teachers who work in Kırşehir Province. The personal information form prepared by the researchers, the Maslach Burnout Scale and the Minnesota Job Satisfaction Scale were applied to the participants. Examination of burnout levels and job satisfaction levels of participants were evaluated in terms of occupational year, marital status, extracurricular exercise / training status, place of duty and average number of students taking the classes. The level of job satisfaction of physical education teachers is generally at a level of "satisfied". However, when the sub-dimensions of the scale are examined, it is seen that the intrinsic satisfaction is at the level of "satisfied", while the extrinsic satisfaction is at the level of the "indecisive". When the independent variables considered to be effective on job satisfaction level were examined, no significant differences were found. It is seen that there is a negative intermediate relation between the job satisfaction and burnout levels of PE teachers. When the sub-dimensions forming the Maslach Burnout Inventory and the Minnesota Job Satisfaction Scale were examined, it is seen that the highest relations are between negative and moderate emotional exhaustion, personal accomplishment and desensitization dimensions and intrinsic satisfaction and emotional exhaustion with extrinsic satisfaction.

Key words: *burnout, job satisfaction, physical education, goal achievement.*

Introduction

The nature and quality of education are directly proportional to the quality of teachers (Şişman, 2005). If teachers believe that work is valuable and important, their business lives will be meaningful, purposeful and important (Turan, 2004). As the level of job satisfaction increases, motivation and performance increase, the quality and productivity of education improve (Balci, 2004). Job satisfaction is the emotional reaction employees show against the roles they have. The positive response to work can be called job satisfaction and the negative response can be called job dissatisfaction (Tütüncü and Çiçek, 2000, Kutaniş and Bayraktaroğlu, 2002, Chen, 2007). Factors affecting job satisfaction can be examined under two headings as individual and institutional. Individual factors are; Personality, value judgments, beliefs, expectations and socio-cultural environment, experience, age and duration of staying at the same job, gender, level of

education and intelligence. Institutional factors related to business and work environment are; General perception of work within the society, structure of work and difficulty level, wage, promotion opportunity and status (Sevimli and İşcan, 2005). Job satisfaction for teachers can be defined as "the attitude of the teacher to the students and the school" or "the satisfaction or dissatisfaction of the teachers with their job" (Vural, 2004: 32).

Maslach considers burnout as a three-factor structure (Maslach et al., 2001). These are; Emotional exhaustion, desensitisation, and a decrease in personal achievement. Emotional exhaustion is the clearest visible dimension of complex burnout syndrome. People speak about this dimension to express their weariness, energy loss, exhaustion, or fatigue of themselves or others. Employees who move away from themselves and their jobs lose their idealism and enthusiasm for

work. Not paying attention to the people they serve, hostile negative reactions are commonly seen behavior types. Researches reveals that there is a significant relationship between emotional exhaustion and desensitization. People who are emotionally and physically exhausted, who have a negative attitude towards the people they serve and themselves, are less able to fulfill the demands that their jobs require, thus the sense of personal achievement decreases. In this sense, the decrease in the sense of personal accomplishment coexists with the other two (Maslach, Leiter and Schaufeli, 2001).

The causes of burnout are associated with the expectations of the person. It is usually a result of the fact that the correspondence between unreal expectations and their own expectations does not parallel (Tümkaya, 1996). It is stated that burnout leads to personality problems such as fatigue, insomnia, being alienated from work, quitting the job, marital problems (Sandström, Rhodin, Lundberg, 2005). Burnout is more common in situations where there is a lot of mutual human relations (such as doctors, teachers, administrators, policemen) in the profession being employed (Schuab, Iwaanichi, 1982, Sayil et al., 2001). Burnout syndrome is quite common situation. Employees may be faced with burnout syndrome at any time during their work life. However, this situation does not suddenly develop, it develops secretly, it is disturbing the spiritual balance of the person after emerging by being fed with some factors. It can cause important problems in work, family and social life (Piko 2005). Burnout causes people to feel helpless, trapped, and exhausted. For this reason, burnout refers to a much more negative situation than stress (Lewinson, 1996). Burnout causes some important changes in organizational structure, as well. These can arise as a decrease in job participation and job satisfaction, an increase in quitting the job, a decrease in performance, a decrease in group commitment, an increase in physical and emotional symptoms, an increase in health expenditures, and a decrease in family life (Golembiewi, Boudreau, Sun, Lou, 1998).

This study aims to examine the situations which affect the job satisfaction and occupational burnout of physical education teachers in terms of some variables (gender, marital status, occupational year, place of duty, classroom attendance and extracurricular exercise or training) to determine job satisfaction and occupational burnout and to develop solutions in this direction.

Methods

Study Design

It was quantitative research and data were obtained by screening method. Within the scope of the study, the job satisfaction and burnout of the physical education teachers were considered as a condition and tried to be described by the researchers. Besides, some independent variables that are thought to be effective on these conditions have been investigated.

Sampling Group

The target universe of the research is the physical education teachers who work in the schools affiliated to the Ministry of National Education. The target universe is the abstract world that the researcher wants to achieve but is difficult to reach and reflects his ideal choice (Büyüköztürk, et al., 2009). Since this situation is easy in theory and difficult to implement, researchers included the physical education teachers working in the schools affiliated to Kırşehir Provincial Directorate of National Education into the scope of the accessible universe and the data obtained from this sample was considered as a fact. According to Karasar (2006), the accessible universe is a concrete one, which is the realistic choice that the researcher can reach. With this situation, the speed of data collection process has been increased and the reliability of the obtained data has been increased.

According to the Ministry of National Education's Education Statistics (2015), 122 physical education teachers are working in Kırşehir in 2014/15 education year. A total of 108 teachers randomly selected from this reachable sample were included in the research sample. In order to be able to generalize to reachable universe, it is necessary to reach at least 93 teachers in order to generalize to Kırşehir province at the level of .05 error amount and .05 importance level. The data obtained from 108 physical education teachers in the research process are sufficient for generalizing to the accessible universe. The demographic data on the teachers in the research sample are given in Table 1.

Table 1. Data on Demographic Characteristics of Physical Education Teachers

		N	%
Marital Status	Married	90	83,3
	Single	18	16,7
	Total	108	100
Occupational year	1-5	37	34,3
	6-10	20	18,5
	11-15	26	24,1
	16-20	17	15,7
	21 and over	8	7,4
	Total	108	100
Extracurricular Exercise Condition	Yes	85	78,7
	No	23	21,3
	Total	108	100
Place of Duty	City Center	64	59,3
	County	28	25,9
	Town		
	Town-Village	16	14,8
	Total	108	100
Average Number Of Students	1-10	6	5,6
	11-20	39	36,1
	21-30	44	40,7
	31-40	19	17,6
	Total	108	100

There are 108 physical education teachers in the study sample. While 90 (83.3%) of these teachers were married, 18 (16.7%) were single. A large majority of teachers reported having 1-5 years

(34.3%) of seniority, while 85 (78.7%) were doing extracurricular exercises. The majority of the teachers in the sample work at the provincial center (59,3%) and they work with an average of 21-30 students (40,7%) in their class.

Data Collection Tool

Three different quality measuring instruments were used to collect data in the research process. (1) *Personal information form*. This form, developed by researchers, was used to identify the personal information of physical education teachers. (2) *Masclah Burnout Scale (MBS)*. With the scale developed by Maslach and Jockson (1981) and adapted to Turkish by Ergin (1992), it was aimed to determine teachers' emotional exhaustion, desensitization and achievement emotions towards the profession. (3) *Minnesota Job Satisfaction Scale (MJSS)*. It consists of 20 questions developed by

Weiss, David, England and Lofquist (1967) and translated into Turkish by Baycan (1985) and tested for validity and reliability studies to measure job satisfaction.

Data Analyses

Descriptive and relational analysis techniques were used together with the SPSS 20 package program in the analysis of the quantitative data obtained. The results were evaluated at .05 significance level. In order to be able to demonstrate the relationship of the teachers with the independent variables considered to have an effect on job satisfaction and burnout, normality tests were performed before analysis. As the number of teachers in the sample was over 50, the results of the Kolmogorov-Smirnov test had to be considered, thus this test was used to decide on normality. The Kolmogorov-Smirnov test results obtained in this context are listed below.

Table 2. Normality Test Results of the Data

	Kolmogorov-Smirnov		
	Statistic	sd	p
Minnesota Job Satisfaction Scale (MJSS)	,103	108	,006
Masclah Burnout Scale (MBS)	,077	108	,135

When Table 2 was examined, it is observed that MJSS data are significant ($p < .05$), whereas the MBS data were not significant ($p > .05$). These results can be interpreted as MJSS data does not show a normal distribution, while MBS data does. The following statistical analyzes were used in the relational analysis process in the direction of these findings.

	Used Analysis	
	Binary variables (Gender, Marital Status and Extracurricular Exercise Condition)	Ternary variables (Occupational Years, Average Student Number and Place of Duty)
Minnesota Job Satisfaction Scale (MJSS)	Mann Whitney U	Kruskal Wallis
Masclah Burnout Scale (MBS)	Independent t test	One-way ANOVA

As descriptive statistics, arithmetic mean and standard deviation values were used in determining the job satisfaction and burnout levels of physical education teachers. In the interpretation of MJSS and MBS items, a quinary evaluation scale was used. The $a = \text{range} / \text{group number}$ formula has been used to determine the evaluation scale group value range (Taşdemir, 2003).

In this respect, the qualification groups included in the evaluation scale and their limits are listed below.

Given weight	Quality groups		Limit
	MBS	MJSS	
5	Always	So satisfied	4.20-5.00
4	Mostly	Satisfied	3.40-4.19
3	Sometimes	Indecisive	2.60-3.39
2	Very Rare	Not Satisfied	1.80-2.59
1	Never	Not satisfied at all	1.00-1.79

Findings

Findings obtained within the scope of the research were examined separately under the titles of job satisfaction and burnout in the first part. In the second part, the relationship between the job satisfaction and the burnout levels of the physical education teachers are given.

3.1. Minnesota Job Satisfaction Scale Findings

Table 3. Findings of Physical Education Teachers' Job Satisfaction

	\bar{x}	SS	Level	
GENERAL	3,74	,579	Satisfied	
Intrinsic satisfaction	4,02	,576	Satisfied	
Extrinsic satisfaction	3,31	,813	Indecisive	
<i>ITEMS</i>				
	\bar{x}	SS	Level	
About my job				
Intrinsic satisfaction	Always keeping me busy	3,81	,968	Satisfied
	Having the chance to work alone	3,85	,873	Satisfied
	Sometimes having the chance to do original work	3,97	,880	Satisfied
	Giving me the chance to be a respectable person in society	4,13	,869	Satisfied
	Not being have to do things that are against my conscience	3,74	1,053	Satisfied
	Providing me a fixed job	4,12	,876	Satisfied
	Having the ability to do something for others	4,18	,821	Satisfied
	Having the chance to tell people what to do	4,08	,698	Satisfied
	Having the chance to do something using my own talents	4,25	,762	So satisfied
	Giving me the freedom to apply my own decisions	3,98	,808	Satisfied
Extrinsic satisfaction	Having the chance to use my own methods at work	4,00	,932	Satisfied
	The sense of accomplishment for the work I do	4,16	,767	Satisfied
	Management style of the superiors	3,33	1,176	Indecisive
	My superior's ability to make decisions	3,61	1,190	Satisfied
	Implementation of institution rules	3,43	1,034	Satisfied
	The wage I paid for the work I do	2,88	1,248	Indecisive
	The chance to get promoted	3,07	1,149	Indecisive
	Physical conditions of the place of duty	2,90	1,336	Indecisive
Collaboration between my colleagues	3,75	1,092	Satisfied	
Being appreciated for a work I do	3,54	1,026	Satisfied	

When Table 3 is examined, the level of job satisfaction of the physical education teachers is generally at the level of "satisfied" ($= 3.74$). Besides, when the sub-dimensions of the scale are examined, it is seen that intrinsic satisfaction ($\bar{x}=4,02$) is at the level of "satisfied", extrinsic satisfaction ($\bar{x}=3,31$) is at the level of "indecisive".

According to the teachers, physical education teachers have the opportunity to do something using their own talents at the highest level ($= 4, 25$) and this gives them intrinsic satisfaction. When examining the other intrinsic satisfaction items, it is observed that the factors such as the following ones, respectively increase the intrinsic satisfaction; having the chance to do something for others ($= 4,18$), having the sense of success ($\bar{x}=4,16$), having the chance to be a reputable person ($\bar{x}=4,13$), having a fixed job ($\bar{x}=4,12$) and having the chance to tell others what to do ($\bar{x}=4,08$).

According to the teachers' views, they are indecisive about physical education teaching as a profession in terms of being provided extrinsic satisfaction. In particular, the wage ($= 2.88$) paid for the work done, the physical conditions ($= 2.90$) and the possibility of promotion ($= 3.07$) in the working environment have created indecision for the teaching of physical education in terms of external satisfaction. In addition, the management style of the superiors ($= 3,33$) can be said to be an extrinsic satisfaction factor in terms of teachers.

3.2 Findings of Minnesota Job Satisfaction Scale

Table 4. Mann Whitney U Test Results of Binary Variables Related to the Level of Job Satisfaction of Physical Education Teachers

<i>Independent Variables</i>		<i>N</i>	<i>Mean Rank</i>	<i>Sum of Ranks</i>	<i>U</i>	<i>p</i>	<i>Significant difference</i>
Marital status	Married	90	53,09	4778,00	683,000	,295	None
	Single	18	61,56	1108,00			
Extracurricular exercise	Yes	85	56,80	4828,00	782,000	,142	None
	No	23	46,00	1058,00			

When the independent variables considered to be effective on the job satisfaction of the physical education teachers are examined in Table 4, Marital status ($p > .05$) and extracurricular exercise ($p > .05$) were not statistically significant. This finding suggests that teachers' job satisfaction levels are not influenced by marital status and extracurricular exercise.

Table 5. Kruskal Wallis Test Results of Multiple Variables Related to the Level of Job Satisfaction of Physical Education Teachers

<i>Independent Variables</i>		<i>N</i>	<i>Mean Rank</i>	<i>Chi-Square</i>	<i>p</i>	<i>Significant difference</i>
Occupational year	1-5	37	61,73	6,695	,153	None
	6-10	20	45,78			
	11-15	26	45,96			
	16-20	17	62,85			
	21 and over	8	52,88			
Place of duty	City	64	56,68	1,057	,590	None
	County	28	49,39			
	town-village	16	54,72			
Average number of students taking the class	1-10	6	70,92	9,045	,029	* 11-20 to 21-30 in favor of 11-20
	11-20	39	62,83			
	21-30	44	44,38			
	31-40	19	55,66			

It is seen that the average number of students taking the class ($p < .05$) is statistically significant while the teachers' occupational years ($p > .05$) and the places of duty ($p > .05$) are not an effective variable on job satisfaction. Mann Whitney U test results, carried out between the two variables to determine meaningful source of difference, stated that among the teachers with 11-20 students and 21-30 students in the class, it is in favor of the former one. This can be interpreted in particular as the number of students in a classroom is an effective factor on the job satisfaction of the teachers and a decrease in the number of students increases the intrinsic and extrinsic satisfaction of the teachers.

3.3. Findings related to Maslach Burnout Scale

Table 6. Findings of Physical Education Teachers' Burnout Levels

		\bar{x}	SS	Level
	GENERAL	1,26	,612	Never
	Emotional exhaustion	1,37	,820	Never
	Personal accomplishment	1,28	,785	Never
	Desensitization	1,03	,852	Never
	<i>ITEMS</i>	\bar{x}	SS	Level
Emotional Exhaustion Dimension	I feel that I work too much	1,96	1,237	Very Rare
	It is really very weary for me to deal with people all day	1,73	1,212	Never
	Working with people directly creates too much stress on me	1,61	1,259	Never
	I feel spiritually exhausted when I return home from work	1,51	1,114	Never
	I feel that my job restricts me.	1,36	1,054	Never
	I feel like I am alienated from my job.	1,28	1,050	Never
	I feel like I am sick of my job.	1,12	1,160	Never
	When I get up in the morning, I feel like I can not take this job one more day.	,94	1,048	Never
	I feel like I've come to an end.	,82	1,134	Never
	Personal Achievement Dimension	I immediately understand how people, who I encounter as a part of my job, feel.	1,43	,988
I feel revitalized after working closely with people		1,42	1,024	Never
I deal with the emotional problems, I encounter at work, dispassionately		1,39	1,022	Never
I find the best solution to the problems of people I encounter as a part of my job		1,35	,979	Never
I have achieved a lot of success in this business.		1,28	1,076	Never
I have the power to do a lot of things.		1,21	1,068	Never
I create a comfortable atmosphere with people I encounter as a part of my job		1,15	1,006	Never
I believe that I contribute to people's life through the work I do.		1,01	,966	Never
Desensitisation Dimension	Ever since I started working in this business, I've become tough on people.	1,24	1,101	Never
	I'm afraid this job will toughen me day by day.	1,10	1,151	Never
	I feel like people, who I encounter as a part of my job, behave as if I created some of their problems	1,08	1,068	Never
	I realize that I behave some people, I encounter as a part of my job, as if they are not human.	,94	1,150	Never
	I don't care whatever happens to the people I encounter as a part of my job.	,78	1,032	Never

When Table 6 is examined, it is determined that the average burnout level of the physical education teachers (= 1,26) is "never". However, when the sub-dimensions of the scale are examined, it is seen that emotional exhaustion (= 1.37), desensitization (= 1.03) and personal accomplishment (= 1.28) dimension are on the level of "never". These results show that the emotional exhaustion, desensitization and personal achievement levels of physical education teachers are low.

It is seen that the emotional exhaustion levels of physical education teachers' are low because their responses to "I feel that I work too much" (= 1.96) is at the level of "very rare" and to the expressions; "It is really very weary for me to deal with people all day" (= 1.73), "Working with people directly creates too much stress on me" (= 1.61) and "I feel spiritually exhausted when I return home from work" (= 1.51) are "never".

It is seen that the level of desensitization of the physical education teachers is low because their responses to the following expressions are at the level of "never"; "Ever since I started working in this business, I've become tough on people" (= 1.24), "I'm afraid this job will toughen me day by day" (= 1.10) and "I feel like people, who I encounter as a part of my job, behave as if I created some of their problems" (= 1.08).

It is seen that the level of personal achievement of the physical education teachers is low because their responses to the following expressions are at the level of "never"; "I immediately understand how people, who I encounter as a part of my job, feel." (= 1.43), "I feel revitalized after working closely with people" (= 1.42) and "I deal with the emotional problems, I encounter at work, dispassionately" (= 1.39).

3.4 Findings Related to Maslach Burnout Inventory

Table 7. Independent T Test Results for Binary Variables Related to Burnout Levels of Physical Education Teachers

<i>Independent Variables</i>		<i>N</i>	\bar{x}	<i>SS</i>	<i>t</i>	<i>p</i>	<i>Significant difference</i>
Marital status	Married	90	1,30	,593	1,733	,086	None
	Single	18	1,03	,676			
Extracurricular exercise condition	Yes	85	1,24	,606	-,543	,588	None
	No	23	1,32	,646			

When the independent variables considered to be effective on burnout are examined in Table 7; it is seen that marital status ($t=1,733$; $p>.05$) and extracurricular exercise ($t=-,543$; $p>.05$) variables are not effective on burnout levels of teachers.

Table 8. One-way analysis of variance (ANOVA) test results of multiple variables related to burnout levels of physical education teachers

		<i>KT</i>	<i>sd</i>	<i>KO</i>	<i>F</i>	<i>p</i>	<i>Significant difference</i>
Occupational year	Inter-groups	1,004	4	,251	,660	,621	None
	In-group	39,190	103	,380			
	Total	40,195	107				
Place of duty	Inter-groups	,723	2	,361	,961	,386	None
	In-group	39,472	105	,376			
	Total	40,195	107				
Average number of students taking the class	Inter-groups	1,796	3	,599	1,622	,189	None
	In-group	38,399	104	,369			
	Total	40,195	107				

When the independent variables considered to be effective on burnout are examined in Table 8; it is seen that variables of occupational year ($F=,660$; $p>.05$), place of duty ($F=,961$; $p>.05$), the average number of students taking the lesson ($F=,1622$; $p>.05$) are not effective on burnout levels of teachers. It is seen that the burnout levels of physical education teachers are not influenced by occupational year, places of duty and the average number of students taking the lesson.

3.5. Findings Related to the Relationship Between Burnout Levels and Job Satisfaction of Physical Education Teachers

Table 9. Pearson Correlation Coefficient Results between Physical Education Teachers Burnout and Job Satisfaction Levels

		<i>MBS</i>
MJSS	<i>r</i>	-,531(**)
	<i>p</i>	,000
	<i>N</i>	108

When Table 9 is examined, it is seen that there is a negatively moderate relation between job satisfaction and burnout levels ($r = -, 531$; $p <.05$) of physical education teachers. This situation can be interpreted as the fact that teachers with high burnout levels have low job satisfaction or as it affects their job satisfaction negatively. Relations between sub-dimensions of both scales are examined in Table 11.

Table 10. Correlation coefficients of sub-dimensions of burnout and job satisfaction scales

		MJSS		
		Intrinsic satisfaction	Extrinsic satisfaction	
MBS	Emotional exhaustion	r	-,466(**)	-,433(**)
		p	,000	,000
		N	108	108
	Personal accomplishment	r	-,414(**)	-,031
		p	,000	,752
		N	108	108
	Desensitization	r	-,419(**)	-,246(*)
		p	,000	,010
		N	108	108

When the sub-dimensions forming MJSS and MBS are examined, it is seen that the highest relations are between negative and intermediate Emotional exhaustion ($r=-,466$), Personal achievement ($r=-,414$), Desensitisation ($r=-,419$) dimensions and intrinsic satisfaction, and between Emotional exhaustion and extrinsic satisfaction ($r=-,433$). This situation shows that intrinsic satisfaction is especially low for teachers whose emotional exhaustion, personal achievement and desensitization levels are high. Besides, emotional exhaustion affects teachers' external satisfaction negatively, as well.

Conclusion and Discussion

The level of job satisfaction of physical education teachers is generally at a level of "satisfied". When the sub-dimensions were examined, it was found that the intrinsic satisfaction levels were higher than the extrinsic satisfaction. Teachers have stated that their talents are the most important factor in maintaining their intrinsic satisfaction. Beside this, teachers highlighted the fact that their profession gives the opportunity to do other things, gives a sense of success, opportunity for a prestigious personality and intrinsic satisfaction.

In extrinsic gratification, the teachers were indecisive about the management style of their superiors, chance to get promotion, physical conditions in the work place and the wage. This can be particularly used to improve these elements to provide extrinsic satisfaction of the teachers.

According to the marital status variable, burnout levels of physical education teachers do not change. When the literature is examined, it is concluded in similar studies about the subject the marital status of the teachers is not effective on burnout levels. (Soyer et al., Türkçapar Ü., Karademir et al., Akıner B., Kale F., Özdoğan H., Şahin Ş., Yıldırım Y., Kılınç M., Adiloğulları G E., Yılmaz T.) However, in some studies, it is seen that the burnout levels of physical education teachers are lower in favor of married ones. (Özlem Ş Y., Korkmaz Ö.)

It is seen that extracurricular activities and occupational year variables are not effective on the burnout levels of physical education teachers. In similar studies conducted in the literature, it was concluded that the variables of occupational year and extracurricular exercise were not effective on the burnout levels of teachers (Tuna M and Çimen

Z., Gökteş Z., Gulay H. E., Kale F., Yıldırım Y., Kılınç M., Korkmaz Ö., Yılmaz T.)

In some studies, unlike the result of the study, it is seen that extracurricular exercise and occupational year variables are effective variables in burnout levels of physical education teachers (Mavi L., Akıner B., Özkan Ş., İde O., Özdoğan H., Tuna M.). This difference is thought to originate from the study group.

There is no statistically significant difference in the level of job satisfaction of the physical education teachers in terms of place of duty variable. In the literature review, it is concluded that the place of duty variables are not effective on job satisfaction levels. (Soyer et al., Türkçapar Ü., Tatlıcı M and Kırımlioğlu H., Tuna M and Çimen Z., Kale F.). When the literature is examined, unlike the result of the study, It is seen that physical education teachers who work in the province center have a high level of job satisfaction (Mavi L. Gülay H E). It is thought that the difference in these results is due to the city that the work was done.

It is seen that the number of students, physical education teachers teach, is an effective factor on the job satisfaction level. The decrease in the number of students, physical education teachers teach, increases the internal and external satisfaction of the teachers. When the literature is examined, there are some studies that find that the number of students are not effective at job satisfaction levels (Tuna M., Yılmaz T.) It can be said that the source of the difference is due to the city the work is done.

It has been determined that the burnout level of the physical education teachers is at the level of "never" (= 1.26). However, when the sub-dimensions of the scale are examined, it is seen that emotional exhaustion (= 1.37), desensitization (= 1.03) and personal accomplishment (= 1.28) dimension are on

the level of "never". These results show that the emotional exhaustion, desensitization and personal achievement levels of physical education teachers are low.

It is seen that the emotional exhaustion levels of physical education teachers' are low because their responses to "I feel that I work too much" (= 1.96) is at the level of "very rare" and to the expressions; "It is really very weary for me to deal with people all day" (= 1.73), "Working with people directly creates too much stress on me" (= 1.61) and "I feel spiritually exhausted when I return home from work" (= 1.51) are "never".

It is seen that the level of desensitization of the physical education teachers is low because their responses to the following expressions are at the level of "never"; "Ever since I started working in this business, I've become tough on people" (= 1.24), "I'm afraid this job will toughen me day by day" (= 1.10) and "I feel like people, who I encounter as a part of my job, behave as if I created some of their problems" (= 1.08).

It is seen that the level of personal achievement of the physical education teachers is low because their responses to the following expressions are at the level of "never"; "I immediately understand how people, who I encounter as a part of my job, feel." (= 1.43), "I feel revitalized after working closely with people" (= 1.42) and "I deal with the emotional problems, I encounter at work, dispassionately" (= 1.39).

When the independent variables considered to be effective on burnout are examined in Table 7; it is seen that marital status ($t=1,733$; $p>.05$) and extracurricular exercise ($t=-,543$; $p>.05$) variables are not effective on burnout levels of teachers.

When the independent variables considered to be effective on burnout are examined in Table 8; it is seen that variables of occupational year ($f=,660$; $p>.05$), place of duty ($f=,961$; $p>.05$), the average

number of students taking the lesson ($f=,1622$; $p>.05$) are not effective on burnout levels of the teachers. It is seen that the burnout levels of the physical education teachers are not influenced by the variables of marital status, occupational year, extracurricular exercise, place of duty and the number of students taking the lesson.

When the literature is examined, marital status, extracurricular exercise, occupational year, place of duty and the average number of students that take the lesson are found to be ineffective in the burnout levels of physical education teachers (Kale F., Özdoğan H., Adiloğulları G E., Yılmaz, 2008; T., Mumcu L. Filiz Z.). In addition, in some studies, there are consequences both in favor of and against male female physical education teachers in terms of burnout condition in marital status, occupational year and place of duty variables (Şener Ş., Özkan Ş H., İde O., Yıldırım Y., Tuna M.).

When Table 10 is examined, it is seen that there is a negatively moderate relation between job satisfaction and burnout levels ($r = -, 531$; $p <.05$) of physical education teachers. This situation can be interpreted as the fact that teachers with high burnout levels have low job satisfaction or as it affects their job satisfaction negatively. Relations between sub-dimensions of both scales are examined in Table 11.

When the sub-dimensions forming MJSS and MBS are examined, it is seen that the highest relations are between negative and intermediate Emotional exhaustion ($r=-,466$), Personal achievement ($r=-,414$), Desensitisation ($r=-,419$) dimensions and intrinsic satisfaction, and between Emotional exhaustion and extrinsic satisfaction ($r=-,433$). This situation shows that intrinsic satisfaction is especially low for teachers whose emotional exhaustion, personal achievement and desensitization levels are high. Besides, emotional exhaustion affects teachers' external satisfaction negatively, as well.

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ANALIZA IZGARANJA I ZADOVOLJSTVA POSLOM NASTAVNIKA TIJELESNE IZDRAVSTVENE KULTURE (primjer provincije Kırşehir)

Sažetak

U ovoj studiji namjerava se ispitati razine izgaranja i razine zadovoljstva poslom nastavnika tjelesnog odgoja. U istraživanju je korišten Screening model. Studijska skupina sastoji se od nastavnika tjelesnog odgoja koji rade u provinciji Kırşehir. Obrazac osobnih podataka koji su pripremili istraživači, "Maslach Burnout Scale" i "Minnesota Job Satisfaction Scale" primijenjeni su na sudionike. Ispitivanje razina sagorijevanja i zadovoljstva radom ispitanika ocijenjeno je s obzirom na godinu zanimanja, bračni status, status izvannastavnih vježbi / treninga, radno mjesto i prosječan broj učenika koji pohađaju nastavu. Razina zadovoljstva nastavnika tjelesnog odgoja općenito je na razini zadovoljstva. Međutim, kada se ispituju poddimenzije ljestvice, vidi se da je unutarnje zadovoljstvo na razini "zadovoljavajućeg", dok je vanjsko zadovoljstvo na razini "neodlučnih". Vidljivo je da postoji negativan međudodnos između zadovoljstva poslom i razine izgaranja nastavnika tjelesnog odgoja. Kada su ispitane poddimenzije koje čine Maslachov inventar izgaranja i Minesotska skala zadovoljstva poslom, vidi se da su najviši odnosi između negativne i umjerene emocionalne iscrpljenosti, osobnih postignuća i dimenzija desenzibilizacije i unutarnjeg zadovoljstva i emocionalne iscrpljenosti s vanjskim zadovoljstvom.

Ključne riječi: *izgaranje, zadovoljstvo poslom, tjelesni odgoj, postizanje ciljeva.*

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